Mixing colours, prints and collage, loud and quiet, fast and slow

Arts, grade K - by Claude Opus 5.5 - status: written (unreviewed)

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Kindergarten Arts: Mixing Colours, Prints and Collage, Loud and Quiet, Fast and Slow (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check materials, allergy and movement notes against your school's rules.

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Big idea

Artists make new things from what they have: two paints mixed together make a new colour, one object pressed again and again makes a pattern, and torn paper pieces make a new picture. Musicians choose how they play: loud or quiet, fast or slow, and they can change it on purpose.

This is the second arts unit of the kindergarten year (term 2). It builds on term 1's colour names and steady beat. Term 3 goes on to acting a familiar story and a class exhibition and song share.

Outcomes

By the end of the unit a student can:

1. Mix two paints to make a new colour, and say which two colours they used ("I mixed yellow and blue and got green").
2. Make a print by pressing an object in paint and lifting it, and repeat it to make a row or pattern.
3. Make a collage by tearing or cutting paper shapes, trying where they go, then sticking them down; say one thing about it.
4. Hear and show whether a sound is loud or quiet, and play or move loudly and quietly on purpose.
5. Hear and show whether a beat is fast or slow, and know that loud and fast are different (a sound can be quiet and fast).

Prior knowledge

- Term 1 arts: colour names (red, yellow, blue, green, orange, purple and others), keeping a steady beat, stopping on a signal.
- Some children have not used paint or glue before; a first "just try it" turn is part of learning.

Lessons

Lessons are short (20-25 minutes). Leave a day or two between lessons so paintings and collages can dry.

Lesson	Title	Main activity
1	Two colours make a new one	Guess, then mix two paints on a plate

Lesson	Title	Main activity
2	Press, lift, look: printing	Print with sponges, corks and leaves; make a row
3	Tear, try, stick: collage	Make a collage creature or place from paper pieces
4	Loud and quiet, fast and slow	Play and move to a drum; show loud/quiet and fast/slow
5	Rainstorm story and gallery	A class sound story, a gallery walk and the end-of-unit check

Materials (whole class unless noted)

- Non-toxic, washable ready-mixed paint in red, yellow, blue and white (and, if available, magenta and cyan; see lesson 1 teacher notes). Paper plates or palettes, short thick brushes, water pots, paper towels.
- Aprons or old shirts; table covers.
- Printing objects (lesson 2): small sponge pieces, corks, cotton reels or short cardboard tubes, washed leaves, and children's own fingers. Shallow trays with a thin layer of paint (a damp sponge pad under the paint helps).
- Collage materials (lesson 3): coloured and textured paper, old magazines and cards checked for suitable pictures, tissue paper; glue sticks; child safety scissors (optional; tearing is fine). Base paper, A4 or A3.
- A hand drum or tambourine (or a saucepan and wooden spoon); optional shakers (for example rice sealed in taped containers) and other simple instruments.
- Space to move for lesson 4 (hall or cleared classroom).

Assessment

- Lessons 1-3: the teacher notes during table work which two colours each child mixed and what they said, whether they repeated a print, and one thing they said about their collage (observe; no writing needed).
- Lesson 4: a closing check with hand signs for loud/quiet and fast/slow.
- Lesson 5: a 5-part show-and-talk check with an answer guide (about 3 minutes per child). Plan extra small-group or one-to-one slots in the week; 25 minutes is not enough for the whole class.

⚠ Access and safety

- Paints, glue and printing objects must be non-toxic and washable. Check the school's allergy list (for example latex in some sponges, plants for leaf prints, food-based materials). Do not use food for printing (such as cut potatoes or fruit) in a class with food allergies, and never let children eat materials.
- Some children dislike wet or sticky hands. Offer brushes, sponges on pegs, thin gloves, or a partner who presses while the child chooses where.
- Scissors are optional: tearing paper is a real collage technique. Children who find tearing or cutting hard can choose pre-cut pieces.
- Loud sounds: some children find drums or group noise too loud. Keep the loudest sounds short, offer ear defenders or a quieter spot, and let a child show loud and quiet with their hands instead of playing.
- Movement is opt-in in form: a child can show fast and slow by tapping, nodding or moving hands, seated or wheeling. Any clear way counts.
- Some children see some colours differently. In lesson 1, the check is "which two did you mix", not "name the new colour correctly".

