

Elk Grove Unified School District
Visual and Performing Arts Resources
Art

Grade Two: Lesson 2

Title: Color Expression

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

- 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape, texture, and space.

Creative Expression

Creating, Performing, and Participating in the Visual Arts

- 2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

- 4.1 Compare ideas expressed through their own artwork with ideas expressed in the work of others.

Connections, Relationships, Applications

Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

- 5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.

Time: 60-90 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- Watercolors
- Brushes
- Water pots
- Paper
- Paper towels
- Overheads
- Optional book: *My Many Colored Days*, by Dr. Seuss

Purpose:

To watercolor a portrait expressing feelings through color.

Background:

The students should be familiar with the elements of art (line, color, shape, texture, and space).

Key Questions:

What colors are used to express emotions?

What ideas did you express?

What elements of art did you use?

Vocabulary:

- * *Abstract*—artwork in which the subject matter is stated in a brief, simplified manner; little or no attempt is made to represent images realistically, and objects are often simplified or distorted.
- * *Mood*—the state of mind or feeling communicated in a work of art, frequently through color.
- * *Emotions*—strong feelings
- * *Portrait*—any painting, drawing, photograph, or sculpture of a face or person.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Begin a discussion of how color affects our feelings by discussing gray clouds and colors found around the room.</p>	<p>How are you making your purpose clear to the students? By stating it directly to the students through the discussion.</p>
<p>2 Engage students Read the book, <i>My Many Colored Days</i> and discuss. Show the overheads and emphasize how color affects mood.</p>	<p>How can I effectively get the students interested in the content of the lesson? By reading the book, <i>My Many Colored Days</i>.</p>
<p>3 Learning Sequence</p> <ul style="list-style-type: none"> ▪ Review the elements of art (line, color, shape/form, and texture). ▪ Reinforce how color expresses mood. ▪ Demonstrate the use of materials. Put down newspaper or craft paper. Lay out materials in an orderly fashion. Demonstrate the correct way to use brushes when using watercolors. The students must carefully dip their brush in water and gently wipe the excess water on the rim of the cup in order to avoid it from tipping. They may also use their paper towel to dry their brush if they want to use a darker shade of the watercolor. To make the shade lighter, they must add more water to their brush. You may wish to draw on the board what the arrangement of their supplies will look like when placed on their desk. ▪ The students will fill in a silhouette using just one color. They can vary the shade by adding water. They can fill in the silhouette by using swirls, lines, or shapes. They must fill it in completely. ▪ When the students have completed doing so, they will fill in the blanks at the top of the page. 	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</p> <ul style="list-style-type: none"> ▪ Color expresses mood.
<p>4 Assessment One assessment piece is the student artwork. One assessment is the reflection of what emotions the students expressed in their artwork.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</p> <ul style="list-style-type: none"> ▪ This can be extended by having the students write a paragraph of how color makes them feel and why.

On _____ days, I feel _____
(color) (feeling) Name _____

