

Spring Flowers

Kindergarten

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OVERVIEW & PURPOSE

In this lesson, students will listen to the story *Planting a Rainbow* by Lois Elhert via YouTube. Using this as inspiration, students will work together to create a class "flower garden" with primary and secondary colors. In addition, students will incorporate patterns through line and shape variety.

EDUCATION STANDARDS

- 1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects
- 2.1 For color, explore and experiment with the use of color in dry and wet media. Identify primary and secondary colors
- 2.5 Explore use of patterns

OBJECTIVES

1. SWBAT identify primary and secondary colors.
2. SWBAT design patterns using line variety.
3. SWBAT use materials according to expectations.
4. SWBAT collage painted paper on their composition.
5. SWBAT discuss their artwork in relation to a story (*Lola Plants a Garden*).

MATERIALS NEEDED

1. watercolor pans (at least 12, students will share)
2. watercolor brushes
3. tall flat brushes
4. blue and yellow tempera paints
5. 12" x 18" white drawing paper (50 sheets)
6. 24" x 18" white paper, 10 sheets per class
7. two spray bottles filled with diluted blue liquid watercolor
8. regular and thin size Sharpie pens, multicolor
9. multicolor crayons
10. glue
11. scissors

VERIFICATION

Steps to check for student understanding

1. Can identify primary and secondary colors.
2. Creates a variety of lines.
3. Ability to have match colors on each petal (ie. red lines on red petal with red watercolor).
4. Can successfully collage painted paper on the composition.
5. Participates in discussion of a story in relation to their artmaking.

ACTIVITY

Describe activity that will reinforce the lesson

Day 1

- **Before class**, place flower tracers at each table and a "spray paint" station at the counter.
- **Play** *Lola Plants a Garden* by Anna McQuin on YouTube:
<https://youtu.be/f01WcOO8vbM>
- **Ask** students what they think about the story:
 - **Was Lola patient while her garden grew?**
 - **What would you plant in your own garden?**
- Today, we will start our spring flower, we will put them together as a display for a class garden call students over to the front table for a demonstration.
- Inform students that you will call them over by tables to "spray paint" (using diluted liquid watercolor) a white sheet of paper for the sky background of their flower.
- Teacher will:
 - Use tracer on 12" x 18" drawing paper.
 - Show students how to draw a circle in the middle.
 - Draw lines to form petals; there should be 6 total petals.
 - **Ask students what the primary and secondary colors are.**
 - Inform students that each petal will be a different primary and secondary color.
 - In each petal show students how to use one color Sharpie (regular and/or thin tipped, use both to show further variety) or crayon at a time to create different lines.
 - Ask students what different lines they can use.
 - **Emphasize using one color per petal, students should end up with one color each of the primary and/or secondary colors (red, blue, yellow, purple, orange, green).**
- Dismiss students by tables to retrieve 2 pieces of white drawing paper. **Make sure they write their names on both.**
- As students settle in, call up tables to the "spray paint" station at the blue counter—have each student bring **one of their white drawing papers**. Double check they have names on their paper. Have 2 spray bottles ready; students will take turns spritzing on their white paper until most of their paper is covered (you

want some what to show through). Continue until all students have painted their backgrounds.

- Students at their seats should continue adding lines to each petal.
- Follow Routines for Dismissal.

Day 2

- **Before class**, set up a green painting station (have blue and yellow paints on palette, students will practice mixing in groups) and watercolor pans at each table.
- **Review** last week's flower drawing.
- Play *The Lines Song* on YouTube:
<https://www.youtube.com/watch?v=DQEVllmeWH4>
- Ask students to identify the lines they saw. Compare with the lines they made.
- **Teacher Demo:**
 - Show students how to layer corresponding watercolor color to the color lines.
- Students will also be called up by tables to paint green paper for the collaging portion next class. Students will paint on a large 24" x 18" paper (they will be sharing portions; teacher will cut the dried paper into smaller portions by next class)
- Follow Routines for dismissal.

Day 3

- **Before class**, set stem and leaf tracers at each table.
- Today students will be assembling their flowers. Students should each have their painted flowers and backgrounds.
- **Teacher demo:**
 - use stem and leaf tracers on painted green paper; cut out and set aside.
 - Cut out flower from last week.
 - Assemble pieces with glue onto blue spray-painted background paper (the sky).
 - Show students options for the circle/middle part of flower; students may use pom poms or foam shapes to fill in the center. **emphasize NOT covering up the petals.**
- **Call students up by tables to retrieve a piece of painted green paper** before returning to their seats.
- Rest of class will be spent assembling flowers.
- Follow Routines for dismissal.

