

Colour

Session 5

TIME

90 min.
including
break



Art of learning

THEME

9



WARM-UP: SCALE GAME ON COLOURS

This will happen:	Students place themselves on a scale of colours that change after each new statement is made during the warm-up.
Materials needed:	Large circles in several different colours (or use another approach to represent the colours of outdoors).
Preparations in advance:	Decide on an alternative way to represent the colours of outdoors or cut out large circles in different colours (use a different set for each statement).
Preparations in the space:	
The space looks like this:	Outdoors.

GUIDANCE:

- Set up as in the previous session but this time the line goes from one place outdoors to another. The adult explains that they will make a series of statements and students must decide where to place themselves on the line, however, the colours will now change after each statement. The students need to decide which colour they feel matches the statement. The adult places the first set of large coloured circles on the floor at each end of the imaginary line.
- Make 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 option from Session 3-4
 - Today I feel...
 - When I play outside, I feel...
 - When I'm angry, I feel...
 - When I'm a detective, I feel...
- Reflection:
 - How did it feel when the colours kept changing?
 - Did it make it easier or harder to express what they felt?
 - Which pair of colours was best for expressing their feelings?
 - Did any of the pairs of colour make it difficult to express their feelings? Why?
 - Can the same question have different answers because they are asked at a different time? For example, will their answer now be the same as it was a year ago? How about last week/yesterday or in a year.

REFLECTION: COLOURED OBJECTS

This will happen:	Students reflect on the session by holding different coloured objects.
Materials needed:	Six objects of different colours.
Preparations in advance:	Find six objects in different bright colours.
Preparations in the space:	
The space looks like this:	Outdoors.

GUIDANCE:

- Ask all the students to stand or sit in a circle. They create six spaces in the circle (like invisible extra students) and they place each of the six coloured objects on the floor in these spaces.
- The students are invited to think about today's session and to focus on something that they found difficult or challenging. How did they overcome the difficulty or if they didn't, why was that? 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 think about which of the six objects best matches their reflection.
The adult should go first and share one of their own reflections, for example they go to the purple cup, hold it and say that for them, purple is a little sad, and they think it is a little sad that... They should then go back to their original place in the circle. The students are invited to share.
- After everyone who wants to share has had the opportunity to do so, ask:
 - When they think about what they've done today, was it beautiful? Why/why not?
 - What does it take for something to be beautiful?
 - What does it take for something to be ugly?

End the session by thanking the students for their good reflections.

NOTES

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MAIN ACTIVITY: COLOUR SPECTRUM IN NATURE

This will happen:	Students work in groups to make and document colour spectrums of natural objects they have found and collected outside.
Materials needed:	A bell, possibly a piece of white fabric to place the objects on so that they can be seen clearly from the natural environment, a digital tablet for each group.
Preparations in advance:	Ensure students are dressed for an outdoor session. Find a suitable place out in nature where it is possible to find loose natural objects that can be used for the main activity. Make sure the digital tablets are charged and that they can be used to take photos or make short films with.
Preparations in the space:	
The space looks like this:	Outside in nature.

GUIDANCE:

1. Explain that they are going to continue to work with the idea of colour spectrums but today they are going to work outside and look at colours that are found in nature at this time of the year. Confirm the boundaries of the space that the students can work in before they begin their search and that everyone must return to a specific place when they hear the bell.
2. The students are divided into groups and they begin by working together to find a 'starter item' that will be the starting point for their group's colour spectrum. Once all the groups have decided on their 'starter item', ask them to lay them on the ground in a specific place (this place could be chosen by the students themselves).
3. The adult chooses one of the 'starter items' and uses it as an example (for example, a twig). Ask the students:
Are all twigs here the same colour?
Do all the twigs from the same tree have the same colour?
What would a spectrum of twigs look like?
The students are invited to look very carefully and observe the details of the object
4. Ask the groups to go and find as many objects as possible and to create a colour spectrum with their 'starting objects' as a starting point. The groups can share tasks amongst each other but they must all agree on the order of each object in their colour spectrum. Each group completes their colour spectrum.
5. All the groups come back together and the adult explains that they are again going to create a common spectrum like they did in Session 2. Ask the students:
What is different about this spectrum than the one created in Session 2?
What did they learn from doing this Session 2 that can help them with the task this time? (How to divide the spectrum? How to move the objects without spoiling the order already established?)
Ask if they should do this in silence this time?
The class should discuss and agree how to work to complete the task this time. The colour spectrum is completed.
6. Explain that each group is going to document the final spectrum using a digital tablet. They should document the colour spectrum the class has created together. Each group can decide if they want to a) take a still picture or b) make a short film.

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