

CARLOW
UNIVERSITY Art Methods and Materials
Lesson Plan Components, Definitions, and Template:

Lesson Plan Title/Overview: Primary Colors with Mondrian

Grade Level/Course: 2nd Grade

Duration: 2 40-minute class periods

P.A. State Standards Addressed:

9.1.3.H Handle materials, equipment and tools safely at work and performance spaces

- Identify materials used.
- Identify issues of cleanliness related to the arts.

9.2.3.C. Relate works in the arts to varying styles and genre and to the periods in which they were created

9.4.3.D. Recognize that choices made by artists communicate ideas through works in the regarding subject matter and themes arts and humanities (e.g., artist's classical ballet of the American West in interpretation through the use of Agnes De Mille's Rodeo).

Overall Goal:

- Learn/review primary colors
- Practice drawing straight lines
- Introduce students to Mondrian

Objective(s):

- Students create their own version of Mondrian's compositions with red, yellow, and blue.
- Students be able to identify the primary colors

Resources/Materials and Teaching Aids:

12x12 White Paper

Pencil

Black Sharpies

Rulers

Red, white, and yellow tempera Paint

Paint brushes

Videos: [Mondrian](#)

Focus / Motivation/ Essential Question(s):How did Mondrian create using only primary colors?

Vocabulary:

Primary Colors

Mondrian

Composition

Procedure(s):

Day 1

Introduction: Video of Mondrian and Primary Colors

- [Mondrian](#)

Step 1: Students get White papers, write names on back.

Step 2: Show students how to use the ruler and pencil to create the black lines that will separate the colors. Explain that not every line has to go all the way across. The lines should be connecting to make rectangles. If lines go all the way across, use erasers to erase part of it. Have students do this on their own.

Step 3: Go over pencil lines with black sharpie.

Day 2:

1. Review Mondrian and primary colors
2. Have students come get paint, a small bit of each color for every table.
3. Demonstrate painting of various sections. Most of the painting will still be white, only a few should be painted. Encourage students to try their best to stay in the lines.
4. Clean up: Students take paintings to drying rack. Students take paints to where they got them, and brushes go to the sink. If time allows, have students clean their own brushes.

Closure/Comprehension Questions:

Have students begin to clean up each day?

Ask them what these colors(red, yellow, and blue) are called? (Primary)

Extensions:

Pre-laid out black lines for students with challenges

Evaluation and Assessment: this is how a teacher will assess or grade students on the lesson.

Assessments could be in the form of a rubric, test, artist statement etc.

Rubic

Students used rulers appropriately	Yes	No
Student tried to stay in lines with painting	Yes	No
Student was attentive to directions	Yes	No
Student followed the process of the project	Yes	No
Student was careful with supplies	Yes	No
Student was able to identify the primary colors	Yes	No

5-6 Yes = Outstanding 3-4 Yes = Satisfactory 0-2 Yes = Needs improvement