

ART BOX

Primary and Secondary Colors, with Mice!

1. Grade Level: K - 1
2. Art Medium: Paint
3. Elements of Art
https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf
4. Principles of Design
http://www.getty.edu/education/teachers/building_lessons/principles_design.pdf
5. Lesson Plan
 - a. Element of Art to focus on: Color
 - b. Principles of Design to focus on: Pattern, Repetition and Balance
 - c. Goals and Objectives:
 - i. Students will learn how to mix paint.
 - ii. Students will learn which primary colors mix to create secondary colors.
 - iii. Students will learn how to handle paintbrushes and take care of materials.
 - iv. Students will learn how to plan and organize materials on a given ground.
6. Standards Met
 - a. State Standards met: *Art Standards/Anchor Standards – Create, Respond, Connect*
 - i. VA.1.CR1.1 2nd VA.1.CR1.2 3rd VA.1.CR1.3 VA.1.CR1.4 5th VA.1.CR1.
 - b. National Standards met: VA:Cr1.1.Ka VA:Cr1.1.1a VA:Cr1.1.2a VA:Cr1.1.3a VA:Cr1.1.4a VA:Cr1.1.5a VA:Cr1.2.Ka VA:Cr1.2.1a VA:Cr1.2.2a VA:Cr1.2.3a VA:Cr1.2.4a VA:Cr1.2.5a
7. Activities:
 - a. Day 1: Read the story, Mouse Paint. Talk about Primary colors and how secondary colors are made. Demonstrate how to mix two colors and how to paint around the inside of a shape and then fill in the center. Discuss 'strong' and 'weak' colors and what happens when we mix them (demonstrate e.g. too much red will dominate yellow) Discuss how to use a paintbrush; how to clean them and store them. Show students the prepared example and discuss the steps involved. Show how to use a template. Write vocabulary on board as it occurs. Students use the template to draw six 'mouse' shapes. They paint 3 of the shapes in red, yellow and blue. Students mix secondary colors and paint the remaining three shapes orange, green and purple. Set out work to dry.
 - b. Day 2. Review the story and vocabulary from the previous lesson. Show students finished example again. Draw attention to the positioning of the mice; noses to center and the layout of primary and secondary colors. Use the terms repetition, pattern and balance. Write vocabulary on board. Students cut out their 3 primary color shapes and glue them down on a

large sheet of construction paper, placing them carefully and leaving spaces between for the secondary shapes. Students then cut out the remaining secondary shapes and glue them in the appropriate spaces. (e.g. the green mouse will be placed between the yellow and blue mouse)

- i. Complete the project by gluing ears, tails and eyes to the mice. (use cut paper, tiny cotton balls, yarn etc). It also looks cute if a small piece of yellow construction paper, punched with holes to represent cheese, is glued in the center of the mice.

Students create their composition but do not glue anything down until they have all the pieces. They have to think about what pieces go under or over when they start to glue.

Remind students to cut large rather than small, they can always cut shapes down but can't really add to them if they are too small. Assist students with their choices.

c. Visualization questions:

- i. How will you make sure your picture is balanced?

d. Vocabulary for lesson: Primary/secondary colors, red, blue, yellow, orange, green, purple, repetition, balance, pattern, paint, paintbrush, mix, clean, template.

e. Images/Artists to show in class:

- i. Example of a previously made work.

f. Materials list:

- i. Day 1. White construction paper or white drawing paper but sturdy enough to hold paint (12x18). Paint brushes, paper plates, water pots, paper towels (for drying cleaned brushes) tempera paint in red, blue, and yellow. Pencils, mouse templates (simple teardrop shapes about four inches tall)
- ii. Day 2. Construction paper 12x18 (one per child, scissors, glue, yarn, tiny cotton balls, cut, google eyes etc. for mouse details. Small piece of yellow paper (cheese) with holes punched through for each child.

g. Resources section

- i. Bibliography: *Mouse Paint* by Ellen Stoll Walsh

h. Lesson Plan Extensions/Curriculum Connections

This project can be adapted to work with math – counting, addition and subtraction facts, multiplication facts etc. It can be used in literacy work – similar sounds, letter combinations, spelling, etc.

8. Evaluation Resources

Art rubric for elementary –

Student Name: _____ Date: _____

<p>This project shows that the student: (3, 2, 1, or 0 points)</p>				
<p>1. Followed Directions</p>				
<p>2. Understood New Concepts:</p>				
<p>3. Used Creativity; Did Not Copy</p>				
<p>4. Used Good Craftsmanship</p>				
<p>5. Has a Good Composition</p>				
<p>6. Used Time Wisely; Finished Project</p>				
<p>7. Used Art Materials Correctly</p>				
<p>8. Signed Name on Project</p>				
<p>Total Possible Points: 24</p> <p>Total Points Earned: _____</p>	<p>Comments:</p>			

9. Student Critique

How can you use your picture to explain colors to someone?