



Teacher:

Class: 1-2 Class Periods

Course Unit:

Lesson Title: Primary and Secondary Colors

LESSON OVERVIEW: Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

Piet Mondrian was a Dutch painter who, in his later works, created paintings using simple combinations of straight lines, primary colors, black, white, and gray. In this lesson students will create a Mondrian-inspired painting using 1” strips of black construction paper and two primary colors. Students will create a composition consisting of squares and rectangles and will use two primary colors of their choice to paint their piece. Students will further explore color by mixing their two primary colors to create a secondary color. This lesson will challenge students to explore the basics of color theory as they learn how to mix secondary colors from the three primary colors.

STANDARDS: Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

Tennessee State Standards

- 1.1 Demonstrate, consistently, a developmentally appropriate use of tools and media (e.g., scissors, glue, pencils, markers, crayons, paint brushes, paint, paper).
- 1.3 Demonstrate developmentally appropriate knowledge of art processes (e.g., painting, printing, and mixed media).
- 2.1 Demonstrate developmentally appropriate knowledge of the elements of art.
- 4.1.1 Identify teacher selected art from different cultures, times, and places.
- 5.1 Explain the characteristics and merits of the student's own work to the teacher and/or peers.

Common Core Connections for Integrated Subject-Writing/Mathematics

CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.Math.Content.2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

CCSS.Math.Content.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

OBJECTIVE: Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

1. Students will be able to distinguish between primary and secondary colors by creating a Mondrian-inspired painting that contains two primary colors and one secondary color.
2. Students will be able to compare and contrast their painting with Mondrian's *Composition in Red, Blue, and Yellow*.
3. Students will be able to describe the process of mixing two primary colors to create a secondary color.

ASSESSMENT/EVALUATION: Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

1. In a written response students will list the three primary colors and the three secondary colors. Students will compare and contrast their work with Mondrian's *Composition in Red, Blue, and Yellow*.
2. Students will participate in a class critique or small group critiques explaining how they used two of the primary colors to create the secondary color for their painting.

MATERIALS: Aligned with the Lesson Objective. Rigorous and Relevant.

- (1) Paint smock per student
- (1) Brush set per student
- (1) Piece of 12"x18" white drawing paper per student
- (2) Cups of water per table
- (1) Pre-poured tempera paint palette per student, containing the primary colors
- (5) Pre-cut strips of black construction paper per student-cut from 12"x18" black construction paper into 1" strips
- (1) Bottle of glue per student

ACTIVATING STRATEGY: Motivator/Hook. An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. Show students the “Sesame Street: Ok Go-The Three Primary Colors” video.
2. After watching the video have students list the different secondary colors that were created by mixing two primary colors.
3. Show Mondrian’s *Composition in Red, Blue, and Yellow*.
4. What colors do we notice in Mondrian’s artwork? Which colors from the video are missing from Mondrian’s work?
5. What shapes do we notice in Mondrian’s work? Are the shapes arranged in a specific way?
6. How do you think the artist started this work? Which part came first and which part came last?

INSTRUCTION: Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the project with a pre-made example and state the objectives.
2. The teacher will discuss how Mondrian used line within his paintings and will demonstrate how to arrange the 1” black construction paper strips to form squares and rectangles on their white 12”x18” paper.
3. The teacher will explain that the 1” black construction paper strips should only be used vertically or horizontally, not diagonally. Some of the strips should be placed parallel and perpendicular to one another. Students can alter the length of the strips as long as both ends connect either to another strip or the edge of the paper.
4. Students will receive one piece of white 12”x18” drawing paper and five 1” black construction paper strips before returning to their seats.
5. Pre-poured paint palettes, brushes, water, and glue will be on each table.
6. Students will create squares and rectangles as they arrange their 1” black strips on the 12”x18” white paper. The teacher will ensure that students use the strips only vertically or horizontally.
7. After receiving teacher approval, students will glue each of their black strips to the 12”x18” white paper.
8. As students glue the black strips the teacher will review how to mix two primary colors to create a secondary color.
9. Once the strips are secure, students will paint three of their squares with two primary colors of their choice.
10. Students will then mix their two primary colors to create a secondary color.
11. Students will paint two squares using their secondary color.
12. Clean-up will occur during the last ten minutes of class. Students will place their work on the drying rack and will return materials to the appropriate bin.

ALTERNATE/EXTRA ACTIVITIES:

1. Students could use all of the primary colors, as Mondrian did, to paint five separate squares, and then create the three secondary colors to use in three additional squares.
2. Students could create and use only secondary colors when painting their piece.
3. Students with special needs could use primary colored markers or large grip crayons to add color to their piece.

CLOSURE: Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. Ask the class to name the artist discussed at the beginning of the project. Can they name the painting that was used as an example?
2. Students will participate in a class critique explaining how they created the secondary color in their piece.
3. As a class students will compare and contrast all of the finished work making observations about the primary colors chosen and the resulting secondary colors created.
4. In their journal students will list the three primary colors and the three secondary colors. Students will also compare and contrast their work to that of Mondrian.

CROSS-CURRICULAR CONNECTIONS

1. Writing
2. Mathematics

EXTENDED LEARNING

Books:

1. *Mouse Paint* by Ellen Stoll Walsh
2. *Little Blue and Little Yellow* by Leo Lionni
3. *White Rabbit's Color Book* by Alan Baker
4. *Color Dance* by Ann Jonas
5. *Purple, Green, and Yellow* by Robert Munsch
6. *Coppernickel Goes Mondrian* by Wouter van Reek

Videos:

1. Sesame Street Primary Colors Video –
<http://www.youtube.com/watch?v=yu44JRTIxSQ>

Online Enrichment:

1. Lesson plan for *Little Blue and Little Yellow* by Leo Lionni
<http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/blueyellow.pdf>
2. Basic Color Theory
<http://www.colormatters.com/color-and-design/basic-color-theory>
3. Color Theory Practice -
<http://www.incredibleart.org/files/color3.htm>

Songs:

1. “Mondrian” on Songs in the Key of Art Volume II by Greg Percy

Cross-Curricular Connections:

1. Mondrian Math
<http://teachershare.scholastic.com/resources/12870>

For additional lesson plans and activities, visit us online at www.fristkids.org.
This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.
The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

