**ACTIVITY AT A GLANCE**

Through an introduction of color theory, students will choose carefully considered color relationships, 4 different colors for each pattern, and black and white as well. They will strategically apply them using paint to their previous patterns (Lesson 2A). The resulting pattern motifs display color in a variety of ways, allowing the viewer to notice interactions between them, including what comes forward, and what pulls back in perceived space (figure/ground relationships). Students will share with a small group (3 or more) to get impressions about your shape/color combinations. What are they noticing? Moods? Does anything remind them of anything in the real world? What is appealing? Why?

**GOALS**

(Learning objective) Students will walk away with a solid understanding of basic color relationships, and how color contrast, temperature, and saturation can affect figure/ground relationships.

**MATERIALS**
- Your Project 2A sketches on grid paper
- Your Project 2A on 11” x 14” Bristol Paper
- Variety of small craft brushes (short, synthetic bristles are best).
- Eraser
- Recycled water cup
- Paper towels
- Acrylic paints (at least red, blue, yellow, black, white) Matte acrylic works best because there is no shine to it once it dries, but any will do.
- Masking or painters tape
- Palette for pouring and mixing paint (wax covered disposable plates can work, or ‘disposable paper palettes’ found in art supply stores)

**NEW WORD(S)**
- Complementary colors: Colors that sit opposite to one another on the color wheel.
- Analogous colors: Colors that sit in close proximity to one another on the color wheel.
- (Gestalt) Figure/Ground: What is perceived as positive or negative space (thing or absence of thing)
- Color temperature: Perceived feeling of warmth or coolness of a color
- Saturation: Range of pure color (100%) to gray (0%)
- Contrast: When opposite elements are arranged together (ex: dark--light, big--small, rough--smooth).
- Tint: Hue + any amount of white.
Shade: Hue + any amount of black.
Hue: A color at full saturation.

<table>
<thead>
<tr>
<th>STEPS</th>
</tr>
</thead>
</table>
| **Step #1** | Take out your ‘Project 2A Pattern Motif’ work, including your sketches on grid paper. Let's look at the given color wheel to talk about color positions, terms, and relationships. Take your masking or artist's tape and outline each square to keep it tidy when you paint them in. Desensitize the tape by patting the sticky side on your arm or hand before you tape it down (you don’t want to rip up your paper later!)

Wild Card! For pattern 1 (top left), choose whatever 4 colors you would like from anywhere on the wheel. As you choose, ask yourself, are they fully saturated (a pure hue)? Tints? Shades? Near each other on the wheel? Separated? Any 4 you personally like. Now determine how to mix them using your primary colors, plus black and white. For each color use it's position on the wheel to determine how to mix it. (Described in video). Mix each color you want, and place a small sample next to your sketches. Now ‘assign’ those colors to pattern 1. Which goes where
Go ahead and carefully paint all of Pattern 1. (Painting tips covered in the video).

**Step #2** | Pattern 2, top right: Use only black and white paint (it’s best to use white paint even though the paper is white). What goes where in the pattern? Go ahead and paint Pattern 2.

**Step #3** | Pattern 3, bottom left: Choose 4 colors that are in ‘Analogous’ relationship to each other. That means they are ‘close neighbors’ on the color wheel, as shown within the ‘slice’ on the example pdf. Use your best judgement on how to create those colors using primaries, black, and/or white paint. Which colors go where on the pattern? Go ahead and carefully paint all of Pattern 3.

**Step #4** | Pattern 4, bottom right: Choose 4 colors that are in ‘Complementary’ relationship to each other. That means they are ‘opposites’ on the color wheel, as shown within the ‘slice’ on the example pdf. Use your best judgement on how to create those colors using primaries, black, and/or white paint. Which colors go where on the pattern? Go ahead and carefully paint all of Pattern 4.

**Step #5** | Once all is completely dry, gently remove the tape. Erase any stray pencil marks.

**Step #6** | Get a group together to look at the results and discuss. What do you notice about each pattern? Do they remind you of things? Do they have a feeling of calm? Excitement? Movement? Vibration? What parts move like they come toward us? What parts feel like they are further away? Why do you think that is? Are there any surprising differences between the same pattern but with different colors?
ACTIVITY MODIFICATIONS
If you worked with a theme in 2A, choose colors that also reference the theme in some way (Ex: Nature theme, so colors chosen are ones you see often in natural environments, such as browns, tans, wide range of greens, rust, maroons, etc.)

TAKING IT TO DIGITAL
As described with 2A in Adobe Illustrator, but now add color ‘fills’ to starting shapes before you create a repeating pattern from them.