Analogous Color Exploration
Grades 9-12

Connection to California Standards:
1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

Overview:
Students will be creating color samples and creative descriptive names using an adjective. They will then create a painting using the analogous shades of the one color they selected to work with.

Learning Objectives:
After completing the lesson, students will be able to:
- Understand and be able the word ANALOGOUS in a sentence.
- Use one of the primary or secondary color to mix 8 original shades.
- Deepen their understanding of color mixing and how to use acrylic paint.
- Demonstrate proficiency in painting with analogous colors.

Materials:
Pencil, Eraser, Analogous Color Worksheet, acrylic paint in paint cups, trays, sponges, brushes, rags, buckets of water, Equity Sticks, Smocks

Topic Question:
Today we are going explore analogous colors. What do you think the word ANALOGOUS means? Analogous means similar so lets use analogous in a sentence.

Association:
So now that we know what analogous means, what are some examples of analogous colors? What color do you think is analogous to red? (Students are given paint samples with descriptive names) These names all have an adjective. What we will be doing today is mixing analogous colors and giving them descriptive names with at least one adjective.

Visualization:
(Demonstration example of mixing analogous shades.) If we take the color red, is the color orange an analogous shade of red?

Transition: When you are working on this project, remember we that the painting must include the shades of analogous colors that you have mixed.

Reflection:
How have you used the Studio Habits of Mind for this analogous project so far?