

My Garden of Colour **Level 3, Sample 1**



A**My Painting**

Write down the different colours that you used in your painting.
 I used a lot of blue and a little little bit of red to make purple. I made orange by using red and putting a little bit of yellow.

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

I made green by using a little bit of yellow and a lot of blue. I even made orange by using a little bit of red and a lot of yellow.

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

It makes me feel lonley and a bit sad because there are dark colours in my painting.

B

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

The colour green made me feel sad.
 The colour orange made me feel happy.
 The colour purple made me feel sad.

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

I would call my painting The garden of pretty colours because I love how it looks like and the flowers look pretty.

Teacher’s Notes

Understanding of Concepts

- The student demonstrates considerable understanding of primary and secondary colours in the garden painting. He or she effectively uses secondary colours in painting the sun and flowers orange, the grass and plants green, and part of the sky purple. The student accurately describes how the primary colours were used to create the secondary colours in the painting (e.g., “I made green by using a little bit of yellow and a lot of blue. I even made orange by using a little bit of red and a lot of yellow.”).

Critical Analysis and Appreciation

- The student explains with considerable effectiveness how his or her choices of colour create a certain feeling. He or she gives a precise explanation of the feeling that the garden painting evokes, including sufficient evidence to support the opinions given. The student identifies feelings of loneliness and sadness and relates these feelings to the overall tone of the painting as well as to specific colours used (e.g., “It makes me feel lonely and a bit sad because there are dark colours in my painting.”; “The colour purple made me feel sad.”).

Performance and Creative Work

- The student mixes primary colours to produce secondary colours with considerable effectiveness. He or she uses all the secondary colours, with varied hues (e.g., several shades of purple in the sky; darker green for the grass and plant stems than for the leaves).
- The student uses primary and secondary colours in the painting to convey feelings with considerable effectiveness. The sad and lonely feeling identified by the student is clearly evident through the use of sombre secondary colours (e.g., dark purple in the sky, dark green for the grass).

Communication

- The student makes considerable use of appropriate vocabulary and art terminology to describe the painting and the feelings it conveys (e.g., “I would call my painting The garden of pretty colours because I love how it looks like and the flowers look pretty.”; “I used a lot of blue and a little bit of red to make purple.”).

Comments

- The student effectively uses varied hues of secondary colours to convey the feelings that he or she identifies in the painting. In the written response, the student clearly explains which feelings are evoked by each of the main colours used.

Next Steps

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

- include a more distinct use of the primary colour blue;
- use more varied brush strokes to allow for greater detail and texture;
- check his or her written work carefully for correct use of language conventions (e.g., capitalization of titles);
- refer to classroom resources such as word charts, word banks, and a personal dictionary to include a wider range of appropriate vocabulary.