

Sample 3rd Grade Lesson Plan
Introduction to Color
Unit Plan

UNIT GENERAL INFORMATION:

ART COURSE TITLE	Third Grade Art
GRADE LEVEL	3
LENGTH OF CLASS (minutes)	45
NUMBER OF LESSONS	4

Unit Title, National Core Art Standards, Enduring Understandings and Essential Questions:

UNIT TITLE: Color Mixing and Color Families

NATIONAL CORE ART STANDARDS:

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 7: Perceive and analyze artistic work.
- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

GRADE-LEVEL STANDARDS:

- VA:Cr1.2.3a: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process
- VA:Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials.
- VA:Re.7.1.3a: Speculate about processes an artist uses to create a work of art.

ENDURING UNDERSTANDING/BIG IDEA:

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

ESSENTIAL QUESTIONS:

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

UNIT GOAL/LEARNING CONCEPTS/CENTRAL FOCUS:

The central focus of this learning segment is to introduce color relationships and color families to students. Students will form an understanding of the relationship between primary and secondary colors through independent exploration of materials. Students will work collaboratively to organize colors into primary, secondary, warm, and cool color families.

Benchmark Products



STUDENTS' PRIOR LEARNING and KNOWLEDGE on which the UNIT IS BUILT:

Some students have a preliminary understanding of basic concepts in color mixing, but very few have mixed their own paint colors. Pre-assessment data indicates that students have a limited understanding of primary and secondary colors and limited ability to predict the outcome of mixing two primary colors.

Formal preassessment data indicates:
 32% of students were unable to independently demonstrate knowledge of primary colors.
 58% of students were unable to independently demonstrate knowledge of secondary colors.
 32% of students were unable to predict the outcome of mixing blue and yellow.
 26% of students were unable to predict the outcome of mixing blue and red.
 21% of students were unable to predict the outcome of mixing yellow and red.

Informal assessment (thumbs up, sideways, down) indicates that some students had heard the terms "warm" and "cool" colors but few could correctly sort colors into these categories. 6 students had heard of and could correctly sort colors, 8 had heard the terms but could not define/sort, and 5 had not heard the terms at all.

While some students demonstrate proficiency in basic color mixing, no students have been exposed to a cohesive unit on the topic. All students will benefit from further academic exploration of this topic.

Previous assessment of student work indicates below grade-level fine motor skills. Resulting lessons and learning activities will be adjusted to accommodate this need.

THINKING ROUTINES AND LEARNING ACTIVITIES IN THIS UNIT:

ACTIVITY	DESCRIPTION	SOURCE
Turn and Talk	During "Turn and Talk," students respond to a prompt by discussing their ideas with a peer before sharing with the class.	"Turn and Talk" is based on "Think, Pair, Share," a thinking routine established by Harvard University's Project Zero. This thinking routine helps students to generate "understanding through active reasoning and explanation. Because students listen to and share ideas with others, it also encourages students to understand multiple perspectives" (Harvard).

See, Think, Wonder	During, “See, Think, Wonder,” students observe an artwork and describe what they see. With input from the teacher, they further develop their observations to explain their thought process. They share any questions generated by the source material to guide further discussion and learning.	This thinking routine from Harvard’s Project Zero encourages students to think carefully and engage deliberately with source material. It guides their interpretation and helps teach students to grow comfortable with sharing their ideas, develop their skills in articulating observations, and helps promote curiosity and inquiry (Harvard).
What Makes You Say That?	“What Makes You Say That?” is a tool used by the teacher to encourage students to develop their ideas. After a student responds, the teacher asks a follow-up question, such as “Can you say more?” or “What makes you say that?”	This routine from Harvard’s Project Zero helps students build skills in “observation, description, explanation-building, and evidence-based reasoning” (Harvard). As students share with the class, they grow comfortable seeing multiple perspectives.
Smartest Artist	“Smartest Artist” is a closure activity. Students drumroll as the teacher announces, “Get ready.... because it’s time for.... WHO is the SMARTEST ARTIST!” The teacher then asks students questions about lesson content, art making practices, and unit themes.	This game is based on an activity from art teacher Cassie Stephens. It serves to provide closure and reiterate lesson concepts in a way that is engaging and exciting for students. The accuracy of student answers provides insight into areas of confusion, so future lessons can be adjusted.

