Educational Theatre Association®

Grade Levels: 6th-8th
Time to Teach: 50 Minutes

Color Theory

By **Aileen Zeigler**

DESCRIPTION

In this design lesson students will analyze colors and their impact on the audience. Students will connect design choices with the stories of the performances.

LEARNING OUTCOMES

The student will be able to define color choices as they connect to the goals of the performance.

2014 NATIONAL CORE THEATRE STANDARDS

TH:Re8.1.6.a. Explain how artists make choices based on personal experience in a drama/theatre work

TH:Re9.1.6.b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.

TH:Re8.1.7.a. Identify the artistic choices made based on personal experience in a drama/theatre work.

TH:Re9.1.7.b. Consider the aesthetics of the production elements in a drama/theatre work.

TH:Re8.1.8.a. Recognize and share artistic choices when participating in or observing a drama/theatre work.

TH:Re9.1.8.b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.

MATERIALS REQUIRED FOR INSTRUCTION

Materials to make color wheels

Projections of colors (slides attached)

Photos of productions of varying colors

Lights and a method for color changing

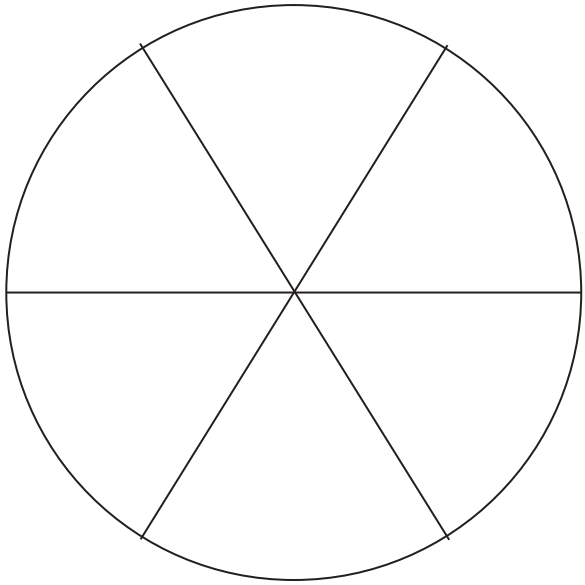
-color changing LED light

-flashlight and gel sample books

-light fixture and a variety of gel choices

OPENING

Ask students to construct a color wheel. You could provide them with a blank circle and ask them to paint or color the primary and secondary colors or provide them with 6 pie shaped pieces of colored paper and have them put them in place.



INSTRUCTIONAL PROCEDURES

1. After defining the colors in the color wheel. Label the wheel with the following terms: Primary, Secondary, Complementary, analogous, warm, and cool.
2. Project an image of a color for the class (slides attached). Ask students to brainstorm adjectives and phrases that they connect with that color. (i.e. Blue = calm, purple = royal, red = love, green = spring, new growth) This could be done orally or by having students write their answers on the board. If working virtually a shared screen with annotations would allow students to add their ideas. Programs such as miro, google jam board, and zoom's white board have options for this.
3. Prior to instruction, collect photos of productions of varying colors. Present photos of productions and ask students to guess the stories, relationships etc. based on the color choices.
4. Each student should select an adjective or emotion word to create an image with a colored light. Each student should create a statue using body and facial expressions to demonstrate the chosen word. Then select a color that connects with that word to shine on the statue. This can be presented live in class or the students can take a picture with their device. This can be accomplished with a color changing LED light or by using flashlights and a gel swatch book. If lights are not available a color filter could be applied over a photograph.

ASSESSMENT

REFLECTION JOURNAL

What adjective or emotion word did you choose? How did you demonstrate this choice? How well do you think your choices presented the word? Examine your body and facial expressions as well as your lighting color and quality choices.

Choose 3 images from classmates, What word did they choose and how did they successfully represent their word in their body and facial expressions as well as lighting color and direction choices?

CLOSING

Ask students to share examples of what they thought was successful with their classmate's images.

LEARNING FOR ALL

PLEASE USE THE SPACE BELOW FOR SUGGESTIONS FOR ANY SPECIFIC ADAPTATIONS OR ACCOMMODATIONS NEEDED FOR NEURO-DIVERSE OR ATYPICAL LEARNERS.

For General Guidelines for Inclusion in the Arts, see Guiding Principles for Inclusion *(The National Core Arts Standards Inclusion Strategies).*

PLEASE USE THE SPACE BELOW TO LIST ANY SUGGESTIONS FOR MULTI-CULTURAL INCLUSIONS.

Whenever possible theatre teachers should strive to include references to objects, experiences and/or text which represents the diversity of the cultures in their student body.

ADDITIONAL TOOLS & RESOURCES

Color Theory Slides (attached)

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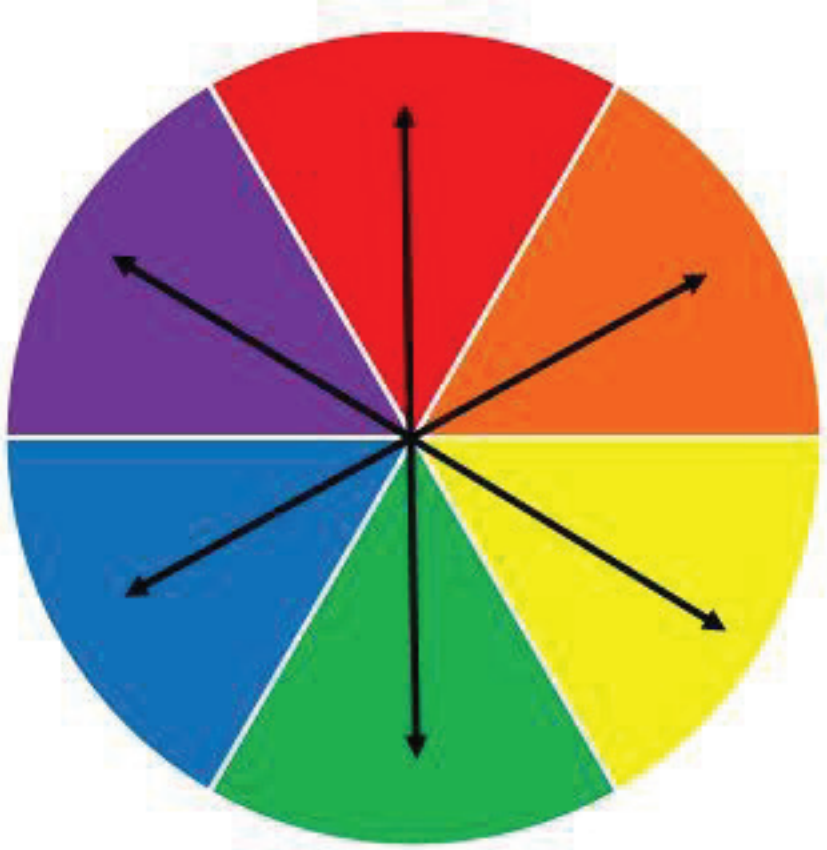
COLOR WHEEL