

# The Color Wheel Rubric

Name: \_\_\_\_\_

Period: \_\_\_\_\_

## The Color Wheel

Project Objective(s): ***My job for this project is to create a usable color wheel that shows the different color families based on their size/shape and placement. By the end of this project, I will have used primary color acrylic paints to make all the colors of the color wheel in order to create a useable color wheel.***

Materials/Tools: #2 Pencil Paintbrushes  
Sketch paper 12 X 12 black paper  
Yellow, Red, Blue Acrylic Paint 12 x 18 white paper  
Mixing trays Ruler, Water Cups, Paintbrushes, Aprons

### Vocabulary:

**Color Wheel** – the circular chart used to remember color relationships

**Primary Colors** – #1 color family, no other colors can be mixed together to create a primary color, a color triad: red, yellow, blue

**Secondary Colors** – 2<sup>nd</sup> color family, created by mixing two primary colors together, a color triad: orange, violet, green

**Tertiary Colors** – 3<sup>rd</sup> color family, created by mixing one primary color with a secondary color, there are 6 tertiary colors: yellow-orange, red-orange, red-violet, blue-violet, blue-green, yellow-green

**Color Triad** – three colors that are equal distance apart on the color wheel

**Complementary Colors** – colors that are across from each other on the color wheel, makes each other “Look Good,” has high contrast, Examples: yellow/violet, red/green, blue/orange

**Analogous Colors** – colors that are next to each other on the color wheel, shares a common hue, has low contrast, Examples: yellow, yellow-green, and green

**Instrumentalism**– An aesthetic theory of art that places emphasis on the functional qualities. According to this theory, the most important thing about a work of art is it fulfilling the purpose for which it was intended.

**Non-Objective** – Art that has no recognizable subject matter

**Procedures:** (**Check off** procedures as you complete them)

\_\_\_\_\_ Fold Paper – Fold paper in ½, then ½ again, then ½ again, and one last time (in ½) – you should have 16 rectangles when you are done

\_\_\_\_\_ Label Paper – Label each rectangle – one label per rectangle:

Yellow	Red	Blue	Primary
Yellow-Orange	Red-Violet	Blue-Green	Tertiary
Orange	Violet	Green	Secondary
Red-Orange	Blue-Violet	Yellow-Green	Name: Period:

\_\_\_\_\_ Start with the primary colors - Paint each color in the correct labeled rectangle so that the paint color is bold and solid – no white paper showing through

\_\_\_\_\_ Next mix the SECONDARY colors then paint each color in the correct labeled rectangle so that the paint color is bold and solid – no white paper showing through

\_\_\_\_\_ Finally mix the TERTIARY colors then paint each color in the correct labeled rectangle so that the paint color is bold and solid – no white paper showing through

\_\_\_\_\_ Stencils: Create one shape for the “Primary” section, one for the “Secondary” section, and one for the “Tertiary” section

\_\_\_\_\_ Cut out the Primary Stencil and trace it onto the Primary colors; Cut out the Secondary Stencil and trace it onto the Secondary Colors; Trace out the Tertiary Stencil and trace it onto the Tertiary colors (all 6 of them)






\_\_\_\_\_ On the black paper - Plan out where your colors are going to go

\_\_\_\_\_ Make sure the layout of the colors will end up being a useable color wheel

