

# Unit 3: Complementary Color Pairs

Content Area: **Art**  
Course(s):  
Time Period: **Full Year**  
Length: **8 Weeks**  
Status: **Published**

## Unit 3: Complementary Color Pairs

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### Unit Rationale

The purpose of this unit is to...

- Teach students that complementary colors are opposite to each other on the color wheel and that if you mix these pairings together, it reduces their saturation and brightness.

### Essential Questions

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- Why is it important to be able to make colors weaker and stronger in a painting.
- Are all colors that you see equally bright in real life?
- Are colors in nature the same as the paint colors you buy at a store?

### Pre-Assessments

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A color wheel will be displayed on the board. Students will be asked to identify a complementary color pair (colors opposite each other on the color wheel) and layer them together. The teacher will know if the students chose a complementary color pair, if when layered it produces brown. The educator will be able to see what students have prior knowledge of these terms and concepts.

### Instructional Plan

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See description below for Lesson 1.

### Lesson 1: Complementary Color Painting

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#### Student Learning Intentions or We are learning to/that ... (WALT)

- Complementary colors are located directly opposite each other on a color wheel.

- Red and Green, Blue and Orange, Yellow and Purple are three main complementary pairs.
- Dull a color by mixing its complement.
- Mixing complementary color pairs in varying degrees then adding black or white or both create a variety of colors.

### **Student Success Criteria ... “I can statements”**

- Mix and using a variety of tints, shades and reduced colors from a complementary color pair utilizing black and white.
- Use contrast to achieve visual separation of shapes, forms, and color areas.

### **Instructional Strategies and Activities**

#### Lesson 1: Complementary Color Painting

- Students will be introduced to complementary colors through the pre-assessment described above.
- The educator will then review how to identify complementary colors and mixing white and black into them to create tints/shades.
- Students will sketch the composition of their painting on canvas board using pencil.
- Students will begin to fill in areas with acrylic paint in the complementary color pair of their choosing. They may also add in white and black to their colors to achieve a range of value, depth, and contrast within the painting.

### **Formative Assessments:**

Throughout the process of creating a themed color wheel, students will be evaluated using the following methods:

- **The educator may question individuals or the class as a whole for understanding of concepts.**
- **The educator may look at individual works in progress to check for understanding.**
  - Did students use a variety of pure and reduced colors and mix both tints and shades of these colors?
  - Did students have a sufficient level of contrast in painting to create depth?
  - Did students make a detailed and thought out initial drawing before using paint?
  - Did students control brushwork?
  - Did students use tempera paints properly, cleaning brush before dipping it into pure color?

### **Instructional Materials and Resources**

Student Supplies: Pre-assessment paper colored pencil, pencil, eraser, canvas board, acrylic paint, paint

brushes, water cup

Educator Materials: Complementary painting lesson sample, colored pencil, pencil, eraser, canvas board, acrylic paint, paint brushes, water cup

## **Reflections and Suggested Modifications**

To be reflected upon by the educator at the completion of the unit.

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for

clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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## **New Jersey Student Learning Standards: Content Area**

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VA.3-5.1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
VA.3-5.1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

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## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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### **Integration of Diversity, Equity, and Inclusion:**

Students will create a complementary color painting with abstract or representational imagery of their choosing. At the end of the unit, students will conduct a "museum walk" critique that will give them the opportunity to provide feedback to each other and observe their work. They will collaborate on ideas, share their constructive criticisms, and embrace the differences in each of their paintings.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP6

Demonstrate creativity and innovation.

WRK.9.1.2.CAP

Career Awareness and Planning

## **Integration of Computer Science and Design Thinking**

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CS.K-2.8.2.2.ITH.4

Identify how various tools reduce work and improve daily tasks.

## **21st Century Life and Career**

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CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

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ELA.SL.PE.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.