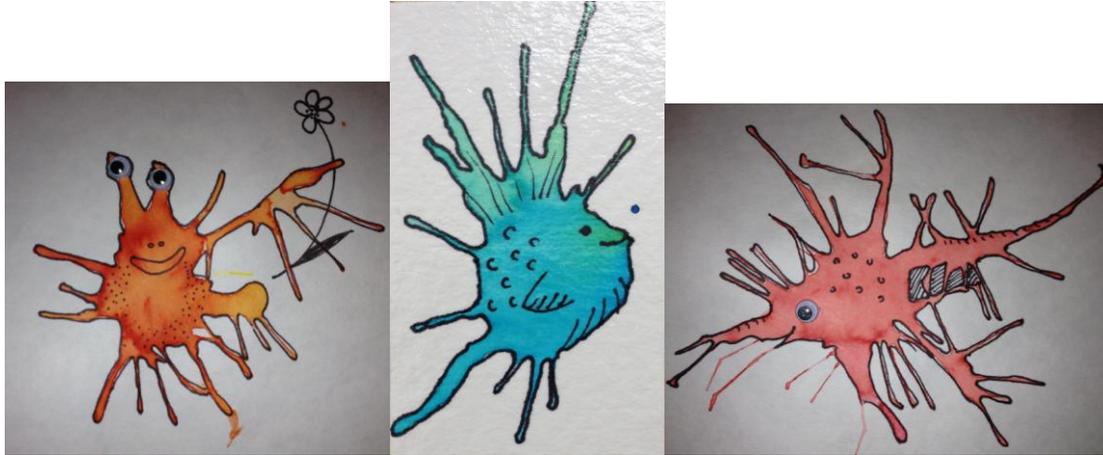


“Secondary Monsters”
A second-grade lesson on mixing colors



Rationale:

This lesson is a fun way to reinforce learning the second-graders have been doing about color-mixing and the color wheel. Second-graders will create monsters using liquid watercolor paint in a new way.

Connections (emotional) and Risk: The technique used will challenge and intrigue curious and self-confident second-graders, while the subject matter, monsters, will tap into the love of animals, imaginary creatures and fantasy characteristic of a child of this age.

Overview:

Imagination: In this one-day lesson, students will be introduced to two poems about imagination by Shel Silverstein and then invited to create their own imaginary creatures. The technique used to create the monsters will involve blowing drops of primary-color liquid watercolor with drinking straws to mix them into a secondary color while creating an organic, irregular shape to be turned into their own monster or creature. The students will look at picture books about monsters while their monsters dry. Then they will add google-eyes and outline and embellish with black fine-line Sharpie.

Standards:

Visual Arts Standards

1. Observe and Learn to Comprehend
 1. Artists make choices that communicate ideas in works of art.

2. Envision and Critique to Reflect
 1. Visual arts use various literacies to convey intended meaning.
3. Invent and Discover to Create
 1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design.

Reading, Writing and Communicating Standards

1. Oral Expression and Listening
 1. Discussions contribute and expand on the ideas of self and others.
 2. New information can be learned and better dialogue created by listening actively.
4. Research and Reasoning
 2. Questions are essential to analyze and evaluate the quality of thinking.

Science Standards

1. Physical Science
 1. Changes in speed or direction of motion are caused by forces such as pushes and pulls.

Mathematics Standards

4. Shape, Dimension, and Geometric Relationships
 1. Shapes can be described by their attributes and used to represent part/whole relationships.

Goals and Understandings:

Students will understand that primary colors mix to produce secondary colors. Students will understand that artists create art from their imagination and often use their imagination to see the world and the objects in it in new ways. Students will understand that artists get inspiration from many sources such as literature and poetry.

Objectives -- Active Engagement:

Students will be able to:

- create a work of art using a new, untraditional technique (Visual Art).
- create a creature out of an abstract shape by using their imagination (Visual Art).
- mix two primary colors to form a secondary color (Visual Art).
- develop ideas from poetry and connect them to the making of a work of art (Creative Writing).
- act out "what happens next" once their monster is complete (Dance and Theater Arts).

Materials:

- *Where the Sidewalk Ends* by Shel Silverstein
- *Monsters Inc.* picture book, *Glad Monster, Sad Monster* picture book by Ed Emberley and Anne Miranda, *There was an Old Monster* by Rebecca, Adrian and Ed Emberley, or other picture books with monsters and imaginary creatures to give students ideas about how to complete their creature.

