



**TEACHER:** Mary Jo Reeve  
**GRADE:** Middle School

**TITLE OF LESSON** (Main concept): COLOR - Marbling opposites

**STUDENT LEARNING OUTCOMES:**

**Knowledge:** The students learn that random patterns are achieved by marbling.

**Skill:** The students learn how to use marbling techniques with complementary colors to paint/make Art.

**Attitude or Value:** The students learn to (or not to) appreciate randomly occurring effects created by the swirls of marbling.

**THE LESSON:**

**Motivation:** In class demonstration of marbling techniques and discussing artists who use complementary colors in their work.

**Activity:** What will the students do? Mix turpentine, water, vinegar, and two complementary colors. Dip white paper into the mixture to create swirling effects.

**Critique:** How do you plan to give feedback to the students about the lesson? Lay out the finished work on a table to dry and discuss the variety of patterns created by the complementary colors.

**Reference to Artistic Heritage:** Post Impressionism.

**Relevance to ordinary experience / environment:** Oil drops swirling after rain in the street.

**Materials:** (Include reference books and pages; audio visuals; reproductions and supplies) Oil paint, turpentine, baking dish, water, vinegar, sticks, paper, newspaper, smock.

**Correlated Activity:** Write poems on paper; Use for frames; Use for cards, book markers; Try a large one.

**Notes to Teacher:** Mix paint & turpentine before adding to water and vinegar.



**TEACHER:** Mary Jo Reeve

**GRADE:** Middle School

**TITLE OF LESSON** (Main concept): COLOR - The cool side

**STUDENT LEARNING OUTCOMES:**

**Knowledge:** The students learn that cool colors are used by artists to create an illusion of cold temperature in painting.

**Skill:** The students learn how to identify cool colors in art and use cool colors of the spectrum (blue, green, and violet) to create a cool mood in their own artwork.

**Attitude or Value:** The students learn to (or not to) be aware of the very different feeling cool colors portray in a picture as opposed to warm colors or neutral greys.

**THE LESSON:**

**Motivation:** Look at advertisements and discuss why advertisers use cool colors to sell products. Discuss whether it is successful. Ask, "Does it make you feel cold to look at this?"

**Activity:** What will the students do? Create a scene that has a definite mood of feeling of coolness by using only cool colors of the spectrum.

**Critique:** How do you plan to give feedback to the students about the lesson? Hang prints and ask students to describe in one word how cold the picture makes them and what kind of mood the student-artist has achieved through the use of cool colors.

**Reference to Artistic Heritage:** Franz Marc's - Blue Horses

**Relevance to ordinary experience / environment:** Cool colors are used to show cold weather on weather maps.

**Materials:** (Include reference books and pages; audio visuals; reproductions and supplies) Tempera paint, paint brushes, plastic wells, paper, color visuals.

**Correlated Activity:** Pure and neutral colors used exclusively in drawings.

**Notes to Teacher:** Ask for "cool or cold" experiences and copy for future references.

**TEACHER:** Mary Jo Reeve  
**GRADE:** Middle School



**TITLE OF LESSON** (Main concept): COLOR - The warm side

**STUDENT LEARNING OUTCOMES:**

**Knowledge:** The students learn that warm colors are used by artists to create an illusion of warm temperature in painting.

**Skill:** The students learn how to identify warm colors in art and the colors of the spectrum (red, yellow, orange) to create a warm mood in their own artwork.

**Attitude or Value:** The students learn to (or not to) appreciate the beauty of warm reds, yellows, and oranges.

**THE LESSON:**

**Motivation:** Look for warm colors in the classroom. Look at paintings using warm colors of the palette.

**Activity:** What will the students do? Create a scene that has a definite mood of feeling of warmth by using only warm colors of the spectrum.

**Critique:** How do you plan to give feedback to the students about the lesson? Comment frequently on the overall mood and beauty achieved with warm colors.

**Reference to Artistic Heritage:** Claude Debussy, George Braque, and Georgia O'Keefe

**Relevance to ordinary experience / environment:** The Sun

**Materials:** (Include reference books and pages; audio visuals; reproductions and supplies) Tempera paint, paint brushes, plastic wells, paper, color visuals.

**Correlated Activity:** Pure and neutral colors used exclusively in drawings.

**Notes to Teacher:** Ask for "warm" experiences and copy for future references.



**TEACHER:** Mary Jo Reeve  
**GRADE:** Middle School

**TITLE OF LESSON** (Main concept): COLOR - Opposites are Complementary

**STUDENT LEARNING OUTCOMES:**

**Knowledge:** The students learn that complementary colors are opposite colors on the color wheel and one enhances the other when side by side.

**Skill:** The students learn how to use complementary colors in foreground vs. background applications.

**Attitude or Value:** The students learn to (or not to) be sensitive to the enhancing qualities of complementary colors.

**THE LESSON:**

**Motivation:** Compare color paintings to show enhancing effects of complementary colors.

**Activity:** What will the students do? Paint a still life using opposite colors of foreground and background.

**Critique:** How do you plan to give feedback to the students about the lesson? Ask students to describe the color they have achieved through the use of complementary colors.

**Reference to Artistic Heritage:** Eakins; Dufy; Holbien

**Relevance to ordinary experience / environment:** Orange fall leaves against the blue sky.

**Materials:** (Include reference books and pages; audio visuals; reproductions and supplies) Paint, paint brushes, water cup, paint cup, color visuals.

**Correlated Activity:** Analogous colors

**Notes to Teacher:** Make sure to have more ideas about complementary colors. The student's have a harder time coming up with "complementary" ideas.

**TEACHER:** Mary Jo Reeve

**GRADE:** Middle School

**TITLE OF LESSON** (Main concept): Display Mural - The Jungle

**STUDENT LEARNING OUTCOMES:**

**Knowledge:** The students learn about Henri Rousseau through the imitation of his artwork.

**Skill:** The students learn how to work together to create a group project - a jungle mural.

**Attitude or Value:** The students learn to (or not to) be aware of their own contribution to a group project.

**THE LESSON:**

**Motivation:** Discuss what type of plants and animals belong in the jungle.

**Activity:** What will the students do? Using various materials the students will make plants and animals typically found in jungles. Assemble elements into a jungle mural.

**Critique:** How do you plan to give feedback to the students about the lesson? Hang mural and discuss compositions and how it relates to Rousseau's work.

**Reference to Artistic Heritage:** Henri Rousseau - The Jungle

**Relevance to ordinary experience / environment:** The Woods and Rain Forests, The Zoo

**Materials:** (Include reference books and pages; audio visuals; reproductions and supplies) Large sheets of blue and green tissue paper, crepe paper, construction paper, tape, glue, tempera paint, origami, invisible string, scissors, tacks.

**Correlated Activity:** Farm mural

**Notes to Teacher:** Don't forget the blue sky and green earth.

