

Visual Arts Lesson

Teacher Candidate Name: Amy Rawlings

1. Lesson Plan Information

Subject/Course: Visual Arts

Grade Level: 1/2 **Date:** Wednesday Nov. 25. 2020

Time: 12:55 – 1:35 **Topic:** The colour wheel Part 1 – Primary Colours

Length of Period: 30 Minutes

2. Expectation(s)

Expectation(s) (Directly from The Ontario Curriculum):

Overall Expectations:

Grade 1:

D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

Colour: mixing of primary colours (red, yellow, blue); identification of warm (e.g., red, orange) and cool (e.g., blue, green) colours

Grade 2:

D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

Colour: mixing of primary colours (red, yellow, blue); identification of warm (e.g., red, orange) and cool (e.g., blue, green) colours

Specific Expectations:

Grade 1:

D1.3 use elements of design in art works to communicate ideas, messages, and personal understanding (mixing colours)

D1.4 use a variety of materials, tools, and techniques to respond to design challenges (watercolour, mixing colours, ballerina technique for painting)

Grade 2:

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature

D1.2 demonstrate an understanding of composition, using principles of design to create narrative (mixing of primary/secondary colours)

D1.3 use elements of design in art works to communicate ideas, messages, and understandings (primary colour mixing)

3. Content

What do I want the learners to know and/or be able to do?

By the end of this lesson students will be able to:

- Identify primary colours
- Students will be able to identify where primary colours go on the colour wheel
- Students will understand how to use good paint technique, by using the tip of their paint brush

Resources/Materials

Power point, iPad/lesson plan, egg cartons/plates, 19 paint brushes, 19 water cups full, paper towels, 19 pieces of white art paper, 19 black sharpie/markers, 19 rulers

4. Assessment & Evaluation

- I will observe student participation during the lesson to determine their understanding of primary colours and their place on the colour wheel
- I will document after the lesson student participation
- I will evaluate the student's colour wheel using a rubric
- The rubric will consider if students can identify the correct place to put each colour on the colour wheel, if they can mix primary colours to create secondary colours, and if they paint with proper technique

6. Teaching/Learning Strategies

INTRODUCTION: 5 Mins

- Play the primary colour video from “Scratch garden”
- Stop the video before it goes into colour mixing
- This video will introduce students to the primary colours (will be review for many)

MIDDLE: 5 Mins

- Discuss primary colours with the students
- Ask students to come to the board and drag and drop the primary colour’s into a box
- Show the students a colour wheel – explain this is what we will be making this week and next week

Outline the rules for painting creating a collaborative chart:

- 1) I will paint only on my paper
- 2) I will put my brush down when I am not painting
- 3) I will rinse and wipe my paint brush before using a new colour
- 4) I will not walk around the room during art (we might spill and get messy!)
- 5) I will respect the room and clean up

Outline the success criteria and what I am looking for:

- 1) I will follow the steps and directions
- 2) I will paint primary colour in their proper place on the colour wheel
- 3) I will paint my secondary colour in their proper place on the colour wheel
- 3) I will use the tip of my paintbrush gently
- 4) I will clean my brush in between colours to avoid mixing unwanted colours

CONSOLIDATION & APPLICATION: 20 Mins

Instruct the students step by step on how to complete the task

Primary Colours

Step 1: Draw a large circle on your page

Step 2: Use your ruler to draw a line across the middle of your circle

Step 3: Use your ruler to draw 2 more lines like an X on your circle

hand out each colour as they use it – not all at once. Students will clean their brushes in between

Step 4: Gently paint red into its place on the colour wheel. Rinse and wipe your brush

Step 5: Gently paint the colour yellow into its place on the colour wheel. Rinse and wipe your brush

Step 6: Gently pain the colour blue into its place on the colour wheel. Rinse and wipe your brush

*instruct students to paint using just the tip or “ballerina toes” to ensure they use proper technique

Secondary Colours

- Ask students what would happen when we mix certain colours
- Have students fill in the blanks on interactive powerpoint slide
- Have students list the secondary colours on a slide
- Students will now paint the secondary colours onto the colour wheel

Step 1: Mix red and yellow to create orange

Step 2: Mix red and blue to create purple

Step 3: Mix blue and yellow to create green

CONCLUSION: 2 Mins

- Instruct students to leave their papers on their desk - I will collect them
- Clean up materials
- If there is any left-over time, introduce students to the book “Mixed” to prepare for next week’s lesson

7. Feedback & Reflection

Associate Teacher Comments

Teacher Candidate Comments/Reflection