

What goes up, must  
come down!  
"COLOR WHEEL"  
got ta go round!

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## Pete's Secondary Shoes---2<sup>nd</sup> Grade

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East Prairie R-2

Materials: 9x12 white paper, pencil, eraser, fine black Sharpie, Q-tips, tempera cakes (red, yellow, blue), cups of water, book: Pete the Cat and his White Shoes

### Procedure:

Introduce the color wheel, namely the primary and secondary colors.

Read Pete The Cat and his White Shoes. Discuss the illustrations and details.

Discuss the basic shapes of various shoes (all acceptable except sandals/slides/flip flops).

Students will design shoe with pencil, then, trace over all pencil marks with the waterproof marker.

[I broke this lesson into 2.5 class periods (50 mins)]

Next session discuss pointillism and impressionistic art. The students will use pointillism to paint their shoes by using Qtips.

The students had to create at least one new color. If they enjoyed the mixing process, they were allowed to mix and create more secondary colors. They mix paint on their illustrated shoe.

GLEs: SI:P/P1B, SII:E/P1A, SII:E/P1E

Symbolic Color Wheel—5<sup>th</sup> grade  
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Supplies:

12x12 white paper for background, 3x3 white cardstock, pencils, erasers, acrylic paint (red, yellow, blue), brushes, water, towels, glue, 1/2"x1/2"cardboard, scissors, thin black construction paper, or black marker

Procedure:

1. Students will design a symbol on 3x3 cardstock to represent themselves. (single numbers or letters are not allowed)
2. Begin painting all colors of the color wheel (primary, secondary and tertiary) on the 3x3 squares.
3. Once all colors have been properly painted, the symbol will be traced on all painted color swatches.
4. It's now time to arrange the color wheel correctly. Here students will use the small cardboard squares to add elevation to their color wheels. This further impresses the primary, secondary, and tertiary placement. (Primary colors get one cardboard tile glued underneath the painted symbol. Secondary get two. Tertiary get three.)
5. Lastly students use the thin black construction paper to lay down the star in the center to show the primary and secondary colors.

GLEs: SI:P/P1B, SII:E/P1B, SII:E/P1E

Radial Name Balance—4<sup>th</sup> Grade  
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Supplies: 12x12 white paper, pencils, fine black marker, erasers, colored pencils

Procedure: Explain radial balance. Primary and Secondary colors will be discussed. Complimentary Colors will be introduced. Adjectives will be explained. Students must write down at least fourteen adjectives which are positive and describe themselves. I like to use this as a character building exercise among classmates.

1. Find the center of the square. Begin splitting the square into 11-13 triangles.
2. Discuss block/bubble/graffiti letters.
3. Students will begin designing their name and adjectives in the triangles; one word per triangle.
4. Students will trace over all letters with a fine black marker.
5. Students will color the letters and backgrounds with purpose. They will use a different set of complimentary colors per word section/triangle. Value is also discussed with this lesson.

GLEs: SI:P/P1A, SI:P/P3B, SII:E/P:2A, SII:E/P, 2B