

Edible Color Wheel



Learn about the color wheel using graham crackers and frosting, and think like an artist to create your own color.

4-H Project Area: Art

Time: 30 minutes (includes eating and clean-up)

Life Skills: Learning to Learn; Creativity,
Communicating

Materials:

- 1-2 tablespoons white frosting per child
- Red, blue and yellow food coloring
- 6 small rectangles of graham crackers per child
- 1 square of graham cracker per child
- Spoons
- Mixing bowls
- 4 Popsicle sticks per child
- Paper towels, hand wipes or access to a sink for clean-up

Advance Preparation:

Add food coloring to white frosting to make one bowl of each primary color— red, blue and yellow.

Have a cracker color wheel example ready to demonstrate while giving instructions. To save time, you can have the wheel of crackers set at a place for each child.

Make sure everyone washes their hands before handling food.

FOR MORE INFORMATION ON LEADING ACTIVITIES FOR YOUNG MEMBERS, SEE CLOVERBUD LEADER GUIDE

Did You Know?

The color wheel is a representation of the structure and properties of color. A basic color wheel includes primary (red, blue and yellow) and secondary (green, orange and purple) colors.



THE ACTIVITY

Tell the children that they are going to experiment with creating colors.

Ask

What are your favorite colors?

Where do you think we get all the colors in the crayon box?

Have you ever created a new color?

Investigate

Tell the group they will mix red, blue and yellow (primary colors) to make new (secondary) colors from frosting. Remind them to listen and not eat the crackers until the end.



Give each child 6 small graham crackers and 3 Popsicle sticks. Spoon a teaspoon each of red, yellow and blue frosting on three crackers. Place an

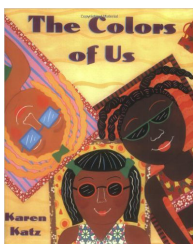
empty cracker between the frosted crackers for a total of 6 crackers.

Ask, What color will we get if we mix the red and blue together? [Allow time for predictions]

Using a Popsicle stick, take a bit of red frosting and place on the empty cracker between the red and blue crackers. Using the other end of the stick, take a bit of blue frosting and mix with the red on the cracker until the frosting is purple. Place the purple cracker on the color wheel between the red and blue crackers.

Follow the same procedure (using new Popsicle sticks) for the other combinations—red/yellow=orange and yellow/blue=green.

Now you've created a color wheel. Artists mix these colors to create new colors based on what they see.



More to Explore

Read a book about how artists see and use color: *Sky Color* by Peter Reynolds; *The Color of Us* by Karen Katz; *The Noisy Paint Box* by Barb Rosenstock.

Create

Tell children they are going to explore color mixing and create their own color. Give each child 1 graham cracker piece and another Popsicle stick. Tell the children that for their last cracker, they can mix the colors any way they want to see what they get.

Share/Reflect

Ask each child to hold up their “new” color and share how they created it.

Ask, What is the name of your new color?

Can you find a similar color in the room?

After each child has had a chance to share, they can eat their crackers and frosting!



Relationship to 4-H

In this activity, the leader did a type of demonstration to explain how to make a color wheel. 4-H Demonstrations (a type of show-and-tell) are a great way to add interest to meetings. When youth practice speaking about their project, they are building self-confidence and communication skills.

Children need guidance and encouragement to learn these skills. Find small opportunities to have them share what they learned with the rest of the group. Sharing might only last a minute but with encouragement and support, they will have had a positive experience saying something while others watch and listen, like they did with this task.



Today we created a color wheel using frosting and graham crackers.



Edible Color Wheel

We learned... how to combine the ‘primary colors’ – red, yellow and blue – to create green, orange and purple. We also learned how artists use these basic colors to create new colors.

Ask your child... What colors did you make to frost your crackers? What new color did you make? What did it look like? What did you name it? How would you use your color? What did it feel like when you told the group about your new color?

Explore more... Learn more about how artists see and use color by reading “Sky Color” by Peter Reynolds, “The Color of Us” by Karen Katz, or “The Noisy Paint Box” by Barb Rosenstock.

Try mixing your own colors at home. In addition to primary and secondary colors, try adding white to create “tints” or add black to make “shades.”

Connect to 4-H... In this activity, we asked each child to share how they created their own original color. When children practice speaking about their work, they are building self-confidence and communication skills. 4-H provides young people many opportunities to share their work with others. Ask about the different communication and arts opportunities offered by your local club or county program.