



COLOR

Painting a Dedicated Landscape

Lesson Plan Presentation - 2nd Grade

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TEACHING OBJECTIVES

Students will learn warm and cool colors.

Students will experiment with media, materials, and tools to create a dedicated watercolor landscape.

Students will understand how artists work to express their feelings using colors.

Students will strengthen their knowledge about primary and secondary colors.



RELEVANT PRIOR KNOWLEDGE

Children at this age learn and use new vocabulary, explore and identify artistic media, identify primary and secondary colors, discuss how colors relate to feelings, etc.

By having knowledge and skills related to the primary and secondary colors from the previous lessons, in this lesson, students will be introduced to the warm and cool colors.



STUDENT LEARNING OBJECTIVES

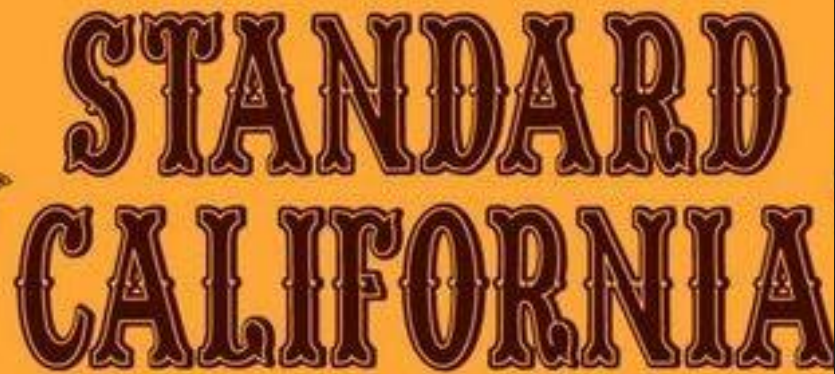
SKILLS:

- Students will create a dedicated watercolor landscape, using at least one primary color and one secondary color to paint a landscape and one warm color for writing the dedication using different media.

KNOWLEDGE:

- Students will be able to identify the primary, secondary, and warm and cool colors in their worksheets.
- Students will be able to discuss how artists use primary, secondary, warm, and cool colors in the artwork to express their feelings by using new vocabulary words.





STANDARD
CALIFORNIA

California Arts Standard for Visual Arts

Creating – Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Process Component: Investigate

Performance Standard: 2. VA: Cr2.1

Experiment with various materials and tools to explore personal interests in a work of art or design.

Artistic Process: Creating

ENDURING UNDERSTANDING 6

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.



ESSENTIAL QUESTION

How do artists work?



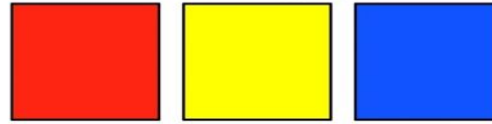
DIFFERENTIATED INSTRUCTION CONSIDERATIONS

- **Linguistic Intelligence:** listening to a presentation and demo, writing a dedication, and talking about the artwork.
- **Logical-Mathematical:** working with concepts of colors, such as primary, secondary, warm, and cool colors, and making associations between them.
- **Spatial Intelligence:** Painting is a spatial activity. Perceiving and interpreting colors, images, etc.
- **Bodily-Kinesthetic Intelligence:** Physical hands-on engagement in touching and manipulating materials and tools while painting the landscape. Develop skills in fine motor skills.
- **Musical Intelligence:** Listen to music during the artistic process.
- **Interpersonal Intelligence:** Students can express their feelings through verbal and non-verbal communication with others.
- **Intrapersonal Intelligence:** Students have self-reflective abilities by working independently on their projects and awareness of personal feelings.
- **Naturalist Intelligence:** Students will observe and manipulate natural elements, such as water and some brushes.

LANGUAGE OBJECTIVES

List of Vocabulary Words for Students

PRIMARY COLORS

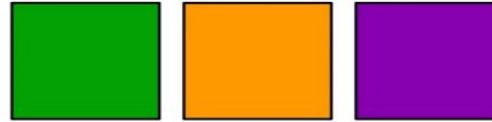


Red (Roja) Yellow (Amarillo) Blue (Azul)

Colores Primarios: Roja, Amarillo, Azul.

