

Student: Krista Nichols

Class and/or Period SAW

Date

Lesson Title Fruit Basket with primary and secondary colors

I. Central Focus (i.e., Goal Statement – What Students will know, learn, or understand) Important understandings and concepts that you want Students to develop over the course of this multi-day lesson. (Example: 3rd grade lesson on line to communicate the idea of motion) Central Focus should incorporate at least one or more of the following components: Interpreting Art, Creating Art, Relating Art to Context)		
Using tempera paints, the students will learn how to mix primary colors to create secondary colors		
II. Essential Questions – (Central Focus or goal written in the form of a question)		
What two primary colors do you need to mix to create a secondary color?		
III. Standards Addressed (National Standards included here)		
VA:Cr2.1.Ka: Through experimentation, build skills in various media and approaches to art-making.		
VA:Cr2.3.Ka: Create art that represents natural and constructed environments.		
IV. Learning Objective(s) (What students will overall achieve by the end of the multi-day lesson – behavioral objective that is observable and assessable)		
1. The students will understand how to mix the correct primary colors to create a secondary color		
2. The students will know how to overlap shapes to create depth in a painting		
V. Prior Learning – What Students already know, what they can do, and what they are still learning to do.		
The students can identify common fruits and know how to draw them.		
The students can identify the colors in the color wheel, and know the three primary colors		
The students know that you can mix two colors to create a new color		
VII. Assessments (note any relevant differentiation)	Evaluative Criteria (note any relevant differentiation)	
1. Ask students if they know what a primary color is.	Students will respond with red, yellow, and blue	
2. Ask students if they know what a secondary color is.	Students will respond with purple, orange, and green	
3. Show students slides of common cartoon characters and ask if they can identify who is wearing primary colors and who is not.	Students will respond to the slides by answering if the character they are shown wearing a primary color scheme or not.	
VIII. Key Vocabulary – Art terms and/or key phrases used during instruction and taught to students.		
Tempera – fast drying, non toxic paint medium, that dries opaque.		
Primary color – red, yellow, blue		
Secondary color – purple, yellow, green		
Day 1: Learning Outcomes – Observable, assessable behaviors that you wish for students to accomplish at the end of Day 1.		
The students will be able to identify primary and secondary colors, and understand how to create secondary colors by mixing primary colors.		
Day 1: Teacher Preparation – Day 1 Preparations needed to be completed before students enter the classroom.		
Que Youtube video, que slides of cartoon characters		
Day 1: Lesson-Specific Materials		
Instructional Materials – Teacher materials needed during instruction.	Studio Materials (for Creating Art and/or Presenting Art)	Targeted Materials (any specific materials required for differentiation, accommodation, or modification)
<ul style="list-style-type: none"> Scrap paper and work paper Red, yellow, and blue tempera paint 4 paint brushes Cup of water 	<ul style="list-style-type: none"> Scrap paper and work paper Red, yellow, and blue tempera paint 4 paint brushes 	

