

# Painted Ice Cream Cones: Grade 2

by Kristen Peck

## PROJECT/UNIT DESCRIPTION

Image: Artist Wayne Thiebaud's "Three Ice Cream Cones", 1996



Second-grade students are introduced to the works of artist Wayne Thiebaud and create a painted ice-cream cone inspired from his collection of sweet treats.

Students explore the element of art: color through color mixing exploration and painting techniques while creatively deciding on flavors and completing a "recipe card".

Prerequisite learning includes a study of the color wheel and color mixing in oil pastel.

## LEARNING STANDARDS/DESCRIPTORS

### Standards

<b>NAEA.VA.K-4.1</b>	CONTENT STANDARD: Understanding and applying media, techniques, and processes
<b>NAEA.VA.K-4.1.1</b>	Students know the differences between materials, techniques, and processes
<b>NAEA.VA.K-4.1.4</b>	Students use art materials and tools in a safe and responsible manner
<b>NAEA.VA.K-4.2</b>	CONTENT STANDARD: Using knowledge of structures and functions
<b>NAEA.VA.K-4.2.1</b>	Students know the differences among visual characteristics and purposes of art in order to convey ideas Students describe how different expressive features and organizational principles cause different responses Students use visual structures and functions of art to communicate ideas
<b>NAEA.VA.K-4.4</b>	CONTENT STANDARD: Understanding the visual arts in relation to history and cultures
<b>NAEA.VA.K-4.4.2</b>	Students identify specific works of art as belonging to particular cultures, times, and places
<b>NAEA.VA.K-4.5</b>	CONTENT STANDARD: Reflecting upon and assessing the characteristics and merits of their work and the work of others
<b>NAEA.VA.K-4.5.3</b>	Students understand there are different responses to specific artworks

## Your Objective(s)

Student Will Be Able To: (SWBAT)

- Increase knowledge of contemporary artist Wayne Thiebaud by participating in group lecture and discussion about his work and by recalling artist information throughout the unit.
- Deepen understanding of color as an element of art by mixing paints together to achieve desired colors from three primaries plus black and white.
- Exercise control of new tempera paint mediums and brushes by creating a colorful, fully painted ice cream cone of three different "flavors".
- Interpret a measuring system of mixing paints by creating written instructions on a "recipe card".
- Exercise respect and responsibility when using materials by cooperating and sharing with one another at paint stations while sharing supplies.
- Engage in meaningful, shared feedback by presenting work to each other while describing finished art and referring to learned art vocabulary words.

## Key Vocabulary

Wayne Thiebaud  
Color  
Tint  
Shade  
Primary colors  
Still-life  
Element of Art  
Critique  
Recipe

## Grading Rubric

### Grading Rubric

	Meets Expectations (25 pts)	Working Towards (21 pts)	Below Expectations (17 pts)
Paint Mixing (1, 25%)	Intended flavor of ice cream unquestionably matches the desired painted color	Flavor can be connected to the outcome of the painted color	No relation of flavor and painted color
Media/Materials (1, 25%)	Painting techniques are clearly well-done; is complete and within lines	Painting shows care yet some mistakes	Little to no evidence of care and effort when painting
Recipe Card (1, 25%)	Complete and accurate	Mostly complete; little mistakes	Incomplete and/or many mistakes
Craftsmanship (1, 25%)	Cutting and glueing to background shows care and craftsmanship	Craftsmanship is evident but could use a more concentrated effort/practice	Little to no evidence of care/craftsmanship

## PREREQUISITE LEARNING

### Student's foundation for learning

Students have been working on a color unit. They have studied the color wheel and color mixing, specifically primary colors and secondary colors. An introduction to tints and shades accompanies this unit.

## **MATERIALS & RESOURCES**

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### **Materials and resources**

Wayne Thiebaud visual materials; individual "recipe cards" for each student; 12"x18" white paper, 12"x18" colored paper for background; pencils, black Sharpie markers, washable tempera paint in red, yellow, blue, black, and white; paintbrushes, scissors, gluesticks

### **Methodology**

Check all methodology used during the lesson:

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Whole class

Cooperative groups

Pairs

Small group(s)

### **Set/Hook**

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Class discussion about Thiebaud's work;

Class participation/discussion of favorite places to buy ice cream and favorite flavors

### **Teacher Explanation/Modeling**

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Day 1:

Intro to artist

Draw cones/ice cream in pencil

Brainstorm flavors

Write out recipe card

Day 2:

Demo paint process

Student studio: painting

Day 3 and/or 4:

Continue painting if necessary or substitute with soft pastels

Outline in Sharpie

Cut & paste onto background

Class critique/presentation/discussion/closure

### **Guided Practice**

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Teacher assists with drawing process and paint mixing processes

### **Differentiated Learning**

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Plan for differentiated learners such as special needs students

Pair with another student who has the same flavors to assist in mixing colors; teacher assistance in starting students with first flavor and allow to experiment in making additional.

## REFLECTION

### Methods, Materials, Procedures

*If you were to teach this lesson again to the same students, what would you do differently? Why? Explain the changes related to methods, materials and procedures.*

While we are brainstorming for "flavors", I would have the students write while we are brainstorming so that they can have a list of properly spelled flavors to choose from. We would discuss the color mixing of each flavor together as well so that they can fill out their recipe card during discussion. (This would help to alleviate the time-consuming guesswork of color mixing while the kids need to be mixing and painting, yet they would still be learning the color mixing techniques; the hands-on practice allows for discovery of newly formed colors to appear before their eyes).

*Blank recipe card example below*

(name)

\_\_\_\_\_ **'s Color Recipe**

**Flavor #1**

\_\_\_\_\_

**Flavor #2**

\_\_\_\_\_

**Favor #3**

\_\_\_\_\_

### **My Recipe**

**Flavor:** \_\_\_\_\_

**Ingredients:**

\_\_\_ scoop(s) \_\_\_\_\_

\_\_\_ scoop(s) \_\_\_\_\_

\_\_\_ scoop(s) \_\_\_\_\_

\_\_\_ scoop(s) \_\_\_\_\_

