

Animal Portrait: Color Mixing

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Arts

Grade 5-6

Lesson plan #4: Animal Portrait: Color Mixing

Information

Lesson 3 Reflection

I had planned ahead in case the students were very fast, but we were only able to practice textures during the last lesson. So, this lesson will go over the color mixing theory I had planned to do during lesson 3.

Stage 1 – Desired Results	
Competency 1: To produce individual works in visual arts. <i>Competency features...</i> To use transforming gestures and elements of visual arts language. To organize the elements, he/she has chosen. To finalize his/her production. To use personal ideas inspired by	<i>Cross-Curricular Competencies</i>
	<i>Students will be able to independently use their learning to...</i> Persevere when they are facing a difficult task. Follow instructions properly. I accept criticism and apply the corrections brought up by the teacher.
	<i>Acquisition</i>

the stimulus for creation.	<i>Students will know...</i> I [the students] will know the meaning of subject-specific vocabulary such as: value, modeling, texture, mixing, smoothing, high-relief and low-relief. I will know what colors to mix to obtain the value I want. I understand the difference between high and low-relief	<i>Learning intentions</i> I [the students] can adequately use the art class vocabulary. I can create different colors by mixing colored plasticine. I can create different textures using my tools and my hands. I can represent an animal based on my observation of reality. I handle the tools and materials appropriately.
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Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
When I mix plasticine colors, the result is uniform (no marble effect). I represent my animal as close to reality as I can. I don't rush the tasks; art takes time and patience.	Assessment for learning: I assess their knowledge of color mixing by asking open-ended questions. I assess the students' modeling progress throughout the lesson by circling around to see their work, to answer their questions and to correct them.

Accommodations

Among the students, there are a few individuals that might require more help and attention on my part. Indeed, some of them have either anxiety or anger issues and one child is autistic. Luckily, there is an SET and my associate teacher that I can work with to ensure they can fully enjoy the exercise. Generally, the accommodation will be performed on the spot because it always depends on the context of a situation and the mood of the student that day. An outburst could be the result of a situation that occurred inside or outside the classroom, which I cannot really plan. However, a student in a crisis would go out of the classroom with the SET to vent and calm down. So far, the students with accommodations are amongst the most enthusiastic artists in the classroom.

Procedure

Materials

I will need:

- Digital board
- Micro-phone
- Projecting device

I will provide:

- Colored Plasticine
- Sculpting tools: toothpicks, marker, plastic Play D'oh tools, aluminum paper balls, forks
- Plastic binder separators
- Reinforced egg cartons
- Disinfectant wipes

Lesson 4: Color Mixing	Behavioral Expectations	Time
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Hook: I remind them of the textures we created last class and ask them if they remember how we modeled each of them. I insist on the essentials: start from the bottom when you create fur, the marks don't need to be deep, you can always erase your mistakes by wiping them down with your thumb...	They finish eating breakfast while I introduce the project.	8:10 am
Introduction: I explain my expectations for the lesson. They should have already chosen their animal but if they didn't, they have to make their mind before they choose their colors. I'll go over the names of the tools and vocabulary words with them. I tell them that their animal has to be almost done by the end of the class and that the project should be finished by the end of the next class (clothes, frame, name).	"Stay on your chair as long as I talk."	8:15 am

Main teaching activity: 1. The students clean their work space and their hands. Plasticine is a greasy material that easily gets dirty because everything sticks to it. 2. I ask the students to raise their hand for the animal they chose during the previous lesson: dinosaur, fox, rabbit, cat, sheep or bear. 3. I ask them if they have already chosen the colors of their animals and remind them that their animals should have normal colors. No purple bears or red rabbits. <i>Color mixing:</i> 4. I do a color mixing recap by asking them which colors they should mix to obtain different values by projecting a color circle. · What do I add if I want my color to be lighter? · What do I add if I want my color to be darker? · Which secondary color results from the mixing of primary colors red and yellow? · What happens if I mix the same amount of color together? 5. The last question is meant to introduce this point: the darker color always overwhelms the lighter color just like when you mix paint. So, if they want orange, they should add little bits of red at the time into the yellow to avoid wasting plasticine. 6. Then, I show them how to mix two bits of colored plasticine into a uniform color and how to press it on the egg carton by projecting it on the digital board. The darkest		8:20 am “Raise your hand to answer.”
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color should be applied first, to avoid color contamination on the lighter colors. 7. I explain that each animal needs at least three different color values on their fur or skin. The nose, teeth and eyes don't count. 8. I remind them how to create each texture and I advise them to create the textures after they applied all the colors. 9. I ask the students to stand in two lines to choose their fur/skin colors and grab an egg carton. The colors were prepared by me before the beginning of the lesson. 10. They start mixing their color values, planning where each color will go and applying the plasticine to the egg carton. <i>Clothing:</i> 11. I want them to give a piece of clothing to their animal: scarf, jacket, shirt, ... So, I will ask the to start thinking about what they want their animal to wear. 12. There are different tools and items on the front of the class that will be used to create a new texture for the clothes of the animal. They are allowed to use their personal belongings to create textures as long as they clean it afterwards with a wipe. (sharpener, water bottle lid, etc.) 13. I will explain it if the students work fast enough to reach this step, but they probably won't.	They can only mix two different colors together to avoid waste. i.e., The students who chose dinosaurs can take green plasticine and add black but can't mix yellow, blue and black. I tell them that once they have all the materials they sit and begin right away. I put on soft music as they work to create a	8: 35 am
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	calm and pleasing atmosphere. If I have to interrupt their work to repeat or explain something I ask them to “show me your hands”, to ensure that they are attentive.	
Plenary: I tell the students to start thinking about the name they want to give to their animal character and ask them to put everything away. They use the plastic separator to hold all their plasticine scraps. They wash their desk, their hands and the tools with disinfectant wipes. They give back any tools they have borrowed.	They have cleaned everything and are seated at the end of the countdown.	9:06 am