

Round Sheet (11/19/15)

Background:

My students have been working on making various color wheels during this unit as well as getting an introduction to painting. They learned about the primary, secondary, and tertiary colors, how those colors are made, and how those colors are organized on the color wheel. Students started by filling out a color wheel with color pencils, then designed their own color wheels using different images. They have been working for the past week or so on painting their personal color wheels. I've realized that many students are still struggling to grasp the concept of what the result of mixing colors is. In other words, my students are struggling with conceptualizing that blue-green is a mixture of mostly blue and a little bit of yellow (because blue and yellow make green). So I want to give my students an opportunity to simply experiment with mixing colors and also gain more practice in using paint.

Focus:

To start this lesson, I will show a commercial made by the paint company BEHR. Then students will read a letter from Home Depot asking them to create new colors for BEHR to sell in their stores. They will work in groups to mix new colors, taking care to write down how much of each color went into the mix. My goal is for them to work collaboratively and explore more colors and color combinations than the primary, secondary, and tertiary colors.

Inquiry:

Are students working collaboratively? In other words, do you hear them thinking aloud together and discussing their process?

Do you see students taking care to use the materials properly? (i.e., mixing paint on a separate paper before applying it; washing their brushes clean before using a new color; changing their water when it gets dirty, etc.)

In what ways do you see students connecting this activity to what they've learned in the past couple weeks about color?

What examples of student struggles are present, if there are any?