

WHO DREW THAT?

by Kim Cameron & Friends



**A TEACHERS GUIDE!
PRIMARY EDUCATION**



Barbara's Color Splash Day

Exploring Barbara 62 Through Song & Art

2nd Grade Visual Arts Lesson Plan
Florida Next Generation Sunshine State Standards

Based on the song "Barbara's Color Splash Day" by Kim Cameron

Bold Color • Personal Style • Pioneer Artist

Learning Objectives



Identify the Artist

Recognize Barbara 62 as one of the first female graffiti artists who used bold colors and personal style.



Connect to the Song

Listen and respond to "Barbara's Color Splash Day," connecting its celebration of color and creativity to their own art.



Create Artwork

Create an original colorful "tag-style" or abstract design that shows personal style using bold colors and shapes.



Reflect & Share

Discuss their own and classmates' art using simple vocabulary (color, shape, style, bold).

Materials Needed



Audio of "Barbara's Color Splash Day"



Optional: simple colorful graffiti-style examples



Large white or colored construction paper



Tempera paints, markers, crayons, or oil pastels



Brushes, water cups, paper towels



Optional: stickers, colored tape, collage materials



Smocks / aprons & table covers



Chart paper or whiteboard

Key Vocabulary

Artist

Someone who creates pictures or designs using colors and imagination.

Tag

A special way an artist writes their name or a design that shows their personal style.

Bold

Strong, bright, and easy to notice.

Graffiti / Street Art

Bold, colorful art made in public places (we make ours on paper).

Color Splash

Using lots of bright, energetic colors all together.

Style

The special way each artist makes their art look unique.

Lesson Procedure Overview

1

**Hook &
Introduction**

8–10 min

2

**Guided
Exploration**

5–7 min

3

**Art-Making
Activity**

20–25 min

4

**Reflection &
Sharing**

8–10 min

Step 1: Hook & Introduction (8–10 min)



Play "Barbara's Color Splash Day"

Invite students to move, clap, or "splash" their hands to the beat.



Ask & Discuss

"What did you notice about the colors? How does the music make you feel?"



Introduce Barbara 62

She was one of the first girls to become well-known for making graffiti art in New York City a long time ago. She used bright colors and her own special style. The song celebrates her "Color Splash Day"!



Show simple colorful examples and discuss bold colors and energetic style.

Step 2: Guided Exploration (5–7 min)



Teacher Models

Create a big, bold personal “tag” or abstract design using large letters or shapes and lots of bright overlapping colors.

Talk aloud: “I’m making my design big and colorful like Barbara 62. I’m choosing colors that feel energetic and fun — a real color splash!”

Remind students: We create our art only on paper (or approved surfaces).

Step 3: Art-Making Activity (20–25 min)

Students create their own "Color Splash" artwork inspired by Barbara 62:

Personal Tag

Design a special way to write your name using bold letters and bright colors.

Color Splash

Create an abstract design full of energetic shapes and overlapping colors.

My Style

Free choice showing your own bold personal style.

Encourage large movements & bright colors • Play the song softly • Ask: "What colors did you splash?"

Important: Create art only on paper or teacher-approved surfaces

Step 4: Reflection & Sharing (8–10 min)



Partner Share

Point to the boldest color or shape in your art and tell why you chose it.



Whole-Group Discussion

How did the song help you think about color? Barbara 62 was one of the first girls to make this bold art. How does it feel to create your own colorful style?



Display & Exit Ticket

Collect or display the works. Optional: "My color splash shows..."

Differentiation & Accommodations

Support

Pre-drawn letter outlines or shape templates • Limited color choices • Partner work • Visual step cards • Extended time

Extension

Add a second layer or create a matching tag for a friend • Write a short label about their style

ELL / Language

Pair vocabulary with visuals & gestures • Pre-teach key song phrases • Allow pointing or single-word answers

Sensory / Motor

Alternative tools (thick markers, stamps, collage only) • Flexible seating or standing options



I Paint

Exploring Picasso Through Song & Art

2nd Grade Visual Arts Lesson Plan
Florida Next Generation Sunshine State Standards

Based on the song "I Paint" by Kim Cameron

Learning Objectives



Identify Picasso

Recognize Pablo Picasso as an artist who used shapes, colors, and imagination (including Cubism ideas).



Connect to the Song

Listen and respond to "I Paint," linking "art is from the heart" and "let the colors flow" to creativity.



Create Artwork

Make an original Cubist-inspired painting or collage expressing personal ideas with shapes and colors.



Reflect & Share

Discuss their own and classmates' art using simple vocabulary (shape, color, line).

