

**Elk Grove Unified School District
Visual and Performing Arts Resources
Art**

Grade Three: Lesson 2

Title: Color

Standards Addressed

Artistic Perception

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

- 1.5 Identify and describe elements of art in works of art emphasizing line, **color**, shape, texture, space, and value.

Creative Expression

Creating, Performing, and Participating in the Visual Arts

- 2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.

Aesthetic Valuing

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

- 4.1 Point out similarities and differences in selected works of art and describe them, using appropriate vocabulary of art.

Connections, Relationships, Applications

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

- 5.3 Look at images in figurative artworks and predict what might happen next, telling what clues in the work support their ideas.

Time: 30-45 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- Thick paper
- Red, blue, and yellow paint
- Straws
- Overheads:
Starry Night, by Vincent Van Gogh
Harvest at La Crau, by Vincent Van Gogh

Purpose:

To examine color and its relationship to mood in paintings.

Background:

Review use of color in art. Remind the students that color can make us feel a certain way. Often blues and greens are described as “cool” colors and reds and yellows as “warm” colors.

Key Questions:

Are you a “warm” artist or a “cool” artist.

Vocabulary:

- * *Mood*—the state of mind or feeling communicated in a work of art, frequently through color.
- * *Primary colors*—red, yellow, and blue. From these all other colors are mixed.
- * *Secondary colors*—colors that are mixtures of two primaries. Red and yellow make orange, yellow and blue make green, blue and red make violet.

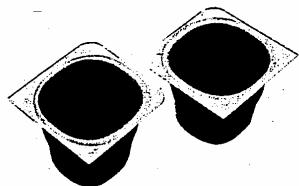
<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
1 Set up purpose/goals <ul style="list-style-type: none"> ▪ Today we are going to discuss color and mood. ▪ Ask the children what it means to be in a good mood or bad mood. 	How are you making your purpose clear to the students? Color is one of the most important elements of any artwork.
2 Engage students <ul style="list-style-type: none"> ▪ Color can set the mood for what we're seeing. The mood of a piece of artwork is usually the general feeling we get when we look at it. The mood of a piece may feel different to everyone. ▪ Artists use color to help set the mood of a piece of art. 	How can I effectively get the students interested in the content of the lesson? <ul style="list-style-type: none"> ▪ Hold a piece of bright red construction paper in front of the class. What do you relate to this color? What is the mood? ▪ Continue holding different pieces of construction paper and solicit setting mood with color.
3 Learning Sequence <ul style="list-style-type: none"> ▪ Artists can make any color they want by combining primary colors. Primary colors are colors that cannot be made by combining two colors. They are red, blue, and yellow. ▪ Secondary colors are the colors that can be made by combining primary colors. (Review the color wheel or chart and remind the students that: <ul style="list-style-type: none"> ○ <i>Mixing together red and blue make purple.</i> ○ <i>Mixing together blue and yellow make green.</i> ○ <i>Mixing together yellow and red make orange.</i>) ▪ Introduce the two art pieces by Vincent Van Gogh, <i>Starry Night</i> and <i>Harvest at La Crau</i>. Ask, "Where do you see primary and secondary colors?" ▪ Go on to describe the difference between the warm colors (reds, oranges, yellows) of <i>Harvest at La Crau</i> and the cool colors (blues and purples) of <i>Starry Night</i>. ▪ "<i>Today you are going to make a starburst pattern painting by doing a blow paint. In your starburst artwork, communicate a mood by using either warm or cool colors.</i>" (See the attached explanation of blow painting.) 	What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? <ul style="list-style-type: none"> ▪ Guide the students in a discussion about the different moods of each painting and have them make the connection between the mood and the colors.
4 Assessment Assess the students' understanding of how color is used to communicate mood.	How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Allow the students to talk about their own artwork, either in front of the class or in small groups, explaining what their choice of colors mean and how they made their colors (if they were secondary colors). Have the students write what the colors remind them of. Does blue make them feel like a rainy day?

Blow Paintings

(You can use any kind of thick paper.)

- Step 1.** Mix the primary colors of paint with water. Make them runny.
- Step 2.** Pour some of each color onto paper, close together.
- Step 3.** Place a straw above the middle of the paint and blow very hard.
- Step 4.** As you blow, direct the paint outward to make spiky shapes.
- Step 5.** Keep on blowing the paint out in different directions. When finished, gently blot the middle of the paint with the corner of a damp rag.
- Step 6.** If you would like to extend, ask the children what they "see" and outline it in black pen. Title and display.

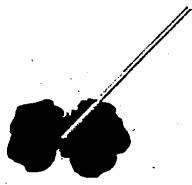
Step 1.



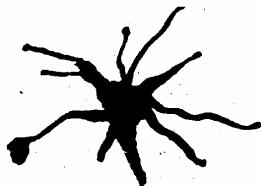
Step 2.



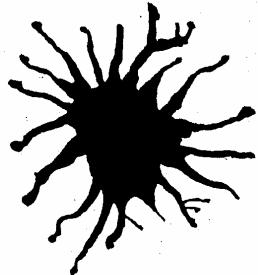
Step 3.



Step 4.



Step 5.



Step 6.

