Title: What’s in a Color?
Type: Category 1

Lesson Overview
Students will view the work in the current exhibit, specifically considering the ten pieces that use a monochromatic color scheme. Discussion of the exhibition will focus on the use of monochromatic composition, comparing the warm brown/black of Minna Wright Citron’s *Staten Island Ferry*, Mac Raboy’s use of high contrast black and white in *Spring Plowing* and Charles Banks Wilson’s *Comanche Portrait*. Students will be asked to identify formal qualities that these different types of monochromatic color uses provide.

Observe, question, explore
Students will explore the Artmobile Exhibition and discuss the themes they see, concepts presented and the work in general. They will talk about the piece(s) that they feel are the strongest and why they see them that way.

Create
Students will take what they have talked about in discussion and use Styrofoam Scratch plates to create an image that will be printed in different monochromatic palettes. Students will use the same image to create four different compositions by changing the color used. One warm, one cool, one black and one neutral color will be chosen to create the monochromatic exploration. Students will then be asked to write and discuss how the different color temperatures change the image or change the feeling, mood or impact of the image. They will also be asked to make decisions about the way in which their pieces will be displayed. Do all four pieces fit together in one piece? Or should each print be displayed as a separate work?

Reflect
Students will have the opportunity to share what they create and discuss the ideas represented in their pieces. They will be encouraged to talk about the differences in the pieces based on color. Students will also be asked to show the way in which they have decided to present their image as groupings or as individual pieces.

Suggestions for Teachers
- This lesson allows for a formal study in some basic color theory. Students should have some familiarity with the color wheel and what constitutes a neutral color.
• If more time is available students can use soft cut or a linoleum block to create a more detailed piece. Changing to this media would be best suited for students with enough dexterity to handle sharp tools with minimum risk to themselves.
• Students may benefit from some background in printmaking, and the history of multiples that come from this medium.
• Before the Artmobile arrives students may benefit from looking at some of Andy Warhol’s pop art pieces to show the history of the same image being done in multiple colors with discussion on how that changes the viewer’s perspective of the image and how presenting the various incarnations of the image in multiple colors as a single piece affects how we see the subject matter.

Essential Questions Addressed:
1. Why use color in an image?
2. What does monochromatic mean?
3. What is a warm color? What is a neutral color? What is a cool color?
4. What is high contrast?
5. How does color affect the image?
6. Why would you use a monochromatic palette instead of a full color palette?
7. What is a color palette?

Suggested Use in the Curriculum

The study of Where We Are Is Just the Beginning plus the historical and cultural knowledge students will gain from studying the work and ideas behind the exhibition tie to multiple curricular areas, including the study of art, writing, reading and literature, history and social studies, geography, geology, biology, chemistry, math and more. The Artmobile Curator will work with teachers to address specific Wyoming Teaching Standards and to align Artmobile projects and studies with ongoing classroom curricular units and areas of study.