Materials Needed



Audio/video of "I Paint" by Kim Cameron



1–2 age-appropriate Picasso images



White construction or canvas paper



Tempera paints, watercolors, or markers



Brushes, water cups, paper towels



Optional: pre-cut geometric shapes & glue



Smocks / aprons & table covers



Chart paper or whiteboard

Key Vocabulary

Artist / Painter

Someone who creates pictures or art with paint, shapes, and imagination.

Shape

Forms like triangles, circles, squares, and rectangles used in art.

Line

Marks that can be straight, curved, thick, or thin in a drawing.

Cubism

Showing people or objects with shapes from different views at the same time (like Picasso).

Color

The hues we use to express feelings and make art exciting.

Art from the Heart

Making art that shows your feelings and imagination (from the song).

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8–10 min

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Guided Exploration

5–7 min

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Art-Making Activity

20–25 min

4

Reflection & Sharing

8–10 min

Step 2: Guided Exploration (5–7 min)



Teacher Models

Draw a simple face or object using overlapping geometric shapes (triangle eyes, circle nose, rectangle mouth, mixed colors).

Talk aloud: "I'm letting the colors flow and using my imagination like Picasso and the song."

Review safe art practices and how to use materials carefully.

Step 1: Hook & Introduction (8–10 min)



Play the song "I Paint"

Invite students to move, dance, or clap along to the beat.



Ask & Discuss

"What did you hear about painting? What does 'art is from the heart' mean? Who is Picasso?"



Share Kid-Friendly Facts

Picasso was a Spanish artist who loved to paint as a little boy. He used lots of colors and shapes (sometimes triangles for smiles). He showed things in new, imaginative ways.



Show 1–2 simple Picasso images and discuss shapes & colors.

Step 3: Art-Making Activity (20–25 min)

Students create their own "I Paint" Picasso-inspired artwork:

Self-Portrait

Use geometric shapes and bright/mixed colors for yourself or a family member.

Favorite Thing

An animal, place, or imaginary scene broken into shapes.

From the Heart

Free choice expressing what is in your heart.

Encourage experimentation • Play the song softly in the background • Circulate and ask open questions

Lower-mess option: collage with pre-cut shapes + drawing/painting

Step 4: Reflection & Sharing (8–10 min)



Partner Share

Students share with a partner: "Point to one shape or color you chose and tell why."



Whole-Group Discussion

"How did the song help you think about painting? How is your art like Picasso's (or different)?"



Display & Exit Ticket

Collect or display works. Optional: "One thing I learned about Picasso or painting is..."



Dreaming Like Dalí

Exploring Salvador Dalí Through Song & Art

2nd Grade Visual Arts Lesson Plan
Florida Next Generation Sunshine State Standards

Based on the song "Dreaming Like Dalí" by Kim Cameron

Imagination • Dreams • Surprising Ideas

Learning Objectives



Identify the Artist

Recognize Salvador Dalí as an artist who created dream-like pictures full of imagination and surprising ideas.



Connect to the Song

Listen and respond to “Dreaming Like Dalí,” connecting its message of dreaming and imagination to their own creative process.



Create Artwork

Create an original “dream picture” that combines realistic and imaginative elements (unusual sizes, unexpected combinations).



Reflect & Share

Discuss their artwork using simple vocabulary (dream, imagination, surprising, real + pretend).

Materials Needed



Audio of "Dreaming Like Dalí" by Kim Cameron



Optional: watercolors or tempera paints



1–2 age-appropriate Dalí images (playful only)



Optional: collage materials (animals, clocks, objects)



White construction or drawing paper



Smocks if using paint



Pencils, crayons, markers, or colored pencils



Chart paper or whiteboard

Key Vocabulary

Artist / Painter

Someone who creates pictures using imagination and skill.

Imagination

The ability to invent new ideas and pictures in your mind.

Real + Pretend

Combining things that look real with things that could only happen in a dream.

Dream / Dream-like

Pictures that feel like something you might see while sleeping — surprising and full of imagination.

Surprising / Unexpected

Something different from everyday life (like a melting clock).

Surreal

Art that mixes real-looking details with dream ideas (simple kid definition).

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5–7 min

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20–25 min

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**Reflection &
Sharing**

8–10 min

Step 1: Hook & Introduction (8–10 min)



Play "Dreaming Like Dalí"

Invite students to close their eyes or move gently as if floating in a dream.



Ask & Discuss

"What do you think 'dreaming like Dalí' means? Have you ever had a surprising dream?"



Introduce Salvador Dalí

He was a Spanish artist who loved to paint pictures that look like dreams. He mixed real-looking details with strange, playful ideas — like soft melting clocks or animals with very long legs. He used his imagination to invent surprising pictures!



