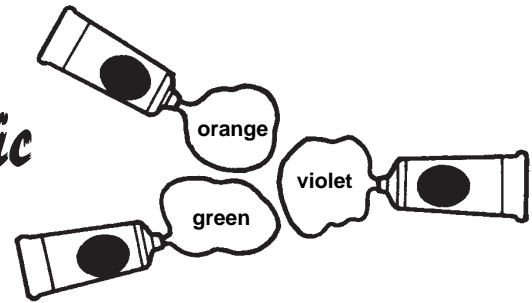


Color Magic



Purpose of the Lesson

to explain that the primary colors (red, yellow, and blue) cannot be produced by mixing, but the secondary colors (orange, green, and violet) can be produced by mixing certain primary colors together

Art History

Franz Marc (1880–1916), a native of Germany, received much of his inspiration from French painters who loved bright colors. He did not paint things as you would see them in nature. For example, he painted horses blue with bright backgrounds of sometimes clashing colors. His painting “Grazing Horses” shows his great love for color mixing.

Materials

- watercolor or tempera paints
- glue or paste
- scissors
- crayons or markers
- pencil
- brushes
- construction paper scraps

Procedure

Draw four hot air balloons. Overlap them as shown in the picture or duplicate the next page. Paint the first balloon blue and the second one yellow. The overlapping section will turn green. Paint the third balloon red, and the overlapping section will become orange. Paint the last section blue. The overlapping section will become purple.

Outline the balloons with a black crayon or marker. Add details to the teddy bears, baskets, and scenery by using construction paper scraps and/or markers.

