

Color • Shapes • Lines • Attributes • Classification • Parts of a Whole



## Unit Essential Question

How does the process of classifying by attributes help students understand the world around them?

### UNIT DESCRIPTION

Students will observe and experience classifying various items by their attributes to create original visual art and also to better understand and differentiate stimuli in the world around them. Students will engage in arts integrated projects that explore the attributes color, shapes, and lines. Students will then have the opportunity to sort and classify art media to create a mandala using 3 dimensional items. They will also experience constructing a cityscape collage using geometric 2-dimensional shapes. This Artsy Attributes unit offers an opportunity for Kindergarteners to apply their knowledge of classification in a creative, dynamic, artsy way!

### PROJECTS

(1-2 Weeks)

- Community Collage
- Shapes All Around Us
- Magnificent Mandalas

[www.artsnowlearning.org](http://www.artsnowlearning.org)

Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program  
Cherokee County (GA) School District and ArtsNow, Inc.

**UNIT OVERVIEW**

Unit Description	Table of Contents
<p>Students will observe and experience classifying various items by their attributes to create original visual art and also to better understand and differentiate stimuli in the world around them. Students will engage in arts integrated projects that explore the attributes color, shapes, and lines. Students will then have the opportunity to sort and classify art media to create a mandala using 3 dimensional items. They will also experience constructing a cityscape collage using geometric 2-dimensional shapes. This Artsy Attributes unit offers an opportunity for Kindergarteners to apply their knowledge of classification in a creative, dynamic, artsy way!</p>	<p>Project 1: Community Collage Project 2: Shapes All Around Us Project 3: Magnificent Mandalas</p>

**UNIT ESSENTIAL QUESTION**

How does the process of classifying by attributes help students understand the world around them?

**CROSS-CUTTING INTERDISCIPLINARY CONCEPT**

Classification  
Parts of a Whole

**REAL WORLD CONTEXT**

We learn the skill of classifying attributes to help us better understand the world around us. Putting together things that are the same is called classification. When we classify, we are using information about what is the same and what is different. This comparing/contrasting is a higher level thinking skill. This learning happens over time. At first, students classify items based on how they look, sound, and feel. The foundation of math and reading are rooted in the process of classifying information.

**STANDARDS**

Curriculum Standards	Arts Standards
<p><b>ELAGSEKL5</b> With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories(e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>ELAGSEKSL5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>VAKC.1</b> Applies information from other disciplines to enhance the understanding and production of artworks. a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math. b. Creates works of art inspired by universal themes (e.g., self, family, community, world).</p>

<p><b>MGSEK.CC.5a</b> Count to answer “how many” questions about as many as 20 things arranged in a line, rectangle, array or a circle.</p> <p><b>MGSEK.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p><b>SKP1</b> Students will describe objects in terms of the materials they are made of and their physical properties. a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.).</p>	<p><b>VAKCU.2</b> Views and discusses selected artworks. a. Talks about artworks of significant artists that have recognizable subjects and themes.</p> <p><b>VAKPR.2</b> Understands and applies media, techniques, and processes of two-dimensional works of art using tools and materials in a safe and appropriate manner to develop skills.</p>
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**PARTNERING WITH FINE ARTS TEACHER**

<p>Visual Arts Teacher:</p> <ul style="list-style-type: none"> <li>• Assistance with reviewing arts vocabulary and concepts associated with these projects, specifically: value, forms, lines, colors, geometric shapes, mixed media.</li> <li>• Assistance with teaching the techniques used to create collages, cityscapes, and mandalas.</li> </ul>
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**ASSESSMENTS**

<p><b>Summative Assessment Tools</b></p>
<ul style="list-style-type: none"> <li>• Students will complete a shape sort.</li> <li>• Students will create a cityscape using the shapes they classified/sorted.</li> <li>• Students will complete a color sort (independent sort).</li> <li>• Students will create a tally chart that documents their findings when sorting their strings/ribbons.</li> <li>• Student-created mandala will serve as the summative composition.</li> </ul>

**CHARACTER EDUCATION COMPONENTS**

**CHARACTER CONCEPTS**

<p>Throughout the unit, emphasize audience behavior while others are presenting, being respectful of others and self, sharing materials, and maintaining your work space.</p>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• Self-respect</li> <li>• Self-control</li> <li>• Courtesy</li> <li>• Respect for others</li> <li>• Respect for the environment</li> <li>• Kindness</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Diligence</li> <li>• Resourcefulness</li> <li>• Acceptance</li> <li>• Cooperation</li> <li>• Perseverance</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Self-respect</li> <li>• Self-control</li> <li>• Courtesy</li> <li>• Respect for others</li> <li>• Respect for the environment</li> <li>• Kindness</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Diligence</li> <li>• Resourcefulness</li> <li>• Acceptance</li> <li>• Cooperation</li> <li>• Perseverance</li> </ul>
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**APPENDIX** (see Downloads)