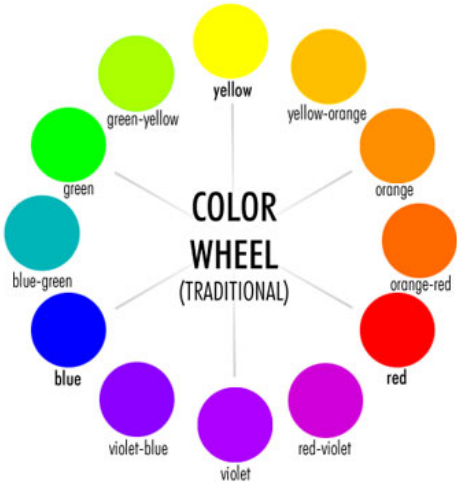
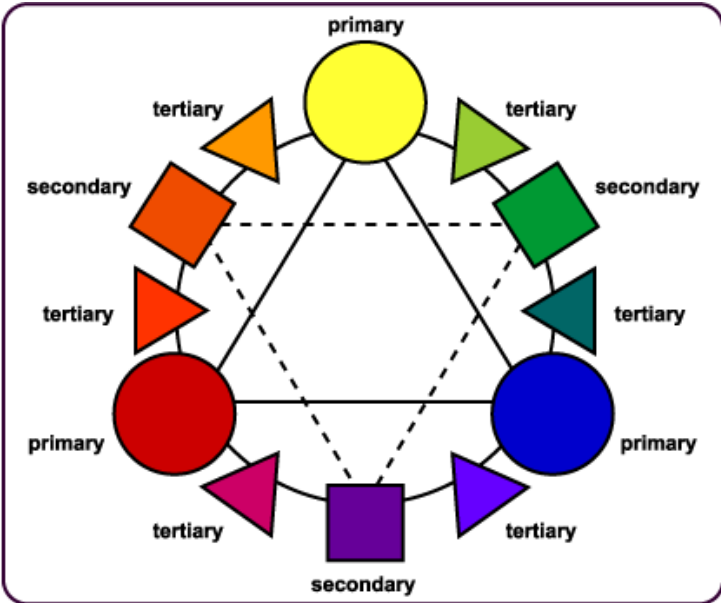
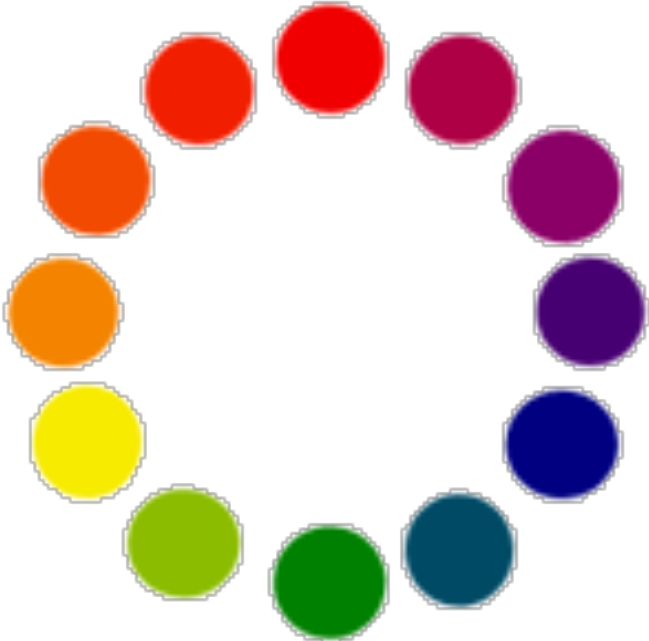
\_\_\_\_\_ Cut out the individual colors and glue them onto the black paper \*\*\*THEY MUST BE IN A USABLE COLOR WHEEL FORMAT AND ORDER WHEN YOU ARE DONE!!!!

\_\_\_\_\_ Put your name on the back of your work and on the grading rubric, grade yourself, do the reflection and turn it in!

### Helpful Hints, Warnings, and Insights:

-  Color Families should match in either shape or size = Primary, Secondary, Tertiary = 3 different shapes or 3 different sizes
-  Start with the Primary colors first – since they are the colors you have
-  Make sure your wheel colors are in a usable order
-  Secondary Colors – mix 2 primary colors together
-  Tertiary Colors – mix a primary color with a secondary color – make the color right after you use the Secondary color