<ul style="list-style-type: none"> • YouTube video • Slideshow 	<ul style="list-style-type: none"> • Cup of water 		
XI. Day 1: Lesson Procedures/ Learning Tasks and Timeline			
Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
	<p>“Today we are going to be using thick, juicy tempera paints, and learn how to mix colors together to make new colors!”</p>	<p>Students will listen to initiation and respond to assessment questions.</p>	<p>“Does anyone know that you can make your own colors?”</p> <p>“Does anyone know what a primary or a secondary color is?”</p>
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students’ learning.
	<ul style="list-style-type: none"> • Play YouTube video on primary and secondary colors • “We are going to play with mixing colors and making secondary colors from primary colors” • Go over primary colors and identify red, yellow, and blue • “Let’s play a game! Tell me who is dressed in primary colors and who is not.” • Show slides • Demonstrate mixing yellow and blue to make green on a piece of scrap paper, start with yellow on one side and blue next to it, then blend the colors together • Repeat for orange and purple on scrap paper • Allow students time to experiment with mixing colors on scrap paper. 	<ul style="list-style-type: none"> • Students will watch video on primary and secondary colors • Students will identify their primary colors in the paint cups • Students will observe slides of characters and identify who is wearing primary colors and who is not • Students will observe instructor making green color and then try themselves • Students will repeat the process with orange and purple 	<p>“Did you like the video?! Wouldn’t it be fun if we could mix colors like that?!”</p> <p>“Can you hold up the red paint for me to see? The yellow? The blue?!”</p> <p>“Does anyone remember from the video, how we make green? What two primary colors do we mix together to make this secondary color?”</p> <p>“Let’s see if we can do it again to make orange and purple, who knows what colors we need to mix to make orange? Purple?”</p>
	<ul style="list-style-type: none"> • Lead students through guided instruction • Paint a yellow pineapple • Paint an orange all the way to the right • Paint an apple next to the orange to the left, slightly overlapping the orange • Paint a pear all the way to the left, leaving space 	<ul style="list-style-type: none"> • Students will observe the instructor and then paint their own fruit 	<p>“Who is ready to paint a picture and try mixing these colors together?!”</p> <p>“We’ll start with something easy, what color is my pineapple going to</p>

between pear and apple

- Paint a plum in the middle, overlapping the apple and the pear
- Paint a basket in front of all fruit, using all three colors

be? I don't even have to mix anything!"

"While the yellow pineapple is drying, lets go over here and paint an orange. What color is my orange going to be? (trick question) Do I have orange in front of me? So it's a..... (secondary color)"

"While our orange is drying why don't we go to the other side and make a pear, what color should my pear be? (green) And do I have that color in front of me? So we need to make it, which means..... (green is a secondary color) For my pear I'm going to paint a big circle with a little circle on top, and then I will connect the two."

"Now let's make an apple right next to the orange, do we need to mix red? No, so it must be a..... (primary color), you can paint a part of your apple over top of your orange, what is that called when we make something look like its on top of something else?"

"While our apple dries, lets paint the "hair" on top of our pineapple, we just mixed green so we can remember how to do that again right?"

"Has anyone ever had a plum before? They are so yummy, who knows what

			color plums are? We haven't mixed this color yet, does anyone remember how to make this secondary color?" We're going to paint our plum on top of both so we will be... (overlapping)" "While the plum dries lets paint some blueberries, let's make it interesting, let's paint some naughty blueberries who escaped the bowl and put a few blue spots over here." "Now we can make our brown bowl. How do we make brown?"
	CLEAN UP		
	Closure		
	"I'm in the mood for some fruit now I think, what kind of snack are you going to have after class?"	Students will talk about snacks	Is your snack going to be a primary or secondary color?

Commentary on Planning Decisions

In answering these questions explain your thinking AND cite research to support your instructional decisions. These will typically be answered when you have planned the lesson but before it is implemented.

Why is it important that these students learn this content?
It is important for students to learn this content because primary and secondary colors are foundational art theory/techniques. It is also fun and almost magic to learn that you can mix two colors together to create a new color.
How does this lesson fit into the current sequence of instruction/unit?
This lesson fits into the current sequence of instruction because they have already had experience layering shapes, so this lesson builds upon prior learning, but adds a new technical layer with color mixing.
Why are the learning procedures you have developed for this lesson appropriate for this particular content?
The learning procedures for this lesson are appropriate for this particular content because the lesson starts slow, with a discussion on colors.
Why are the learning procedures for this lesson appropriate for these particular students?
The learning procedures are appropriate for these students because the steps are basic and slowly build into a more complex composition which is easy for a kindergartener to follow

Resources

Cite Sources: Provide citations for the sources that you did not create (e.g., published texts, websites, materials from other educators).
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Reflective Commentary on Lesson Implementation

After implementing the lesson, answer these questions.