<ul style="list-style-type: none"> <li>• <b>Masterpieces by Paul Klee</b></li> <li>• <b>Sorting Mat</b></li> <li>• <b>Examples of Mandalas</b></li> <li>• <b>Cityscape Examples</b></li> </ul>
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**ADDITIONAL RESOURCES**

## Books

- *Pete the Cat and His Four Groovy Buttons* by Eric Litwin
  - Extension Activities:  
<http://www.mamamiss.com/2014/11/13/eric-litwin-button-counting-graphing-sorting/>
- *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault
  - Extension Activities:  
<http://abccreativelearning.com/chicka-chicka-123-counting-color-sorting-fine-motor-skills/>

## Videos

- Creativity Express: "What's Hot, What's Not" <https://www.youtube.com/watch?v=htN1VJW3ePo>
- "Comparing Warm and Cool Colors" <https://www.youtube.com/watch?v=w6K08wrl9dA>
- "The Color Wheel" <https://www.youtube.com/watch?v=eGrGkJtSLsk>
- "Primary Colors Song for Kids"/"Secondary Colors Song for Kids"  
[https://www.youtube.com/watch?v=bmquqAP2w\\_8](https://www.youtube.com/watch?v=bmquqAP2w_8)

**CREDITS**

U.S. Department of Education  
Arts in Education--Model Development and Dissemination Grants Program  
Cherokee County (GA) School District and ArtsNow, Inc.  
Ideas contributed and edited by: Heather Burgess, Octavia Ferguson-Chenault, Barbara Clark, Jessica Espinoza, Richard Benjamin Ph.D., Michele McClelland

Attributes • Classification •  
Parts of a Whole



## Project Essential Questions

How do I identify various attributes of items in the world around me?

### PROJECT DESCRIPTION

Students will be introduced to the concept of classification and attributes using the visual arts. They will specifically explore the visual arts attributes of color, shapes, and lines. Students will create a community collage together and also explore masterpieces, applying their knowledge of classification and sorting.

### LEARNING TARGETS

“I Can...”

- Explain the concept of classifying and provide examples
- Identify attributes and provide example

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**DURATION: 1-2 days**

Project Description	Learning Targets
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**ESSENTIAL QUESTION**

How do I identify various attributes of items in the world around me?

**STANDARDS**

Curriculum Standards	Arts Standards
<p><b>ELAGSEKL5</b> With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories(e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>ELAGSEKSL5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SKP1</b> Students will describe objects in terms of the materials they are made of and their physical properties. a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.).</p>	<p><b>VAKCU.2</b> Views and discusses selected artworks. a. Talks about artworks of significant artists that have recognizable subjects and themes.</p> <p><b>VAKPR.2</b> Understands and applies media, techniques, and processes of two-dimensional works of art using tools and materials in a safe and appropriate manner to develop skills.</p>

**KEY VOCABULARY**

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>● Attribute</li> <li>● Value</li> <li>● Sort</li> <li>● Classify/Organize/Group</li> </ul>	<ul style="list-style-type: none"> <li>● Color</li> <li>● Line</li> <li>● Shape</li> <li>● Form</li> <li>● Collage</li> </ul>

**TECHNOLOGY INTEGRATION**

Image of “Red Balloon” by Paul Klee (see **Masterpieces by Paul Klee** in Downloads)

## ASSESSMENTS

### Formative

- Teacher Notes during Instruction
- Questioning
- Small Group Collages

## MATERIALS

“Red Balloon” by Paul Klee (see **Masterpieces by Paul Klee** in Downloads); variety of artwork (one for each group to use during questioning); butcher paper or heavy white thick large piece of art paper; glue sticks; variety of different textured, designed fabric swatches and/or scrapbook paper sheets; pre-cut shapes (square, triangle, circle, rectangle, hexagon); string/ribbons to create lines (zig-zag, curved, straight, angled); masking tape; legal size sheets of construction paper/poster board

### Activating Strategy (5-10 min)

- Observe “Red Balloon” by Paul Klee
- **Lead Class Discussion:**
  - *What do you **see**?* (Encourage students to just express what they see. Draw attention to: *What colors they see? What sort of lines they see? What shapes they see?*)
  - *What do you **think** about what you see?* (Encourage students to make inferences.)
  - *What do you **wonder** about what you see?* (Encourage students to ask questions.)

