ARTS ED
WASHINGTON

Aligned with Washington State Arts Standards and Common Core in English Langauge Arts and Math

ARTS ED

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THANK YOU!

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**ART LESSONS
IN THE CLASSROOM**

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ARTS EDUCATION FOR ALL

SECOND GRADE LESSON SIX

COOL AND WARM COLORS

Description Of Project:
Students use cool colors to communicate information about time and place.

Problem To Solve:
How can choice of color tell more about the setting in art?

Student Understanding:
Selection of cool or warm colors can give information about time and place.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies cool colors in art.
AC: Names blue, green, and violet.

LT: Selects cool colors to make a story setting.
AC: Uses blue, green, and violet to suggest time and place.

LT: Uses oil pastel techniques.
AC: Creates strokes, layers, or blending with oil pastels to fill page.

EVIDENCE OF LEARNING

Art: Oil pastel drawing

Names cool colors: blue, green, and violet

Selects cool colors: blue, green, and violet for a time and place

Uses an oil pastel technique: strokes, layers, or blends

EXAMPLE

VOCABULARY

· *Color Wheel*
· *Cool Colors (blue, green, violet)*
· *Blend*
· *Layer*
· *Stroke*
· *Warm Colors (orange, yellow, red)*
· *Setting*

RESOURCES

Soren Emil Carlson, *Surf Breaking*, Frye;

Pieter van Veen, *Saplings by the River*, Frye;

Vincent van Gogh, *Starry Night*

Edward Hopper, August in the City

Photos of cool color settings

Story with cool setting

ART MATERIALS

· *oil pastels*
· *9x12" white drawing paper*

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SECOND GRADE LESSON SIX // COOL AND WARM COLORS

INSTRUCTIONAL STRATEGIES

| TEACHER	STUDENT
Introduce works of art: *Surf Breaking* by Soren Emil Carlson, *Saplings by the River* by Pieter van Veen, and/or *Starry Night* by Vincent van Gogh and *August in the City* by Edward Hopper. **Prompts**: What colors did the artists use to show the place? (blue, green, violet) The setting? Where is it? Where is the setting? Describe. What time is it? What colors did artists use to show the time? The setting? (blue, green, violet)	Identifies cool colors associated with time and place.
Introduce the color wheel and guides recall and description of cool settings that students have experienced. **Prompts**: Where can you find blue, green, and violet on the color wheel? Recall a place that has a cool setting. Think about forests, the ocean, lakes, ponds, sitting under the trees, snowy days, or shadows. It could be your bedroom at night, your backyard, or being at the park. What colors do you see? Where do you see the cool colors?	Studies color wheel, identifies cool colors, then recalls and describes cool settings.
Read or asks students to read story with cool, outdoor setting. Brainstorm for words that describe cool places, or settings from the story. **Prompts**: Today we're only going to use cool colors to show a place or setting from our story. Listen to (or read) the story. Note the words that give us clues about time and place: Let's list them on the board. Where is the story taking place? When is the story happening: what time of day, what time of year?	Listens to story and identifies words that describe time and place of setting.
Direct students to select cool colors from an oil pastel set. **Prompts**: Do the colors you selected match the colors on the cool side of the color wheel?	Selects cool oil pastels from box.
Review oil pastel techniques. Guide drawing story setting. **Prompts**: Today we're going to fill the whole page with cool oil pastel colors. What ways can we use the oil pastels? We can make strokes, but we'll still fill the page. We can layer them and we can blend them too.	Observes and uses oil pastel techniques to draw a cool setting from story.
Link creating settings visually with descriptive words. **Prompts**: Tell us what words describe the setting in your art.	Describes the choice of colors to represent time and place in his/her art.

SECOND GRADE LESSON SIX // COOL AND WARM COLORS

SKILLS AND TECHNIQUES
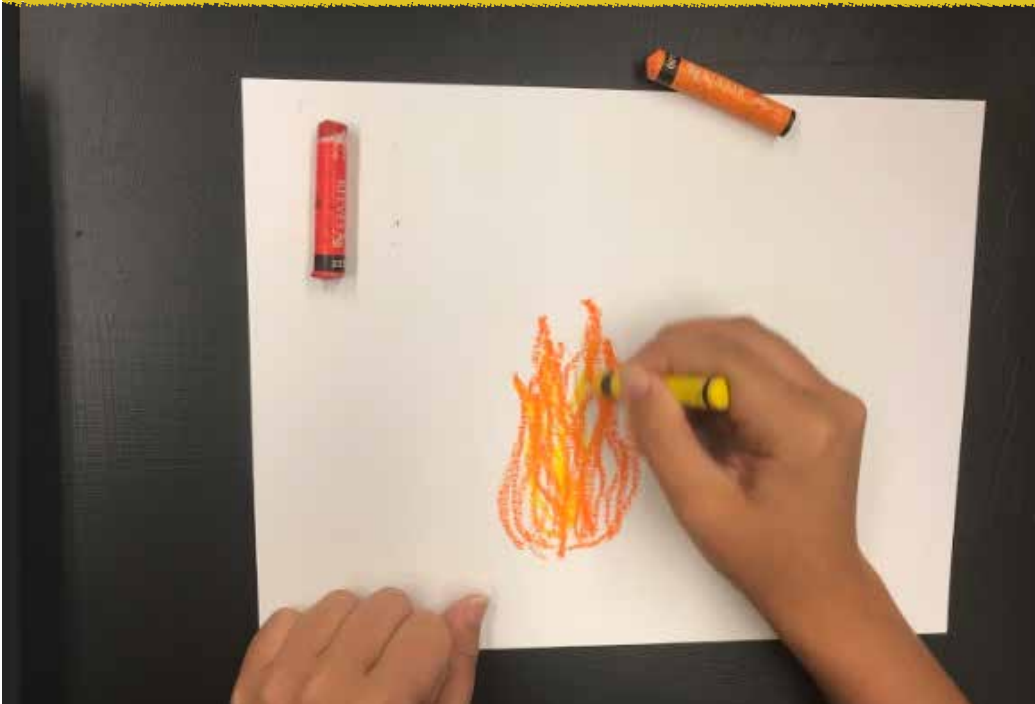
Layer

Blend

ART STUDIO TIP

To support visualizing a setting, a variety of photos showing cool colors settings can be provided.

LESSON EXPANSION

Using Mary Hinkson, *Plums*, Frye; Paul Cezanne, *Still Life with Basket*; and/or Vincent van Gogh, *Sunflowers*, repeat lesson using warm colors.

EVERYDAY CONNECTIONS

natural cool settings, environment, weather

LEARNING STANDARDS

Visual Art

1.1.a Brainstorm collaborating multiple approaches to an art or design problem.

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

7.1.a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

7.2.a Categorize images based on expressive properties.

9.a Use learned art vocab to express preferences about art.

10.a Create works of art about events in home, school, or community life.

Common Core ELA

2.SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent conversations.

2.RL.7. Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

SECOND GRADE LESSON SIX // COOL AND WARM COLORS

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Identifies cool colors in art.	Names blue, green, and violet.
Selects cool colors to make a story setting.	Uses blue, green, and violet to suggest time and place.
Uses oil pastel techniques.	Creates strokes, layers, or blending with oil pastels to fill page.

STUDENT	NAMES COOL COLORS	SELECTS COOL COLORS	STROKES, LAYERS, OR BLENDS TO FILL PAGE	TOTAL POINTS