Overview of logical sequence of lessons and content:

	LESSON TITLE & CONTENT
Lesson 1	Color Wheel Crash Course Introduction to color wheel. Paint mixing demo with manipulatives. Students create their own color wheel by mixing primary paint colors.
Lesson 2	What a Happy (Color) Family: Primary and Secondary Introduction to color families. Students participate in “See, Think, Wonder” activity about abstract collages by Henri Matisse. Students organize colors into primary and secondary color families and create small collages.
Lesson 3	What a Happy (Color) Family: Warm and Cool Review color families. Students participate in “Turn and Talk” activity about warm and cool color families. Students create collages in warm and cool color families.
Lesson 4	Completing an Artwork Demo: how to complete the artwork and self-check work. Students revise and complete color family collages, correcting work with a peer to ensure accuracy. Students complete self-assessment.

OBJECTIVES, STANDARDS & HOW KNOWLEDGE and SKILLS ARE DEMONSTRATED:

Unit Plan Learning Objectives Students will:	National Standards	Demonstration of knowledge and skills:
---	---------------------------	---

Mix secondary colors from primary colors.	VA:Cr1.2.3a: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process	Mix secondary colors on a paper plate with provided primaries.
Identify color families.	VA:Cr1.2.3a: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process	Organize colored papers into each color family.
Apply knowledge of color families to create a collage.	VA:Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials. VA:Re.7.1.3a: Speculate about processes an artist uses to create a work of art.	Apply knowledge of color families to create 4 collages using each color family.

ASSESSMENT of the UNIT:

<p>INFORMAL/FORMATIVE:</p> <ul style="list-style-type: none"> • Pre-assessment: Students have completed a pre-assessment that has established a baseline of student understanding of unit concepts. • Color wheel plates: I will assess students’ color wheel plates to determine if they were able to mix every secondary color from primary colors. I will use this to assess student understanding that primary colors are mixed to create secondary colors. • Colored paper organization: Students will organize papers into color families and receive teacher approval before beginning their collages. • Works-in-progress: After each class, I will check student work to determine understanding. Understanding will be indicated by students limiting each collage to one color family.
<p>FORMAL/SUMMATIVE:</p> <ul style="list-style-type: none"> • Final Unit Rubric: I will assess student understanding across the whole unit using final unit rubric.
<p>DIFFERENTIATED ASSESSMENT:</p> <p>The assessments in this learning segment are designed to measure student comprehension of basic concepts in color theory, namely primary, secondary, warm, and cool color families. I will provide opportunities for learners of all levels of ability to demonstrate their knowledge. All students in this class, including those with physical disabilities, are physically able to complete the required tasks.</p>

ENGLISH LANGUAGE LEARNERS AND STRUGGLING READERS/WRITERS: I will be assessing student understanding of color families by having them organize colored squares of paper into primary, secondary, warm, and cool color families on days 2 and 3 of the unit. I will assess this informally throughout the learning segment as well as on our final rubric. This assessment does not require reading or writing to be approachable for all students, regardless of literacy skills, academic level, fine-motor abilities, or language fluency. Additionally, I will be providing feedback using key vocabulary in both English and Spanish for my English Language Learners, giving them equal opportunity to demonstrate their comprehension. I will also be assessing, both informally and formally, the color wheel plates that my students will produce on day 1. Just as before, this assessment only provides data about student comprehension of new learning following teacher-led demonstration and student participation using manipulatives (colored translucent plastic sheets in red, blue, and yellow). Abilities in reading, writing, and speaking English are not necessary to demonstrate proficiency on this assessment.

