**BPS Elementary Art Curriculum**

A Color of Our Own



**Art Standards:** 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.5.1, 4.5.2, 4.6.2
**Alignment Standards:** ND Science - 1.4.1, 1.4.2, Reading Standards – RI7

**Materials:** watercolors paint: Primary color
(red/blue, blue/yellow, red/yellow)
 1 large easel brush – water container
6x9” white paper, pencil, scissors
9x12” white paper (2 per student)
masking tape, black marker
**Class Book:** A Color of Our Own – Leo Lionni

**Grade:** 1st
**Time:** 1 -2 Sessions

 **Content Connections:**
**Language arts;** reading, predicting, bookmaking
**Science;** camouflage, habitats, adaptation
 **THEMES:** Nature

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| **Art Elements** | **Art Principles** |
| \_x Line | \_\_Pattern |
| \_x\_Shape/Form | \_\_Rhythm/movement |
| \_x\_Color  | \_\_Proportion/Scale |
| \_\_Value | \_\_Balance |
| \_\_Texture | \_\_Unity |
| \_\_Space/Perspective | \_\_Emphasis |

**Preparation:
1.** Read the big with your class “A Color of His Own”, Leo Lionni **2.** Gather all materials and develop a sample of the chameleon. **3.** Organize sets of primary colored watercolor paints: red & blue, red & yellow, yellow & blue.
**4.** Check out the book form your library “Color of His Own”. This book should also be available at the teacher learning center.

**Vocabulary:** illustrator, author, camouflage, chameleon, watercolor, print

**I Cans/ Objectives:**

**1.** I can illustrate my own chameleon based upon Leo Lionni’s book, “A Color of His Own”
**2.** I can consider how camouflage works and how to camouflage my chameleon.
3. I can create art in Leo Lionni’s style.
4. I can explore color mixing through watercolor painting.
5. I can discuss what a print is and make one.

**Lesson:
1. Read the big book “A Color of His Own”, by Author and Illustrator Leo Lionni.
A.** Ask students, “What is the job of an AUTHOR? And “What is the job of an ILLUSTRATOR?”
 **B.** Guide students through looking carefully at the chameleons in the book, then ask students to guess how the illustrations were made.
**C.**  Introduce the concept of CAMOUFLAGE as you go back through the pages. Ask students to think of other examples of natural or manmade CAMOUFLAGE.
**2. Show the sample class book with cut out chameleons in the back ‘pocket’.
A.** Explain that each student will be making a chameleon for a class book.
**B**. Demonstrate finding colored pages in which the chameleons can be CAMOUFLAGED.
**3. Make Chameleons**Students need: pencil – scissors - 6 x 9 white construction paper
large laminated chameleon to look at
**A.** Demonstrate drawing a chameleon in Leo Lionni’s style. It is helpful to give students these guidelines for sizing the chameleons. Show them the example. \*nose touches one side -\*tail touches the other side
\*four feet touch the bottom
**B.** Students draw chameleons with pencil, making guidelines for nose, tail and feet first.
**C.** Students cut out chameleon.
**D.** Using black, marker, student’s draw eyes and a mouth on chameleon.
\*Note: This drawing activity will differ per student. Students who finish can start cutting out their chameleons.
**4. Paint Background**
**A.** Ask students to look at their two colors. Mention that these are two of the primary colors, a special family of colors that can make all other colors. They are; red, blue and yellow. Have them watch for new colors as they mix they paint.
**B.** Demonstrate, then have students wet the paper with at least four brush- loads of water.
**C.** Carefully load the brush with lots of the lightest color (yellow) Paint should be thick, encourage the students to brush and brush in the paint o get lots of color loaded on.
**D.** Paint on the wet paper, leaving some white places for the next color.
**E.** Paint with the second color, letting them blend in some places. This is a fast process!

**Teacher Background Knowledge:**

**1. Read the big book “A Color of His Own”, by Author and Illustrator Leo Lionni.
A.** Ask students, “What is the job of an AUTHOR? And “What is the job of an ILLUSTRATOR?”
 **B.** Guide students through looking carefully at the chameleons in the book, then ask students to guess how the illustrations were made.
**C.**  Introduce the concept of CAMOUFLAGE as you go back through the pages. Ask students to think of other examples of natural or manmade CAMOUFLAGE.

**2.** **Knowledge of primary colors:**
Red, Yellow , and Blue

**Lesson description:** This lesson is based on the illustrations in the book “A Color of His Own”, by Leo Lionni. Students each produce a cut out chameleon in Lionni’s style and two pages of painted paper. They camouflage their chameleons in the painted paper. Both can be made into a class book or a bulletin board. Feel free to use other grade 1 district wide books.

 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *Assessment*

Lesson:
**5. Print Chameleons and Make a Chameleon ‘Sandwich’** Note: Demonstrate this process with the painting steps above, or your paper will be too dry to make a good transfer ‘print’ of color onto your chameleon. Watch students and remind them of steps as they go along at their own pace.
**A.** Put chameleon face down in wet paint
**B.** Cover with second paper to make a chameleon ‘sandwich’
**C.** Rub the ‘sandwich’ slowly and carefully with bottom of your fist, covering whole paper.
Let student ‘sandwiches’ sit and use a sponge to wipe the area around them up. Clean up.

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| **Thumbs Down** | **Don’t Know** | **Thumbs Up** | **Assessment Question** |
|  |  |  | Did you use your personal best during this lesson? |
|  |  |  | Did you actively listen and follow directions? |
|  |  |  | Did you use your creativity? (is it original?)  |
|  |  |  | Did you complete your project? |
|  |  |  | Did you incorporate the art media? |
|  |  |  | Does the artwork show the elements and/or principles discussed?  |
|  |  |  | Can you tell me what camouflage means? |
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