Show 1–2 playful Dalí images and discuss what looks real vs. dream-like.

Step 2: Guided Exploration (5–7 min)



Teacher Models a Dream Picture

1. Draw something ordinary (a clock, animal, tree, or house).
2. Change it in a dream-like way: make it melt, float, grow extra-long legs, appear in a strange place, or combine two things.

Talk aloud: "I'm starting with something real, then adding a dream idea — just like Dalí. I'm letting my imagination make it surprising!"

Step 3: Art-Making Activity (20–25 min)

Students create their own "Dreaming Like Dalí" picture:

Change Something

Take an everyday object or animal and change it in a dream-like way.

Combine Two Things

Put together two things that don't usually go together.

Free Dream

Any picture that feels like a dream — floating, melting, oversized, or surprising.

Encourage a mix of realistic details + imaginative surprises • Play the song softly • Ask: "What is the dream idea?"

Optional collage materials can help invent unexpected combinations

Differentiation & Accommodations

Support

Simple object templates or starter drawings • Limited materials • Partner work • Visual “real → dream” examples • Extended time

Extension

Add a second dream detail • Create a short written caption explaining the dream idea

ELL / Language

Pair vocabulary with pictures & gestures • Pre-teach key song phrases • Allow pointing or single-word answers

Sensory / Motor

Alternative tools (thick markers, collage only, stamps) • Flexible seating • Larger paper if needed



Color Me Pink

Exploring Gershon Iskowitz Through Song & Art

2nd Grade Visual Arts Lesson Plan
Florida Next Generation Sunshine State Standards

Based on the song "Color Me Pink" by Kim Cameron

Color • Light • Feeling Better Through Art

Learning Objectives



Identify the Artist

Recognize Gershon Iskowitz as an artist who painted with bright colors and light, and who used art to help himself feel better after a hard time.



Connect to the Song

Listen and respond to "Color Me Pink," connecting its message of color and positive feeling to their own creative process.



Create Artwork

Create an original artwork using pink and other bright colors to express a positive feeling or sense of light and hope.



Reflect & Share

Discuss their art using simple vocabulary and the idea that art can help us feel better.

Materials Needed



Audio of "Color Me Pink" by Kim Cameron



1–2 age-appropriate abstract Iskowitz images



White or light-colored construction paper



Paints, markers, or crayons (include pink!)



Brushes, water cups, paper towels



Optional: pink tissue paper or collage scraps



Smocks / aprons & table covers



Chart paper or whiteboard

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Activity**

20–25 min

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**Reflection &
Sharing**

8–10 min

Step 4: Reflection & Sharing (8–10 min)



Partner Share

Point to the most surprising or dream-like part of your picture and tell about it.



Whole-Group Discussion

How did the song help you think about dreaming? Dalí mixed real-looking things with dream ideas. How did you do that?



Display & Exit Ticket

Collect or display the works. Optional: "My dream picture shows..."

Lesson Steps Summary

Condensed guide for the full lesson sequence:

1–2. Hook & Guided

Play song; discuss pink & feelings. Introduce Iskowitz (art helped after hard times). Model soft overlapping bright colors.

3. Art-Making

Create abstract art with pink & bright colors for light, hope & positive feelings. Overlap soft shapes; play song softly.

4. Reflect & Share

Partner share a color/shape & feeling. Discuss how art helps feel better. Display works; optional exit ticket.

Key vocab: Artist, Color/Pink, Light, Feeling, Heal/Feel Better, Abstract

Keep tone hopeful • Focus on color, light & healing power of art



Art Can Help Us Feel Better

Gershon Iskowitz used color and light to create beauty and help his heart feel better after a hard time.

We can use color — including pink — to express positive feelings and feel better too.

Standards: VA.2.C.1.1 • VA.2.C.1.2 • VA.2.S.1.1 • VA.2.F.1.1 • VA.2.H.1.1

Diff: limited colors/partners/visuals • labels for extension • ELL & sensory supports

Song: "Color Me Pink" by Kim Cameron • 2nd Grade Visual Arts

Keep the focus on hope, color, light, and the healing power of art.



Color Me Alive

Exploring Henri Matisse Through Song & Art

2nd Grade Visual Arts Lesson Plan
Florida Next Generation Sunshine State Standards

Based on the song "Color Me Alive (Like Matisse)" by Kim Cameron

Bold Color • Simple Shapes • Feeling Alive

Learning Objectives



Identify the Artist

Recognize Henri Matisse as an artist who used bright, bold colors to express feelings and make art feel “alive.”