# The Color Wheel Rubric



# The Color Wheel Rubric

Name: _____		Period: _____			
What you're getting graded on	10-9 work is excellent, enthusiastic effort, creative	8-7 work is good, genuine effort, thoughtful	6-5 work is competent or average, minimum effort, somewhat thoughtful	4-3 work is inadequate, poor effort, weak, careless, obvious signs of indifference	2-0 Little to no effort, incomplete
<b>Usable</b>  _____/10 Pts	<b>Strong, thoughtful, creative</b> colors shapes that are organized so that ALL color families are easily recognized – color families share either the same shape or size – the colors leave only a very little white paper background showing	<b>Thoughtful</b> colors shapes that are organized so that MOST of the color families are easily recognized – MOST of the color families share either the same shape or size – the colors leave only some white paper background showing	<b>Some</b> thought went into the colors shapes that are organized so that SOME of the color families are easily recognized – One of the color families share either the same shape or size – the colors leave a lot of white paper background showing	There are signs that <b>Some</b> thought went into the colors shapes that are organized. One color family is easily recognized – One of the color families share either the same shape or size – the colors are too small for the paper	<b>Little to no</b> attempt was made to plan where the colors were painted. Color families are unrecognizable. The painted areas are either way too small or non-existent
<b>Colors</b>  _____/10 Pts	<b>All 12 colors</b> are represented – All Primary, Secondary, and Tertiary Colors	<b>Most of the colors</b> are represented; 11-9 colors – All Primary and Secondary Colors, maybe some tertiary colors	<b>Some of the colors</b> are represented; 8-6 colors – All Primary and some from either/both the secondary and/or tertiary colors	<b>Most of the colors are missing;</b> 5-3 colors – Only the Primary colors are there and/or other random colors	<b>Little to No colors;</b> 2-0 colors are included in the color wheel
<b>Control of Materials, Media, and Processes</b>  _____/10 Pts	<b>Outstanding</b> exploration and experimentation with the materials: acrylic paint. <b>Highly accomplished</b> ability to control the media. <b>All</b> Paint is <b>consistent</b> . The color is <b>bold</b> and <b>solidly covers</b> each individual color section.	<b>Very Good</b> exploration and experimentation with the materials: acrylic paint. <b>Proficient</b> ability to select and control the media. <b>Most of the</b> Paint is <b>consistent</b> . The color is <b>mostly bold</b> and <b>covers</b> each individual color section.	Demonstrated <b>Some</b> ability in exploring and experimenting with the materials: acrylic paint. <b>Attempts</b> are made to control the media. <b>Some of the</b> Paint is <b>consistent</b> and <b>somewhat bold</b> . Some of the white paper show through the paint in the individual sections	Demonstrated <b>a little</b> exploration and experimentation with the materials: acrylic paint. <b>Some limited</b> ability to control the media. <b>The</b> Paint is <b>NOT consistent</b> . A lot of the white paper shows through the paint in the individual color sections.	<b>Very Limited to No</b> exploration and experimentation with the materials: acrylic paint. <b>Slight</b> evidence of ability to control media. There is <b>little or no</b> paint consistency anywhere. Mostly all white paper can be seen
<b>Craftsmanship</b>  _____/10 Pts	<b>Careful</b> time and <b>extreme</b> care was put into the color wheel; <b>all</b> background areas of the paper are clean and paint-free	The entire color wheel was done with <b>care and good use of time</b> ; background areas of the paper are <b>mainly</b> clean and paint-free	<b>Some</b> time and care was put into the entire color wheel. Parts of the color wheel appear to be <b>sloppy and "rushed"</b> ; background areas of the paper are <b>messy &amp; have random paint marks</b>	The entire color wheel is <b>sloppy and appears to be "rushed"</b> ; background areas of the paper are <b>messy &amp; painted</b>	<b>Little or no</b> attempt at the was made to take care during the color wheel; time was <b>wasted</b> ; background areas of the paper are <b>messy &amp; painted</b>
<b>Work Ethic</b>  _____/10 Pts	<b>Excellent</b> use of class work time.	<b>Good</b> use of class work time.	<b>Some</b> class work time was <b>wasted</b> .	<b>Majority</b> of class work time was <b>wasted</b> .	<b>Little or no</b> attempt was made to work during class work time; Almost all if not all of class work time was <b>wasted</b> ;
<b>On Time &amp; Complete</b>  _____/10 Pts	Work is <b>completely done</b> , no additions or corrections need to be made, <b>EXCELLENT</b> use of class work time; <b>Work was turned in ON TIME</b> – on the due date _____	Work is <b>done</b> , little to no additions or corrections need to be made, <b>Good</b> use of class work time; <b>Work was turned in ON TIME</b> – on the due date _____	Work is <b>half way done</b> , some additions or corrections need to be made, <b>SOME</b> use of class work time – <b>some</b> class work time was <b>wasted</b> ; Work was turned in <b>after the due date</b> – _____	Work is <b>almost done</b> , a lot of additions or corrections need to be made, <b>VERY LITTLE</b> use of class work time – <b>A LOT</b> of class work time was <b>wasted</b> ; Work was turned in <b>several days after the due date</b> – _____	Work is <b>incomplete</b> , it is turned in without being finished, <b>MOST</b> of class work time was <b>wasted</b> ; Work was turned in <b>several days after the due date</b> – _____

Total points: \_\_\_\_\_/50 points

# The Color Wheel Rubric

## REFLECTION : \_\_\_\_\_(Completed)

Extra Credit: \_\_\_/1 Theory of Art : \_\_\_\_\_  
(Choices: Expressivism, Formalism, Imitationalism, or Instrumentalism)

Extra Credit: \_\_\_/1 Art Style: \_\_\_\_\_  
(Choices: Abstract Art, Non-Objective, or Realism)

\_\_\_\_\_ - What knowledge, techniques and/or concepts did you learn by completing this art problem? Use one of the following sentence stems: **By completing this art project, I can now....** Or **By completing this art project, I learned how to....**

\_\_\_\_\_ - Explain & Describe the successful aspects of your work – What makes your work great – USE JUDGEMENT in your explanation – make references in your answer to your actual artwork as evidence:

\_\_\_\_\_ - Explain & Describe possible revisions to your work (if you were to do this project again, what would you do differently to make it even better) USE JUDGEMENT in your explanation – make references in your answer to your actual artwork as evidence:

\_\_\_\_\_ - What type of problem solving steps/techniques did you use over the course of this project that you could carry over into the next project?