COLOUR WHEEL DESIGN PAINTING

STEP ONE: You will design your own stencil for a 12 section color wheel. Whatever you design, it must have the following 3 sections:

- Colour
- Tint(s)
- Shade(s)

STEP TWO: Transfer your stencil design to thicker paper first and then cut out a silhouette using scissors or cutting knife.

STEP THREE: Using your stencil silhouette trace out a 12 section colour wheel on the thick white paper.

STEP FOUR: Paint each section accordingly to the 12 section color wheel. Make sure each individual section has the Colour, at least one Tint, and at least one Shade.

STEP FIVE: REFLECT: Answer the following questions using the elements and principles of design and hand them in with your completed drawing(s) for evaluation.

1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?
## Colour Wheel Design Rubric

<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking/Inquiry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colour Wheel organization</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level.</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. Applies some of the elements &amp; principles of design while composing work.</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are on par with student’s grade level. Applies considerable elements &amp; principles of design while composing work.</td>
<td>Concept is clear and strong. Meaning or ideas conveyed are above expectations for student’s grade level. Applies substantial elements &amp; principles of design while composing work.</td>
</tr>
<tr>
<td>Neatness</td>
<td>0</td>
<td>0.5</td>
<td>0.5 - 1.0</td>
<td>1.0 - 1.75</td>
<td>2</td>
</tr>
<tr>
<td>Completion/Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration of Skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge/Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stencil Design: Creativity &amp; Originality</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist.</td>
<td>The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist.</td>
<td>The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist.</td>
<td>The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist.</td>
</tr>
<tr>
<td>Composition &amp; Balance: 12 sections</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Composition does not contain 12 sections and is not balanced. Little thought has been given to the placement of elements &amp; principles on the page, or to the correct ratio of positive to negative space.</td>
<td>Composition contains 12 sections and is somewhat balanced. Some thought has been given to the placement of elements &amp; principles on the page and the correct ratio of positive to negative space.</td>
<td>Composition contains 12 sections and is balanced. Adequate thought has been given to the placement of elements &amp; principles on the page and the correct ratio of positive to negative space.</td>
<td>Composition contains 12 sections and is balanced. Adequate thought has been given to the placement of elements &amp; principles on the page and the correct ratio of positive to negative space.</td>
</tr>
<tr>
<td>0</td>
<td>0.5</td>
<td>0.5 - 1.0</td>
<td>1.0 - 1.75</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Application/Creation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colour, Shade &amp; Tone</td>
<td>Work demonstrates no areas of few areas of Colours, Shades &amp; Tones.</td>
<td>Work demonstrates no areas of few areas of Colours, Shades &amp; Tones.</td>
<td>Work demonstrates no areas of few areas of Colours, Shades &amp; Tones.</td>
<td>Work demonstrates no areas of few areas of Colours, Shades &amp; Tones.</td>
<td>Work demonstrates no areas of few areas of Colours, Shades &amp; Tones.</td>
</tr>
<tr>
<td>Work demonstrates limited effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>Work demonstrates limited effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>Work demonstrates some effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>Work demonstrates some effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>Work demonstrates some effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>Work demonstrates some effectiveness in demonstrating the process of following procedures and skill development.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Process: Demonstration of Skill Development &amp; Following Procedures including Clean Up</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>The submitted work appears obviously incomplete. Much more effort could have been included: time has obviously been mismanaged.</td>
<td>The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged.</td>
<td>The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged.</td>
<td>The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged.</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity and Accuracy: Mixing: Colour, Shade &amp; Tone</td>
<td>Work demonstrates limited degree of clarity and accuracy in mixing colours, shades and tones.</td>
<td>Work demonstrates some degree of clarity and accuracy in mixing colours, shades and tones.</td>
<td>Work demonstrates considerable degree of clarity and accuracy in mixing colours, shades and tones.</td>
<td>Work demonstrates high degree of clarity and accuracy in mixing colours, shades and tones.</td>
<td>Work demonstrates high degree of clarity and accuracy in mixing colours, shades and tones.</td>
</tr>
<tr>
<td>0.5</td>
<td>0.5 - 1.0</td>
<td>1.0 - 1.75</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Answers are vague/incomplete.</td>
<td>Answers are somewhat clear and complete.</td>
<td>Answers are somewhat clear and complete.</td>
<td>Answers are clear and complete.</td>
<td>Answers are clear and exemplatory.</td>
<td>Answers are clear and exemplatory.</td>
</tr>
<tr>
<td>0.5</td>
<td>0.5 - 1.0</td>
<td>1.0 - 1.75</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>