



materials for the arts

Art: Color Mixing

Teacher: Courtney Carroll

Title of the Lesson: Color Mixing & Marbling Collage

Curriculum Area: Literacy, Science, and Creative Arts

Grade Level: Pre-Kindergarten

Objectives: Students will

- Listen attentively.
- Discuss their prior knowledge (if any) about colors and color mixing.
- Make and confirm predictions about a story.
- Understand and use new vocabulary words/phrases (i.e.: primary color, secondary color, marble/marbling).
- Be able to identify primary and secondary colors as well as identify which primary colors can be mixed to make secondary colors.

Materials:

- Read aloud: *White Rabbit's Color Book*.
- White paper
- Shaving cream
- Red, yellow, 7 blue tempera paint
- Popsicle sticks
- Paper plates (shaving cream trays and scraping off the shaving cream.)
- Various visual aids



Activity:

1. Discuss with children what they know about mixing colors.
2. Introduce primary and secondary colors.
3. Read *White Rabbit's Color Book*. Make & confirm predictions about which colors will mix the same colors together.
4. Teacher will explain the marbling project.
5. Students will choose two of the primary colors for their first marbling piece.
6. They will also be able to predict which color they will be able to make.
7. Students will flatten shaving cream onto a plate.
8. They will put drops of each of their two colors on the shaving cream. Some separate and some on top of each other so they will have three colors. The two primaries that they chose and the one secondary that those colors make.
9. Students will use their popsicle sticks to swirl the paint around in the shaving cream.
10. When the child is satisfied with their pattern they will put a piece of white paper on top of their shaving cream.
11. Students will gently pat the paper for about 30 seconds and then gently peel the paper off of the shaving cream.
12. Students will use half of a paper plate to scrape off the excess shaving cream.
13. Students will then put their paper on the drying rack.
14. After each student has completed their first initial piece they will be free to experiment with other primary colors by mixing paints either in the shaving cream or on a plate beforehand. It will be fun to predict if the secondary colors will mix better in the shaving cream or beforehand!
15. Our completed marble squares will be back by black paper and made into a giant collage for display.

Differentiation:

- For ELL student I will provide visual aids such as color cards, color wheels, books, photographs, etc.
- Students will be given initial instructions for the marbling piece as a whole group. Gracie (the paraprofessional) and I will provide step by step instruction and guidance when needed.
- For students who, on average, perform above grade level I will oversee their projects however they will be free to create and work on their own. They will be provided with neutral colors such as black and white paint and given the chance to explore with those.
- Materials can be exchanged for students with fine motor/tactile difficulties such as using their finger, a large popsicle stick, a toothpick instead of a popsicle stick to swirl and mix the colors. Gloves may be provided for children who do not want the paint or shaving cream to touch them. They may also use tweezers to peel the paper off of the shaving cream.
- Scientific manipulatives that demonstrate the mixing of colors will also be provided while children are waiting for their turn.



Resources:

1. Books:

- *White Rabbits Color Book*
- *Color Dance* by Anna Jones
- *Brown, Brown Bear* by Bill Martin Jr./Eric Carle
- *Hello, Red Fox* by Eric Carle
- *Little Blue and Little Yellow* by Leo Lionni
- *Planting a Rainbow* by Lois Elhert
- *Mouse Paint* by Ellen Stoll Walsh
- The library will be filled with these books and many more books, including non-fiction titles about each individual color.

2. Internet (websites, videos, games, etc.)

- Step by step instructions for marbling: <http://www.artwithmre.com/2013/02/paper-marbling-with-shaving-cream-step.html>
- Curious George color mix and paint game: http://pbskids.org/curiousgeorge/games/mix_and_paint/mix_and_paint.html
- Color mixing: http://learninggamesforkids.com/featured-games/preschool_games_colormix.html
- Interactive color wheel. This mixing game includes a full color wheel as well as black and white mixers to help children see different shades of colors: http://www.colorwithleo.com/art_colorwheel.php
- Other activities to help introduce/reinforce color mixing: <http://kinderart.com/kinderart101/colormixing.shtml>

3. Museums/Exhibits: There are not many exhibits or locations that specialize in marbling, color mixing, etc. The locations I have provided are general art and science museums/exhibits that can expand a child's interest and knowledge in the arts and/or sciences.

- The Children's Museum of the Arts, New York, New York: <http://cmany.org/visit-us-2/>
- The Guggenheim has art exhibits, programs, and camps for children to explore art and artistic expression: <http://www.guggenheim.org/new-york/education/families-kids-teens/kids>
- The NY Hall of Science
- The Liberty Science Center
- A location in Pittsburgh (if families travel/vacation) has a children's paper marbling exhibit/activity: <https://pittsburghkids.org/events/1167/2014/4/30>



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NYC Blueprints for Teaching & Learning in the Arts: Visual Arts Students Development & the Visual Arts

Early Childhood and the Grade 2 Benchmark: Young children are active and exuberant explorers. Artistic images capture the physical and sensory aspects of their discoveries. They love to express the movement, feeling and tactile qualities of animals, places, and people. They tell stories by combining their observations with their inner worlds of fantasy and include details that capture the important parts of their ideas. Art making becomes an important spur to the use of imagination.

2nd Grade Art Making Benchmark:

- *Painting:* Students will create a painting that demonstrates experimentation with mixing colors.
- *Drawing:* Students will create a drawing that demonstrates a use of varied lines and colors to convey expression.
- *Printmaking:* Students will create a print that demonstrates basic printmaking techniques such as stamping, rubbing, collograph printing as well as using various textures, colors, and shapes.

2nd Grade Developing Art Literacy Benchmark:

- *Looking at and discussing art:* Students will describe the compositional elements and the qualities of line, color, and texture in their art work and the work of classmates.
- *Developing Visual Arts Vocabulary:* Students will identify new art vocabulary by using the words to discuss and describe their work.
- *Problem Solving; Interpreting and Analyzing Art:* Students will share with classmates a recently completed work of art and describe their experience with art media and their personal choices.

2nd Grade Making Connections through Visual Arts

- *Observing and Interpreting the World:* Students will observe community sites on a neighborhood walk and note colors.

2nd Grade Exploring Careers and Lifelong Learning

- *Art for Enjoyment and Lifelong Learning:* Students will visit museums and note favorite works of art, or favorite artwork at home and in their neighborhood.

New York State Prekindergarten Foundation for the Common Core

Domain 4: Communication, Language and Literacy: Part B ~ English Language Arts and Literacy:

Reading Standards for Informational Literature:

- Key Ideas and Details – with prompting and support students will ask and answer stories about a text.
- Craft and Structure – students will exhibit curiosity and interest in learning new vocabulary.
- Responding to Literature – with prompting and support, students will make connections between self, text, and the world around them.
- Integration and knowledge of Ideas – with prompting and support, children will describe the relationship between illustrations and the text in which they appear.

Domain 5: Cognition and Knowledge of the World – Science

Scientific Thinking:

- Asks questions and makes predictions based on observations and manipulation of things and events in the environment.
- Tests predictions through exploration and experimentation.
- Generates explanations and communicates conclusions regarding experiments and explorations.

Domain 5: Cognition and Knowledge of the World – the Arts

Visual Arts:

- Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts – students will experiment with a variety of mediums and methods of using art materials. Students will show an interest in what can be created with tools, texture, color and technique.
- Responds and reacts to visual arts created by themselves and others – students will express an interest in art creations of others, identify similarities and differences among their work, as well as sharing opinions about visual arts, creations, and experiences.