

Color Color (March 2020)

Key focus areas and questions:

- STEAM approach
- Introduction to basic colors
- The science of light
- Art with focus on pigments
- Colors in nature
- Introducing famous artworks to kids and how colors affect art
- How do colors make us feel?
- What is the role of colors in our lives?

Activity list:

- Finger painting
- Texture painting
- Leaf printing/stamping (warm color scheme - yellows, greens, browns)
- Painting a beach (cool color scheme - blues) (using straw for blending)
- Bubble wrap painting
- Vegetable/Fruit stamping
- Rainbow painting/craft
- Blow painting
- Making a physical color wheel with objects
- Tie and dye
- Making natural dyes
- White to colored flowers (capillary action)
- Ink-based art (accompanied with music)
- Color-emotion matching game
- Flower pressing
- Roller painting (to teach color blending and color schemes)
- Shape collage
- Mixed media collage (color specific)



Week 1: Black and white to Color

Day 1

- Introduction to colors. What colors do we know?
- Is black a color? Is white a color? Not give a definitive answer and just have an open discussion; see what the kids have to say

Day 2

- Looking at black and white photos by famous artists
- Why is this too black? Why is this too white? (high contrast images)
- Understanding the role light plays
- [Black and white photography](#) (having kids click pictures in small groups)

Day 3

- Primary colors
- Why are these colors considered primary colors?
- [Color song and dance with colored tutus](#)
- [RBY team hopscotch](#)

Day 4

- Secondary colors
- How are they made?
- What happens when we mix all three primary colors in equal proportion?
- Can secondary colors make primary colors?
- [Making a physical color wheel with objects/materials](#)
- Activities of the entire day in team primary and team secondary
- Adding the basic primary/secondary color wheel to the tables

Day 5

- Subtractive color theory
- What happens when we try combinations of primary and secondary colors ?
- What happens when we mix all the primary and secondary colors?
- [Color stamping activity](#); juxtaposition of colors to see what is the outcome

Week 2: The Science of Colors

Day 1

- Understanding the dispersion of white light
- Observing the colors in white light and [coloring VIBGYOR](#)
- [Single prism experiment](#)
- Understanding how light bends and can re-bend
- [Double prism experiment](#)



- Helping children figure out an angle at which the dispersed light would converge to give back white light. The accurate angle and position of the two prisms can be marked to help kids out.
- Older kids can be given the prisms to explore by themselves

Day 2

- Exploring the concept of viscosity through colors
- [Balloon bursting art](#); use perfectly thick/heavy paints
- [Blow paint art](#); using straws to blow at watered down paints to create artwork
- See how liquids of different thickness behave differently

Day 3

- Introducing the concept of diffusion of colors in thinner mediums
- [Ink dropping art activity](#)
- [MnM experiment](#); arranging MnMs in a round plate and pour water to watch the food color slowly diffuse
- Exploring how colors mix into each other; focus on the intermediate process before two colors completely blend in

Day 4

- Exploring movement of water through capillary action
- [Coloring flowers experiment](#)
- Putting 7 white flowers in VIBGYOR water to create a rainbow bouquet
- [Roller art](#) with rollers or bubble wrap to add texture
- Understanding how colors blend

Day 5

- Playing with translucent color cards/shapes to understand [color addition in light](#)
- [Collage making](#) with translucent color cards and/or reflective materials
- Creating artwork to be hung from the ceiling; see how it interacts with light

Week 3: Colors in Nature

Day 1

- [Flower pressing art](#); collecting flowers on a walk if available or buy them and create patterns on handmade paper by pressing and stamping flowers on them
- Making colors out of flowers (would be light pigments)



Day 2

- Making our own colors ([natural dyes](#)) and making [tie and dye art](#)
 - - strawberry, raspberry, beets
 - - Orange, turmeric
 - - Turmeric, onion peels
 - - Spinach
 - - Red cabbage and soda
 - - Blueberries

Day 3

- Collecting leaves at different stages of their life-cycle on a [nature walk](#)
- [Leaf imprint art](#); [warm color scheme](#) yellows, oranges, reds, greens and browns
- Understanding how colors change through the life cycle of a plant

Day 4

- Diving into the ocean; an [exploration of colors underwater](#) through dramatic play
- Looking at the [cool color scheme](#) (blues, purples, greens)
- Using materials like blue fabrics, gelatin paper, plants, plush ocean animals, etc.
- [Painting a beach](#); on canvas, multimedia art, using acrylics, sand, shells, etc.

