

Color Mixing Cupcakes

Objective: To explore a new medium, discuss color families, and practice drawing lines.

Kindergarten – 3rd grade recommended (can be modified for older students)

National Core Art Standards:

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

See more at: <http://www.nationalartsstandards.org/>

Materials:

- Paper
- Jack Richeson Semi-Moist Tempera Cakes
- Pencil
- Scissors
- Black Sharpie
- Water cup & paint brush

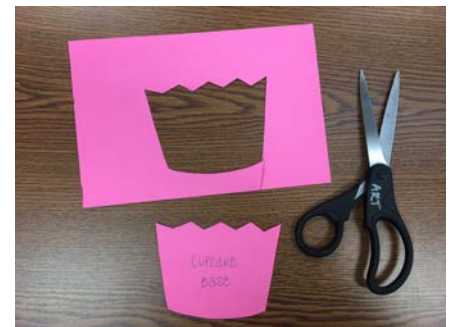
Open the Conversation:

Start by discussing primary and secondary colors, and ask students to distinguish between the two. You can also talk about color families and have them practice drawing cupcakes before starting on their project. Demonstrate how to mix colors using the Richeson Semi-Moist Tempera Cakes.

Consider facilitating a conversation about the works of Wayne Thiebaud, Romero Britto, or compare and contrast the two artists.



Finished Project!



Get started by creating a template for the cupcake base

Step One:

Using the black Sharpie, have students draw the cupcake base.

Alternatively, you can provide a template for the base. It can serve as a great first step to get the painting started. Use an extra sheet of paper to cut out templates of the cupcake base. Have students trace the template on their paper with a black Sharpie.

Step Two:

Using the black Sharpie, have students draw a cherry in the top portion of their paper. Then, have them draw the outline of the cupcake's frosting, meeting the cherry while they draw.

Step Three:

Using the tempera cakes, students can start adding color. Encourage students to explore mixing the primary colors to create secondary colors. Remind students that when wet areas are painted right next to each other, the colors may blend. Students may want to pause periodically while painting to let areas dry before adding color in the neighboring areas.

Step Four:

Encourage students to fill the page with saturated colors to complete their composition. Once complete, move paintings to the drying rack to dry. Finish with your routine for clean-up!