- Children who are deaf or hard of hearing can feel the drum's vibration (a hand on the drum or a table), watch the player's arm, and use the same hand signs; adapt the listening checks to what they can perceive.

Sources

Read for this unit:

- Wikipedia, "Color mixing": https://en.wikipedia.org/wiki/Color_mixing Used for: there are different mixing models; paints and lights mix differently, and the result depends on the paints. This is why the unit says mixing two paints "usually" makes a colour and asks children to look at what actually happened.
- Wikipedia, "Printmaking": https://en.wikipedia.org/wiki/Printmaking Used for: a print is made by transferring ink or paint from an object (the matrix) to paper, and the same object can make many similar prints.
- Wikipedia, "Collage": https://en.wikipedia.org/wiki/Collage Used for: collage (from French coller, to glue) makes a new whole by assembling pieces such as coloured papers and clippings stuck to a base.
- Wikipedia, "Dynamics (music)": https://en.wikipedia.org/wiki/Dynamics_(music) Used for: dynamics are the variation in loudness in music.
- Wikipedia, "Tempo": https://en.wikipedia.org/wiki/Tempo Used for: tempo is the speed or pace of music.
- This repository's arts progression and the kindergarten year plan term 2 arts cell.

Known gaps

- No official arts standard was read for this unit; the content comes from the arts progression and the kindergarten year plan, which are drafts.
- Paint mixes vary with the paints used: red and blue school paints often make a dull purple or brown. The unit asks children to report what they saw, but it does not teach colour theory.
- The words "dynamics" and "tempo" are not taught; children use loud, quiet, fast and slow. The rainstorm story in lesson 5 is original to this unit (CC0) and can be swapped for a local story.
- Drama and dance appear only lightly (moving loudly/quietly and fast/slowly); acting a story is in term 3.
- Peer check: GPT-6.1 Terra did a bounded text and materials check at b5def7d (not an educator, classroom, safety or accessibility review); its three points were fixed in 6a397f2 and ada645c. Terra then diff-checked those fixes; its remaining lesson 2 point (children could not know which object made each card) was fixed in 680925b, where the teacher prints the cards in front of the children.

Lesson 1: Two colours make a new one

Goal: Children mix two paints to make a new colour and say which two colours they used.

Length: about 25 minutes.

Materials

- Non-toxic, washable paint in red, yellow and blue (white optional), in small blobs on a paper plate for each child or pair.
- Short thick brushes, water pots, paper towels, aprons, table covers.
- Paper for each child. A large sheet for the teacher's demonstration.

Steps

✎ Opening (4 min)

Show yellow and blue paint. "These are two colours we know. What are they?" (Yellow, blue.) "What do you think will happen if I mix them together?" Take a few guesses; every guess is fine. Mix them slowly on the big sheet. "What happened?" (Answer guide: usually a green. Accept the colour the children see.)

✎ Main activity: guess, mix, look (13 min)

1. Guess first (2 min): "Today you are colour makers. Before you mix, you guess." Show the three pairs on a card: yellow + blue, red + yellow, red + blue.
2. Mix (8 min): children mix one pair at a time in a clean space on their plate, then paint a patch or a shape with it. Clean the brush in water and dab it on a towel between mixes. An adult goes round asking, "Which two did you use? What did you get?"
3. Add white (3 min, optional): add a little white to one mix. "What happened?" (Answer guide: it usually looks lighter or paler.)

✓ Discussion questions (5 min)

- "What did yellow and red make?" (Answer guide: usually orange; accept what they saw.)
- "What did red and blue make?" (Answer guide: often purple, but with many school paints it comes out dark, dull or brownish. Both are real results.)
- "Did everyone's green look the same?" (Answer guide: no; more yellow or more blue changes it. That's fine; artists make many greens.)

✓ Closing check (3 min)

Each child holds up or points to one mix. "Which two colours did you use?" (Answer guide: the two paints they really used, for example "yellow and blue". Pointing to the two paint blobs counts. The check is about which two went in, not about naming the new colour.)

