Elements: Color
Principles: Balance
Materials:

- ☐ 12" x 18" gray construction paper
- ☐ Tempera or acrylic paint
- ☐ Paper plates
- ☐ Paintbrushes
- ☐ Jar/cup of water
- ☐ Paper towels
- ☐ Newspaper (for under painting)

Instructions:

1. Read a Clifford book or a Pete the Cat book (or a short one of each).

2. **Display the sample art** and explain to students that they will be painting a "hot" dog - using **warm colors**, and a "cool" cat - using **cool colors**. Have the students name which colors are warm or cool and make a list on the board. Explain that black, white, and gray are **neutral** colors.

3. Explain that Clifford is painted as a **profile view** (shown facing sideward) and Pete is painted as a **portrait view** (shown facing forward). The students can choose to paint either profile or portrait for their animals.

4. Make sure students know that they <u>do not have to make their dogs look like Clifford or their cats look like Pete</u>. **They can make their animals their own designs**. The only requirement is to try and use warm colors for their dogs and cool colors for their cats.

5. Students who are right-handed should paint their first animal on the left side of the paper and their second on the right side (so they have less of a chance of smearing their painting). Flip that around for left-handed students. Painting an animal on each side of the art creates a sense of **balance**.

6. Have students **paint their base color** (warm or cool), then **as it dries - add white and black details** (eyes, whiskers, face details, collar). Explain that they need to spread the paint thin to avoid globs, because areas with too much paint will not dry quickly.

7. Have students put their name on the back of their art and help clean up their desks, placing paintbrushes in water in the sink, so the paint does not dry on the bristles.

Option: Add raindrops to the background paper with paint or crayon, after painting dog and cat (like it's raining cats and dogs).