**basic colour theory continued...**

**HOW TO CHANGE A COLOUR WITHOUT CHANGING ITS HUE**

**HUE** - refers to a specific colour you see
- depends upon the quality of light reflected from the pigment to the eye
  eg., "ultramarine blue", which is different from "cobalt blue".

**COMPLEMENTARY COLOURS** - are opposites on the colour wheel.
- show MAXIMUM CONTRAST when placed close together.

1. To DULL the hue, ADD ITS complementary colour.

IN THE BOXES BLOW:

i) FILL IN PRIMARY AND SECONDARY COLOURS.

ii) USE THE PALETTE TO MAKE A PROGRESSION OF 5 NEUTRAL COLOURS BETWEEN. STAIN DARK COLOUR INTO LIGHT, ENDING WITH A HALF AND HALF MIXTURE.

2. To LIGHTEN a hue, ADD WHITE, CREATING A TINT.

3. To DARKEN a hue, ADD BLACK, CREATING A SHADE.
A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;

A1.2 use exploration/experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, and printmaking (e.g., explore a variety of materials and/or techniques; reflect on the input of their peers; refine their art work on the basis of useful feedback)

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.2 apply elements and principles of design to create art works that communicate ideas and information

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

What's the Easiest Way to Mix a BROWN?
Mix a primary color with its complementary color. So add orange to blue, purple to yellow, or green to red. Each of these makes a different brown.

What's the Easiest Way to Mix a GREY?
Mix some orange (or yellow and red) with a blue then add some white.

AVOID BLACK FOR SHADOWS - for creating darker colours, try mixing a little amount of the opposite colour.
A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal and informal critiques, small-group and class discussions) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others

C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conte, frottage, markers, painting techniques, pencil techniques, relief, stencil)

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects (e.g., the use of cross-hatching to create a feeling of depth and dimension; the use, in watercolour painting, of a transparent wash of colour to create the effect of light coming through the composition)

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

C3.2 demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts (e.g., identify hazardous materials and adopt appropriate precautions and/or protective measures when using them; demonstrate respect for property, including classroom facilities, tools, equipment, and technological devices)