



MY BEAUTIFUL NAME – Colour Mixing, Counting, Shape

Students use Model Magic and crayon resist techniques to create a mixed media name design.

Required Time

60 Minutes

Grade Level

Pre-Kindergarten to Grade 1

Subject

Language Arts
Visual Arts

Vocabulary

Materials

Model Magic Assorted Colours
Regular Crayons - Not Washable
Watercolour Paints
Paint Brushes
Water Containers
Masking Tapre
Alphabet Cookie Cutters
Bristol Board
Glitter Glue
Buttons
Plastic Placemats

Shop Crayola Products



Model Magic Classpack,
Assorted Colours



Crayola Crayons, 24
Count



Washable Glitter Glue, 5
Count



Washable No-Run School
Glue, 118 ml



Washable Watercolour
Paints, 24 Count



Round Brush Set, 4
Count

Steps



Step One

1. Tape the Bristol board to a plastic placemat.
2. Use a crayon to draw some pictures about yourself.
3. Press hard with the crayon.



Step Two

1. Use watercolours to paint over the whole drawing.
2. Use lots of different colours.
3. Set it aside to dry.



Step Three

1. Find the cookie cutter letters for your name.
2. Mix 2 colours of Model Magic together to make new colours.
3. Use a rolling pin to roll out a small piece of the Model Magic.
4. Make it nice and flat.
5. Use cookie cutters to cut out all the letters of your name.



Step Four

1. Remove the tape from your painting.
2. Press the letters of your name onto the painting.
3. Make sure they stick.
4. Count some buttons for each letter.
5. Push the buttons into the Model Magic.
6. Make sure the buttons stick.



Step Five

1. Add some glitter glue to your design.
 2. Set it aside to dry.
 3. Count all the buttons on your name.
 4. How many did you use?
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Learning Goals

Students will be able to:

1. Create a mixed media name design;
2. Mix two primary colours to make a new colour;
3. Count to ten; and
4. Demonstrate technical accomplishment and creativity.

Extensions

Have students:

1. Gather and sort items by colour and place them in separate containers.
2. Use Model Magic and some of the things they have sorted to make word and number designs.
3. Share their thinking with peers.
4. Use the word designs to practice printing the words on separate paper.

Prepare

1. Gather and make available books about numbers and counting, for example, *1-2-3 Peas*, by Keith Baker; *Ten Apples Up On Top!*; by Dr. Seuss; *Zero*, by Kathryn Otoshi; *One*, by Kathryn Otoshi; *Two*, by Kathryn Otoshi; *Dogg Kisses 123*, by Todd Parr.
2. Gather and make available alphabet books, for example, *My First ABC Board*, by DK; *The Alphabet Board Book*, by Mélanie Watt; *C Is for Canada*, by Michael Ulmer; *M is for Maple: A Canadian Alphabet*, by Michael Ulmer; *ABC Canada*, by Kim Bellefontaine; *M Is For Moose: A Charles Pachter Alphabet*, by Charles Pachter
3. Pre-cut the Bristol board to match each student's name.

Introduction

1. Conduct a read-aloud using an alphabet book, for example, *M is for Maple: A Canadian Alphabet*, by Michael Ulmer and Melanie Rose-Popp
2. View and discuss the shapes of the letters and how the author tells something about Canada that goes with the letter.
3. Invite students to write the first letter of their name on a piece of chart paper.
4. Have students find a cookie cutter letter that is in their name.
5. Introduce the challenge.

Activities

The Challenge

1. Create a mixed media name design.
2. Mix two primary colours to make a new colour.
3. Count to ten.
4. Demonstrate technical accomplishment and creativity.

The Process

1. Make sure that everyone understands the challenge.
2. Establish success criteria with your students, for example,
 - *letters spell your name*
 - *painting shows something about you*
 - *new colours made by mixing other colours together*
 - *buttons stick in the Model Magic*
 - *accurately counts the number of buttons on each letter*
 - *paper in good condition*
3. Guide the students through the steps outlined in the lesson plan.
4. Observe students as work.
5. Provide individual assistance and encouragement.

Sharing

1. When all the name designs are complete have children work in pairs comparing names and taking turns counting the number of buttons on each letter.
2. Have students sort and arrange the class name designs in different orders, for example, from names with the most letters to names with the least numbers; all name designs that have red buttons; names that have the letter 'c'; and so on.

Assessment

1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting
2. Observe students as they discuss the artworks – active listening, insightful contributions, supporting ideas with evidence found in the artwork and from personal experience.
3. Use a checklist to track progress. (Download - Name_tracking.pdf)
4. Have students use the self-assessment form to evaluate their work. (Downloads - Name_self-assessment.pdf)