

A COLORFUL RAINFOREST

Performance Standard Vi25A26A26B.C (visual arts)

Create a 12"x18" tempera painting of a tropical bird accordingly:

- *Knowledge:* Fill all the space. Place the bird on the paper so it is the most important thing in the composition. Use color to emphasize all the important features of the bird.
- *Process:* Apply tempera paints neatly on the whole painting. Make all the primary and secondary colors identifiable. Follow all directions for taking care of tools and materials and cleaning up.
- *Creative Expression:* Use key aspects of the research on birds and their environments to create the drawing. Capture all distinguishing characteristics using all elements (color, shape and pattern). Place the bird in an accurate environment with necessary details.

Procedures

1. *In order to understand the sensory elements, organizational principles, and expressive qualities of the arts (25A), understand processes, traditional tools, and modern technologies used in the arts (26A), and apply skills and knowledge necessary to create and perform in one or more of the arts (26B)*, students should experience sufficient learning opportunities to develop the following:
 - Identify primary and secondary colors in an artwork.
 - Demonstrate the safe and responsible use of materials and tools when creating 2-D and 3-D work.
 - Select and use a variety of materials, media, and tools to create a composition containing subject matter.
 - Create a composition expressing a personal idea from observation, research, or imagination.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work. In preparation for this assessment, have students research the rainforest, tropical birds and the environments where they live. Have students discuss and describe how one bird is different from another. Have them identify the various characteristics of the birds, their colors, shapes and patterns. Students should complete practice sketches of birds adding the important details. Review the primary and secondary colors and how to fill the space to create a center of interest. Demonstrate how color can be used to create a center of attention. Instruct students in the use of tempera paint: in mixing secondary colors, keeping colors pure, and clean up procedures. Students may use any books, pictures, or sketches they prepared while researching.
3. Distribute 12"x18" white paper and drawing pencils, erasers and tempera paint, brushes, mixing trays, water containers and paper towels. Ask each student to draw in pencil a tropical bird, placing it in the landscape where it lives. The final work should fill the piece of paper. The bird should be recognizable because of its color, shape and pattern. The bird should be the most important thing in the composition because of its size, color and position. The bird should be painted in its environment.
 - The artwork should be executed in tempera paint. Color should be used to create focus in the composition. The color should be applied evenly so the primary and secondary colors can be identified. Color areas should not be mixed together. Color choices should include primary (red, blue, and yellow) and secondary colors (red/yellow = orange, blue/green = turquoise, blue/yellow = green, red/blue = purple).
4. Have each student explain how color was used in his/her drawing to create interest and attention.
5. Evaluate each student's work using the "Colorful Rainforest Rubric" as follows:
 - *Knowledge:* Spatial arrangement, emphasis of subject and use of primary and secondary color scheme.
 - *Process:* Application of tempera paint, identifiable color, appropriate use and care of tools and materials.
 - *Creative Expression:* The development of subject matter was thorough and accurate and shows strong evidence of thinking and planning.

Examples of Student Work not available

Resources

- Research materials
- White paper 12"x18"
- Drawing pencils and erasers
- Tempera paint, brushes, mixing trays
- Colorful Rainforest Rubric

Time Requirements

- Two class periods

Source: Adapted from a lesson by Joyce Bricker

A COLORFUL RAINFOREST

NAME _____ DATE _____

- Exceeds = 11 - 12 total points
 Meets = 9 - 10 total points

- Approaches = 6 - 8 total points
 Begins = 1 - 5 total points

	Spatial Arrangement	Color Schemes	Handling of Materials
4	<ul style="list-style-type: none"> Placed the bird on the paper so it is the most important thing in the composition. Filled all the space. 	<ul style="list-style-type: none"> Used all the primary and secondary colors. Used color to emphasize all the important features of the bird. 	<ul style="list-style-type: none"> Applied tempera paints neatly on the whole painting. All primary and secondary colors can be identified. Followed all directions for taking care of tools and materials and cleaning up.
3	<ul style="list-style-type: none"> Placed the bird on the paper so it is important. Filled most of the space but the bird and the environment are of equal importance. 	<ul style="list-style-type: none"> Used most of the primary and secondary colors. Used color to emphasize most of the important features of the bird. 	<ul style="list-style-type: none"> Applied tempera paints neatly on most of the painting. Most of the primary and secondary colors can be identified. Followed most of the directions for taking care of tools and materials and cleaning up.
2	<ul style="list-style-type: none"> Placed the bird so it is somewhat important. Filled some of the space with the bird and the environment. 	<ul style="list-style-type: none"> Used some of the primary and secondary colors. Used color to emphasize some of the important features of the bird. 	<ul style="list-style-type: none"> Applied tempera paints neatly on some of the painting. Some primary and secondary colors in the painting can be identified. Followed some directions for taking care of tools and materials and cleaning up.
1	<ul style="list-style-type: none"> Placed the bird so it is not important. Filled hardly any of the space with the bird and the environment, or, one or the other. 	<ul style="list-style-type: none"> Seldom used the primary and secondary colors. Seldom used the color to emphasize a few of the important features of the bird. 	<ul style="list-style-type: none"> Applied tempera paints carelessly most of the time. Seldom can the primary and secondary colors be identified. Seldom followed the directions for taking care of tools and materials and cleaning up.
Score			

- Exceeds = 4 total points
 Meets = 3 total points
 Approaches = 2 total points
 Begins = 1 total point

CREATIVE EXPRESSION	
Development of Subject Matter (thinking & planning)	
4	<ul style="list-style-type: none"> Used key aspects of the research. Captured all distinguishing characteristics using all the elements, (color, shape and pattern). Placed the bird in an accurate environment with necessary details.
3	<ul style="list-style-type: none"> Used most of the key aspects of the research. Captured most of the distinguishing characteristics using most of the elements, (color, shape and pattern). Placed the bird in an appropriate environment with some details
2	<ul style="list-style-type: none"> Used some of the aspects of the research. Captured some distinguishing characteristics using most of the elements, (color, shape and pattern). Placed the bird in a nondescript environment.
1	<ul style="list-style-type: none"> Used a few of the aspects of the research. Captured a few distinguishing characteristics using most of the elements, (color, shape and pattern). Placed the bird on the paper but did not create an environment.
Score	