



A

### My Painting

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

red, blue, yellow, green, purple, light green, light purple and peach

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

I made purple. I made purple with blue and red. I made orange. I made orange with red and yellow.

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

My painting makes me feel peaceful. It makes me feel that way because it has lots of nice flowers in it. It also has lots of fruits in it like blueberries, grapes (purple), raspberries, strawberries and apples.

B

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

Because my painting has lots of bright colours and a pond with frogs, gold fish, tadpoles and minnows in it, and it has most of my favorite fruits in it.

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

I would call it "The Great Garden of Dreams". I would call it that because I have always dreamed of having a garden with a pond in it that has lots of animals in it.

## 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 primary and secondary colours in painting the pond and blueberries blue, the grapes purple, the grass green, the flowers red, orange, and purple, and the apples red. The student correctly identifies the primary colours used to create the secondary colours in the painting (e.g., “I made orange with red and 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 detailed explanation of the feeling that the garden painting evokes, including sufficient evidence to support the opinions given. The student identifies a feeling of peacefulness and relates this feeling to the variety of bright colours used (e.g., “My painting Makes me feel peaceful.”; “Because my painting has lots of bright colours”).

### 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 to give a vivid sense of the riot of colour in the garden scene (e.g., several shades of green for the leaves and grass; a range of purple for the grapes and flowers).
- The student uses primary and secondary colours in the painting to convey feelings with considerable effectiveness. The peaceful mood identified by the student is clearly evident through the varied selection of bright primary and secondary colours.

### 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 it “The Grate Garden of Dreams”. I would call it that because I have always dreamt of having a big garden with a pond in it”; “light green, light purple and peach”; “lots of bright colours”).

## Comments

- The student skilfully uses a range of primary and secondary colours throughout the painting to convey the mood evoked by the garden scene. In the written response, the student gives a detailed explanation as to why the colours used, and certain aspects of the scene, convey this mood.

## Next Steps

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

- include a more distinct use of the primary colour yellow;
- 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., grammar, spelling);
- refer to classroom resources such as word charts, word banks, and a personal dictionary to include a wider range of appropriate vocabulary.