### Main Activity

The students will be placed into groups to discuss and identify attributes and values of artwork from various **Masterpieces by Paul Klee** (see Downloads).

#### Part 1:

- Teacher will begin the process of creating a piece of art using a think aloud technique.
- Teacher will add elements such as color, lines, and shapes to create an image that will be displayed in the classroom (promethean board, chart paper, etc.).
- Initiate and reinforce the term “attribute” during think aloud.
- Teacher will randomly select students to help complete teacher artwork adding the various elements.

#### Part 2:

- Split class into 4 small groups.
- Direct each small group to create a collage together using the pieces of fabric, paper cut-out shapes and string (to make line segments).

## REFLECTION

### Reflective Strategies

- Each group is given the opportunity to share-out their collage art piece.
- As a class we classify the attributes.
- We look for the lines, colors, and shapes.
- We then go a step further to classify what types of lines, colors, and shapes we see.

**Create a Class Tally Chart:**

- As a class, explore how to classify attributes by creating a tally chart (Headers: Lines, Shapes).
- Direct students to count how many lines and shapes they have in their collage.
- Create a class tally chart of the attributes.
- Discuss how tally charts help us quickly see how things are organized.

**DIFFERENTIATION**

**Below Grade-Level/EL Students:** Expose students to the visual arts vocabulary prior to the lesson.

**Above Grade-Level:** Students could classify types of shapes by counting sides and vertices and creating a tally chart documenting their results.

**CREDITS**

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## Project Essential Questions

How can we use our knowledge of classifying shapes to compose a cityscape?

### PROJECT DESCRIPTION

Students will identify shapes in visual arts pieces by various artists that feature cityscapes. Students will then explore shapes using their bodies to create tableaux. Finally, students will work in small groups to take their classified attributes and create a composition of a cityscape at night.

### LEARNING TARGETS

“I Can...”

- Classify items based on shape
- Identify geometric shapes in art
- Create a composition using geometric shapes to tell a story
- Compare shapes and sort them into appropriate categories
- Use my body to create shapes

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**DURATION: 1-2 days**

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**ESSENTIAL QUESTION**

<p>How can we use our knowledge of classifying shapes to compose a cityscape?</p>
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**KEY VOCABULARY**

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>● Shape (2 dimensional shapes)</li> <li>● Rectangle</li> <li>● Square</li> <li>● Semicircle</li> <li>● Circle</li> <li>● Triangle</li> </ul>	<ul style="list-style-type: none"> <li>● Shapes</li> <li>● Cityscape</li> <li>● Tableau</li> <li>● Body levels</li> <li>● Composition</li> <li>● Geometric</li> </ul>

<ul style="list-style-type: none"> <li>• Circle</li> <li>• Attributes</li> <li>• Sorting</li> <li>• Classifying</li> </ul>	<ul style="list-style-type: none"> <li>• Collage</li> </ul>
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**USE OF TECHNOLOGY**

Document camera to model sorting shapes and creating composition
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**ASSESSMENTS**

Formative	Summative
<ul style="list-style-type: none"> <li>• Teacher observations during classifying activity</li> <li>• Group work when creating composition</li> <li>• Student tableaus depicting the various shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Student completion of a shape sort</li> <li>• Student creation of a cityscape using the shapes they classified/sorted</li> </ul>

**MATERIALS**

Cut-out shapes (triangles, squares, rectangles, circles, semicircles) of various sizes from brightly colored cardstock/construction paper; empty baskets labeled with index cards for each type of shape cut out for each group (baskets are for sorting); glue sticks; black markers to provide detail (windows, bricks on buildings); heavy weight black art paper or poster board
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Activating Strategy
<p><b>Review Geometric shapes using Tableau:</b></p> <ul style="list-style-type: none"> <li>• Explain that a tableau (pronounced “tab-blow”) is a frozen picture, like a statue with your body.</li> <li>• Explain that we can create shapes using our body levels: high, mid, and low.</li> <li>• Today we will play a game where we create silent shapes with our bodies.</li> <li>• Place students in small groups of 4-5 students.</li> </ul> <p><b>Silent Shapes:</b></p> <ul style="list-style-type: none"> <li>• Groups must work together to create a tableau for the shape called out.</li> <li>• The group canNOT talk, so they must communicate silently.</li> <li>• Direct students to work together as a team.</li> <li>• <u>Give them 20 seconds for each of the below silent shapes:</u> <ul style="list-style-type: none"> <li>○ Circle</li> <li>○ Square</li> <li>○ Rectangle</li> <li>○ Triangle</li> <li>○ Semicircle</li> </ul> </li> <li>• Ask students to be sure their group shape they made with their bodies has the correct number of corners and lines.</li> <li>• Direct groups to give other groups feedback on correct attributes of the shapes.</li> <li>• Explain that today students will create a city scape using these very same shapes.</li> </ul>

### Main Activity

#### **Part 1:**

##### Gallery Walk of Cityscapes:

As a class, examine the **Cityscape Examples** by established artists (see Downloads).

