



By Art Teacher Tina Rey

Volume 154 | Grades 3–5

Time: 2–3 class periods

Shades of creativity: Exploring tints and shades

National Core Art Standards

Creating

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

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

Presenting

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Responding

Anchor Standard 7: Perceive and analyze artistic work.

Connecting

Anchor Standard 11: Relate artistic ideas and work with personal meaning and external context.

Materials list

- Nasco No. 2 Pencils - Sharpened Pkg. of 12 ([NE20209](#))
- Nasco White Mixed Media Paper - 9" x 12". - 50 lb. ([9728251](#))
- Clearview 12" Clear Ruler ([TB23369](#))
- Nasco Acrylic Paint, Eight 8-oz. Bottle Set ([9705749](#)) or Nasco Tempera Paint, Five Pint Bottle Set ([NE20167](#))
- Royal Brush® Big Kid's Choice™ 4-Piece Round and Flat Set ([9741810](#))
- Blank Card Stock - Pkg. of 50 - 12" x 12" ([9733613](#))

Objectives

Students will be able to ...

- Understand what a tint and a shade is
- Measure and line up the pattern to create a balanced drawing
- Correctly mix tints and shades of colors
- Correctly paint a geometric Op Art design
- Use proper brushstrokes to complete a quality painting

Teacher prep

Before you begin, use the pattern on **p. 4** to create multiple tracers out of cardstock for students to use.

Directions

1. Start by discussing optical art, or Op Art for short. Op Art tricks our eyes and makes us see things that aren't really there, like shapes that seem to move or pop out of the paper. It uses patterns, colors, and lines to create amazing effects.
2. Then introduce this video about Victor Vasarely, one of the most famous artists who made these kinds of art: "[Op-Art of Vasarely](#)." Talk about how he used shapes and colors in special ways to make pictures look like they were jumping off the page.
3. After the video, tell students that they will be creating their own Op Art designs using patterns and colors.



Step 4



Step 6

4. Begin the lesson by explaining to students that this pattern is a popular one in the quilting and textile world, and it is called "Tumbling Blocks." Have every student place their template on their paper. They can begin at the top or further down the page if they just want the design across the middle of their paper. They should hold it firmly in place and trace around the outside of the template.
5. Students should then move their template down, and line it up with the bottom line they just drew. This time they will only need to trace the bottom of the template. Students will continue to do this until they get to a place they want to stop or until they reach the bottom of their paper.
6. Students should then use a ruler or straight edge to complete the diamond shapes that are on the template and add the vertical lines carefully. Demonstrate how to line up the straight edge to the top point of the diamond with the lower diamond's top point to create that straight line. Students should then repeat this with the lower point of the diamond to the lower point of the diamond below it.

7. Students should then go back to all their tumbling blocks and write a “B” on the top diamond for the base color, a “T” on the left for the tint, and an “S” on the right for the shade. Students can go back and erase their letters so that only the faintest shadow of these letters still shows. Students can use colored pencils that will match the color they will be painting their tumbling blocks with, but otherwise, they will get a nice light line when using a mechanical pencil.
8. Begin a discussion of the different color families they have learned about, such as primary, secondary, etc., and have students determine which colors they would like to use. They can use as many or as few colors as they would like.
9. Demonstrate to students how to paint each diamond with their base color using a flat brush to obtain smooth and straight lines. The goal is to keep the brushstrokes going in the same direction for each diamond. Have students either use a different brush for each color or have them wash their brush thoroughly when switching colors.
10. Then, talk about how to make a tint of their base color (by adding white) and how to make a shade of their base color (by adding black).



Step 9



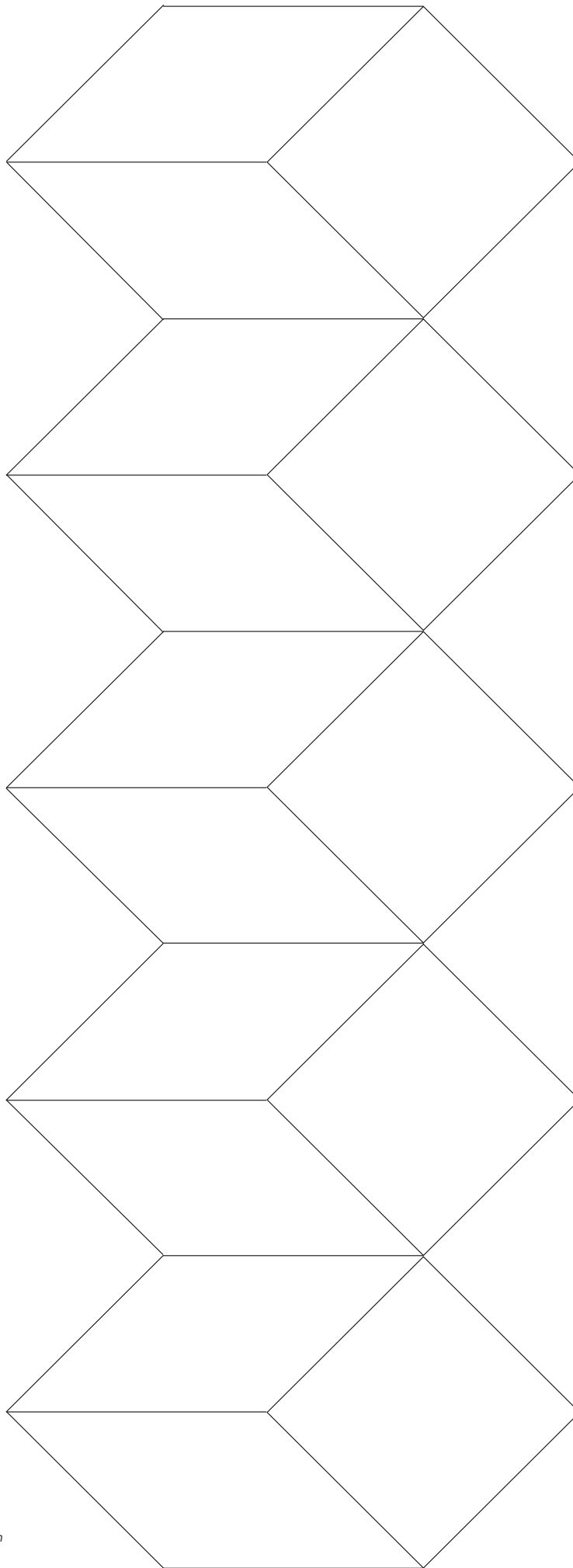
Step 11

11. When they have finished painting all their base colors, have them add white to each base color in separate piles and use smooth, even brushstrokes to paint the left side of each shape, marked “T.” Remind them to clean their brushes off well between each color.
12. When finished with tints, have students start another small pile of paint with each base color and a bit of black. Have them apply each shade using smooth, even brushstrokes to the right side of each shape, marked “S.” Remind them to clean their brushes off well between each color.
13. When their paintings are complete, have students reflect on how well they mixed their tints and shades and write an artist statement that reflects on their progress.



Step 12

Print at 150% on
11" x 17" paper.



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