



**Fairbanks North Star Borough School District  
Art Center Art Activity Kit©**

# Color Critters

**GRADE: K**      **TIME: One hour**

Developed by John Lentine, Art Specialist



## KIT INCLUDES:

- lesson plan
- vocabulary board
- White Rabbit's Color Book by Alan Baker
- process board (5 panel)
- color wheel board

## MATERIALS:

- construction paper:  
--12 x18" black  
--9 x12" orange  
--white small pieces/scraps
- oil pastels (primary colors & white)
- scissors and glue

## LESSON DESCRIPTION:

Students will listen to the story White Rabbit's Color Book in which White Rabbit jumps through primary color paints and turns brown. After some practice in mixing primary colored oil pastels in many combinations and discovering new colors, they will create a colorful critter from their practice sheet.

## VOCABULARY:

- primary
- secondary
- pattern
- blend
- oval

## ART ELEMENTS:

- ☒ Line
- ☒ Shape/Form
- ☒ Color
- ☐ Value
- ☐ Texture
- ☐ Space/Perspective

## ART PRINCIPLES:

- ☐ Pattern
- ☐ Rhythm/movement
- ☐ Proportion/Scale
- ☐ Balance
- ☒ Unity
- ☐ Emphasis

## CONTENT CONNECTIONS:

Science: Mixing color  
Math: equations i.e.  $R+Y=O$ ,  
 $B+Y=G$ ,  $R+B=P$ ,  $R+B+Y=Br$

## THEMES:

Color in Our World

## OBJECTIVES AND ASSESSMENT CRITERIA: Kindergarteners will:

1. mix the primary colors in pairs to make the secondary colors.
2. mix all three primary colors together to make brown.
3. create a colorful creature using their imagination.
4. use art materials safely and clean up appropriately.

## PREPARE

Before teaching this class, cut out some 2" squares of white construction paper. Each student will need these for his or her creature's eyes. From these squares, the students will cut eyes in whatever shape they like. They may use any number of eyes for their creature so make a lot. You can even use scraps of paper for this.

## ENGAGE AND EXPLORE:

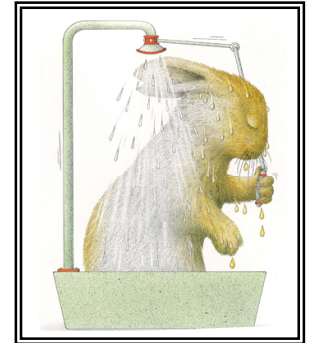
1. Gather the children together and ask a question such as, “Have you ever discovered something really amazing by accident?... In this story, White Rabbit stumbles into a very colorful discovery with paint! Let’s listen to White Rabbit’s Color Book by Alan Baker.” Point out that Alan Baker also drew and painted the pictures which means he is the author and the illustrator.

2. As you read the story you will find places where the rabbit takes a shower to wash off the paint he gets all over himself. At these points, lead the children in *singing* the following song to the tune of “Here We Go Round the Mulberry Bush” using the appropriate colors.

For example, when White Rabbit is washing off ORANGE, *sing*:

*Orange comes from yellow and red, yellow and red, yellow and red.*

*Orange comes from yellow and red. YELLOW AND RED MAKE ORANGE.*



When White Rabbit is washing off GREEN, *sing*:

*Green comes from yellow and blue, yellow and blue, yellow and blue.*

*Green comes from yellow and blue. YELLOW AND BLUE MAKE GREEN.*

When White Rabbit is washing off PURPLE, *sing*:

*Purple comes from red and blue, red and blue, red and blue.*

*Purple comes from red and blue. RED AND BLUE MAKE PURPLE.*

Try this one too. When White Rabbit turns brown SING this song to the tune of TWINKLE TWINKLE:

*Mix your colors all around.*

*Mix too much and you’ll get BROWN!*

3. After you finish reading the story, say: “Now let’s have some fun mixing colors like White Rabbit did and create a colorful creature of our own!”

4. Send the children to their tables or desks. Work in groups of 4 so that common materials can be used easily. Adapt this to your own arrangement of tables in whatever way works best for your group.

## CREATE:

1. Pass out or place on the tables in the middle of the groups the following items:

9x12” orange construction paper

scissors

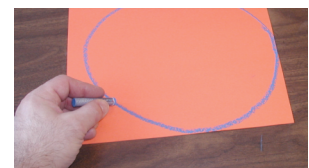
glue

white construction paper—small pieces

oil pastels--red, blue, yellow and white

2. Give the following instructions:

a. We want to make large ovals today so choose a primary color and try to touch your pastel on three sides of your paper as you draw a large oval shape.



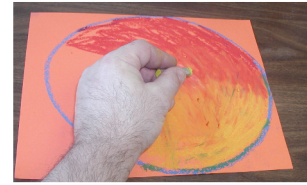
b. Fill in a large part of this shape with red scribbling. Scribble right up to the edges.

c. Fill in a large part of the left over space in the shape with yellow scribbling. Leaving some space for blue, let the yellow overlap some of the red. What happens?

d. Now scribble the remainder of the space in the shape with blue. Cross over some red and some yellow as well. In one area try to mix all three colors.

e. What happens as you mix colors? Discuss this with your group.

f. Use some white on top of the red and blue mixing areas. The purple will look more purple. Did anyone see brown yet? Look where you mixed all three colors. Make sure the oval is completely filled and there are no “peek-a-boos” or spaces with the orange paper showing through the oil pastels.



3. Walk around and make sure the students are finding the correct results. Nudge them a bit if needed. They get pretty excited when they see the new colors appear.

4. Show the children *proper cutting techniques*:

Hold the scissors pointing straight ahead, turn the paper, not the scissors, as you cut. Cut out the oval shape.

5. Glue the large oval on to the 12x18” black paper, leaving room for heads and feet.

6. Pass out small pieces of white paper to cut out the eyes. Students can have as many eyes as they wish and can place them on their creature as they choose.

7. Use the oil pastels to draw legs, feet, arms, hands, head or whatever characteristics their creature has.

*Be sure that each part has at least two colors! For example, the head could be made of blue and yellow mixed together.*

8. Have fun! Display and discuss critters:

--What is your creature's name?

--Where does it live?

--What does it eat?

9. Close by singing the songs again.

Hang the artwork and enjoy.



Write name  
in pencil.

**CLOSE:**Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Did you get purple by mixing red and blue? (K)
			2. Did you get orange by mixing red and yellow? (K)
			3. Did you get green by mixing yellow and blue? (K)
			4. Did you get brown when you mixed red, yellow and blue? (K)
			5. Did you add a touch of imagination to your work today? (E)
			6. Did you actively listen and follow directions? (A)
			7. Did you do your best during this lesson? (A)

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

**ALIGNMENT:****Alignment of Standards:**

Art: A1,3,4. C3,4,5. D1,4.  
Science: D. Math A (equations).

**CREDITS:**

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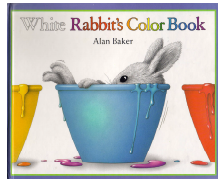




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*COLORS! Sing these songs to the tune of "Here We Go Round the Mulberry Bush"*  
*ORANGE comes from yellow and red,*  
*yellow and red, yellow and red.*  
*Orange comes from yellow and red.*  
*YELLOW AND RED MAKE ORANGE.*



*GREEN comes from yellow and blue,*  
*yellow and blue, yellow and blue.*  
*Green comes from yellow and blue.*  
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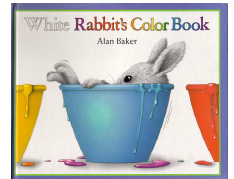


Sing it to Twinkle Twinkle  
Mix your colors all around. Mix too much and you get brown.

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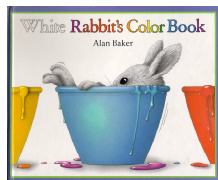


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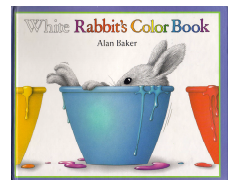


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