Vocabulary

mix, new colour, paint, brush, lighter, guess

Differentiation

- **Support:** mix only yellow and blue; the adult says "yellow and blue make..." and the child finishes or points.
- **Stretch:** "Can you make a green that is more yellowy? More bluey?" or "Can you make a light green?"
- **Different ways to mix:** finger-mixing (only if happy with wet hands), a sponge on a peg, or pointing to which two paints a partner should mix.

⚠ Safety

- Non-toxic, washable paints only; aprons on; no paint near mouths or eyes. Wash hands afterwards.

Teacher notes

- How paint mixes depend on the paints. Red and blue often make a dull purple because many "red" paints lean towards orange. If you have magenta and cyan paints, magenta + cyan usually gives a brighter purple; it is fine to show this as "different paints mix differently" without teaching colour theory.
- Do not say "red, yellow and blue make all colours". They do not; and grade 3 arts treats the choice of a palette as a choice, not a rule.
- Keep a few dry patches for lesson 5's gallery.

Lesson 2: Press, lift, look: printing

Goal: Children make a print by pressing an object in paint and lifting it, and repeat it to make a row or pattern.

Length: about 25 minutes.

Materials

- Shallow trays with a thin layer of non-toxic paint (two or three colours per table); a damp sponge pad under the paint helps.
- Printing objects per table: small sponge pieces, corks, cotton reels or short cardboard tubes, washed leaves (vein side down). Fingers count too.
- Paper for each child (long strips are good for rows), aprons, paper towels.
- For the closing check: three blank cards, plus a cork and a sponge with paint (the teacher prints the cards in front of the children).

Steps

✎ Opening (4 min)

Press a cork in paint and then on paper; lift it slowly. "What did it leave?" (A circle; a mark the same shape as the end of the cork.) "That's a print. The cork left its shape behind." Press it again next to the first. "Now there are two the same."

✎ Main activity: press, lift, look (14 min)

1. Try each object (5 min): press, lift, look. "What shape did it make?" A sponge, a cork, a leaf, a finger.
2. Make a row (6 min): choose one object and print it again and again in a row along a strip of paper.
3. Change one thing (3 min): make a second row that changes something each time, for example cork, sponge, cork, sponge, or red, yellow, red, yellow.

✓ Discussion questions (4 min)

- "Why do all the cork prints look nearly the same?" (Answer guide: the same cork made them; it leaves the same shape.)
- "Are they exactly the same?" (Answer guide: not quite; some have more paint or are lighter. That's part of printing.)
- "What happens if you press with too much paint?" (Answer guide: it smudges or blobs; a thin layer works better.)

✓ Closing check (3 min)

With the children watching, the teacher makes three prints on separate cards, saying the object each time ("cork... sponge... cork"), and lays each card next to the object that made it. Then put the objects to one side and hold up the three cards. "Two of these were made by the same thing. Which two? Which object made them?" (Answer guide: the two cork prints, made by the cork. The children saw each card being made, so they can know the answer, not just guess from how the marks look.) Then each child shows their own row and says or points to the object they used; they know this because they chose it.

Vocabulary

print, press, lift, row, the same, pattern

Differentiation

- **Support:** start with finger prints; an adult holds the paper steady.
- **Stretch:** an AB pattern of two objects or two colours; or an ABB pattern.
- **Different ways to print:** a sponge on a peg or a cork in a clothes peg for children who prefer not to touch paint; a partner presses while the child chooses where.

⚠ Safety

- Non-toxic paints only. No food for printing in this lesson (see allergy note in the README). Wash leaves first and check plants against the allergy list.

Teacher notes

- Printing makes repeats easy, which links to pattern work in mathematics.
- Let prints dry flat; keep some for lesson 5's gallery.

Lesson 3: Tear, try, stick: collage

Goal: Children make a collage by tearing or cutting paper shapes, trying where they go, then sticking them down, and say one thing about it.

Length: about 25 minutes.

Materials

- Coloured, textured and tissue paper; old magazines and cards checked for suitable pictures. Optionally, children's dry prints and mixed-colour patches from lessons 1 and 2.
- Glue sticks; child safety scissors (optional); a base sheet for each child.
- A finished example made by the teacher, and a few pieces of paper ready to tear in front of the class.

