

Art for Beginners

An Introduction to

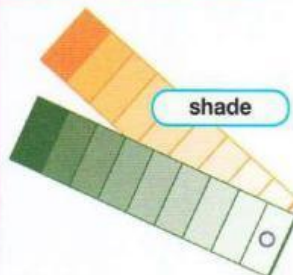
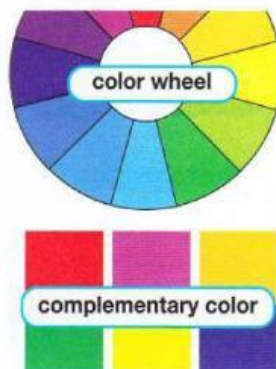
Color

Section II:

The three **primary colors** are **red**, **yellow**, and **blue**. You can combine these colors to create **secondary colors**. Adjust the amounts of each **pigment** to create more **hues** in between. Each hue appears in a variety of **shades**.

A **color wheel** shows the full **spectrum** of colors. It helps you determine how different colors interact. It shows simple combinations of **complementary colors** for beginner artists.

Once you understand colors, you are ready to use them. Ask yourself what level of **intensity** you need. Do you want a soft, **dull** yellow? Or would you prefer a bright, **vibrant** red? The possibilities are truly endless.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are the primary colors?
- 2 What is a complementary color for red?

Reading

2 Read the textbook chapter. Then, mark the following statements as true (T) or false (F).

- 1 ___ Blue is one of the primary colors.
- 2 ___ Combining two shades creates a pigment.
- 3 ___ Complementary colors are shown on the color wheel.

Vocabulary

3 Match the words or phrases (1-5) with the definitions (A-E).

- | | |
|---------------------------|-------------------|
| 1 ___ dull | 4 ___ intensity |
| 2 ___ vibrant | 5 ___ color wheel |
| 3 ___ complementary color | |
- A a circular chart that shows different colors
 B how strong something is
 C strong or bright
 D a hue that does not contain the same primary colors as another hue
 E not strong or bright

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

- 1 **primary colors / secondary colors**
 - A Red and yellow are _____.
 - B Green and orange are _____.
- 2 **shade / hue**
 - A The painter mixed two different colors to create a new _____.
 - B Add more black to make a darker _____.
- 3 **pigment / spectrum**
 - A The art student bought a chart that showed the whole _____ of colors.
 - B The artist ran out of the red _____ so she used violet instead.

- 5 Listen and read the textbook chapter again. Why is a color wheel useful?

Listening

- 6 Listen to a conversation between two designers. Choose the correct answers.

- What is the main idea of the conversation?
A mixing pigments to create a new shade
B deciding on the color scheme for a project
C comparing the qualities of different hues
D disagreeing about the intensity of a color
- What color is the book cover?
A green C purple
B yellow D blue

- 7 Listen again and complete the conversation.

Designer 1: I'm not happy with the colors on this new book cover.

Designer 2: Here, let me take a look. 1 _____, something's off.

Designer 1: Do you think I should use green 2 _____?

Designer 2: No, I think the color is fine. But the 3 _____ might just be too dull.

Designer 1: Hmm. I see what you mean. So you think it should be 4 _____?

Designer 2: It's worth a try. And maybe add a 5 _____ to make it more interesting.

Designer 1: Oh, that's a good idea. What should I use?

Designer 2: How about a 6 _____ of purple? That's a complementary color for yellow.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm not happy with ...

I think the ... is fine.

So you think I should ...?

Student A: You are a designer. Talk to Student B about:

- colors in your project
- what doesn't look right
- his or her suggestions

Student B: You are a designer. Talk to Student A about colors in his or her project.

Writing

- 9 Use the conversation from Task 8 to complete the project update sheet.

Project Updates

Use this form to record changes to your project.

Job: _____

Color changes: _____

Why changes were made: _____

