

# Colour

## Session 3-4

TIME

90 min.  
including  
break



Art of learning

THEME

# 9



### WARM-UP: SCALE GAME ON COLOURS

<b>This will happen:</b>	Students place themselves on a spectrum from 'green' to 'purple' (Day 3) and two other colours (Day 4), based on a series of statements.
<b>Materials needed:</b>	Day 3: One large green and one large purple circle. Day 4 two more large circles of different colours.
<b>Preparations in advance:</b>	The adult should consider their own opinion of the statements so they can share genuine responses with the students. Decide on the statement from the last session.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

- All the students find a space in the room where they can hear the adult clearly. Explain that in a moment they are going to play the Scale Game again. The coloured circles are placed on the floor. Explain that the colours have changed today and that they are purple and green and that they need to decide which colour they feel matches the statement.
- The adult makes a series of statements and the students must decide where to place themselves on the line. After each response, ask some students why they are standing where they stand. Choose from across the line so that different opinions around the statements emerge. The adult might choose one of the statements from the previous session that worked well as a starter:
  - An optional statement from the previous session
  - When I try something new, I feel...
  - When a task is difficult I feel...
  - When I can finally do something that I have been trying hard at, I feel...
- Reflection. Ask the students:
  - If they felt 'orange' yesterday, what colour did they feel today? Why?
  - If they feel 'green' what does that mean to them?
  - Was it easier or harder with these colours? Why?Session 4: Repeat with different colours and other statements.

### REFLECTION: COLOURED FOOTPRINT IN GROUPS

<b>This will happen:</b>	In small groups, students reflect on the session by placing themselves on footprints of different colours.
<b>Materials needed:</b>	Footprint posters made of different colours (handmade or from the resource bank).
<b>Preparations in advance:</b>	Print out three footprint posters for each group (in different colours for Days 3 and 4) handmade or from the resource bank.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

- Divide the students into groups of 6. Each group forms a circle. Give each group a set of three footprint posters and they create three spaces in the circle (like invisible extra students) and the reflection sheet footprints are placed on the floor in these spaces.
- The students are invited to think about today's session and to look at the colours of the footprints. Ask which of the colours best describes what the session was like for them today. They are given a few minutes to think.
- Explain that the reflection is going to be the same as in the last session. They are asked to choose a coloured footprint and stand on it and to say the colour and explain why it describes their experience of the session. Once they have shared, they should go back to their original place in the circle. They are reminded to be a good audience for all the responses and that their choice of colour and what they say are all of equal value and are correct – that there are no right or wrong responses.
- After all the groups have finished, the adult brings them all back together in a large circle and asks:
  - How did it feel to share their thoughts in a big circle compared to a small one? Was it similar or different? Which was the most comfortable to do? Which felt the safest to do? Why?End the session by thanking the students for their good reflections.

### NOTES

# Colour

## Session 3-4

TIME

90 min.  
including  
break



Art of learning

THEME

9



### TEACHER-LED DAYS. IDEAS FOR MAIN ACTIVITIES:

#### When the snow got its colour

Read the story 'When the snow got colour' aloud.

Collect white objects. Based on the objects, discuss the colour white. Is white only white, or is white more colours? (Discuss texture, material and matte, gloss.)

Provide the students with white paint and the primary colours and ask them to paint a spectrum of white.

How to paint white on a white paper? Is that possible? Look at artworks (see snow paintings in the resource bank) of artists who have painted snow.

Paint a picture of snow from the story about how the snow got its colours.

#### Paint the colour spectrum with the objects in Session 2

Show the picture of the colour spectrum from Session 2. How many different colours are included? Are there any colours that they haven't found at all?

Individually or in groups: ask the students to paint the colour spectrum they created with the objects in Session 2. They will need paint and coloured paper.

#### Primary and secondary colours

Explain the principles of the primary colours. Ask the students to paint a circle using these principles.

Display Goethe's Colour Wheel (from the resource bank) either for reference as they work, or afterwards as a comparison.

#### How many colours are there? – Human eyes and colours

Ask the students how many colours can they see? How many colours are there? Human eyes can distinguish between 1 million different colours.

Visit a painter's shop: How many different colours do they have? What kind of names do the different colours have?

#### When colours disappear

What do colours look like for colour blind people?

What do the colours look like at night to humans?

For cats?

NOTES