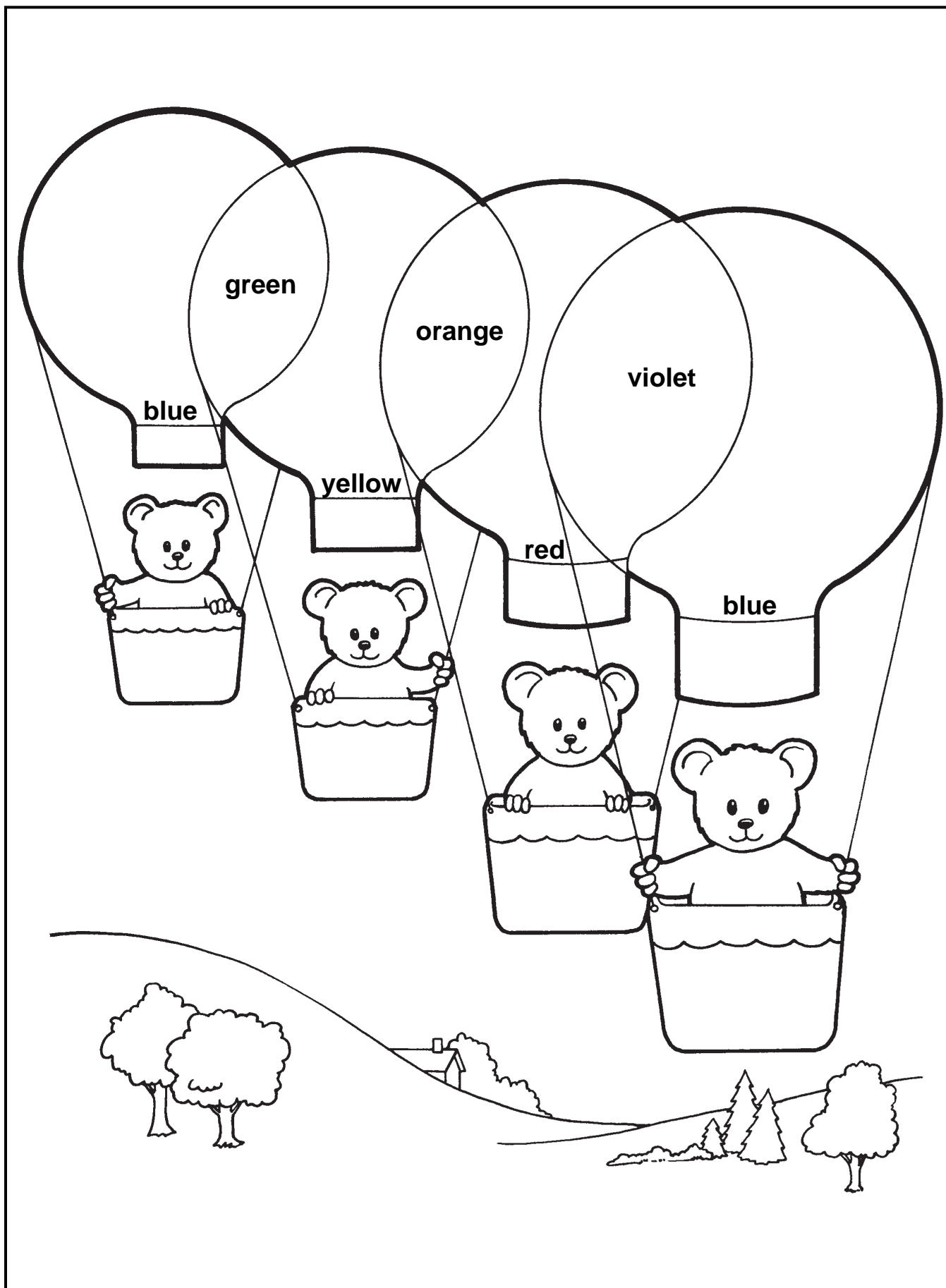
Assignment Choices

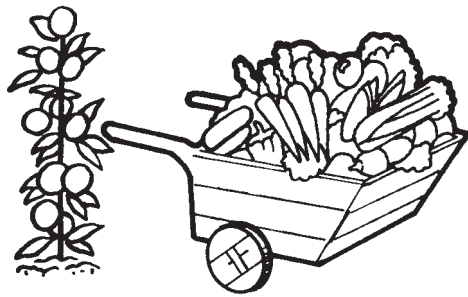
1. Draw overlapping vases and jars in interesting shapes and sizes. Overlap the primary colors to create the secondary colors.
2. Make a scribble design to create overlapping forms. Color in the created forms with crayons or paints. Overlap the primary colors to make the secondary colors. Add texture and use markers to add accents.
3. Draw a textured basket and then fill it with overlapping flowers of many varieties. Overlap the primary colors to create the secondary colors.
4. Create a wallpaper design with long, wavy lines that overlap. Use primary and secondary colors to complete your wallpaper pattern.

Connection

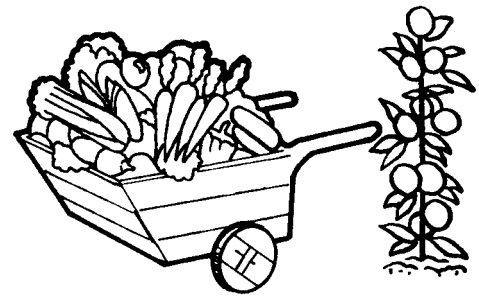
Franz Marc used color in unusual ways. His paintings reveal masterfully mixed colors, and he invented many new ways to use shades and hues.

Like Franz Marc, the students should also be adventurous in their use of color. It is not always necessary to be faithful to the colors in nature. However, the teacher should be sure that the students understand the difference between primary and secondary colors and that they know how to mix them.





Veggie Values



Purpose of the Lesson

to explain to the students how to give an object (or a region) depth by shading in light and dark areas and to teach about the nuances of shading, which are known as *values*

Art History

Georges Braque (1882–1963) was born in France. He, along with his colleague Pablo Picasso, invented cubism (the rendering of an object from multiple viewpoints). His painting “Le Jour” (“The Day”) is a good example of Braque’s use of value in a composition.

Materials

- white construction paper 12" x 18" (31 cm x 46 cm)
- old seed catalogs
- scissors
- glue
- brown paper sacks
- tissues
- paper towels
- superhold hair spray or fixative
- pencil
- bright colors of chalk

Variations

- soy crayons
- women’s magazines
- corrugated box material
- raffia or paper ribbon

Procedure

Teacher: Cut out pictures of vegetables from seed catalogs and display them. Point out to students that the shading on the vegetables looks darker along the edges and lighter near their middles. This makes the vegetables seem to have thickness and depth. As students begin this

project, show them how to do similar shading with chalk.

Student: Cut out a basket shape from a brown paper sack. Cut a slit across the top of the basket as shown on the opposite page. (You may use a bowl or other shape, if you would prefer.)

Choose some colorful vegetables from the opposite page and draw as many as you need to fill the basket. Shade the vegetables and color them with bright chalk. Spray them (with your teacher’s help) with superhold hair spray. Cut out the vegetables and arrange them in the basket. Glue them in place and add an interesting background with chalk. Finally, spray the finished project.

Assignment Choices

1. Cut a strip of paper 12" x 1" (31 cm x 3 cm). You may trace around the edges of a one-foot ruler to do this. Draw a centered line going down the length of the strip and then lay it aside. Make a pattern in the shape of a pepper (see the next page). Use the pattern to draw some peppers on a piece of white paper. Color them with red, yellow, and green soy crayons. Cut out the peppers and paste them to the center of the paper strip. Add a paper fastener to the top to hang your arrangement.

Connection

In this lesson, the students should learn to give their drawings the appearance of having a third dimension. When working on a two-dimensional place, shading “fools the eye” into perceiving a third dimension to that object. Students should apply color and shading values to projects where thickness is desired, just as Georges Braque did.

