

Recent UArts MEd student and early childhood art educator Liliane Sharpless wanted to help her students feel belonging while encouraging them to understand and appreciate differences. The following lesson, which is the part of a series of skin color projects, comes from her Capstone project. Through the use of color mixing and a literacy component, Lili's lesson helps teachers encourage student identity and acceptance.

<p>Lesson: Mixing Individual Skin Colors (K4 and Elementary Students) By Liliane Sharpless MEd '21</p>	
<p>Established Goal(s)/Content Standard(s):</p> <ul style="list-style-type: none"> • Teach students where color comes from and instill by having students mix their actual skin color. 	
<p>Understanding (s) Students will understand that:</p> <ul style="list-style-type: none"> • We are not just Black and White, but shades of brown. • There are many shades of brown. • Every skin color includes the primary colors red, yellow and blue. • Skin color is special and tells a story of you and where you come from. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Continue conversation and ask students how they got to their skin color. One can write down answers to refer back to, for example: <ul style="list-style-type: none"> ○ Are you a warm tone or cool tone? ○ What colors did you use in your skin color? ○ What color are you? If you could name your color, what would you name it?
<p>Student objectives (outcomes):</p> <ul style="list-style-type: none"> • Teach students how to create their own skin color. • Teach students that their skin tones are shades of brown that include the primary colors, as well as shades/tints of black and white. • Discuss color versus culture, while using book as reference. 	
<p>Materials: Small plastic containers. Tempera paint in colors red, blue, yellow, white and black. In addition, you will need tempera paint colors in skin tones, for example Crayola's Multicultural Assorted Paint Tones. You will also need a literary component, <i>The Colors of Us</i> by Karen Katz.</p>	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Be able to mix skin color and know that skin color is also a mixture of primary colors • Be able to discuss what students like about their skin color, what they describe it is and what they like about it. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Through what other evidence will students demonstrate what they like about their skin color, what they describe it is and what they like about it.
<p>Learning Activities: First, revisit and discuss the primary colors with students. Ask them how we got the color brown. Discuss warm and cool tone skin colors. Discuss the terms Black and White both via colors and discuss Black culture. Are we really Black and White, or are we shades of brown? Children will then mix their own skin color by mixing the skin tone paint (shades of brown) closest to their own with colors red, yellow, blue, black and white to get as close to their actual</p>	

tone as possible. This is a very hands-on activity usually, so usually help is asked of classroom teachers on this particular project. Teachers will assist students by adding drops of colored paint to their tone to help create the perfect match. Make sure you fill the container with their tone, as they will be using their skin tone for future projects.