Academic Language Demands: Vocabulary, discourse, syntax and functions.

Academic Language: VOCABULARY

- Color Wheel: A method of organizing different hues in a way that reflects color relationships.
- Color Family: A group of colors sharing a common characteristic.
- Primary Colors: A color family consisting of colors that can be mixed to create all other colors; red, yellow, and blue.
- Secondary Colors: A color family consisting of colors that are produced when two primary colors are mixed; orange, purple, and green.
- Warm Colors: A color family related to the relative warmth of various hues; consists of red, yellow, and orange.
- Cool Colors: A color family related to the relative lack of warmth of various hues; consists of blue, green, and purple.
- Collage: A type of art created by cutting and pasting different materials, such as paper or fabric, to create a new image.

Strategies to support VOCABULARY DEVELOPMENT:

Students will engage in several learning activities to introduce and reinforce new vocabulary, including repeating new vocabulary words in English and Spanish and participating in “Turn and Talk,” a cooperative learning activity where students discuss an idea, in this case related to new vocabulary (warm, cool, color family), before sharing with the class.

New vocabulary will be reinforced through learning activities such as the creation of collages using each color family. Instructions, interactions with the teacher and peers, and feedback from the teacher during worktime will all serve to engage students in learning the meanings of vocabulary words within context and to reinforce new vocabulary.

Assessment strategies for VOCABULARY:

Vocabulary will be assessed in the final rubric, which measures students' ability to apply and synthesize their understanding of new vocabulary words to create their artwork. Students must understand the definitions of key vocabulary words to successfully create their color family collages.

Students will be assessed on their ability to understand and use new vocabulary words correctly. This will be informally assessed during one-on-one with the teacher, pair, small group, and whole-class discussions.

--

Academic Language: Functions, Discourse and Syntax

Identified Language Demands	Planned Language Supports	Assessment strategies for this language demand
Discourse	DAY 3: Students will participate in a “Turn and Talk” discussion where they reflect on a prompt (What do warm colors remind you of? What do cool colors remind you of?” with a peer.	Pairs of students will share their reflections with the class.
Functions	DAY 2: Students will observe a work of art and describe what they see.	Students will share their observations with the class.
Functions	DAY 3: Students will observe an artwork and generate a title for the piece based on their observations.	Students will share their titles with the class and explain why they chose that title.
Supports	DAYS 2, 3: Students will repeat key vocabulary in English and Spanish.	Students will be assessed based on correct usage of vocabulary during discussion.

MODIFICATIONS AND DIFFERENTIATION:

EXAMPLES OF STUDENT NEEDS	Modifications and differentiation practices:
<p>ENGLISH LANGUAGE LEARNER</p> <p>This student is an English Language Learner. She is just beginning to learn English and has very few English language skills. It has been helpful for her to work with other students who are fluent in her first language.</p>	<ul style="list-style-type: none"> • Student will sit close to the teacher to ensure she can clearly see demonstrations and visuals. • Translations for vocabulary are provided and recited by the entire class to promote inclusivity and diversity. • Teacher will check in with student roughly every 5 minutes to ensure she is on-task and understanding key concepts. • Teacher will use vocabulary in Spanish when working with student. • Teacher will use manipulatives and visuals to engage student and clarify meaning (Day 1: translucent pieces of plastic, demonstrations, visuals on slides. Day 2, 3: colored paper squares, demonstrations, visuals on slides. Day 4: demonstrations, visuals on slides). • Student will be seated next to her close friend, who is fluent in both English and Spanish. This will be mutually beneficial, as Student #1 will benefit from further explanation of learning concepts in her first language while Student #2

