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## Water-based Paint Projects

### 1. Overview

- a. Barbara Mason teaches students about color and color separation through innovative methods such as using a salad spinner! These lessons are not to be missed and will keep students and adults engaged for hours! Oh, and the lessons will encourage hand-eye coordination too.
- b. Grade level: Preschool-5<sup>th</sup> Grade
- c. Vocabulary
  - i. Water-Soluble
  - ii. Primary colors
  - iii. Reconstitute
  - iv. Color separation
  - v. Bleed out
- d. Art Medium
  - i. Coffee filters
  - ii. Poster paint
  - iii. Crayons
  - iv. Spray bottles
  - v. Salad spinner
  - vi. Combs
  - vii. Washable felt markers
  - viii. Watercolor paper
  - ix. Card stock
  - x. Paintbrushes
  - xi. Watercolors

xii. Container for water

xiii. Paper cup (for making circles with paint)

xiv. Scissors (to cut out circular watercolor paper or cardstock to rest in the bottom of the salad spinner)

## 2. Fun Facts

- a. The colors of the rainbow always go in the same order: red, orange, yellow, green, blue, indigo, and violet.
- b. The color red is the first color a baby sees. Research has found that infants as young as two weeks old are able to distinguish the color red. As their color vision develops, the number of colors they are able to see continues to grow until they see the full spectrum of colors by the age of about five months.
- c. There are three different types of colors: primary, secondary, and tertiary colors. The primary colors are red, yellow, and blue. The secondary colors are green, orange, and purple. And the tertiary colors are yellow-orange, red-orange, red-purple, blue-purple, blue-green, and yellow-green. These are the 12 colors that typically appear on a color wheel.
- d. Primary colors are known as basic colors because they cannot be created by mixing other hues. Since humans are trichromatic, the primary colors yellow, red, and blue are fundamental to human vision. Primary colors are the building blocks of all other colors.
- e. Secondary colors are created by the equal mixture of two primary colors. For example, yellow and red make orange, red and blue make purple, and blue and yellow make green. On a color wheel, the secondary colors are located between two primary colors.
- f. When you blend secondary and primary colors together, you get what is called a tertiary color, or intermediate color. On a color wheel, the tertiary colors are found between the primary and secondary colors. Yellow-orange, red-orange, red-purple, blue-purple, blue-green, and yellow-green are examples of tertiary colors.

## 3. Lesson Plan

- a. Elements of Art
  - i. Shape
  - ii. Value
  - iii. Space
  - iv. Color
  - v. Texture

- b. Principles of Art
  - i. Rhythm
  - ii. Balance
  - iii. Emphasis (contrast)
  - iv. Proportion
  - v. Gradation
  - vi. Harmony
  - vii. Variety
  - viii. Movement
- c. Visualization
  - i. How did colors change when they were mixed?
  - ii. What would happen to the primary colors if they were mixed too much?
- d. Goals and Objectives
  - i. Students will understand the concept of color separation and what happens when primary colors are combined.
  - ii. Students will see how applying texture to the paint changes the patterns.
  - iii. Students will improve hand-eye coordination as they work to fill in the circles with a variety of color using paints and brushes or crayons and felt markers.
- e. Students Critique Questions
  - i. What do you like about your art project?
  - ii. What do you like about your classmates' art projects?
  - iii. What happened to the primary colors when you moved a comb through them?
  - iv. What would you do differently when you do this project again?

#### 4. Standards Met

- a. To meet standards, students should be encouraged to watch the following videos:
  - i. Bill Nye the Science Guy-Light and Color
  - ii. <https://www.youtube.com/watch?v=g5BHxozBPuA>
  - iii. This Man Protects the World's Rarest Colors <https://www.youtube.com/watch?v=F8aVfqDKx1U>

iv. The Color Wheel, Basic Color Theory for Kids  
<https://www.youtube.com/watch?v=4jnvDCR41Pw>

COMPLIANCE WITH EDUCATIONAL STANDARDS (PER GRADE)

Pre K

VA.1.CR1.PK #1., & #2., VA.3.CR3.PK #1. & #2., VA.9.RE3.PK #1., VA.10.CO1.PK #1., VA.11.CO2.PK #1., & #2., VA:Cr1.1.Pka, VA:Cr1.2.PKa, VA:Cr2.2.PKa, VA:Cr3.1.PKa, VA:Re9.1.Pka, VA:Cn10.1.Pka

Kindergarten

VA.1.CR1.K #1., & #2., VA.2.CR2.K #1., VA.3.CRR3.K #1., & #2., VA.9.RE3.K#1.,VA.10.CO1.K #1., VA:Cr1.1.Ka, VA:Cr1.2.Ka, VA:Cr2.1.Ka, VA:Cr3.1.Ka, VA:Re9.1.Ka

1<sup>st</sup> Grade

VA.1.CR1.1 #1., #2., & #3., VA.2.CR2.1. #1., VA.3.CR3.1 #1. & #2., VA.6.PR3.1 #2., VA.9.RE3.1 #1., VA:Cr1.1.1a, VA:Cr1.2.1a, VA:Cr2.1.1a, VA:Cr3.1.1.a, VA:Re8.1.1a, VA:Re9.1.1a

2<sup>nd</sup> Grade

VA.1.CR1.2 #1., #2., & #3., VA.2.CR2.2 #1., #2., & #3., VA.3.CR3.2 #1., #2., & #3., VA.6.PR3.2. #2., VA.7.RE1.2 #2., VA.8.RE2.2 #1., VA.9.RE3.2 #1., VA.10.CO1.2 #2., VA:Cr1.1.2a, VA:Cr1.2.2a, VA:Cr2.1.2a, VA:Cr3.1.2a, VA:Re8.1.2a, VA:Re9.1.2a

3<sup>rd</sup> Grade

VA.1.CR1.3 #1., #2., & #3., VA.2.CR2.3 #1., & #2., VA.3.CR3.3 #2., & #3., VA.6.PR3.3. #2., VA.7.RE1.3. #2., VA.8.RE2.3 #1., & #2., VA.9.RE3.3 #1., VA:Cr1.1.3a, VA:Cr1.2.3a, VA:Cr2.1.3a, VA:Re.7.1.3a, VA:Re8.1.3a, VA:Re9.1.3a

4<sup>th</sup> Grade

VA.1.Cr1.4 #1., #2., & #3., VA.2.CR2.4 #1., VA.3.CR3.4 #1., #2., & #3., VA.6.PR3.4 #2., VA.7.RE1.4 #2., VA.8.RE2.4 #1., VA.9.RE3.4 #1., VA:Cr1.1.4a, VA:Cr1.2.4a, VA:Cr2.1.4a, VA:Cr3.1.4a, VA:Re.7.1.4a, VA:Re8.1.4a, VA:Re9.1.4a

5<sup>th</sup> Grade

VA.1.CR1.5 #1., #2., & #3., VA.2.CR2.5. #1., & #3., VA.3.CR3.5 #1., #2., & #3., VA.6.PR3.5 #2., VA.7.RE1.5 #1., VA.8.RE2.5 #1., VA.9.RE3.5 #1.