



Art Easel: Color Mixing 4

At the easel and/or table, children continue to experiment with colors and to build the collection of paints for the classroom community to share and use together.

<p>Big Ideas</p>	<p>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.</p>
<p>Guiding Questions</p>	<p>When is it important to work in a group or independently? How do you most effectively communicate your thoughts, ideas, feelings and traditions?</p>
<p>Vocabulary</p>	<p>curious: interested disappear: to go completely away, to become unable to be seen imagine: to form a picture in one’s mind notice: to see, to pay attention to something represent: to show creativity: the use of imagination shade: a darker or lighter color than a similar one tint: a shade or kind of color primary colors: yellow, blue, and red; the colors from which other colors can be made</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● easel ● tempera paints, all colors used and mixed so far ● brushes ● large paper ● paint cups, such as small, clear plastic or glass jars, with lids ● pencils ● containers of water ● spoons ● mixing trays/palettes

	<ul style="list-style-type: none"> ● a collection of books about and featuring color (see list, Week 1) ● masking tape ● markers <p>Set up the Easel as in previous weeks.</p> <p>Flag a page in <i>Bippity Bop Barbershop</i> or <i>Chrysanthemum</i> with an interesting color that might be achieved by mixing available colors.</p>
Intro to Centers	<p><i>This week, if you would like to, you can try mixing together some of the paint colors you have made before to see what kinds of new colors, shades, and tints you can make.</i></p> <p>Hold up some of the colors children have made and saved in containers. <i>Think about what new colors you would like to make and which colors you could use to do that.</i></p> <p>Turn to the flagged page. <i>For example, if you wanted to make this color in Bippity Bop Barbershop, what colors might you mix together?</i></p> <p><i>What other colors might you like to make?</i></p> <p><i>Remember to experiment with just a little bit of paint at a time, noticing how the colors change as you add and mix.</i></p>
During Centers	<p>As children continue mixing paint, notice the colors they are making. Ask them to name and label new paint colors.</p> <p>Encourage children to take a look at this week’s Read Alouds and other texts, noticing colors and thinking about how they might have been made.</p> <p>A color catalogue can be created by taking photos of color samples; children might refer to this catalogue to make favorite colors in the future.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you like about the color you are making? ● What color are you making when you mix _____ with _____? ● How much paint do you need to add to change the color? ● What happens to those colors when you mix them together? ● What would you name the color you are making?
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>

	VA.K.1. (Boston) 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
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