



A

My Painting

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

I used blue, green, brown. I used brown for the head and the tree stumps. I used blue for my shirt and pants. I was going to do a sky but I didn't have time.

Choose two of the secondary colours that you used. Which primary colours did you use to create them?
I used yellow - blue to make green. I used blue - yellow - red to make brown.

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

It make me feel good because it is me walk in the world.

B

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

I like my colours because I like green - blue - brown.

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

I would call it this because he is walking in the world.

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 (e.g., “I used blue – green”), but uses them in a limited way (e.g., uses mostly a single colour in painting the head of the figure). The student correctly identifies the primary colours used to create the secondary colours in the painting (e.g., “I used yellow – blue to make green.”).

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 “good” feeling that the garden painting evokes, but makes only a vague connection between this feeling and the colours used (i.e., “It make me feel good because it is me walk in the would [wood].”; “I like my colours because I like green – blue – brown.”).

Performance and Creative Work

- The student mixes primary colours to produce secondary colours with limited effectiveness. He or she produces two secondary colours (e.g., green foliage and a purple tree trunk), but uses them without much variation in hue.
- The student uses primary and secondary colours in the painting to convey feelings with limited effectiveness. He or she says that the painting “make me feel good”, but this mood is not consistent with the predominantly dark colours used.

Communication

- The student makes limited use of appropriate vocabulary and art terminology to describe the painting and the feelings it conveys (e.g., “It make me feel good because it is me walk in the would.”; “blue – yellow – red to make brown”).

Comments

- The student's painting shows limited use of colour to convey a mood, and the scene depicted lacks 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);
- refer to classroom resources such as word charts, word banks, and a personal dictionary to include a wider range of appropriate vocabulary.