Steps

✎ Opening (4 min)

Show the example. "This picture is made of pieces of paper stuck together. It has a special name: collage. The word comes from a French word that means to glue." Tear a piece slowly. "Tearing makes a soft, fuzzy edge. Cutting makes a sharp edge."

✎ Main activity: tear, try, stick (14 min)

1. Choose (2 min): "Today you can make a creature or a place: a garden, a house, a pond."
2. Tear and cut (5 min): make a pile of shapes: big, small, long, round.
3. Try before sticking (3 min): move the pieces around on the base sheet. "Try it here. Try it there. Which do you like?"
4. Stick (4 min): glue on the back of each piece, press it down.

✓ Discussion questions (4 min)

- "What did you make?" (Answer guide: any description.)
- "Which edge do you like: torn or cut? Why?" (Answer guide: any honest answer with a reason; for example "torn looks like fur".)
- "Why did we try before we stuck?" (Answer guide: so we can change our minds; once it's stuck it's harder to move.)

✓ Closing check (3 min)

Pairs show their collages to each other. Each child says one thing: "I stuck a ... " or "I tore a ... for the ... ". (Answer guide: any sentence or pointing that names one piece and what it is for.)

Vocabulary

collage, tear, cut, stick, glue, edge, piece

Differentiation

- **Support:** pre-cut and pre-torn pieces; the adult holds the base sheet.
- **Stretch:** use a print or colour patch from earlier lessons as part of the collage; overlap pieces to make something look in front.
- **Different ways to make:** a child who cannot tear or cut chooses pieces and says where they go; a partner or adult sticks them.

⚠ Safety

- Child safety scissors only, used sitting down; carry them closed. Glue sticks, not liquid adhesives that need adult handling. Check magazine pictures in advance.

Teacher notes

- Collage lets children who find drawing hard make a confident picture.
- Leave collages to dry flat; they are the main exhibits in lesson 5.

Lesson 4: Loud and quiet, fast and slow

Goal: Children hear and show loud and quiet, and fast and slow, and play or move each way on purpose.

Length: about 20 minutes.

Materials

- A hand drum or tambourine (or a saucepan and wooden spoon).
- Optional shakers or other simple instruments, one per child or pair.
- Space to move.

Steps

✎ Opening (3 min)

Sitting in a circle. "Last term we kept a steady beat. Today we choose how to play it." Agree two hand signs: **loud** = hands wide apart; **quiet** = hands close together. Play a few loud and quiet taps; children show the sign.

✎ Main activity: choose how to play (10 min)

1. Loud and quiet (3 min): everyone pats knees with the drum. The teacher plays loud, then quiet; children copy. "Quiet as a mouse... loud as a lion." Keep the loud parts short.
2. Fast and slow (3 min): agree two more signs: **fast** = quick little taps on the knees; **slow** = big slow pats. The teacher plays fast and slow; children copy. Then stand up and walk: slow giant steps, fast tiny steps, freeze on the stop signal.
3. Mix them up (4 min): the teacher plays **quiet and fast** (tiny quick taps), then **loud and slow** (big booms). "Can a sound be quiet AND fast?" (Yes.) Children copy on knees or shakers.

✓ Discussion questions (4 min)

- "Is fast the same as loud?" (Answer guide: no. Fast is about how quickly the sounds come; loud is about how big each sound is. We played quiet and fast.)
- "When might we use quiet sounds?" (Answer guide: a lullaby, when a baby is asleep, sneaking like a mouse; accept other sensible ideas.)
- "When might we use loud sounds?" (Answer guide: a parade, cheering, thunder; accept other sensible ideas.)

✓ Closing check (3 min)

The teacher plays four short examples in a mixed order and says before each one which question it asks: "Listen: loud or quiet?" (two examples, one loud and one quiet, at the same speed) or "Listen: fast or slow?" (two examples, one fast and one slow, at the same loudness). Every sound is both loud or quiet and fast or slow, so children answer only the question asked, with the matching hand sign. (Answer guide: watch who shows the sign that matches the question; a child who shows the other pair of signs has answered a different question, so ask again.)

