

## Week Five Assignment Directions:

- Complete Activity #1 and #2
- We will share out results from activity #1-A in 4 weeks (Week 9)
- Answer the questions and/or take photographs of your completed activity
- Save your file with your last name/first name ie: GravelSusannah.doc
- Upload a document with your photos and your answers to the Canvas Classroom assignment drop box.

## Activity #1: Color Testing

**Materials:** Several different art supplies. You will use what you have on hand, paint, markers, inks, digitally printed color, pens, colored pencils. Board to post experimental marks on.

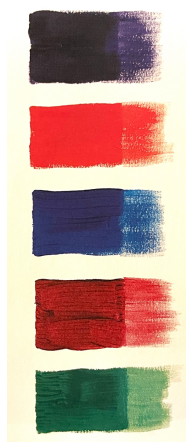
**Objective:** To learn about the permanence and paint quality of a variety of colored art.

### A: Lightfastness Tests

- Make a color test strip on a small piece of board. Make marks of colored markers, colored inks, digitally printed color, writing pens, paint markers, or colored pencils on the board. Use colors that are both pigmented and made from dyes. Try many different colors on and coloring materials.
- Make sure each item is labeled.
- Cover half of each mark with the black paper to hide it from the light.
- Put the test stripped in a sunny, south facing window for at least one month.

### B: Paint Tests

- Using acrylic, gouache, and watercolors, test paint for opacity by painting a strip of each color on black paper or in a black strip of paint.
- Paint out a thick swatch of each color and then test the undertone of some of the colors by spreading each pigment out thinly next to each thick swatch.
- Try adding the same amount of white to two or three different pigments. Be careful to use the same amount of white for each color. How did the tinting strength of each one of the pigments compare?



### Color Matching Mixtures (Optional)

- Pick flat color swatches for magazine pictures, printed matter, wrappers, packaging, printed digital color swatches, and so on. Choose at least six different found color swatches.
- Using pigment mixtures, try to exactly match the found colors. Use the pigment color charts as guideline. Keep in mind prior mixture exercises, value mixtures, complementary mixtures, and the variations to guide your choice of color mixtures.
- Present the found colors in mixture side-by-side. Which colors were the most difficult to emulate accurately?

### Activity #2: Pigments and Hues – Mixture Variations

**Materials:** Paints, brushes, paper, vehicle, and paper towel.

**Objective:** The secondary mixtures of primary hues can vary by the types of primary pigments used. The student will learn how the coolness, warmth, and opacity of pigments for affect pigment mixtures.

- Mixed several variations of secondary used by using different primaries.
- Try cool with cool and warm with warm or cool with warm.
- For instance, use a cadmium red (warm) in an ultramarine blue (cool) to make a violet. Now try Quinacridone red (cool) and a phthalo blue (cool).
- How did the mixtures vary?
- Which one is higher in saturation and why?
- Try to make two variations of each green and orange as well.
- Now try to make hues from varied pigments

