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# Teacher Package

## The Arts Exemplar Task Grade 2 – Visual Arts Teacher Package

**Title:** My Garden of Colour

**Time Requirement:** 140–230 minutes (over several class periods)

*Introductory activities*

- Pre-task 1: 30–50 minutes
- Pre-task 2: 40–60 minutes

*Exemplar task*

- Part 1: 60–100 minutes
- Part 2: 10–20 minutes

### **Description of the Task**

#### **Part 1**

Each student will use primary and secondary colours to create a painting that conveys his or her feelings in an imaginary garden on a spring, summer, or fall day. Students will mix the primary colours (red, yellow, and blue) to produce a wide variety of secondary colours, including a range of greens, oranges, and purples. The paintings may include images of trees, plants, flowers, and people, as well as fences and buildings.

#### **Part 2**

Students will provide a written response to their work, identifying the colours used, describing which primary colours were used to make secondary colours, and explaining how their painting makes them feel and why the colours chosen make them feel this way. Students will also provide a title for their painting.

Concepts central to this task are the following:

- Colour can express moods and feelings.
- Secondary colours are made by mixing the primary colours.

### **Student Scenario**

Present the following scenario and instructions to the students:

*Spring [Fall or Summer] is here and we're celebrating colour! Imagine yourself in a beautiful garden. Paint a picture of the garden, using primary and secondary colours to show your feelings on this day. Give your painting a title that describes the feelings you have shown. You will write about how your painting makes you feel and how the colours you used make you feel that way.*

## Curriculum Expectations Addressed in the Task

This task gives students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Visual Arts strand for Grade 2 in *The Ontario Curriculum, Grades 1–8: The Arts, 1998*. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

### *Students will:*

1. use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art (2a29);
2. use correctly vocabulary and art terminology associated with the specific expectations for this grade (2a31);
3. recognize and name the secondary colours of pigment (purple, orange, green) (2a32);
4. describe how the secondary colours can be created by mixing the primary colours (2a33);
5. produce two- and three-dimensional works of art that communicate their thoughts and feelings on familiar topics (2a40);
6. describe, using appropriate vocabulary, how artists use the elements of design to create a specific effect (2a44).

## Teacher Instructions

### **Prior Knowledge and Skills Required**

To complete the task, students should have some experience with, or some knowledge or skills related to, the following:

- identifying primary and secondary colours
- explaining colours in their environment and the mood or feeling they evoke
- describing, using appropriate vocabulary, how artists use the elements of design to communicate information and create a particular mood (e.g., bright primary and secondary colours to suggest happiness)

### **Assessment and Evaluation**

The rubric\* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 9 of *The Ontario Curriculum, Grades 1–8: The Arts, 1998*.

Introduce the rubric to the students at the beginning of the exemplar task. Review the rubric with the students to ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

\*The rubric is reproduced on page 9 of this document.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

### **Accommodations**

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

### **Materials and Resources Required**

Students should be provided with the following materials:

- brushes (a range of sizes is recommended)
- tempera paint blocks **or** liquid tempera paint (red, yellow, and blue only)
- something for each student to mix colours on, such as a plastic palette, a paper plate, a sheet of wax paper, or egg cartons
- one large container for water for each group, or individual containers for each student
- 12" x 18" (30.48 cm x 45.72 cm) paper (for pre-task 2)
- 18" x 24" (45.72 cm x 60.96 cm) white paper (for the exemplar task)
- paper towel for each student
- newspaper/newsprint to cover desktops
- pencils (for the written portion of the task only)
- pictures of gardens, landscapes, plants, and flowers (These can be photographs, or prints or copies of paintings. Select images that are large and have a variety of colours. Art posters are ideal, but slides, calendar images, or pictures from books will serve quite well.)

## **Task Instructions**

### **Introductory Activities**

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task.

#### ***Pre-task 1: Investigate Colour Use in the Environment (30–50 minutes)***

1. Display a selection of images of gardens, landscapes, plants, and flowers. (e.g., photographs, or prints or copies of paintings).
2. Choose one image to discuss with the whole class. Use the questions in Appendix A and the Glossary in Appendix C as guides. Create a class-generated list of art words and other appropriate vocabulary. Post for future reference. (*Note:* Keep in mind that there are no incorrect answers. The goal is to encourage the students to look at the images and to defend their responses.)
3. Divide the class into small groups of students (four or five) and give each group an image to discuss. Give each student a copy of Appendix A to record his or her own observations. Encourage the students to share answers with the other members of their group.

