

**My Garden of Colour**      Level 1, Sample 1



**A****My Painting**

Write down the different colours that you used in your painting.

blue green yellow

Choose two of the secondary colours that you used. Which primary colours did you use to create them?

I used green and I used blue and yellow to make it

How does your painting make you feel? Explain why it makes you feel this way.

my painting makes me feel  
 happy because there is a whole  
 bunch of cows mixed together

**B**

How do the colours that you used help to make you feel this way?

the colours that I used make me  
 feel this way because colours mixed together make me  
 we feel

What would you call this painting? Why would you call it this?

I would call the painting the  
 forest because I lots of trees

## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates limited understanding of primary and secondary colours in the garden painting. He or she correctly describes the colours in the painting (i.e., “blue green yellow”) but uses them in a limited way (e.g., paints both foreground and sky a single colour, blue). The student correctly identifies the primary colours used to create the one secondary colour in the painting (i.e., “I used green and I used blue and yellow to mack it”).

### Critical Analysis and Appreciation

- The student explains with limited effectiveness how his or her choices of colour create a certain feeling. He or she gives a brief explanation of the “happy” feeling that the garden painting evokes, but does not relate this feeling to the use of any specific colours, referring only to colours in general (e.g., “my painting makes me feel happy because there is a hole bonch [whole bunch] of courls mikst [colours mixed] together”).

### Performance and Creative Work

- The student mixes primary colours to produce secondary colours with limited effectiveness. He or she produces only one secondary colour, painting the trees and bushes green with little variation in hue.
- The student uses primary and secondary colours in the painting to convey feelings with limited effectiveness. He or she attempts to convey a sense of happiness using predominantly the primary colour blue.

### Communication

- The student makes limited use of appropriate vocabulary and art terminology to describe the painting and the feelings it conveys (e.g., “I would call mthe [my] painting the forist becas I lots of trees”; “a hole bonch of courls mikst together”).

## Comments

- The student’s painting shows limited use of colour to convey a mood, and the scene depicted lacks variety and detail. The written response demonstrates limited use of appropriate language to explain how colour is used to convey a mood in the painting.

## Next Steps

In order to improve his or her performance, the student needs to:

- show clear evidence, in the painting and the written response, that he or she knows all the secondary colours;
- use more colours and include more detail in the garden painting;
- check his or her written work carefully for correct use of language conventions (e.g., grammar, spelling, punctuation, capitalization);
- refer to classroom resources such as word charts, word banks, and a personal dictionary to include a wider range of appropriate vocabulary.