Connect to the Song

Listen and respond to “Color Me Alive (Like Matisse),” connecting its message of joyful color to their own creative process.



Create Artwork

Create an original colorful artwork (painting or paper cut-out collage) inspired by Matisse’s bold colors and simple shapes.



Reflect & Share

Discuss their own and classmates’ art using simple vocabulary (color, shape, bold, alive).

Materials Needed



Audio of "Color Me Alive (Like Matisse)"



Colored paper, scissors & glue (for cut-outs)



1–2 age-appropriate Matisse images



Brushes, water cups, paper towels



White or colored construction paper



Smocks / aprons & table covers



Tempera paints, markers, or crayons



Chart paper or whiteboard

Lesson Procedure Overview

1

**Hook &
Introduction**

8–10 min

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**Guided
Exploration**

5–7 min

3

**Art-Making
Activity**

20–25 min

4

**Reflection &
Sharing**

8–10 min

Lesson Steps Summary

Condensed guide for the full lesson sequence:

1–2. Hook & Guided

Play song; move/sway. Discuss 'color me alive.' Introduce Matisse (bright colors + cut-out shapes). Model bold colors & simple shapes.

3. Art-Making

Paper cut-outs (preferred) or bold painting: large simple shapes, pure bright colors expressing 'alive' feelings. Play song softly.

4. Reflect & Share

Partner: point to boldest color & feeling. Discuss how Matisse's colors feel alive. Display works; optional exit ticket.

Key vocab: Artist, Color, Bold, Shape, Cut-out/Collage, Alive

Paper cut-outs are especially joyful & accessible for 2nd graders!



Color Yourself Alive!

Henri Matisse showed that bright colors and simple shapes can make art (and us) feel alive.

Now it's your turn to let the colors sing!

Standards: VA.2.C.1.1 • VA.2.C.1.2 • VA.2.S.1.1 • VA.2.F.1.1 • VA.2.H.1.1

Diff: pre-cut shapes/limited colors/partners • labels for extension • ELL & sensory supports

Song: "Color Me Alive (Like Matisse)" by Kim Cameron • Bold color • Simple shapes • Joyful expression



Life in a Cartoon

Exploring Charles Schulz Through Song & Art

2nd Grade Visual Arts Lesson Plan
Florida Next Generation Sunshine State Standards

Based on the song "Life in a Cartoon" by Kim Cameron

Characters • Expressions • Simple Stories

Learning Objectives



Identify the Artist

Recognize Charles Schulz as the cartoonist who created the Peanuts characters and used simple drawings to tell stories about feelings and friendship.



Connect to the Song

Listen and respond to "Life in a Cartoon," connecting its celebration of cartoon life and characters to their own creative process.



Create Artwork

Create an original cartoon character or simple comic-style drawing that shows personality through expression, pose, and simple lines.



Reflect & Share

Discuss their artwork using simple vocabulary (cartoon, character, expression, line, story).

Materials Needed



Audio of "Life in a Cartoon" by Kim Cameron



Optional: speech-bubble cut-outs or stickers



1–2 age-appropriate Peanuts examples



Optional: simple character reference sheets



White drawing paper or comic-strip templates



Chart paper or whiteboard



Pencils, black markers, colored markers/crayons



Extra paper for revisions

Lesson Procedure Overview

1

**Hook &
Introduction**

8–10 min

2

**Guided
Exploration**

5–7 min

3

**Art-Making
Activity**

20–25 min

4

**Reflection &
Sharing**

8–10 min

Lesson Steps Summary

Condensed guide for the full lesson sequence:

1–2. Hook & Guided

Play song; clap/pose. Discuss cartoon life & favorite characters. Introduce Schulz (Peanuts, simple lines, big feelings). Model head + expression + pose + optional bubble.

3. Art-Making

Original character or one-panel comic with clear expression, simple bold lines & personality. Optional speech bubbles. Play song softly.

4. Reflect & Share

Partner: point to expression & say the feeling. Discuss how Schulz showed big feelings with simple drawings. Display; optional exit ticket.

Key vocab: Cartoonist, Cartoon/Comic, Character, Expression, Line, Speech Bubble

Encourage strong facial expressions & simple bold lines

Differentiation & Closing

Support

Circle/oval head templates or body outlines • Limited materials • Partner work • Visual expression examples • Extended time

Extension

Add a second panel or short speech-bubble conversation • Create a small series of the same character

ELL / Language

Pair vocabulary with pictures of expressions & gestures • Pre-teach key song phrases • Allow pointing or single-word answers

Key Message

Schulz used simple lines to show big feelings & friendship. Your characters can do the same!
Song: "Life in a Cartoon" by Kim Cameron