4. Circulate around the classroom, drawing out responses from individuals in each group.
5. Have each group present its observations to the class.

***Pre-task 2: Explore Mixing Colours (Creating Secondary Colours) (40–60 minutes)***

*Part A*

1. Set up desks into groups and put out paint for each group of students. (Use only red, blue, and yellow paint.)
2. Have the students collect their materials. Students will require their own palettes for mixing liquid tempera colours as well as a brush, paper, and a water container. If using tempera blocks, students will mix colours right on the paper.
3. Give the students pieces of 12" x 18" paper. Demonstrate how to fold the paper into eight sections, if not prepared in advance.
4. Review with the students how to mix a new colour. Have them paint each new colour they produce onto a section of the 12" x 18" paper (they need not fill the whole section). Have the students ask themselves: What if I mix two colours together, or add a bit of the third as well? Challenge the students to use a wide variety of colours and to make each colour different.
5. Remind the students frequently to clean their brushes in order to achieve purity of colour and colour mixture. You may need to review ways of cleaning brushes (e.g., squeezing out the extra water on a paper towel).

*Part B*

1. When their paintings are dry, ask the students to cut out their squares of colour. Set up two display areas where the colour squares can be taped up. One area will be happy and the other sad. Each student will decide where to place each of his or her colours, in either the happy or the sad area.
2. When all of the coloured squares are displayed, discuss with the students anything they may notice about the two display areas. Questions you might ask are: Is yellow always happy? Are the sad colours mostly light or dark? (*Note:* Emphasize that each student may have a preference for particular colours and that these colours may have different effects on different individuals. There may not be a right or a wrong answer to each question.)

**Exemplar Task**

Each student's painting and completed Appendix B: My Painting are to be submitted for marking.

**Part 1 (60–100 minutes)**

1. Read the student scenario to the students and post it in the classroom.
2. Discuss the task rubric with the class.
3. Distribute materials and have the students paint the pictures of the garden they have imagined.
4. Remind the students to use a wide variety of colours, including a range of greens, oranges, and purples.
5. Instruct the students to use the same techniques in their pictures that they used in the pre-tasks.
6. As the students complete their paintings, allow them to continue with part 2.

**Part 2 (10–20 minutes)**

1. Have the students individually complete a copy of Appendix B: My Painting. Tell them they are to list the colours they used, describe how they created secondary colours, and reflect on how their painting makes them feel, why the colours make them feel this way, and what they would call the painting.
2. Have the students put their title on the back of their painting.

## Appendix A: The Artist's Painting

Write down 5 different colours that the artist used in the painting.

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Describe the colours that the artist used most. (Are they light, dark, bright, muddy?)

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

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

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## Appendix B: My Painting

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

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

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

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

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

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## Appendix C: Glossary

**Background.** The part of a composition that appears to be farthest from the viewer.

**Colour.** An element of design. Colour is the particular hue that is seen when light is reflected off an object.

**Focal point.** The element or object in a work of art on which the viewer's attention is focused.

**Foreground.** The area of a picture that appears closest to the viewer. It is often at the bottom of the picture plane.

**Horizon line.** The "line" at which the sky and the earth appear to meet.

**Hue.** The common name of a colour (e.g., red).

**Line.** An element of design. A line may be defined as the visual path left by a moving point. It may be a continuous mark on a surface or implied by the edges of shapes and forms.

**Mixing.** The process of taking pure colour paint (e.g., primary colours – red, yellow, and blue) and combining them to create other colours (e.g., secondary colours: red + yellow = orange; yellow + blue = green; blue + red = purple).

**Mood.** The way in which the art work makes the viewer feel.

**Painting.** Generally speaking, a type of art in which paint (liquid or semi-liquid colour) is applied to a two-dimensional surface, such as paper, canvas, wood, etc.

**Primary colours.** Colours that cannot be created by mixing other colours, but that can be mixed to produce all the other colours. Red, yellow, and blue are primary colours.

**Secondary colours.** Colours that are created by mixing the primary colours. Orange, green, and purple are secondary colours.

**Space.** An element of design. Space is the area around, within, or between images or elements. Space can be created on a two-dimensional surface by using such techniques as overlapping of objects, varying of object size or placement, varying of colour intensity and value, and use of detail and diagonal lines.

**Value.** The lightness or darkness of a colour (i.e., dark colours are low in value, light colours high in value).