



# ARTS LESSONS IN THE CLASSROOM

## A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards  
and Common Core in English Language Arts and  
Math

4

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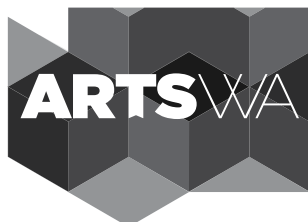
## ART LESSONS IN THE CLASSROOM

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**THANK YOU!**



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## ART LESSONS IN THE CLASSROOM

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**ARTS EDUCATION FOR ALL**

# FOURTH GRADE LESSON TWO

## MODELING WITH COLOR

### Description Of Project:

Students create a range of colors as a color wheel and make an object appear 3-dimensional in a painting.

### Problem To Solve:

How can color be used to show volume?

### Student Understanding:

Understanding the relationship of tertiary colors to primary and secondary colors, along with use of tones/shades, can create volume.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Creates tertiary colors.

AC: Makes red-orange, yellow-orange, blue-green, yellowgreen, blue-violet, red-violet.

LT: Creates tones/shades of colors.

AC: Uses complementary colors to create a range of three darker values.

LT: Creates volume with color.

AC: Uses a gradation of varying values of color and choice of colors to create appearance of a specific 3-dimensional form.

## EVIDENCE OF LEARNING

### Art: Painting

Makes tertiary colors: red-orange, yellow-orange, blue-green, yellow-green, blue-violet, red-violet

creates 3 darker tones through use of complementary colors

creates volume with color through gradation of varying values of color to create appearance of a specific 3-dimensional form.

### EXAMPLE



### VOCABULARY

- acrylic paint
- colors: primary,
- secondary, tertiary
- contour
- gradation
- modeling
- palette
- tones/shades
- value
- volume

### RESOURCES

William Harnett, *A Wooden Basket of Catawba Grapes*, Frye;

Karen Yurkovich, *Seeing*, 4Culture;

Paul Cezanne, *Still Life with Basket*

### ART MATERIALS

- student-grade (primary colors), acrylic paint (alt: tempera paint or oil pastels),
- round and flat acrylic brushes,
- 8x8" mat board or tagboard, color wheel (individual), palettes (paper plates), water containers,
- 2x6" tri-fold blank gradation strips from white sulfite paper, apples, grapes, pears

## FOURTH GRADE LESSON TWO // MODELING WITH COLOR

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

Introduce *Seeing* by Karen Yurkovich and *A Wooden Basket of Catawba Grapes* by William Harnett and/or *Still Life with a Basket* by Paul Cezanne. Direct students to identify tertiary colors on the color wheel. Ask students to find those same colors in still life.

**Prompts:** Talk with a neighbor: find tertiary colors on the color wheel and in the painting. Share findings.

Identifies: red-orange, yellow-orange, blue-green, yellow-green, blue-violet, red-violet.

Pass out primary colors of acrylic paint (or asks students to select primary colors from oil pastel set). Demonstrate mixing (or layering to mix, if oil pastels) secondary colors from two primary colors. Then demo mixing one secondary color with one primary color to create a tertiary color.

**Prompts:** Make sure that as you mix your secondary colors and tertiary colors that you rinse the paint brush in water each time you mix a new color to keep all the paints pure.

Mixes secondary and tertiary colors.

Demonstrate making color tones in three increasingly darker ones by mixing complementary colors together.

**Prompts:** Identify a color opposite on the color wheel or your mixing palette. By adding the complement (the color opposite on the color wheel) to your color you can make a darker tone. Try adding more of the complement to make an even darker tone. Example. Start with red and add a little bit of green to darken the pure red. Add more green to make tone even darker. Embedded Assessment: Criteria-based teacher assessment

Makes darker tones of colors on a tri-fold gradation strip.

Demonstrate analyzing the colors seen on one fruit or vegetable (apple, grapes, pear); guides drawing "map" for color placement.

**Prompts:** I'm going to draw the contour of the fruit with whisper lines. Now I'll plot in the tertiary colors and color values to model (show volume) my fruit. I see: RO for red-orange, YO for yellow-orange, RV for red-violet and the shapes of those color areas. I'm particularly looking at the contour of the fruit as it recedes in space and noticing that often the color is darker in those areas. What color will I need to make darker through mixing with its complement to show those darker shades?

Makes a drawing map showing placement of colors as preparation for a graded color study painting.

Demonstrate applying colors listed on the color mapping to the drawing on tagboard.

**Prompts:** Remember to choose small brushes for small areas and larger brushes for larger areas.

Uses tertiary colors and gradations of tone to paint a shape (fruit/vegetable) to appear 3-dimensional.

## FOURTH GRADE LESSON TWO // MODELING WITH COLOR

## SKILLS AND TECHNIQUES



Student uses tertiary colors and gradations of tone to paint a shape to appear 3-dimensional.

## LEARNING STANDARDS

**Visual Art**

- .1.1.a Brainstorm multiple approaches to a creative art or design problem.
- 1.2.a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- 2.1.a Explore and invent art-making techniques and approaches.
- 2.2.a Document, describe and represent regional constructed environments.
- 3.a Revise artwork in progress on the basis of insights gained through peer discussion.
- 7.1.a Compare responses to a work of art before and after working in similar media.

**Common Core ELA**

- 4.W.8. Recall relevant information from experiences or gather relevant information from print or digital sources: take notes and categorize information, and provide a list of sources.

## ART STUDIO TIP

**Color Theory:** Place a teaspoon of red, yellow and blue acrylic on each student's Styrofoam plate. Arrange each color to approximate the placement of the colors on the color wheel. Now students can mix their secondary colors between each primary color: orange, green, and violet. If enough planning is demonstrated by the teacher, students can also mix tertiary colors on these same plates mixing one secondary color with one primary color. This can be saved as a permanent color wheel.

Tips to conserve money and paint:

- 1) Cover paint palettes with plastic wrap after each use to preserve the paint for a few days.
- 2) After each acrylic paint use always fully wash brushes in mild soapy water.
- 3) Be sure to purchase student grade acrylics (adult grade acrylics may be toxic).

## LESSON EXPANSION

Student creates a still life with multiple objects in different color values.

## EVERYDAY CONNECTIONS

3-dimensional representation on a 2-dimensional surface.

## LEARNING TARGET

Uses a gradation of varying values of color and choice of colors to create appearance of a specific 3-dimensional form (fruit).

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