

Grade 2  
**Visual Arts**

# My Garden of Colour

## The Task

### Part 1

Each student was to create a painting that conveys his or her feelings in an imaginary garden on a spring, summer, or fall day, using primary and secondary colours. Students were to 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 could include images of trees, plants, flowers, and people, as well as fences and buildings.

### Part 2

Students were also to 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 made them feel and why the colours chosen made them feel this way. They were also asked to provide a title for their painting.

## Expectations

This task gave 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).

## Prior Knowledge and Skills

To complete the task, students were expected to 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)

*For information on the process used to prepare students for the task and on the materials and equipment required, see the Teacher Package, reproduced on pages 34–44 of this document.*

## Task Rubric – Visual Arts, Grade 2: My Garden of Colour

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Understanding of Concepts</b>				
<b>The student:</b>				
3, 4	– demonstrates limited understanding of primary and secondary colours in the garden painting	– demonstrates some understanding of primary and secondary colours in the garden painting	– demonstrates considerable understanding of primary and secondary colours in the garden painting	– demonstrates thorough understanding of primary and secondary colours in the garden painting
<b>Critical Analysis and Appreciation</b>				
<b>The student:</b>				
6	– explains with limited effectiveness how his or her choices of colour create a certain feeling	– explains with some effectiveness how his or her choices of colour create a certain feeling	– explains with considerable effectiveness how his or her choices of colour create a certain feeling	– explains effectively and with insight how his or her choices of colour create a certain feeling
<b>Performance and Creative Work</b>				
<b>The student:</b>				
1, 4, 5	– mixes primary colours to produce secondary colours with limited effectiveness – uses primary and secondary colours in the painting to convey feelings with limited effectiveness	– mixes primary colours to produce secondary colours with some effectiveness – uses primary and secondary colours in the painting to convey feelings with some effectiveness	– mixes primary colours to produce secondary colours with considerable effectiveness – uses primary and secondary colours in the painting to convey feelings with considerable effectiveness	– mixes primary colours to produce secondary colours with a high degree of effectiveness – uses primary and secondary colours in the painting to convey feelings with a high degree of effectiveness
<b>Communication</b>				
<b>The student:</b>				
2, 6	– makes limited use of appropriate vocabulary and art terminology	– makes some use of appropriate vocabulary and art terminology	– makes considerable use of appropriate vocabulary and art terminology	– makes extensive use of appropriate vocabulary and art terminology

\*The expectations that correspond to the numbers given in this chart are listed on page 8.

*Note:* This rubric does not include criteria for assessing student performance that falls below level 1.