

Lesson Plan

Summary/Overview of Lesson/Grade Level

After a learning the color wheel and both primary and secondary colors, second graders will create a poster of either the primary colors or the secondary colors in Comic Life 2. The students will choose either set of colors, and create a poster that shows at least three examples from photographs found online of each of the three colors. This will help students apply basic color theory with real life examples while also using technology as a medium.

Learning Objectives:

1. Given a basic, six-color wheel, students will identify all three primary colors correctly.
2. Given a basic, six-color wheel, students will identify all three secondary colors correctly.
3. Given primary or secondary colors, students will provide at least three examples of each color from one of the two groups.

Content Standards:

McREL: Visual Arts. Standard 1-Level 2.

3. Know how different media, techniques, and processes are used to communicate ideas.

McREL: Visual Arts. Standard 2-Level 2.

1. Knows the differences among visual characteristics and purposes of art.

Technology Standards:**NETS-S Standard 1: Creativity and Innovation**

- A. Apply existing knowledge to generate new ideas, products, or processes.
- B. Create original works as a means of personal or group expression.

NETS-S Standard 3: Research and Information Fluency

- B. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- C. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Description of Instructional Context:

This lesson will take place in an art class. The students will have access to a laptop cart with laptops that all have the program, Comic Life 2 provided. I will introduce the program basics and how to use Comic Life 2 specifically for this project through example with a laptop or my own computer hooked up to a projector so the students can see. In a prior lesson, students will have been taught the colors of the color wheel, but a color wheel will either be drawn on the board or posted in the classroom for student reference. The primary and secondary colors will be taught at the beginning of this lesson. Students should already know how to save an image from the internet to their computer, but I will review that, and show the class how to insert an image into Comic Life 2.

List of Materials:

- Access to laptops (laptop cart)
- Color wheel
- Whiteboard
- Dry erase markers
- Comic Life 2
- Access to internet in room (Wi-Fi)
- Printer access/printer
- Paper/ink included with printer
- Paper
- Pencils
- Markers, crayons, colored pencils, etc. (for free drawing when finished with project)

Lesson Procedures:

1. Before students enter classroom, have computer open to Comic Life 2 and a finished example of the project. Have everything ready so you only have to turn on the projector to start the project portion of the lesson.
2. Set up a color wheel in the center of the whiteboard (either drawn on board or a magnetic version).
3. Once all the students are seated, clap hands twice to bring attention to self to begin lesson.
4. “Good morning (or afternoon)!” Response from class.
5. “Can you raise your hand if you remember learning about the color wheel?”

6. “Who has heard of primary and secondary colors?”
7. Teach that the primary colors are three colors on the color wheel. Two of these colors can be mixed at a time to create one of the colors that sit in between them on the color wheel, but there are not any colors that could be mixed to create them. Ask students to raise their hands if they think they know one of the primary colors.
8. Call on a few students for guesses. Keep calling on students until all three colors have been guessed. Write the a capital “P” next to each primary color on the wheel on the whiteboard as they are called out.
9. Explain that the secondary colors are those three colors that two primary colors can mix to create. “Can anyone please raise their hand if they think they know which colors are secondary colors?” The answers should all be correct or mostly correct, because they are the only colors left on the wheel. Write a “S” next to each secondary color on the board.
10. Transition to the project by asking the class to pick either the primary or the secondary colors, and to think to themselves, three things for each of their three colors. A total of nine things. These things are that color, for instance if you have the primary colors, you will pick three things that are red, three things that are blue, and three things that are yellow. Please brainstorm and write the things you think of on a piece of paper.
11. Announce, “While you are brainstorming, I am going to call on the quietest table to go calmly and quietly get a laptop from the cart, bring it back to your table and set it, closed in front of you and keep brainstorming until everyone has gotten a laptop. Give me a thumbs up if you understand the directions.” Look for all thumbs up. If not all thumbs up, repeat the directions and write a numbered list of the directions on the board.

12. Call on quietest table first. Wait for the first table to sit back down, then call next table, until all tables have been called on. During table calling, turn on the projector to get ready to begin the project introduction.
13. Once all the students are seated, tell them to open their laptops and turn them on. “Once your laptop is on, open Comic Life 2, which should be on your desktop, and look up at me so I know you are ready for the next step.”
14. Once all the students are looking up, tell them to choose the “Blank (with styles)” option to start their project.
15. “On the right hand of the program, is a box with a large orange number one on it. In that box, is a selection of different layouts (show exactly where to click using the projection). You will want to scroll all the way to the bottom of the options to 'Built-in: Strips'. Click on it.”
16. “Scroll down to the bottom of the options of layouts shown. You want to choose the one with three evenly sized columns.” Show which one with mouse.
17. “Now you have to click and hold, and drag it over to the giant blank page to the left.” Show how on screen. The layout will adjust itself once it is dragged over.
18. “The next thing you will want to do is add a title so we know what it is! On the bottom of the page is the word 'Lettering' in some bending letters. Drag that up to your project. If you double click on it, like so (double click to show), it will be highlighted in blue. Once it looks like that, you can start typing and change what it says. This will be where you declare which group of colors you are using. I would like you all now to type in either 'Primary Colors' or 'Secondary Colors'. This is how you spell primary (write ‘primary’ up on the whiteboard), and this is how you spell secondary.” Write ‘secondary’ underneath ‘primary’ on the whiteboard.