	will solidify understanding of learning concepts through discussion with her peer.
<p>ENGLISH LANGUAGE LEARNER</p> <p>This student is an English Language Learner. She is developing spoken fluency and has relatively advanced English skills. She needs to receive translations of key vocabulary and receive periodic check-ins to ensure understanding.</p>	<ul style="list-style-type: none"> • Translations for vocabulary are provided and recited by the entire class to promote inclusivity and diversity. • Teacher will check in with student roughly every 5 minutes to ensure she is on-task and understanding key concepts. • Teacher will use manipulatives and visuals to engage student and clarify meaning (Day 1: translucent pieces of plastic, demonstrations, visuals on slides. Day 2, 3: colored paper squares, demonstrations, visuals on slides. Day 4: demonstrations, visuals on slides).
<p>ADHD, PHYSICAL DISABILITY</p> <p>This student has a 504 for ADHD as well as a physical disability of his right hand that makes fine motor activities challenging. This student needs to be seated close to the teacher, requires the use of manipulatives, and requires extra time to complete assignments. This student requires periodic check-ins to ensure on-task behavior.</p>	<ul style="list-style-type: none"> • Student will be allowed extra time to complete his work. • Student will sit close to the teacher to allow close monitoring of his engagement and focus. • Teacher will use manipulatives and visuals to engage student and clarify meaning (Day 1: translucent pieces of plastic, demonstrations, visuals on slides. Day 2, 3: colored paper squares, demonstrations, visuals on slides. Day 4: demonstrations, visuals on slides). • Teacher will check-in roughly every 5 minutes with the student to ensure he is on task and that the task is not overly physically strenuous on his fine motor capabilities.

INDIVIDUAL LESSON PLANS:

Lesson #1 OF 4:

Lesson Title: Color Wheel Crash Course

Lesson Learning Objective:

- Students will be able to mix secondary colors from primary colors.

Motivation (2 minutes):

Teacher will:

- Welcome students to class

Students will:

- Enter the room, sit on the rug

Demonstration (15 minutes):

Teacher will:

- Facilitate discussion-based learning of the color wheel
- Demonstrate paint color mixing

Students will:

- Participate in discussion of color wheel
- Follow along with paint mixing demo by overlapping translucent pieces of plastic in the primary colors when instructed

Transition (2 minutes):

Students will:

- Move to their seats.

Teacher will:

- Instruct students on paint palette mixing activity

Engagement/Studio Practices (15 minutes):

Students will:

- Independently create their own paper plate color wheels by mixing adjacent primary colors

Teacher will:

- Walk around the room overseeing student work and assisting as necessary.

Clean up and closure (11 minutes):

A) Clean up

Teacher will:

- Facilitate clean up

Students will:

- Clean up
- Sit on rug

B) Closure

Teacher will:

- Facilitate “Smartest Artist,” a game-show style game where students respond to questions from the day’s lesson.
 - Sample questions:
 - Who can tell me one of our primary colors?
 - Who can tell me one of our secondary colors?
 - How do you make a secondary color?
 - How do you make orange? Green? Purple?

Students will:

- Participate in “Smartest Artist”

Lesson #1: Materials for students

- Translucent pieces of plastic in primary colors
- Paper plates
- Paint brushes
- Water buckets
- Paint in primary colors

Lesson #1: Resources for teaching

- Prepared slides
- Ziploc bags
- Primary paint colors
- Easel with paper

Lesson #1: Informal/Formative Assessment and data analysis

Teacher will assess pre-assessment and students' work from learning activities to determine efficacy of teaching and student comprehension. Paper plate color wheels will be assessed to determine student understanding of the creation of secondary colors from primaries.

Proficiency will be indicated by the presence of each secondary color on the paper plate color wheel. Emerging understanding will be demonstrated by the lack of one secondary color or the mixing of all paint into secondary colors (primary colors not represented on final color wheel). This data will influence the progression of the unit on subsequent days.

Lesson #2 OF 4:

Lesson Title: What a Happy (Color) Family: Primary and Secondary

Lesson Learning Objectives:

- Students will be able to identify color families.
- Students will be able to apply their knowledge of color families to create a collage.