Day 5

- [Mud painting](#) activity; painting using thinned clay on a white background (outdoor painting session)
- [Building our own forest/zoo](#) (dramatic play) or costume play pretending to be different animals
- Seeing what colors are different animals

Week 4: The Art of Color

Artist list:

Day 1: Vincent Van Gogh (*The Starry Night*, *Sunflowers*)

- How colors make me feel? A discussion around emotions linked with colors (color psychology)
- [Painting with Q-tips](#), creating texture-based painting inspired from Van Gogh's style

Day 2: Edvard Munch (*The Scream*)

- Locking my *nightmare/bad dream* ([painting a nightmare](#) and putting it in an envelope never to see it again; unlocking fears; would be interesting to see the choice of colors)



Day 3: *Piet Mondrian (Broadway Boogie Woogie)*

- Creating patterns with colored masking tape (collective painting)
- Focus on geometries, shapes and composition

Day 4: *Frida Kahlo (Roots)*

- This is I, self-portrait drawing/coloring with crayons
- Understanding that every individual is beautiful and we can be whoever we want to be

Day 5: *Elizabeth Murray (Can you hear me?/ Wake up)*

- Pop Art collage from Magazine cutouts
- Relating to pop culture and ongoing trends (graphic/abstract) in art

Week 5: Colors in everyday life

Day 1

- Red in emergencies
- Looking at fire trucks, ambulance signs, stop signs, etc.

Day 2

- Neighborhood walk; noticing colors on graphics, sign boards, graffiti, etc



Final Curriculum Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 B/W to Color	Introduction to colors Is black/white a color? Graphite drawing/coloring	Looking at b/w photographs Black and white photography	Introducing primary colors RBY team hopscotch	Introducing secondary colors (color mixing) Making a collective color wheel with objects	What happens when we mix RBY + OGV? Understanding subtractive color theory by color stamping activity
Week 2 The Science of Colors	VIBGYOR- Additive color theory Single and double prism dispersion experiment	Balloon art (bursting balloons filled with paint) Blow painting (experimenting with different viscosities)	Ink diffusion art (dropping inks on handmade paper) The MnM experiment	Making a rainbow bouquet (putting white flowers in colored water) Capillary action Roller art to explore blending of pigments	Color addition with translucent color cards Connecting translucent color cards to create a hanging piece of art
Week 3 Colors in nature	Flower pressing art Making colors out of flowers	Making natural dyes with fruits/vegetables Tie and dye activity	Nature walk (observing color schemes) Leaf imprint art (warm color scheme/life cycle of leaves)	This is our ocean Creating one for dramatic play (Cool color scheme) Painting a beach (on canvas w/ sand, shells, etc)	Mud painting Costume play; we are animals How many colors do we see in these animals?
Week 4 Color and Art	Vincent Van Gogh (Starry night) Texture art with Q-tips	Edvard Munch (The Scream) Painting my nightmare to lock it away	Piet Mondrian (Broadway) Geometric composition art with colored masking tape	Frida Kahlo (Roots) This is ME (self portrait with crayons)	Elizabeth Murray (Wake Up) Pop Art collage with magazine cut-outs
Week 5 Colors in Everyday Life	Red Red everywhere The relationship of red with emergencies Dramatic play on emergencies with props	Neighborhood walk (seeing colors of signboards) The colors in our classroom Making a drawing of what we perceive as class	--	--	--

