

**My Garden of Colour**      **Level 4, Sample 1**



**A****My Painting**

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

burgundy, purple, violet, white, orange, yellow,  
 green, blue, red, light turquoise, lime green,  
 dark blue, bright yellow, dark orange  
 white, dirty brown,

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

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

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

My painting makes me want to go outside and play and smell the flowers and play in the pathways because it looks beautiful and sunny hot and warm, wonderful and the colours burst out in flame and stand out very well

**B**

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

The orange made me feel hot.  
 The dirty brown made me feel like spashing in the mud puddles.  
 The lime green made me feel all bright and joyful because it stands out and it's very bright.

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

The colourful dancing Garden.  
 I called my painting this because the sun and flowers are blazed around like they're dancing.

## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates thorough understanding of primary and secondary colours in the garden painting. He or she uses various primary and secondary hues in painting the grass, bushes, vines, and treetop green, the sky and fountain blue, the sun orange and yellow, and the flowers purple and 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. I made purple with / blue and red.”).

### Critical Analysis and Appreciation

- The student explains effectively and with insight how his or her choices of colour create a certain feeling. He or she gives a full and detailed explanation of the feeling that the garden painting evokes, including ample evidence to support the opinions given. The student identifies feelings of warmth, brightness, and joyfulness that are created by the bright colours used (e.g., “it looks beautiful and sunny hot and warm, wonderful”). As well, the student elaborates on the effect produced by both the painting as a whole and specific colours selected (e.g., “My painting makes me want to go outside and play and smell the flowers”; “The lime green made me feel all bright and joyful because it stands out and its very bright.”).

### Performance and Creative Work

- The student mixes primary colours to produce secondary colours with a high degree of effectiveness. He or she effectively uses the secondary colours, with varied hues, for numerous features in the garden scene (e.g., several shades of green for the foreground, bushes, treetops, and rainbow, and different shades of purple in the flowers and rainbow).
- The student uses primary and secondary colours in the painting to convey feelings with a high degree of effectiveness. He or she successfully creates a joyful mood through the use of strong, bright primary and secondary colours throughout the painting.

## Communication

- The student makes extensive use of appropriate vocabulary and art terminology to describe the painting and the feelings it conveys (e.g., “The colourful dancing Garden. I called my painting this because the sun and flowers are blazed around like the they’re dancing.”; “burgundy, purple, violet”; “dark blue, bright yellow, dark orange”; “the colours burst out in flame and stand out very well”).

## Comments

- The student successfully uses a wide range of strong, bright colours to convey a joyful mood. Numerous features depicted in the painting contribute to this effect. In the written response, the student uses vivid language and displays imagination and insight in explaining how the colours used convey the feelings he or she associates with the scene.

## Next Steps

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

- check his or her written work carefully for correct use of language conventions (e.g., spelling, punctuation, and capitalization of titles).