Motivation (3 minutes):

Teacher will:

- Welcome students to class

Students will:

- Enter the classroom and sit on the rug

Demonstration (12 minutes):

Teacher will:

- Introduce color families
- Facilitate "See, Think, Wonder" about Henri Matisse collage
 - Ask questions to deepen student thinking ("What Makes You Say That?" is explained on pages 2-3).
- Demonstrate collage activity

Students will:

- Participate in "See, Think, Wonder" activity
- Participate in class discussions and repeating new vocabulary
- Observe demonstration

Transition (2 minutes):

Students will:

- Move to their seats.

Teacher will:

- Assist as necessary

Engagement/Studio Practices (20 minutes):

Students will:

- Organize colored papers into color families
- Gain teacher approval to begin creating collage
- Create collages using primary and secondary color families
- Students will correct their work based on teacher feedback as necessary

Teacher will:

- Check student work and give approval to begin working on collage

- Walk around the room overseeing student work and assisting as necessary.

Closure (8 minutes):

A) Clean up

Teacher will:

- Facilitate clean up

Students will:

- Clean up
- Sit on rug

B) Closure

Teacher will:

- Facilitate “Turn and Talk” about warm and cool colors
 - Ask questions to deepen student thinking (“What Makes You Say That?” is explained on pages 2-3).

Students will:

- Participate in “Turn and Talk”
- Share their findings with the class

<p>Lesson #2: Materials for students</p> <ul style="list-style-type: none"> • Colored construction paper • Scissors • Glue • Pencils
<p>Lesson #2: Resources for teaching</p> <ul style="list-style-type: none"> • Prepared slides • Construction paper in red, orange, yellow, green, blue, and purple • Easel with paper • Scissors and glue • Benchmark Demonstrations
<p>Lesson #2: Informal/Formative Assessment and data analysis</p> <p>Teacher will assess collages and students’ work from learning activities to determine efficacy of teaching and student comprehension. Students must correctly organize colored pieces of paper into primary and secondary color families. Teacher will check each student’s work for accuracy before granting approval to start creating their collages. Teacher will provide feedback as necessary to support students’ organization of colors. Students’ collages will be assessed to determine understanding of color families. The inclusion of colors outside a color family will indicate lack of understanding. This data will influence the progression of the unit on subsequent days.</p>

Lesson #3 OF 4:

Lesson Title: What a Happy (Color) Family: Warm and Cool

Lesson Learning Objectives:

- Students will be able to identify color families.
- Students will be able to apply their knowledge of color families to create a collage.

Motivation (3 minutes):

Teacher will:

- Welcome students to class

Students will:

- Enter the classroom and sit on the rug

Demonstration (12 minutes):

Teacher will:

- Reiterate color families; facilitate “Turn and Talk” to discuss warm and cool families
 - Ask questions to deepen student thinking (“What Makes You Say That?” is explained on pages 2-3).
- Demonstrate collage activity

Students will:

- Participate in review
- Participate in class discussions and repeating new vocabulary
- Observe demonstration

Transition (2 minutes):

Students will:

- Move to their seats.

Teacher will:

- Assist as necessary

Engagement/Studio Practices (20 minutes):

Students will:

- Organize colored papers into color families
- Gain teacher approval to begin creating collage
- Create collages using warm and cool color families
- Students will correct their work based on teacher feedback as necessary

Teacher will:

- Check student work and give approval to begin working on collage
- Walk around the room overseeing student work and assisting as necessary.

Closure (8 minutes):**A) Clean up**

Teacher will:

- Facilitate clean up

Students will:

- Clean up
- Sit on rug

B) Closure

Teacher will:

- Facilitate “What would you name this artwork?” activity using Henri Matisse’s *The Snail*
 - Students observe the artwork projected on the whiteboard. Students share what they would name the artwork.

