



WEEK 1 Day 2

Art Studio Easel: Color Mixing 1

Children experiment with mixing paint colors, beginning with primary colors (red, blue, yellow). In doing so, children begin to create a collection of paints in various colors for the classroom community to share and use together. Children paint with the colors they mix.

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities. People in communities represent their experiences and traditions through artistic expression.
Guiding Questions	When is it important to work in a group or independently? How do you most effectively communicate your thoughts, ideas, feelings and traditions?
Vocabulary	<p>curious: interested</p> <p>disappear: to go completely away, to become unable to be seen</p> <p>imagine: to form a picture in one’s mind</p> <p>notice: to see, to pay attention to something</p> <p>represent: to show</p> <p>creativity: the use of imagination</p> <p>tint: a shade or kind of color</p> <p>shade: a darker or lighter color than a similar one</p> <p>primary colors: yellow, blue, and red; the colors from which other colors can be made</p>
Materials and Preparation	<ul style="list-style-type: none"> ● easel ● tempera paints, red, blue, and yellow only, one set for each side of the easel (or table space) ● brushes ● large paper ● several paint cups, such as small, clear plastic or glass jars, with lids ● pencils

	<ul style="list-style-type: none"> ● containers of water ● spoons ● mixing trays/palettes ● <i>Abiyoyo</i>, Pete Seeger ● a collection of books about and featuring color, from Week 1 (see following list of suggested titles) Make sure books will be accessible but remain clean. ● masking tape ● markers <p>Set up the Easel as follows. Hang paper on the easel. Plan for where children will mix paints; for how they will access water for painting, cleaning brushes, and washing hands; and for traffic flow at and around the easel. Arrange brushes, spoons, and empty paint containers for easy access. Set up small trays or palettes for mixing colors. Define a space where containers of new paint colors will be stored.</p> <p>Create examples or choose images of what happens when each pair of colors is mixed: yellow and blue, blue and red, and red and yellow. Post these near the Art Studio.</p>
<p>Intro to Centers</p>	<p><i>At the Art Studio Easel today we have three colors of paint: red, blue, and yellow.</i></p> <p>Hold up each color of paint. <i>You can experiment with mixing them together to make new colors, and then paint with them.</i></p> <p>Show the containers and palettes, spoons or brushes and demonstrate how they can be used to mix paint.</p> <p><i>What do you think will happen when I mix these two colors, blue and yellow?</i></p> <p>Invite a few children to make predictions. <i>You only need a little bit of paint at a time to see what will happen.</i></p> <p>Model using the container and tools to mix a small amount of paint.</p> <p><i>I wonder how you can make some of the colors we see in Abiyoyo.</i></p> <p>Hold up the book, leaf through a few pages, and choose one illustration. <i>What colors do you notice here? Do you see a color you'd like to try to make? Do you have an idea about how you might mix that color?</i></p> <p>Demonstrate expectations for cleaning up and leaving the area.</p>

	<i>When you are finished using the paint, make sure the brushes are ready for the next person coming to the easel. Organizing materials is an important responsibility in Kindergarten.</i>
During Centers	Children experiment with mixing paints. They make predictions about the colors they are creating. They might be inspired to make some of the colors they notice in books or in the surrounding environment. Children can save mixed paints in covered containers and keep using them over time. Children may work alone or with a partner both mixing and painting. The children might choose to name and label the new colors they create. Easy labels can be made with masking tape (tear off a piece and lay it on the table for children to write on before pressing it onto the container).
Facilitation	<ul style="list-style-type: none"> ● Which is your favorite color so far? What do you like about it? ● What color are you making when you mix ____ with ____? ● How much of this paint do you use to change the color? ● How are you going to make sure materials are ready for the next painter?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Visual Arts K.1. Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>

Notes

Books featuring Color

I Ain't Gonna Paint No More! Karen Beaumont

Draw Me a Star, Eric Carle

The Black Book of Colors, Menena Cottin

A Book About Color: A Clear and Simple Guide for Young Artists, Mark Gonyea

Color Dance, Ann Jonas

Pezzettino, Leo Lionni

A Color of His Own, Leo Lionni

Little Blue and Little Yellow, Leo Lionni

Art, Patrick McDonnell

Hailstones and Halibut Bones: Adventures in Poetry and Color, Mary Le Duc O'Neill

The Big Orange Splot, Daniel Pinkwater

The Dot, Peter Reynolds

Beautiful Oops! Barney Saltzberg

Green, Laura Vaccaro Seeger

Press Here, Herve Tullet

Vincent's Colors, Vincent van Gogh

Mouse Paint, Ellen Stoll Walsh

Art & Max, David Wiesner