19. “In order to make it larger, double click on your title again, and on the top of the screen, there are two buttons, one that shows an A with an arrow pointing up with 'bigger' underneath it, and another A with an arrow pointing down with 'smaller' underneath it. Go ahead and make the letters larger for now, and move them up to the top of the page. You can adjust the size later on to perfect it. You can also change the font style, which is the option bar right underneath the 'front' and 'back' buttons (show students by clicking on it to see the options), but you can do that later too.”
20. “You will make a smaller title for each color which will be right under the larger title. So go ahead and drag out another 'Lettering' so we can set the first color up. Pick one of your three colors, it doesn't matter which one, just type it in to replace 'Lettering'.” Choose one for yourself to use as an example.
21. “I'm going to show you how to change the color of the text. I would like you all to make each color's title that color. So blue would be blue, and so on. Double click on your word, and click on 'Fill' which is right in between and a little below the icons for 'New Page' and 'Zoom In', right here (click on it to show). Click on it once, and choose the color you need. It's that easy! You can change the color of your 'Primary Colors' or 'Secondary Colors' title if you would like as well. That title can be any color you would like, but just make sure your each of your colors' titles reflect that color, please.”
22. “ Now we need to adjust the size of your columns. If you simply click anywhere on the column, it will select it, which you can tell by the little white squares that show up on the outside lines of it, like this (select the first column). To shorten only the one side, you will need to hold the middle square and drag it down. The only tricky thing about the top line is that there is also an

option to rotate that shows up.” Show the difference between rotate and resize arrows. “The rotate square brings up these little arrows on a curved line, while the one you want to shorten the column is this one that has a vertical line with an arrow on each side pointing straight up and straight down. Just drag it down when the right one is showing. You will want it just under your specific color title, right about here.” Drag it down to under your first title.

23. “The last thing before I let you work on your own is to show you how to save an image and then insert the image into your project. You will need to find an image first online. Let's use green. Can someone please raise your hand and give me an example of something that is green?” Student called on gives grass as an example.
24. “We will open up Google Chrome, type 'green grass' into our search bar, and once the results come up, we will select images as our results.” Go through step by step with instructions.
25. “I'll use this image so I'll click on it once to bring up these options.” Click on the image which brings up the options to 'View Original Page', 'View Image', or view similar results. Choose 'view image'. “You'll choose the some that says 'View Image' to bring up just the image. Once you are on this page with only the image, you'll right click, then choose 'Save Image As'. You should just save it to your desktop, like this, (show where to choose desktop from) so you know exactly where it is. You'll open Comic Life 2 back up, and in the bottom right hand corner are your computer's images. There are three options on the bottom here (indicate with cursor) choose 'Explorer', and scroll to find your image. It should be on there as long as you saved it to the desktop. Just drag your image over, make sure to double click on your image to resize it, and you are good to go!” Show how to drag image over and resize.
26. “If you finish today, raise your hand and I'll help you print it out. Make sure you save it as you

go. Save it right now before you get much further. Make the name 'Primary Colors' or 'Secondary Colors' and your last name right after. Go ahead and get started, and I'll be here if any of you have any questions or need any help.”

27. Walk around the room to monitor progress and help out if there are any questions or help needed.
28. As students finish, help them print out their posters, and write their name and class number on the back. Direct them to turn in their poster in a neat stack on teacher's desk, and to then free draw with markers, crayons, colored pencils, and paper provided on a counter in the back of the room.
29. Later the posters will be hung up in the classroom or if it has been worked out with the principal, find a hallway or a location in the school to display them.

Role of Technology:

This lesson shows a meaningful interaction between technology, pedagogy, and content knowledge by having students use a computer program as an artistic medium through which they can apply the concepts taught in the art classroom into a visual depiction of what they have learned. Students apply color theory by using real life knowledge of objects and their colors, then using web browsing skills to find appropriate images to show their knowledge. Students are also becoming familiar with a program that could be used for numerous assignments requiring visual aids. The project also uses a program designed for putting together comics to create educational visual material unrelated to comics, through a poster depicting basic color theory. Through this, students may also begin to realize that other programs can be utilized in ways that are not necessarily the original purpose of the program,

but equally as effective. I'm sure a number of other programs could have been used for this project, including not using any technology and just using paper, pencils, markers, and other physical materials to complete a similar project. I feel Comic Life 2 has many aspects that are already simplified in order to focus more on getting the material applied rather than spending a significant amount of time to create a layout. In Comic Life 2, there is the option of using, or adjusting one that is already provided. It is also more elementary age friendly than other programs I could have used like Microsoft Word.

References:

(Images used for color examples)

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