



A

My Painting

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

I used blue, yellow, purple, orange and green.

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

I used green by mixing yellow and blue. I used orange by mixing yellow and red.

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

My painting makes me feel happy and sad. It makes me feel happy and sad because I have bright and dark colors in my painting.

B

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

Because I have bright and dark colors in my painting.

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

LIGHT AND DARK COLORS!
I called it light and dark colors because I have light and dark colors in my painting.

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 blue, the grass and plant stems green, and the flowers yellow, purple, and orange. The student correctly identifies the primary colours used to create the secondary colours in the painting (e.g., “I used green by mixing yellow and 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 feelings that the garden painting evokes, including some evidence to support the opinions given. The student identifies feelings of happiness and sadness and relates them to the use of contrasting colours in the painting (e.g., “It makes me feel happy and sad because I have bright and dark colors in my painting.”).

Performance and Creative Work

- The student mixes primary colours to produce secondary colours with some effectiveness. He or she uses a single shade of each secondary colour (e.g., one purple flower, one orange flower, and the same green for the grass and plant stems), all of which stand out clearly against the blue sky.
- The student uses primary and secondary colours in the painting to convey feelings with some effectiveness. He or she contrasts the bright colours of the flowers with the sombre green of the grass and the dark blue of the sky to create a varied mood.

Communication

- The student makes some use of appropriate vocabulary and art terminology to describe the painting and the feelings it conveys (e.g., “I called it light and dark colors because I have light and dark colors in my painting.”; “I used orange by mixing yellow and red.”).

Comments

- The student's painting shows some effective use of colour to convey a mood. The light and dark colours used correspond with the contrasting feelings that the student associates with the painting. 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:

- use varied shades of secondary colours;
- use more varied brush strokes to allow for greater detail and texture;
- eliminate repetitive language and improve clarity of expression;
- check his or her written work carefully for correct use of language conventions (e.g., sentence structure, spelling);
- refer to classroom resources such as word charts, word banks, and a personal dictionary to include a wider range of appropriate vocabulary.