- 6" x 6" watercolor or drawing paper
- liquid watercolor: red, blue, yellow
- drinking straws for each student
- paint brush
- water
- stick-on google-eyes
- black fine-line Sharpies for each student

Time:

One 55-minute class period

Lesson Steps

Warm-Up:

Invite children to sit in a circle with you on the floor. Read them the following passages from *Where the Sidewalk Ends* by Shel Silverstein:

INVITATION

If you are a dreamer, come in,
 If you are a dreamer, a wisher, a liar (a trier),
 A hope-er, a pray-er, a magic-bean-buyer. . .
 If you're a pretender, come sit by my fire
 For we have some flax-golden tales to spin.
 Come in!
 Come in!

MAGIC

Sandra's seen a leprechaun,
 Eddie touched a troll,
 Laurie danced with witches once,
 Charlie found some goblins' gold.
 Donald heard a mermaid sing,
 Susy spied an elf,
 But all the magic I have known
 I've had to make myself.

Invite the students to join you for a demonstration so that they can "make some magic."

Demonstration:

Explain that they will be creating something special by mixing primary colors to create secondary colors. Don't let them know they are creating imaginary creatures yet because you

want them to just have fun with the color-mixing and not planning out the shapes. This will also allow them to use their imagination to figure out a creature from a shape that was not pre-planned. Review primary colors, secondary colors. Refer to a visual of the color wheel.

Let them know they get to mix colors in a new way -- by blowing air through a straw! (**Sensory Experience.**)

Let them know that you will come around and give them one drop each of two primary colors they choose.

Demonstrate on your 6" x 6" paper. The creature comes out the best if you first make a quarter-sized circle of water in the middle and then drip the drops on that. Drip them away from each other, not on top of each other so that the students can blow them together to do the mixing.

Demonstrate blowing them together to mix and blowing them outside of the circle to make shapes (which will later turn into arms, legs, antennae, etc.). Show them that you are blowing until all the paint is used up. This is important since you want it to dry fairly quickly so that they can be outlined with Sharpie.

Create:

Active Engagement: Have the students go back to their work areas and prepare their papers with the water spot, then let them choose two primary colors. Drip the paint on and let them start blowing.

Break:

When everyone is done, invite them back to the circle on the floor. Show them examples of the creatures you have made, and let them know they will be making these out of their shapes.

Imagination and Perceptivity: Demonstrate how you turn the paper around in all directions until you see a creature take form. Really take the time to look at the shape and see what develops. It's like the monster was there all along.

Discuss features of creatures or monsters. Spots, warts, one or two or three or more eyes, spines, antennae, eyes on stalks, tails, fur, scales, etc. Show them picture books for inspiration.

Demonstrate:

Show them how to find the monster in their shape by turning it around. Demonstrate outlining it with Sharpie, adding details and adding eyes.

Create:

Have students go back to their work spaces and find the monster in their shape, outline, add details and add eyes.

Act It Out -- What Comes Next:

Risk, Theater Arts/Dance: Have students get into pairs or small groups. Have them take turns showing their monster and then acting out what they think their monster is doing and what he will do next.

Wrap-Up:

In the last five minutes of class, after clean-up, have everyone stand up and do a gallery walk.

Adaptations:

Differentiation for the needs of specific sub-groups of students: For ELL students, provide written copy of the two poems for reading along. Define any difficult vocabulary such as “magic-bean-buyer” and “flax-golden tales.” Post lesson vocabulary and refer to it often. Students that are high learners can be challenged to write a poem about their monster and create a drawn habitat for it. Kinesthetic learners will be given the opportunity to act out a story about their monster. For those students that have demonstrated difficulty with fine motor skills and technical skills, offer them a chance to practice on extra paper. Offer them a shorter straw, which is easier to guide and control.

Evaluation

Evaluation should be formative and continual throughout the lesson with individual adaptations made along the way for students who are struggling with concepts or technique. A parent volunteer or other adult would be helpful for larger classes, since this lesson moves along quickly. If not available, consider spreading it out over two days, adding more practice time.

Gather data on each child regarding understanding of the secondary colors they are making and how they are made. When you are giving each student their paint drops, have them pick which two primary colors they want and tell you what color they will make.