

The Mixed Media Masterpiece: A Week of Creative Discovery

Subject: Visual Arts | **Grade Level:** 4th Grade (Ages 9-11) | **Duration:** 30 Minutes per Day (5 Days)

Weekly Learning Objectives

- Identify and mix primary and secondary colors.
- Understand and demonstrate "value" by creating tints and shades.
- Differentiate between physical and visual texture.
- Apply composition skills to create a cohesive mixed-media artwork.
- Reflect on personal artistic choices through a final presentation.

Day 1: The Magic of Color Mixing

Materials: Red, yellow, and blue acrylic or tempera paint; 1 sheet of thick white paper; paintbrushes; water cup; paper plate (palette); paper towels.

The Lesson

- **The Hook (5 min):** "Imagine you only have three tubes of paint left in the world: Red, Yellow, and Blue. Does that mean you can never paint a purple grape or an orange sunset again? Not at all! Today, we unlock the secret code of the Color Wheel."
- **Instruction - I Do (5 min):** Demonstrate how a tiny bit of red mixed with yellow creates orange. Explain that Red, Yellow, and Blue are the "boss" colors (Primary) because they can't be made by mixing others.
- **Guided Practice - We Do (5 min):** Together, identify the three secondary colors (Orange, Green, Purple). Predict what happens if we add more of one color than the other.
- **Independent Practice - You Do (15 min): Project: The Color Wheel Flower.** Draw a flower with six large petals. Use only primary colors to paint three petals, then mix your own secondary colors to paint the petals in between.

Success Criteria: Ann can name the three primary colors and successfully mix at least two secondary colors.

Day 2: Tints, Shades, and Value Mountains

Materials: One color of paint (e.g., Blue), white paint, black paint, 1 sheet of paper, brushes, palette.

The Lesson

- **The Hook (5 min):** "Why does a photo look 3D while a drawing sometimes looks flat? It's all about 'Value'—how light or dark a color is. Today, we turn one color into an entire family of colors."

- **Instruction - I Do (5 min):** Show how adding white creates a "Tint" (light/airy) and adding black creates a "Shade" (dark/moody).
- **Guided Practice - We Do (5 min):** Create a 'Value Scale' on the corner of the paper: five boxes ranging from the lightest tint to the darkest shade.
- **Independent Practice - You Do (15 min): Project: Monochromatic Mountains.** Paint a landscape of overlapping mountain ranges. The farthest mountains should be the lightest tint, and each layer coming forward should get darker, ending with the darkest shade in the foreground.

Success Criteria: Ann can explain the difference between a tint and a shade and show at least four different values in her painting.

Day 3: Texture Hunt & Tactile Art

Materials: Crayons (wrapper removed), 3 sheets of thin paper, glue, 1 sheet of heavy cardboard or cardstock, "found" items (dried pasta, string, buttons, or leaves).

The Lesson

- **The Hook (5 min):** "Close your eyes and touch your sleeve. Now touch the table. They feel different, right? In art, we have 'Physical Texture' (what we feel) and 'Visual Texture' (what we see). Today, we use both!"
- **Instruction - I Do (5 min):** Demonstrate a "texture rubbing." Place a piece of paper over a bumpy surface and rub the side of a crayon over it to reveal the hidden pattern.
- **Guided Practice - We Do (5 min):** Go on a 3-minute "Texture Hunt" around the room. Find one smooth, one rough, and one ribbed surface to rub.
- **Independent Practice - You Do (15 min): Project: The Texture Turtle.** Draw a large turtle shell. Glue your "found items" (pasta/string) onto the shell for physical texture. Then, cut out your texture rubbings and glue them onto the turtle's legs and head for visual texture.

Success Criteria: Ann can identify one physical texture and one visual texture in her work.

Day 4: Composition & Collage Stories

Materials: Old magazines or newspapers, scissors, glue stick, 1 sheet of paper, a black marker.

The Lesson

- **The Hook (5 min):** "Composition is just a fancy word for 'where things go.' If you put everything in one tiny corner, your art looks lonely! Today, we're going to fill the space to tell a story."
 - **Instruction - I Do (5 min):** Explain the "Rule of Thirds" simply: don't put your main character right in the dead center; move it slightly to the left or right to make it more interesting to the eye.
 - **Guided Practice - We Do (5 min):** Look at a magazine page together. Point out the "Focal Point" (the first thing you notice).
 - **Independent Practice - You Do (15 min): Project: Silhouette World.** Cut out 5-7 interesting shapes or images from a magazine. Before gluing, move them around the paper to find the best "composition." Once happy, glue them down and use the black marker to draw silhouettes or patterns that connect the images into a scene.
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Success Criteria: Ann can explain why she chose to place her main image in a specific spot on the page.

Day 5: The Grand Mixed Media Finale

Materials: All previous projects for reference, 1 fresh canvas or thick cardstock, all materials from the week (paint, scraps, glue, markers, found items).

The Lesson

- **The Hook (5 min):** "You are now a Master of Color, Value, Texture, and Composition. Today, you are the boss. You will combine everything you've learned into one final Masterpiece."
- **Instruction - I Do (2 min):** Briefly recap: Mix your colors, use tints and shades for depth, add physical items for texture, and plan your layout.
- **Guided Practice - We Do (3 min):** Brainstorm a theme. (Suggestions: A Space Jungle, An Underwater City, or A Dream Garden).
- **Independent Practice - You Do (20 min): Project: The All-In-One Canvas.** Create a piece that uses at least three colors mixed by you, at least one area of value (tint/shade), and at least two types of texture.

Closure/Assessment: Have Ann give a "Gallery Talk." Ask: "Which part of this was the hardest to make?" and "What is your favorite texture on this page?"

Differentiation & Adaptations

- **For More Challenge:** On Day 2, try to create a "gradient" where the colors blend smoothly rather than in blocks. On Day 4, try "forced perspective" (making things smaller to look far away).
- **For Support:** Provide pre-cut shapes for the collage on Day 4. On Day 1, provide a "cheat sheet" showing which primary colors mix to make secondary ones.
- **Universal Context:** This can be done at a kitchen table (homeschool) or a desk (classroom). If paint is unavailable, use colored pencils and press harder/softer for "value."

Assessment Methods

- **Formative:** Quick checks during "We Do" sections to ensure Ann understands the concept before starting the project.
- **Summative:** The Day 5 Masterpiece, evaluated against the "Success Criteria" (Color mixing, Value use, Texture, and Composition).