

Unit 4: Tempera Painting: Primary and Secondary Colors

Content Area: **Art**
Course(s):
Time Period: **Full Year**
Length: **8 Weeks**
Status: **Published**

Unit 4: Tempera Painting: Primary & Secondary Colors

Unit Rationale

The purpose of this unit is to...

- Teach students that the ability to manipulate color is an important element of visual art.
- Learn how to mix secondary colors from primary colors and make tints, in addition to experimenting with unlikely color combinations.

Essential Questions

- How do you mix secondary colors?
- How do you mix new colors?
- How do you respect paint supplies and other students in an art room?

Pre-Assessments

The students will be asked to complete a worksheet on color mixing using crayons. They will only use the primary colors (red, yellow, and blue) to figure out how to create the secondary colors. The educator will review the answers at the end and will be able to assess the prior knowledge of the students.

Instructional Plan

See description below for Lesson 1 and Lesson 2.

Lesson 1: Practicing Color Mixing

Student Learning Intentions or We are learning to/that ... (WALT)

- Colors can be mixed to make new colors
- Secondary colors are made by mixing primary colors
- Create a tint (a lighter color) by adding white

- Develop proper paint studio etiquette by using and cleaning brushes in the correct way.

Student Success Criteria ... “I can statements”

- Use primary colors to mix secondary colors
- Mix tints
- Use and clean brushes properly

Instructional Strategies and Activities

Part 1: Mixing Colors

- Educator will administer pre-assessment worksheet that asks students to mix/layer primary-colored crayons to create the secondary colors. Educator will briefly examine the results.

- Educator will review color mixing through a Google Slides presentation and demonstration to students that shows them how to properly use the primary colors to mix the secondary colors using paint. While showing this process, the educator will display the correct way to hold the paint brush.

- The students will then practice this on their own in addition to creating tints of colors by adding white. This will be guided by the educator.

- The educator will conclude the lesson by showing students how to properly clean the paint brushes to maintain an organized studio practice.

Formative Assessments:

Throughout the process of mixing colors, students will be observationally evaluated using the following criteria:

- Can students properly create the secondary colors from the primary colors?
- Can students add white to mixed colors to create tints?
- Can students properly use and clean paint brushes after they are finished using them?

Instructional Materials and Resources

Student Supplies: Color mixing worksheet, primary-colored crayons, paper, paint brush, paint, smock

Educator Materials: Google Slides presentation, Color mixing worksheet, primary-colored crayons, paper, paint brush, paint, smock

Reflections and Suggested Modifications

To be reflected upon by the educator at the completion of the unit.

Lesson 2: Creating a Painting

Student Learning Intentions or We are learning to/that... (WALT)

- Match colors to the famous painting, "Sunflowers" by Van Gogh to practice the learned color mixing skills demonstrated in Lesson 1.

Student Success Criteria ... "I can statements"

- Match the colors of a famous painting to recreate an identical work of art with paint.

Instructional Strategies and Activities

Activity #1: Recreation of "Sunflowers" by Van Gogh

- Distribute an image of "Sunflowers" to each student and a blank piece of paper with a pencil.
- Guide students through the tracing process of matching the outlines of the famous painting on their blank piece of paper.
- Students will use both primary and secondary colors to mix colors they see in "Sunflowers" to replicate the appearance on their own paper. Initial guidance should be provided until students are comfortable mixing colors.

Formative Assessments

Throughout the process of recreating Van Gogh, "Sunflowers," students will be observationally evaluated using the following criteria:

- Do students wait to follow directions?
- Are students showing respect for materials and other students?
- Are students able to mix secondary colors from primary colors?
- Are students able to mix tints?

Instructional Materials and Resources

Student Supplies: "Sunflower" reference image, paper, pencil, eraser, paint, paint brushes, water cups, paper towels

Educator Materials: Lesson sample, "Sunflower" reference image, paper, pencil, eraser, paint, paint brushes, water cups, paper towels

Reflections and Suggested Modifications

To be reflected upon by the educator at the completion of the unit.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the

concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure

he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

VA.K-2.1.5.2.Cr2

Organizing and developing ideas.

VA.K-2.1.5.2.Cr2a

Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

Integration of Diversity, Equity, and Inclusion:

Students will have the opportunity to learn about the skill of color mixing and applying it to Van Goghs, "Sunflowers." In the process of recreating this painting, students will learn about Van Gogh and his Dutch background.

Integration of Career Readiness, Life Literacies and Key Skills

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| CAEP.9.2.4.A.1 | Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. |
| CAEP.9.2.4.A.2 | Identify various life roles and civic and work - related activities in the school, home, and community. |
| CAEP.9.2.4.A.3 | Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. |
| CAEP.9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

Integration of Computer Science and Design Thinking

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| CS.K-2.8.2.2.ITH.4 | Identify how various tools reduce work and improve daily tasks. |
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21st Century Life and Career

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| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| TECH.8.1.2 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.2.E.CS1 | Plan strategies to guide inquiry |

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

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|---------------|---|
| MATH.1.G.A | Reason with shapes and their attributes |
| MATH.1.G.A.1 | Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. |
| ELA.SL.PE.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |