



**CLASS**  
Community Liaison for  
Art in Stanislaus Schools

**Central California  
Art Association**

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**Required Materials:**

heavy paper 9x12" or  
6x9"  
tempera paint (red/  
yellow/blue)  
deep aluminum pans  
marble for each student  
paper towels

**Resources:**

"Action Jackson" picture  
book

**Vocabulary:**

primary color  
secondary color

**Prior Knowledge:**

red  
blue  
yellow  
orange  
green  
purple (violet)

**Unit: Elements of Art**

**Lesson Title: Action Painting with Primary Colors**

**Learning Goal:** Students will understand how and be able to mix primary color paint to create secondary colors. Students will learn about the term "action painting" as used by Jackson Pollack.

**Number of Sessions:** 1 **Grades:** K-1

**Process**

**Warm Up/Introduction:** Share the picture book "Action Jackson" preferably in a reading area in close proximity. Discuss the quote from the story: "energy and motion made visible." Tell the students we are going to make a painting by using movements -- pushing and pulling -- to make a painting.

**Modeling:** Demonstrate how they will use the movement of the marble, to move the paint over the paper. The paint is pushed when it goes away from you, and pulls the paint when it comes toward you. Start with yellow (you don't need to demo all three) and show students how to control the movement of the marble by tipping it back and forth, and hopefully keeping it in the pan. They should not take it out, or move it with their hands.

**Passing out Supplies:** Each student should have a paper and marble inside the large aluminum pan.

**Guided Practice:** Pour students some yellow paint on their paper. As they work at rolling the marble through the paint, move around the room and add red (or magenta). Then move around and add blue (or turquoise). Ask the students what the paint is doing as they work. Is it mixing? What kind of marks are being made?

**Independently?** If using a smaller paper, and there is time, they could do a second piece.

**Close/Evaluation:** Bring students back together and ask how they felt about using this method to paint. Also ask what colors were created when the 3 colors were mixed with each other.

Example with red/yellow/blue



Pollack's "Lavender Mist"



**CA Visual Arts**

**Framework**

**Standards:**

**Artistic Perception:**

(Look, Notice Details)

1.3 Analyze Art Elements and Principles of Design: Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture.

**Creative Expression:**

(Materials, Technique)

2.2 Mix secondary colors from primary colors and describe the process.

2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

**Other Curriculum Connections:**

**Use the terms "push" and "pull" to understand how the paint is moving (science connection)**