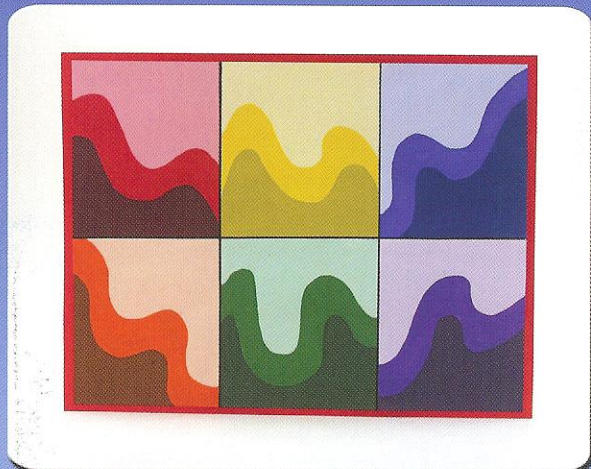


"Tints and Shades Squares"



National Standards

- Enhance communication of experiences and ideas through the qualities and characteristics of art media, techniques and processes. (NA-VA.5-8.1)
- Employ organizational structures in the communication of ideas. (NA-VA.5-8.2)

Objectives

Students learn:

- Primary & secondary color mixing - review
- Tints and shades color mixing
- Names of tints and shades of primary and secondary colors
- Painting techniques
- Hand-eye coordination
- Fine motor skills

Time Frame

Day 1

30 min.

Time Frame

Day 2

60 min.

Materials

Dixon® Prang® Materials

- Classic Tempera Paint: Red, Blue, Yellow, Violet, Green, Orange, Black and White
- Paint Brushes
- Dixon® Pencils

Other Materials

- 8 1/2" x 11" white drawing paper
- 9" x 12" construction paper, assorted colors
- Copier paper
- Ruler
- Glue sticks
- Containers for paint
- Foam or coated paper plates
- Paper towels
- Paint shirts or aprons
- Access to sink

WHY use Prang® Classic Tempera Paint?

This premium quality paint is consistently creamy and opaque allowing for single stroke application. Also the relationship among the colors is correct for mixing and matching, making it ideal for use in schools, studios and commercial art departments.

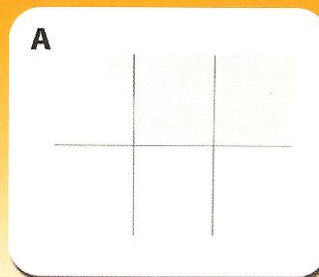
Teacher Preparation

- On copier paper, divide paper into six squares and trace over lines with black marker.

See Photo A

- Photocopy sheet onto white drawing paper, one per student.
- Make sample.
- Place paint and water containers on tables.

A



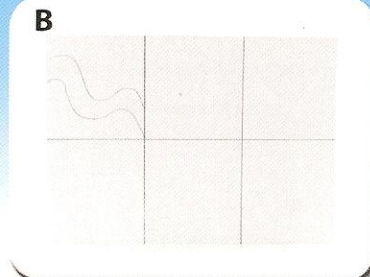
Directions

Review with students color theory - primary colors mixing to make secondary colors. Define a tint as a color mixed with white. Define a shade as a color mixed with black.

1. Demonstrate on board and have students use pencils to draw an irregular line in one of the squares. Have students draw another line, equal distance to the first line.

See Photo B

B



Professor Prang



TM

2. Instruct students to repeat by drawing similar double lines in each of the other five squares.

See Photo C

3. Instruct students to paint the primary colors, red, yellow, blue; and the secondary colors, orange, green and violet inside each set of double lines. Set aside to dry. (To reinforce categorizing primary and secondary colors, you may decide to direct students to position primary colors on the top row and secondary colors on the bottom row.)

See Photo D

Next Session...

4. Pour two quarter-size circles of primary color paint onto a plate. Also put a nickel size circle of black and white paint onto the plate. Show how to take white on the brush and mix it with a small amount of the primary color. Add white to get the desired shade as needed.

See Photo E

5. Show how to take a **very** small amount of black on the brush and mix it with a medium amount of the primary color. Add just a little black at a time to get the desired shade.

See Photo F

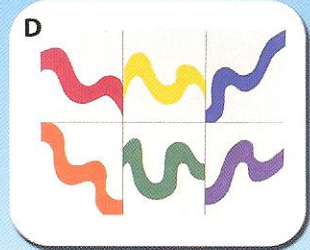
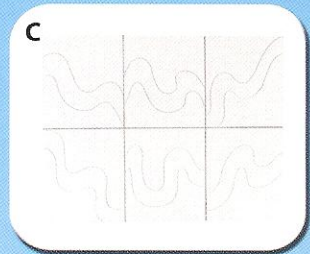
6. Instruct students to mix their tint and shade as demonstrated and to paint the top of the color section the tint and the bottom of the color section the shade.

See Finished Photo

7. Encourage students to continue mixing tints and shades to complete their entire sheet. Explain the names of the colors while they're painting and write on the board.

Red, Pink, Maroon	Orange, Peach, Brown
Yellow, Light Yellow, Avacado	Green, Mint, Forest
Blue, Light Blue, Navy Blue	Violet, Lavender, Plum

8. Have students mount their sheets on their choice of colored construction paper. If desired, students can write the color names all around the border, even adding a "P", "S", "T", or "Shade" to identify primary, secondary, tint and shade.



Modifications

- Do tints and shades of primary colors only.
- Demonstrate mixing the paints with the students watching. Then distribute paint in individual containers.
- Create perspective blocks instead, making the main block the primary or secondary color. Then shade one side and tint the top.
- Have students mix two or three tints and two or three shades of each color striving for an evenness in value for each color.

Additional Ideas

- Have students cut apart design areas and re-mount on multi-colored paper.
- Use individual squares for small notebook or booklet covers.
- Expand the lesson to include tertiary colors by making six more squares and mixing their tints and shades.
- Assemble squares into a classroom reference chart and laminate.

Safety Tips

- Simply use soap and water to wash hands and clothes.

References

- *Art Through The Ages* by Fred S. Kleiner, Christin J. Mamiya
- *History Of Modern Art* by H.H. Arnason, Peter R. Kalb
- *Elements Of Color* by Johannes Itten, Faber Birren
- *Color Choices - Making Color Sense Out of Color Theory* by Stephen Quiller

Attention Teachers

If you have a great lesson plan, submit it to Dixon® for publication consideration. If chosen, you'll receive \$50 in Prang® Products! Send us your best! Mail to address at right. Please include: Dept. Professor Prang®! Thanks!

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