##### Questions to ask students during Gallery Walk of images:

- *What do you see?* (Making close observations.)
- *What do you notice?* (Making sound inferences.)
- *What do you wonder?* (What questions do you have for the artist?)
- *What shapes do you see? What do the shapes represent?*
- *How does the artist represent the buildings and the sky in the cityscape?*

#### **Part 2:**

- Use thick paper/poster board to cover a large table.
- Keep students in their groups from the tableau exercise and assign each group to a table.
- Place a pile of cut-out shapes on each table.
- Direct small groups to sort/classify the shapes into groups based on their attributes.
- Observe the sorting and track student's progress.

\*Optional: students can create a group tally chart that represents the number of each shape they found in their pile.

#### **Part 3:**

- Groups work together to create a cityscape collage.
- Direct groups to brainstorm together by first assembling the shapes and considering what they could be.
- Once the group is finished filling the space in the composition, they can begin gluing the shapes.

## REFLECTION

### Reflective Strategies

- At the end of the project, direct students to do a Gallery Walk of each group's composition.
- Students can create tally charts for the shapes they see in each cityscape.

#### **Students can also have a class discussion about:**

- How were the shapes used to represent the buildings and the sky in the cityscape?
- How did we use our sorting skills to complete this project?
- Why was it important to sort first before creating our composition?

## DIFFERENTIATION

**Below Grade-Level:** Provide support with the classifying and lead the group in their creation of the tally chart.

**Above Grade-Level:** Give these students more geometric shapes to work with when sorting and creating their composition (ie. pentagon, hexagon, parallelogram, etc).

## APPENDIX (see Downloads)

### Cityscape Examples

**CREDITS**

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## Project Essential Questions

How can art media be classified to then create a composition?

### PROJECT DESCRIPTION

Students will apply their knowledge and understanding of classifying attributes in this visual arts integrated project. Students will begin by exploring how we can explore visual arts media. Students will use either assorted dry pasta and beans or various colors of yarn and ribbon to sort attributes. They will then use these materials to create a composition in the form of a mandala.

### LEARNING TARGETS

“I Can...”

- Classify/sort arts media to make a mandala
- Classify items based on their color
- Classify hot and cool colors
- Classify primary and secondary colors
- Compare and contrast colors

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**ESSENTIAL QUESTION**

<p>How can art media be classified to then create a composition?</p>
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**KEY VOCABULARY**

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>• Classify</li> <li>• Sort</li> <li>• Attribute</li> <li>• Value</li> <li>• Tally chart</li> <li>• "How many?"</li> <li>• Different/alike</li> </ul>	<ul style="list-style-type: none"> <li>• Color</li> <li>• Primary colors: red, blue, yellow</li> <li>• Secondary colors: green, purple, orange</li> <li>• Hot colors: red, yellow, orange</li> <li>• Cool colors: blue, purple, green</li> <li>• Lighter/darker</li> <li>• Lightest/darkest</li> <li>• Composition</li> <li>• Mandala</li> </ul>

**TECHNOLOGY INTEGRATION**

<ul style="list-style-type: none"> <li>• Document camera could be used to model the sorting of items with the students</li> <li>• Document camera could be used to model creating a pattern for the composition</li> </ul>
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**ASSESSMENTS**

Formative	Summative
<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete a color sort (independent sort).</li> <li>• Students will create a tally chart that documents their findings when sorting their strings/ribbons.</li> <li>• Student-created mandala will serve as the summative composition.</li> </ul>