- Ask questions to deepen student thinking (“What Makes You Say That?” is explained on pages 2-3).
- Reveal actual title and question students *why* they think Matisse titled his work “The Snail”

Students will:

- Participate in closure activity

Lesson #3: Materials for students

- Colored construction paper
- Scissors
- Glue
- Pencils

Lesson #3: Resources for teaching

- Prepared slides
- Construction paper in red, orange, yellow, green, blue, and purple
- Easel with paper
- Scissors and glue
- Benchmark Demonstrations

Lesson #3: Informal/Formative Assessment and data analysis

Teacher will assess collages and students’ work from learning activities to determine efficacy of teaching and student comprehension. Students must correctly organize colored pieces of paper into warm and cool color families. Teacher will check each student’s work for accuracy before granting approval to start creating their collages. Teacher will provide feedback as necessary to support students’ organization of colors. Students’ collages will be assessed to determine understanding of color families. The inclusion of colors outside a color family will indicate lack of understanding. This data will influence the progression of the unit on subsequent days.

Lesson #4 OF 4:

Lesson Title: Completing an Artwork

Lesson Learning Objectives:

- Students will be able to identify color families.
- Students will be able to apply their knowledge of color families to create a collage.

Motivation (3 minutes):

Teacher will:

- Welcome students to class

Students will:

- Enter the classroom and sit on the rug

Demonstration (12 minutes):

Teacher will:

- Reiterate color families
- Demo peer review by walking through “Am I Done?” checklist and posing each question to the class
 - Do I have 4 complete collages?

- Did I mix up any color families?
 - I placed a yellow shape into the secondary color collage. Students will find the mistake and correct it, just like they will when working with their partner in class.
- All my pieces are glued down. Nothing is falling off.
- My name is on my paper.
- Give your partner a compliment about their piece!
- Demonstrate how to mount finished collages on black paper

Students will:

- Participate in interactive demo
- Observe demonstration

Transition (2 minutes):

Students will:

- Move to their seats.

Teacher will:

- Assist as necessary

Engagement/Studio Practices (20 minutes):

Students will:

- Assess their work for completion using checklist
- If necessary, gather supplies to finish their 4 collages
- Finalize collages
- Mount 4 finished collages on black paper
- Complete peer review with a partner using checklist

Teacher will:

- Walk around the room overseeing student work and assisting as necessary.

Closure (8 minutes):

C) Clean up

Teacher will:

- Facilitate clean up

Students will:

- Clean up
- Sit on rug

D) Closure

Teacher will:

- Facilitate “Turn and Talk” about favorite color families
 - What is your favorite color family that we learned about? Why?
- Ask questions to deepen student thinking (“What Makes You Say That?” is explained on pages 2-3).

Students will:

- Participate in “Turn and Talk”
- Share their opinions with the class

Lesson #4: Materials for students

- Colored construction paper
- Scissors

- Glue
- Black paper for mounting
- Pencils

Lesson #4: Resources for teaching

- Prepared slides
- “Am I Done?” checklist
- Completed collages
- Black paper for mounting
- Easel with paper
- Scissors and glue
- Benchmark Demonstrations

Lesson #4: Summative Assessment and data analysis

Teacher will assess collages and students’ work from learning activities to determine efficacy of teaching and student comprehension. Student work from unit (color wheels, collages) will be assessed using rubric to determine student understanding of key learning concepts.

References

Artworks by Henri Matisse:

- *The Snail (L'escargot)*, 1953.
- *Two Masks (The Tomato) (Deux Masques [La Tomate])*, 1947.
- *White Alga on Orange and Red Background (Algue blanche sur fond orange et rouge)*, 1947.

Harvard Graduate School of Education. (n.d.). *Project Zero’s Thinking Routine Toolbox*. PZ’s

Thinking Routines Toolbox | Project Zero. <https://pz.harvard.edu/thinking-routines>

Stephens, C. (2012, January 5). In the Art Room: The Smartest Artist. *Art Teacherin’* 101.

October 6, 2023, <https://cassiestephens.blogspot.com/2012/01/smartest-artist.html>