



# EXPLORATION OF COLOR

## ELEMENTARY SCHOOL SELF-GUIDED TOUR

Join us on a stunning exploration of color through the Exhibition. Start your color journey in the Northwest Room.

### STOP 1: NORTHWEST ROOM

*I can't understand it when people say they don't like a particular color [...] How on earth can you not like a color? - Dale Chihuly 1996*

Primary colors: Red, Yellow and Blue are known as primary colors.

Secondary colors: Orange, Green and Purple are known as secondary colors. They are the result of mixing two primary colors together, this results in a new hue of color.

Patterns: Patterns are a repeated series of pleasing designs. Within the Northwest Room, patterns can be seen on the objects.

- Take a moment to look at the Native American Trade Blankets, do you see any that have one primary color? Two primary colors? All three primary colors?
- Again looking to the Native American Trade Blankets, do you see any that have one primary color? Two primary colors? All three primary colors?
- Pick your favorite pattern. What shapes do you see within this pattern?



## STOP 2: PERSIAN CEILING

*Glass can be transparent, translucent, or opaque. It can be sharp or smooth, strong or fragile. It has many different forms. - Dale Chihuly 1996*

Transparent colors are colors you can see through and these colors allow light to pass through them.

Translucent colors allow for some light to pass through them.

Opaque colors do not allow any light to shine through.

- Look up to the Persian Ceiling, find a transparent glass piece. Can you find opaque glass elements?
- This is the only gallery to displays white on the walls. Why do you think Dale Chihuly decided to paint the walls of this gallery white?
- Why do you see color on the walls if they are painted white?

## STOP 3: MILLE FIORI

*I never met a color I did not like. - Dale Chihuly*

Cool colors are blue, green and purple.

Warm colors are orange, red and yellow.

- Do you see more cool colors or more warm colors?
- What surprises you about this combination of colors?

## STOP 4: IKEBANA AND FLOAT BOATS

*Glass, ice—I love ice—plastics, these are all materials that are all different but are all transparent, very luminous, and color can go through in such incredible ways. - Dale Chihuly*

Shadow: A dark area created by an object standing between a light source and a surface.

Light: Illumination produced by the sun, stars or energy.

Reflection: An image produced as if by a mirror.

- Stand in front of Ikebana and Float Boats, what do you see when you look at the walls behind the boats?
- Look at the base the boats are resting on, what are you noticing?
- Where is the light coming from?

## STOP 5: MACCHIA FOREST

*It was color (often bright, strange, mostly opaque, where the outside was dramatically contrasted with the inside) that we were concerned with [when blowing Macchia]. Most people don't realize it, but blowing a piece that combines a range of color is extremely difficult. Each color attracts and holds the heat differently. Dale Chihuly 1986*

- Find one piece that uses only warm colors. One warm and cool colors together.
- Is there one piece that has both transparent and opaque glass?
- Can you find a Macchia that has two different patterns on it? Example: spots and stripes

## WASHINGTON STATE ARTS STANDARDS THROUGH VISUAL ARTS

This tour as a whole covers the below Essential Academic Learning Requirements (EALR) and Grade Level Expectation (GLE) in the Visual Arts. Each listed is applicable for grades K- 4.

- EALR 1** The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.
- GLE 1.4.1** Remembers the responsibilities of the audience and applies the conventions that are appropriate given the setting and culture.
- EALR 2** The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.
- GLE 2.3.1** Applies a responding process to a presentation/exhibit of visual arts.
- EALR 3** The student communicates through the arts (dance, music, theatre, and visual arts).
- GLE 3.3.1** Remembers how personal aesthetic choices are influenced by and reflected in visual artworks.
- EALR 4** The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.
- GLE 4.2.1** Remembers skills, concepts, and vocabulary that the discipline of visual arts has in common with other content areas.
- GLE 4.5.1** Remembers that the knowledge, skills, and work habits of visual arts are used in the world of work, including careers in visual arts.