**Title/Description of Lesson**

**Psychedelic Zebras**

This lesson can be used with grades 4-6th grade. This activity covers the color wheel, analogous, warm, cool, and complementary colors. The students will also learn about using color to create an emotion or desired artistic effect. They will also gain a deeper appreciation about the history of Fauvist Art and the artists.

**Grade Level:**

4th-6th

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**Lesson Links**

Objectives/Outcomes

Materials and Resources

Vocabulary

Procedures

Criteria for Assessing Student Learning

California Standards in Visual & Performing Arts

California Standards for Integrated Subject

Other Resources

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**Objectives/Outcomes**  
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Students will learn the basic concepts of the color wheel, learn blending techniques, and the history of Fauvist Art. They will also learn how to draw a simple zebra that will be colored in the manner if the Fauves.

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**Materials and Resources**  
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Black 12x18” black construction paper

Pencils

Crayola Color Sticks

Example of a Color Wheel

Examples of Fauvist artists like Henri Matisse and Andre Derain

Good examples are:

Matisse, “The Green Stripe” (Portrait of Mme Matisse) 1905

Derain, “Westminster Bridge” 1906

Fauvist artists, such as Matisse and Derain, as early as 1899 started a movement known and coined as Fauvism. Among its’ followers and founders were artists who abandoned traditional color palettes and opted for more untraditional palettes. For example, these artists used vividly contrasting colors freed from their traditional use. Such as trees were painted purple, houses orange, and people were multi-colored. The term Fauvism, “wild beasts”, was coined after a critic’s visit to an art show where a statement was made that the artists, due to their application of color in wild arrangements, painted in the manner of a bunch of wild animals, “fauves”. The term was coined

**Vocabulary** *(Return to Links)*

**Fauvist Art** – An early-20th-century movement in painting begun by a group of French artists and marked by the use of bold, unmixed bright colors on often distorted forms used for emotional and decorative effect.

**Warm and Cool Colors**

- Warm colors: red, orange, yellow. These are the “happier” colors and tend to “jump” out at you.
- Cool colors: blue, green, violet. These are the “sad” colors that recede.

**Analogous and Complementary Colors and Fauvist Art.**

- Analogous colors: colors next to each other on the color wheel, “neighbors”. For example, green, blue-blue green, blue, etc…
- Complementary colors: colors directly across from each other on the color wheel. For example, red and green, blue and orange, yellow and violet. These color combinations “vibrate” off of each other.

**Blending** - Blending is the technique of painting colors so that there is a gentle and gradual transition from one to the other. It can also be the partial blending of 2 or more colors attempting see some pure and part mixing of the colors.

**Shading** – The addition of black to a color to make it darker. Used to create darker or shaded areas when adding value to a work of art.

**Procedures** *(Return to Links)*

Start the lesson by discussing the color wheel and the history of Fauvist art.

- Give each student a piece of black construction paper.
- *Draw out an image of a zebra. A good step by step example can be found on [www.hellokids.com](http://www.hellokids.com) Just search for a zebra drawing.
- Add a background such as trees, grass, clouds, sun, and mountains.
• Once the drawing is complete start coloring in the manner of Fauvist artists. Remember to color dark and hard. You can blend colors and color your zebra in an unrealistic color palette.
• This would be a good time to talk to the students, while they are coloring, about using cool colors for the background and warm colors for the zebra. Placing complementary colors next to each other make each other “pop”.
• Color until complete and take your time. Remember, “Good art takes time!”

Criteria for Assessing Student Learning  (Return to Links)

• Did the student master the art medium? Follow directions?
• Did the student learn about warm and cool colors? Use blending techniques?
• Can they tell you about Complementary and analogous colors? Warm and cool?
• Do they have a concept about Fauvist Art?
• Did they complete a zebra drawing, coloring it in the manner of the Fauves?
• Did they take their time and put pride in their art?

California Standards in Visual & Performing Arts  (Return to Links)

Grade 5

2.6 Use perspective in an original work of art to create a real or imaginary scene.

3.3 Identify and compare works of art from various regions of the United States.

4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art

California Standards for Integrated Subject  (Return to Links)

Other Resources  (Return to Links)