

My Garden of Colour **Level 2, Sample 1**



A**My Painting**

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

blue, yellow, green, red, white, Brown
and black,

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

green = yellow + blue
purple = blue + red

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

my painting feel this way because
I have different colour**B**

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

these colours make me feel this
way because there are light, dark,
muddy, and bright.

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

my painting call night flowers

Teacher’s Notes

Understanding of Concepts

- The student demonstrates some understanding of primary and secondary colours in the garden painting. He or she paints the sky purple, the moon and stars yellow, and the grass, plants, and tree-top green; however, it is difficult to distinguish items painted in certain colours (e.g., blue clouds). In a simple format, the student correctly identifies the primary colours used to create the secondary colours in the painting (e.g., “green = yellow + blue”).

Critical Analysis and Appreciation

- The student explains with some effectiveness how his or her choices of colour create a certain feeling. He or she gives an explanation of the feeling that the garden painting evokes, relating it to ways in which the colours are used (e.g., “these colours make me feel this way because there are light, dark, muddy, and bright.”); however, the precise nature of the feeling is not specified.

Performance and Creative Work

- The student mixes primary colours to produce secondary colours with some effectiveness. He or she produces two secondary colours (i.e., green and purple) and uses them with some variation in hue (e.g., the green used for the grass differs from that used for the plants).
- The student uses primary and secondary colours in the painting to convey feelings with some effectiveness. The contrasting light and dark colours (e.g., yellow and red, and purple) reflect the varied feelings that may be evoked by a night-time scene.

Communication

- The student makes some use of appropriate vocabulary and art terminology to describe the painting and the feelings it conveys (e.g., “my painting call night flowers”; “different colour”; “light, dark, muddy, and bright”).

Comments

- The student’s painting shows some effective use of colour to convey a mood. Although predominantly dark colours are used, the student creates contrasts with bright yellow and red so that the painting evokes a range of feelings. The written response demonstrates some 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 varied brush strokes to allow for greater detail and texture;
- clearly identify the mood he or she wants to convey;
- check his or her written work carefully for correct use of language conventions (e.g., grammar, spelling, capitalization);
- refer to classroom resources such as word charts, word banks, and a personal dictionary to include a wider range of appropriate vocabulary.