**Color Wheel Umbrella**

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Grade Level: K-2

Subject: Art

Objectives:

* Students will be able to name the three primary colors.
* Students will show how blending two primary colors creates a secondary color.

Supplies needed by each student:

* Red, blue, and yellow colored pencils.
* Pencil
* Eraser.
* A piece of paper for each child prepared according to the directions below.

Before class:

Draw and cut out a six-inch circle as a pattern. Mark 6 dots at even intervals around the outside edge of the circle--perhaps with a protractor and compass. Use this marked circle pattern to make six evenly spaced dots on the each students’ paper (do not draw the circle, only the dots). I marked my student’s papers ahead of time, but some students could do this themselves using the pattern.

During Class:

We began with a discussion about the color wheel. Emphasize the primary colors—red, blue, and yellow. We discussed what other colors can be made by combining the primary colors. After they understood how the primary color wheel works, I told them we would be drawing our own umbrella colored with the primary colors.

I did step by step drawing on the chalkboard. We began by drawing three lines to connect the six dots in pairs. If your dots are evenly spaced, the lines will intersect.

After showing them how to make the curved outside lines between the dots, we went on to the raincoats, boots, and finally the puddle. Raindrops were the last touch. Some first graders weren’t sure how to draw the raindrop shapes, so the ones who knew how had fun teaching the others.

It was fun to see their own creativity as they drew their picture. Of course drawing lightly was something we talked about as well, so that we could erase something that might not turn out the way we hoped the first time.

Then I showed them a partially finished example of how we would be finishing our color wheel. (This is so they would know how to space their red, yellow, and blue sections.) I also emphasized again to only use those three colored pencils to color the entire picture. With my partially finished example, I was able to show them how we would be using the primary colors on either side to make the secondary colors. (for example; orange is made by lightly coloring red from the one side and yellow from the other.)

Even with an example, it was tricky for one or two of them to color the secondary colors. One of mine ended with some secondary colors in the wrong places.

Suggestion: Check for student understanding by asking a few questions at the end of class.

* What are the primary colors? (red, yellow, blue)
* What color do red and blue make? (purple)
* What color do yellow and blue make? (green)
* What color do yellow and red make? (orange)