**MATERIALS**

<p>Various types of dry pasta (macaroni, rigatoni, bowties, shells, etc) AND various types of dry beans (pinto beans, lima beans, etc); OR various colors, textures and lengths of yarn or ribbon; markers; paper plates; a designated sorting area (see <b>Sorting Mat</b> in Downloads); glue (large container); plastic bowls</p>
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Activating Strategy
<p><b>Explain what a mandala is:</b></p> <ul style="list-style-type: none"> <li>• The word "mandala" is from the classical Indian language of Sanskrit. Loosely translated to mean "circle," a mandala is far more than a simple shape. It represents wholeness. Mandalas include patterns that unite around a central point. <b>A mandala is an integrated structure organized around a unifying center.</b> Definition by <i>Longchenpa</i>.</li> </ul> <p><b>Then share Examples of Mandalas</b> (see Downloads) <b>through a Gallery Walk.</b></p> <p><b>Questions to ask students during Gallery Walk of images:</b></p> <ul style="list-style-type: none"> <li>• <i>What do you see?</i> (Making close observations.)</li> <li>• <i>What do you notice?</i> (Making sound inferences.)</li> <li>• <i>What do you wonder?</i> (What questions do you have for the artist?)</li> <li>• <i>What steps did you have to do before you were able to design your composition?</i></li> </ul>



- *How is color used in these mandalas?*
- *Where do you notice patterns?*

Explain that today students will be creating their own mandala.

### Main Activity

#### **Option 1: Create a mandala using dry pasta and beans**

- Students are given a bowl of different dry pasta and beans.
- Students are directed to sort the pasta and beans into groups using the **Sorting Mat** (see Downloads).
- Use the **Sorting Mat** to help with assessing students ability to sort the attributes.
- A selection of classifying various attributes can be specifically assigned to differentiate instruction.
- Students create a tally chart that classifies their materials.
- Students compose a mandala using a pattern.
- Urge students to create a pattern in their mandala that helps tell a story.
- Encourage students to arrange their composition of the mandala thinking about the attributes of the beans/pasta.
- Hand out paper plates to students.
- Students submerge the beans/pasta into glue and then place in an arrangement on their paper plate.
- Allow time for the beans/pasta to dry on the plate.
- Optional: Markers can be used to color the pasta and beans to create a color pattern on the mandala.

#### **Option 2: Create a mandala using a ball of colored yarn or ribbon**

- Students are given a ball of random lengths, colors, and textures of yarn/ribbon.
- Students use the **Sorting Mat** (see Downloads) to sort their ball of yarn/ribbon by the following attributes:
  - Color
  - Primary Colors vs. Secondary Colors
  - Texture (scratchy vs. smooth)
  - Warm Colors vs. Cool Colors
  - Length
- Use the **Sorting Mat** to help with assessing students ability to sort the attributes.
- The selection of classifying various attributes can be specifically assigned to differentiate instruction.
- Students create a tally chart individually based on one of the processes of sorting the attributes.
- Students then create a composition of their yarn/ribbon in the form of a mandala.
- Urge students to create a pattern in their mandala that helps tell a story.
- Encourage students to arrange their composition of the mandala thinking about patterns of colors and attributes of the yarn/ribbon.
- Hand out paper plates to students.
- Students submerge each piece of yarn/ribbon into glue and then place in an arrangement on their paper plate.
- Allow time for the yarn/ribbon to dry on the plate.
- Optional: Students can use paint to add more color to the composition of their mandalas.

### REFLECTION

#### Reflective Questions

- What were the most important things to think about when creating your tally chart?
- How did understanding classifying help you create a pattern for your mandala?
- Why did we sort our items before creating our composition?

### DIFFERENTIATION

**Below Grade-Level:** Art materials given for the mandala project could consist of only primary colors and sorting could be limited to classifying these primary colors. These students could be tasked with sorting and creating a 3-column tally chart (teacher-led small group) that tallies the results.

\*Student Centers could be created to reinforce the concept of attributes.

Baskets of materials to sort by attribute could also include:

- Unifix cubes
- Crayons
- Pipe cleaners
- Colored pom-poms

**Above Grade-Level:** Go deeper with classifying colors. The teacher could use the following YouTube links to introduce vocabulary for primary/secondary and warm/cool colors. The teacher could have the students sort their art materials by primary/secondary and warm/cool colors. The above-level students could also sort the yarn by length. They could make a tally chart/bar graph to represent the data they collected.

### Additional Resources

#### YouTube Links for reinforcing concepts:

- Creativity Express: "What's Hot, What's Not" <https://www.youtube.com/watch?v=htN1VJW3ePo>
- "Comparing Warm and Cool Colors" <https://www.youtube.com/watch?v=w6K08wrl9dA>
- "The Color Wheel" <https://www.youtube.com/watch?v=eGrGkJtSLsk>
- "Primary Colors Song for Kids"/"Secondary Colors Song for Kids"  
[https://www.youtube.com/watch?v=bmquqAP2w\\_8](https://www.youtube.com/watch?v=bmquqAP2w_8)

### APPENDIX (see Downloads)

- **Sorting Mat** (for classifying)
- **Examples of Mandalas**

### CREDITS

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