Vocabulary

loud, quiet, fast, slow, the same, change

Differentiation

- **Support:** practise loud/quiet only first; add fast/slow on another day.
- **Stretch:** a child plays the drum and the class shows the signs; or a child plays "getting louder" or "getting faster" slowly.
- **Different ways to show:** signs with one hand, nodding big or small, pointing to four picture cards (lion, mouse, rabbit, tortoise).

⚠ Safety

- Keep loud parts short; offer ear defenders or a quieter spot. Walk, don't run, during fast steps. See the README for access notes for deaf and hard-of-hearing children (feel the drum, watch the arm).

Teacher notes

- Musicians call loudness "dynamics" and speed "tempo"; those words are for later grades. Kindergarten uses loud, quiet, fast and slow.
- Children often get louder when they get faster. Practising "quiet and fast" helps them separate the two.

Lesson 5: Rainstorm story and gallery

Goal: Children use loud/quiet and fast/slow in a class sound story, share their colour mixes, prints and collages, and show what they learned.

Length: about 25 minutes, plus one-to-one check time.

Materials

- The drum and any shakers; children's knees and hands work too.
- Children's dry work from lessons 1-3, laid out on tables as a gallery.
- Paint blobs (red, yellow, blue) and a cork with a paint tray for the check.
- A class list for recording "yes", "with help" or "not yet".

Steps

✎ Opening (3 min)

"Today we'll make a rainstorm with sounds, and then visit our gallery."

✎ Main activity 1: the rainstorm story (8 min)

Tell the story (original to this unit, CC0); children make the sounds with fingers, hands and knees, following the teacher.

> The sky is grey. A few raindrops fall: drip... drip... drip.
> (Quiet and slow: one finger tapping a palm.)
> More rain comes: pitter-patter, pitter-patter.
> (Quiet and fast: fingers tapping quickly.)
> Now it's pouring!
> (Loud and fast: hands patting knees quickly.)
> BOOM... BOOM... BOOM goes the thunder!
> (Loud and slow: three big pats on the knees, or three drum beats, with a long gap between each.)
> The storm moves away. Pitter-patter... drip... drip...
> (Getting quieter and slower.)
> The sun comes out. Shhh.
> (Hands still.)

Do it twice. The second time, a child can lead with the drum.

✎ Main activity 2: gallery walk (8 min)

Walk round the work. At three or four pieces the teacher asks the maker (if they want to share): "What did you do here?" Others say one thing they like.

Closing (6 min)

"Which part of the storm was loud? Which part was quiet and fast?" Children choose one thing they made this unit and tell a partner about it.

✓ End-of-unit check (one-to-one or in a small group)

About 3 minutes per child. Any child may show in their own way (pointing, signing, using a device, hand signs, feeling the drum).

Part	Ask or watch	Looking for
1	Point to one of their colour mixes (or mix two paints now): "Which two colours did you use?"	Names or points to the two paints really used.
2	"Make a print with this cork and lift it. Can you make another one the same?"	Presses, lifts, and repeats the print.
3	Look at their collage: "Tell me about one piece."	Says or points to one piece and what it is or does.
4	Teacher plays a loud then a quiet sound (same speed). "Which was loud?"	Shows or says the loud one.
5	Teacher plays a fast then a slow sound (same loudness). "Which was fast?"	Shows or says the fast one.

Record "yes", "with help" or "not yet" for each part. A child who shows the skill in their own way (for example with a partner pressing for them in part 2, or by feeling the drum in parts 4 and 5) is recorded "yes", with a note of how. "With help" means an adult helped with the idea itself. In part 1, the check is which two colours went in, not the name of the new colour.

Vocabulary

storm, louder, quieter, faster, slower, gallery

Differentiation

- **Support:** in the story, a child chooses just one sound to make (the thunder, or the drips).
- **Stretch:** children make their own short sound story with two changes.

⚠ Safety

- Keep thunder short; offer ear defenders. Gallery walk at walking pace; no touching others' work unless the maker says yes.

Teacher notes

- Children marked "not yet" for loud/quiet or fast/slow can keep practising with the hand-sign game for a minute on other days.
- Keep a few pieces for the term 3 class exhibition.