



**A**

**My Painting**

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

In my painting I used blue, red, a little orange, purple, yellow, light green, teal, brown, dark purple, sky blue.

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

The colours I choose to explain are purple and orange. To make purple I mixed red and blue and to make orange I mixed red and yellow.

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

My painting makes me feel calm because all the flowers are either light, bright, dark or muddy and watery too. I feel like I am in the painting.

**B**

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

The colours make me feel calm especially the flowers because it looks like they were dabbed on and most of my painting has at least a little water mixed with the paint that's what makes me feel calm in this.

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

I would call it the Paradise Garden of Secrets because it is so beautiful to me that I feel like I am in paradise and in a garden at the same time and it is where I tell secrets and it is secret.

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates thorough understanding of primary and secondary colours in the garden painting. He or she uses the primary colours to mix various hues of secondary colours in painting the flowers orange, purple, and blue, and the stems, leaves, and background green. The student accurately describes how the primary colours were used to create the secondary colours in the painting (e.g., “To make purple I mixed red and blue and to make orange I mixed red and yellow.”).

### 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 a feeling of calm and relates this feeling not only to the colours used (e.g., “because all the flowers are either light, bright, dark or muddy”) but also to the way these colours were mixed and applied (e.g., “because it looks like they were dabbed on and most of my painting has at least a little water mixed with the paint”). As well, the student elaborates on the effect produced by the painting (e.g., “I feel like I am in the painting”).

### Performance and Creative Work

- The student mixes primary colours to produce secondary colours with a high degree of effectiveness. He or she imaginatively uses all the primary colours to create a painting with varied hues of secondary colours (e.g., the background and some flowers are lime green, and stems and leaves range from dark to bright green; the other flowers include light and dark oranges).
- 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 calm mood through the use of “watery” secondary colours.

## Communication

- The student makes extensive use of appropriate vocabulary and art terminology to describe the painting and the feelings it conveys (e.g., “I would call it the Paradise Garden of Secrets because it is so beautiful to me that I feel like I am in paradise and in a garden at the same time and it is where I tell secrets and it is secret.”; “light green, teal ... dark purple, sky blue”; “light, bright, dark or muddy”; “a little water mixed with the paint”).

## Comments

- The student uses colour in a highly imaginative way to convey a mood in his or her painting. Both the choices of colour and the techniques used to mix and apply the paint contribute effectively to the intended mood. In the written response, the student provides a detailed and well-supported explanation of how he or she used colour to achieve the desired effect.

## 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., grammar, spelling, punctuation).