Definition: Primary colors are the only colors that cannot be created by mixing other colors together.

SECONDARY COLORS



Green (Verde) Orange (Naranja) Purple (Purpura)

Colores Secundarios: Verde, Orange, Purpura.

Definition: Secondary colors are the colors made by mixing equal parts of two primary colors.



- **Warm Colors:** Yellow, Orange, Red. **Colores Cálidos:** Amarillo, Naranja, Roja.

- **Cold Colors:** Green, Blue, Purple. **Colores Frios:** Verde, Azul, Purpura.

- **Landscape Painting** is the “depiction of natural scenery in art. Landscape paintings may capture mountains, valleys, bodies of water, fields, forests, and coasts and may or may not include man-made structures as well as people.”



Vincent Van Gogh, Waterfield under Thunderclouds, 1890.
Oil on Canvas: 50.4 cm x 101.3 cm. Van Gogh Museum, Amsterdam.

REQUIRED MATERIALS

Art Supplies:

Colored pencils, Watercolor pencils, Crayons, Paint sticks, Crayola markers, Oil pastels, Watercolor, Erases, Watercolor paper, and finished artwork.

Instructional Resources:

Computer, PowerPoint presentation, Demo.

TEACHING PLAN

- **Focused Instruction: 8 minutes**
Opening Lesson
PowerPoint presentation
Demonstration
- **Guided Instruction: 2 minutes**
Students explore and choose the materials and tools to create their artwork.
- **Collaborative Learning: 2 minutes**
Students share their preferences with the teacher and other students.
- **Independent Practice: 10 minutes**
Students share their preferences with the teacher and other students.
- **Closure: 8 minutes**
Sign their work and place them on the racks.
Students complete the worksheets.
Students share their experiences with their peers and answer the question “How do artists work?”



Vincent Van Gogh, *The Starry Night*, 1889. Oil on Canvas: 73,7 cm. x 92,1 cm. MOMA, New York

INFORMAL ASSESSMENTS

Check for understanding:

The teacher will ask questions, and students will raise their hands and wait to be called to answer the questions.

Watch for understanding:

The teacher will observe students during their artistic process.

Monitor Students:

The teacher will monitor the students during their discussions to determine if the students need more instruction.



Vincent Van Gogh, *Wheatfields under Thunderclouds*, 1890.
Oil on Canvas: 50.4 cm. x 101.3 cm. MOMA, New York

FORMAL ASSESSMENTS

Monitor students, circle their levels of performance, and write observations.

Review the lesson with the student next class if necessary.

Summative Assessment:

| Painting a Dedicated Landscape Using at Least One Primary and One Secondary Color and a Primary Color for Dedication | | | | |
|--|---|---|--|--|
| Criteria (Skill or Standard Addressed) | Level 4. MASTERY Exceeds the Standard | Level 3. PROFICIENT Meets the Standard | Level 2. DEVELOPING Approaching the Standard | Level 1. EMERGING Does not <u>meet</u> the Standard |
| Create original artworks showing knowledge of primary, secondary, warm, and cool colors. | My artwork includes one or more primary colors and one or more secondary colors, and I chose a warm color to write my dedication. | My artwork includes one primary color and one secondary color, and I chose a cool color to write my dedication. | My artwork includes one primary color or one secondary color, and I did not write my dedication. | My artwork does not include any color and dedication. |
| Identify primary and secondary colors in the worksheet. | I can identify all primary and secondary colors in my worksheet. | I can identify two primary colors and two secondary colors in my worksheet. | I can identify only one primary color and one secondary color in my worksheet. | I cannot identify any color in an artwork. |
| Speaking and Listening | I can use all three new vocabulary words. | I can use only two new vocabulary words. | I can use only one new vocabulary word. | I cannot use any new vocabulary <u>word</u> . |
| | | | | |

Finished Artwork



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I WANT
YOU!

QUICK!
ANSWER!