

Tessa Sutton

Title: Collaborative Art Games

Level or Course: Elementary, 4th grade

Time Needed: 4, 55 minute classes

Over all Goals: Description & Purpose. Include:

- **Big Ideas:** Collaboration, Imagination, Play, Observation
- Students play four collaborative art games (task box, color mixing, musical chairs and art observation game) in order to team build, brainstorm and set goals, and work together in competition with other teams. They use given criteria in each game to judge the accuracy of their work and include Elements of Art such as space, unity and tertiary color.
- Students learn tertiary color mixing, translating descriptions of artwork into visual form, making artwork as a team and imaginative drawing and painting outside their comfort zones using chance.

NAEA Standards:

Creating: **Anchor standard:** Generate and conceptualize artistic ideas and work. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers, VA:Cr1.2.4a.

Brainstorm multiple approaches to a creative art or design problem and utilize the best approach in an original work of art, VA:Cr1.1.4a.

Responding: **Anchor standard:** Apply criteria to evaluate artistic work. Apply one set of criteria to evaluate more than one work of art, VA:Re9.1.4a.

Elements of Art: space, unity, tertiary colors

Objectives:

1. TLW play four collaborative art games, task box, color mixing, musical chairs painting and the observation game in a team, using multiple approaches and incorporating space, unity and tertiary colors, VA:Cr1.2.4a, VA:Cr1.1.4a.
 2. TLW judge the accuracy of the team color card against their own, use space and unity in their task box and painting game and compare how their observation game drawing is similar to the image given by the teacher, VA:Re9.1.4a.
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Visuals: Oliver Herring's *Task Box*, Raoul de Keyser, Nick Cave, Yayoi Kusama, T.C. Cannon

Vocabulary: space, unity, tertiary colors, task box, observation, collaboration

Materials:

Color mixing game: colors card all the same color (made by teacher), color mixing game card for each student, paper plates for color mixing, brushes, water cups, paper towels, color game card, tempera or acrylic paint in paint trays.

Task Box: small box with lid for task sheets, paper for each student (half sheets or smaller), pencils, pens, markers, watercolor pencils, watercolor trays, water cups, brushes, paper towels.

Musical chairs painting game: watercolor paints, brushes, water cups, paper towels, a watercolor paper at each student's seat. Observation game: 5 different color images of any artwork of teacher's choosing printed enough for each team to have one, paper for each student, colored pencils, watercolors, brushes, water cups, paper towels, markers.

TEACHING PROCEDURE PLAN

DAY 1

A. Launch: Students come to carpet and get class points. (5 min.)

B. Instruction or Demonstration with Problem: Teacher explains rules of color mixing game (shown on slides). Teacher passes out color cards to students at seats as a team. Teacher chooses helpers to pass out paint, water cups and brushes (7 min.)

C. Create: Teammates try to mix the color on the card and each team chooses its best example for each. Team who has the best example wins a point and candy. At the end of all the colors, team with most points wins additional candy. (33 min.)

D. Closure: Students return to carpet. Teacher asks for helpers to return materials to proper places. Students line according to homeroom teacher's parameters (10 min.)

DAY 2

A. Launch: Students come to carpet and get class points. (5 min.)

B. Instruction or Demonstration with Problem: Teacher explains musical chairs painting game with slides. They start with a paper at their seat and paint until the music starts. Then they choose another seat. After X number of changes, teacher asks they return to their seat and resolve their painting using the Element of Art--unity. Teacher chooses helpers to pass out materials and they return to seats. (7 min.)

C. Create: Students play game. (32 min.)

D. Closure: Quick gallery walk and students return to carpet. Teacher asks for helpers to return materials to proper places. Students line according to homeroom teacher's parameters (8 min.)

DAY 3

A. Launch: Students come to carpet and get class points. Teacher shows video on Oliver Herring's *Task Box* and explains how to create instructions that incorporate space and unity in their ideas given to other students. Teacher chooses helpers to pass out pencils and paper and they return to seats. (7 min.)

B. Instruction or Demonstration with Problem: Students write a task on a small paper such as "draw an imaginary place with a lot of space" and place in task box. When everyone has placed slip in box, each student draws one and creates their interpretation of it. When finished, they place another task they made up in the box and begin again. (7 min.)

C. Create: Students choose task from box and create a drawing or painting based on paper. Once finished, they add another task to the box and begin again. Three tasks completed wins a candy. (30 min.)

D. Closure: Quick gallery walk and students return to carpet. Teacher asks for helpers to return materials to proper places. Students line according to homeroom teacher's parameters (8 min.)

DAY 4

A. Launch: Students come to carpet and get class points. (5 min.)

B. Instruction or Demonstration with Problem: Teacher explains how to play art observation game which is one student on the team takes a turn holding a color image of an artwork turned so the other students can't see it. This student describes the art to their peers. Students draw or paint their interpretation of it on a group paper. Best one is chosen from all teams and win candy. Play progresses around 4 more times or until everyone gets a turn or time runs out. (5 min.)

C. Create: Students play game. (37 min.)

D. Closure: Quick gallery walk and students return to carpet. Teacher asks for helpers to return materials to proper places. Students line according to homeroom teacher's parameters (8 min.)

Questions to ask students to engage them in a discussion of their art.

Did you play and create something outside what you normally would do working alone? Did you work cooperatively with your team mates to play the games?

E. Rubric/Assessments/Evaluation/Feedback: (Be sure these align with your objectives);

Formative: Informal--Teacher will circulate and listen as students are working and observe to check for understanding as they create. Students or teachers can answer their questions. During gallery walk, teacher listens and questions students as they walk around.

Summative: Students receive a 2 (approaching proficient) for including the Elements of Art (space and unity) and tertiary color. They get a 3 for completing the 4 tasks (unless absent) and discussing in closure chats about how they worked together as a team and what could be improved.

F. Accommodations, Enrichments & Extensions

- **Students who may have difficulty with this lesson:** Students may not understand how to mix colors matching the cards. Teacher can demonstrate tertiary colors. Some special education students might need more time. ELL students might need others who speak their language to explain it to them. Team members can assist.
- **Advanced Learners:** Can assist other students on their teams.
- **Students who finish early:** Team driven, so not applicable.

G. References:

<https://theartofeducation.edu/2018/07/17/the-best-color-mixing-game-to-play-with-your-students/>
<https://theartofeducation.edu/2019/02/11/5-activities-to-open-your-middle-schoolers-creative-brain/>
<https://www.youtube.com/watch?v=TIEYbZhuco8>
<http://www.wiu.edu/users/sew100/itt351Project/Color3rd.html>