What patterns of learning were evident in the data from this lesson?
At the beginning of the lesson, it was clear every one knew what the different colors there were. And they learned very quickly that red, yellow, and blue were primary colors. I think the video that I showed really helped them with that. Then I saw that when we began to talk about secondary colors, not everyone was familiar with the term. Just by using repetition I got the sense that by the end of the lesson, everyone began to understand and remember what primary colors were and what secondary colors were.
What worked and for whom? Why?
Everyone LOVED the slideshow of characters in primary color schemes. I also think it helped them to differentiate between primary colors and secondary colors even further. I was much more comfortable teaching with a live demo. It just felt more natural, and it was so much easier.
What didn't work and for whom? Why?
I noticed in Melanie's lesson on self-portraits, that someone finished early while the others worked large and went into great detail with their portraits, one student worked small and didn't want to add anything. This made me wonder about how I would handle that situation and it's something I'd have to think about more. For my lesson, I would probably start by having a dialogue with the early bird student about their work and why they made the choices they did and to check for knowledge.
What are your instructional next steps based on the data from this plan?
Just because of time, we did not get to actually creating our fruit baskets. So we will finish up next week and we can just jump right in after a quick review because they already had the foundational knowledge provided.
As a beginning teacher, what did you do well in planning and implementing this lesson?
I'm very pleased with myself that I came up with the primary characters slideshow. It's so relatable for them and really helps illustrate what primary colors are.
As a beginning teacher, what are your next steps to build your teaching skills? (Set a couple, specific SMART objectives for yourself.)
I think I'd like to start using more call and response throughout my lessons so that vocab starts sinking in more. Also, using more kinesthetic learning where I can and verbal cues like after we dip our brushes in the paint we tap on the side of the cup and say "tap tap tap" to remove extra paint. I want to come up with a few other catch phrases to use for these lessons.

5/1 Reflection: continuation of previous week. Finishing fruit baskets.

Give more choices, don't follow step by step instructions as much

After implementing the lesson, answer these questions.

What patterns of learning were evident in the data from this lesson?
This lesson was a bit of a hodge podge. Since we all felt that the painting would take up most of the time, we decided Alex would lead a responding session reviewing material from last week in a new context with a new book. They responded very well to it. It was clear this week that every one knew their primary and secondary colors, and there was no hesitation when I asked which primary colors were used to make which secondary. They crushed it.
What worked and for whom? Why?
I was again very happy with the live demo as opposed to the video recording. Things felt more natural and casual as they did last week.
What didn't work and for whom? Why?
Poor Mel was having a lot of technical difficulties.
What are your instructional next steps based on the data from this plan?
I will continue to reflect on the format of this lesson and apply it to my lessons going forward, I'll explain further in the next question.

As a beginning teacher, what did you do well in planning and implementing this lesson?

I'm proud of myself for how I handled this lesson. It felt as close to comfortable as my dance classes feel. In my head, I went into this lesson thinking that they would have to paint a fruit basket almost identical to mine. I walked them through the first step of painting the pineapple, and then we moved onto our next fruit. I mentioned that we will be using a lot of fruit so for them to be mindful of the space they are using on the paper. But some of them went hog wild and painted very large shapes all over the paper. Their compositions all ended up differently and honestly the one's that had their fruit floating in space I ended up liking better. Once I realized that things weren't going to go my way and end up how I had thought they would, I began to have fun too. You want to paint a kiwi? Go for it! Someone else doesn't like kiwi but they like strawberries? Paint a strawberry. Giving them that flexibility to paint what they wanted to is important, and I learned that last semester, it was just interesting to see it unfold in front of me. Learning was still happening because when someone said they wanted to paint a fruit I asked them what color they were going to use, and if it was a primary or secondary, and how they planned on making their secondary color. I wasn't sure how to incorporate the brown basket because some of their compositions weren't set up for a basket, but then Abby saved the day and said something about chocolate, so then we got to talking about chocolate as a class and everyone wanted to paint chocolate to pair with their fruit, so we got to talk about mixing all three primary colors. Some students still got to paint baskets because they wanted to.

As a beginning teacher, what are your next steps to build your teaching skills? (Set a couple, specific SMART objectives for yourself.)

I need to continue applying this mentality to all my lessons because it could have been very easy for me to panic that things weren't going according to plan. As long as learning is happening, I need to remind myself to let the students express themselves creatively.