

# Clothing Color Wheel

## Summary

This lesson will help students learn the primary, secondary, and tertiary colors. Students will also be expected to put the colors in the correct order and create a color wheel using some creativity.

## Main Core Tie

Fashion Design Studio

[Strand 2 Performance Skills](#)

## Time Frame

1 class periods of 70 minutes each

## Group Size

Individual

## Life Skills

Thinking & Reasoning, Communication

## Materials

You will need the following materials to complete this lesson:

- Colored pencils

- Crayons

- Magazines

- Glue

- Fabric scraps

- Markers

- Scissors

- Clothing Color Wheel Project assignment sheet (one for each student)

- Example of color wheels

- Color Note Outline overhead

## Background for Teachers

Be familiar with all the information included on the Color Note outline. It may also be helpful if you create an example color wheel for the students to see.

## Student Prior Knowledge

Students should have a brief understanding of the primary and secondary colors.

## Intended Learning Outcomes

Once this lesson is complete, students should be able to identify the primary, secondary and tertiary colors. Students should also know the order in which these three categories of colors fit on the color wheel.

## Instructional Procedures

- Have students take notes from the note outline overhead as the teacher discusses the information.

Go over all the information on the note outline, making sure to answer questions as you go.  
Hand out the Color Wheel Project assignment sheet.  
Read over the directions as a class. Make the point that the students should be using clothing in some way to create this wheel--whether it's from magazines, sketches, or fabric samples.  
Whatever is chosen, it must be obvious that clothing was used.  
Stress the importance of creativity on the outcome of this assignment. It is ranked as high (point values), having all the primary, secondary, and tertiary colors included.  
Show examples of correct and creative wheels.  
Give students the remainder of the class period to complete the assignment.

### Strategies for Diverse Learners

All students need to complete this color wheel with all three categories of colors represented correctly. If struggling students need assistance, scale the assignment down a bit by asking them to only color a color wheel outline with their colored pencils, following the labeled sections.

### Extensions

Once you have corrected and returned the completed color wheels, discuss the fact that the warm colors are on one side of the color wheel and the cool colors are on the other. Have students label each of the colors WARM or COOL according to their location.  
When this discussion is over, have students write their names on the center back of their creations and then cut them out. Once they are cut out with their names on the back, have them hang their creations on a bulletin board. A basic Color label on the board should be sufficient. The students get to display their work as well as observe the work of others in the classes.

### Assessment Plan

Use the rubric that is included on the assignment sheet to score the color wheels.

### Bibliography

USOE Curriculum Guide

### Authors

[SUNSHINE CHRISTENSEN](#)