



# Creative Minds

By Cathy Weisman Topal

## For After-School Educators and Programs, Grades K-5

***Creative Minds*** is a K-5 **art-based curriculum** that introduces young people to the joy and wonder of viewing, wondering about, and creating art. This innovative, classroom-tested program capitalizes on children's natural curiosity and readiness to create.

*Creative Minds* includes step-by-step support for after-school educators to create an authentic context in which to engage young people in viewing and making art while fostering **inquiry**, developing **problem-solving** and **communication skills, teamwork**, and **creativity**. This program is uniquely designed to provide many **opportunities for sharing and celebrating students' work** with families, the school, and wider community.



## PREPARE

### Objectives

- As painters mix and add color to line prints, they will:
- use the primary colors to mix secondary colors.
- perceive subtle differences between and among colors.
- describe and name colors using their own vocabulary.
- use the scientific process of making a prediction, doing an experiment, and reflecting on their findings.
- revise their work and recognize negative spaces that can be filled with color.
- practice interpersonal, communication, and problem-solving skills.

### Materials

- Ryobi trays, coated paper plates, or mixing trays, 1 per student
- Easel paint brushes, not too thick, about 1/2" (1 cm), 1 per student (1 additional per student in reserve)
- Any previous line work. Group line prints from lesson 2. (See Teaching Tips.)

### Setup

- Cover tables with newspaper.
- Have previous line work available.
- Set out trays with only a dollop of yellow paint, 1 per student.



Demonstrate mixing colors in small areas to leave room for all the mixtures. Mix in small, circular areas.

### Vocabulary

English	Spanish
primary colors	colores primarios
yellow	amarillo
blue	azul
red	rojo
secondary colors	colores secundarios
green	verde
orange	anaranjado
purple	violeta
color wheel	rueda de color
palette	paleta
tint	matiz

(2nd century skills (see page viii))

Creativity/innovation

Critical thinking/problem solving

Communication/presentation

Massachusetts Standards: 2.1, 2.6, 5.3

(see pages 122–125 for a complete list)

## TEACH

### Engage

- 1 Explain that there are three colors that are very important. **Red, yellow, and blue are called the primary colors.** They are important because all other colors are created from those three colors. When artists placed the colors in a circle they found they could see and understand relationships between them.
- 2 Define and identify secondary colors: orange, green, and violet. Explain that the order of the colors, or pure hues, on the color wheel comes from the order of the colors in the rainbow. We are going to make some predictions about what will happen when we mix the primary colors into it."

### Explore

- 1 Demonstrate the painting directions. Pick up some of the yellow paint from your palette. Paint with yellow on your paper.
- 2 Demonstrate painting yellow in a second place. Emphasize that students should use each color in more than one place in their paintings. Point out how many times yellow is used in the Downe Burns painting.
- 3 Squeeze a dollop of red paint onto the palette. Tell students, "This is your pure red paint source. Do not mix other colors into it."

- 4 Demonstrate dipping the **very tip** of the brush into the red paint. Slow mixing a **tiny** amount of red paint into the dollop of yellow until you have a pure yellow-orange hue with no streaks. Paint the yellow-orange in more than one place.
- 5 Encourage young painters to control their mixing, as they will need space to mix more colors.
- 6 Look for each new mixture in the Downe Burns painting. Point out the many different hues of orange and other colors. Notice how the hues repeat.
- 7 Create a sense of wonder as you invite suggestions for naming a new hue.

- 8 Once students begin painting with pure yellow, add a small dollop of red to each palette. Encourage them to mix three oranges—yellow-orange, orange, and red-orange.
- 9 Paint pure red in more than one place.
- 10 Once students have painted with pure red, squeeze a **small** dollop of blue. Explain that blue is a stronger and darker color and can overpower other colors. Students need to keep this in mind when they are mixing three purples. (Don't demonstrate here; allow students to make their own discoveries.)

- 11 Have students paint pure blue in more than one place.
- 12 Repeat process. Make three different hues of orange.
- 13 Clean brush or pick a new brush.

### Create Part 1

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- 4 Have students paint pure blue in more than one place.
- 5 Repeat process. Make three different hues of orange.
- 6 Clean brush or pick a new brush.

- 7 Once students have mixed at least three oranges and three hues of purple, stop the class. Ask,

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### Part 2

- 1 Once students have mixed at least three oranges and three hues of purple, stop the class. Ask,

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### Variations/Extensions

- If a previous line work is not available, this lesson can be done on white paper. Be sure to remind students to repeat each mixed hue three times to create unity.



Demonstrate mixing colors in small areas to leave room for all the mixtures. Mix in small, circular areas.

- Begin with oil pastels. Use them to add color to the **small** areas. This is an especially good way to begin group work of adding color to large group explorations. Use the following **guidelines for painting a group mural**:

- Paint the paper spaces and let the line structure show through.
- When colors touch, try blending.
- Pay attention to the direction of the brushstrokes.

- After painting with one color for a while, switch colors, or leave the brush with the container and find a new color and brush.

- At the end of the lesson, let students predict what will happen when all colors on the palette are mixed. Compare browns.

- Add white to the palette and encourage students to mix tints of pink, peach, and light blue.

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### Teaching Tips

- Work with Art from Previous Lessons** Black line paintings or line prints make beautiful compositions when the spaces are filled in with mixed colors.

- Try It First** Trying this lesson beforehand helps you become comfortable with the mixing procedure and the amount of paint necessary.

- Sequence Colors** Sequencing the distribution of the primary colors helps students focus on the subtleties of each mixture.

- Use Squeeze Bottles** These make paint distribution quicker and less messy.

- Display a Palette** Save one palette to display along with the finished paintings. This helps others understand how these beautiful colors were created.

- Rinsing and Wiping** Review brush rinsing and wiping techniques (see Handbooks).

- Wash** You should not need water until you mix green in part 2. If you get too much red on the brush, wipe the brush on a paper towel and continue mixing.

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