

# Colour

## Session 6

TIME

90 min.  
including  
break



Art of learning

THEME

# 9



### WARM-UP: SCALE GAME ON COLOURS

<b>This will happen:</b>	Students place themselves somewhere on a triangular colour scale and respond to various statements.
<b>Materials needed:</b>	Three large circles in different colours.
<b>Preparations in advance:</b>	Adults should consider their own opinion of the statements so they can share genuine responses with the students.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. Ask everyone to imagine a line from one point in space to another, but say that now there is also a third point to imagine. There is a line between all three points. Ask the students what shape does this make. (A triangle). Explain that, just as before, they should decide which colour they feel best matches the statement and then decide where on the line they want to be. The three coloured circles are placed on the floor in a triangle formation.
2. The adult tries this out with an example that has worked well in previous sessions so that everyone understands: Example, "When I'm angry, I'm..." Students stand somewhere along the line. They are reminded that this can be between two of the colours, right beside one or they are also asked where they might stand if they feel it is a bit of all three colours. After they have lined up, ask some students why they are standing right where they stand, both to make sure they understand the task but also to hear their thoughts. Once everyone understands, move to Point 3 below.
3. The adult makes a series of statements and the students must decide where to place themselves. These statements should be the same as in Session 5. After each response, the adult should ask some students why they stand where they stand, choosing from different places so that different opinions and statements emerge.
  - The option from Session 5
  - Today I feel...
  - When I play outside, I feel...
  - When I'm angry, I feel...
  - When I'm a detective, I feel...

#### Reflection:

- Today they got the same statements as the last session, but they had three colours to respond with. How was it different?
- How does it feel to have another colour choice to respond to the same statement?
- Did they answer differently just now than they did at the last session?

### REFLECTION: COLOUR AND SHAPE IN A CIRCLE

<b>This will happen:</b>	Students reflect on the session by holding coloured shapes.
<b>Materials needed:</b>	Six sheets of paper which should be 3 different colours (for example red, green and blue). 2 different shapes for each of the 3 colours.
<b>Preparations in advance:</b>	Cut the shapes (for example, a red circle and a red square, a green triangle and a green rectangle and a blue heart and a blue star).
<b>Preparations in the space:</b>	Print out the 'most beautiful and most ugly colour' form for each pair.
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. Ask all the students to stand or sit in a circle. They create 6 spaces in the circle (like invisible extra students) and they place each of the 6 shapes on the floor in these spaces.
2. The students are invited to think about the entire Theme 9 topic of colour and to focus on something they found inspiring or exciting. They are given a few minutes to think.
3. Explain that the reflection is going to be the same as in the last session but this time they have different shapes but the shapes are also different colours. They are asked to think about which colour and which shape they think best matches their reflection.

The adult should go first and share one of their own reflections, for example, they go to the green triangle and say that a green light means go and it was inspiring to see that everyone was able to respond in the warm-up to the three different colours in triangle formation. They should then go back to their original place in the circle. The students are invited to share.
4. After everyone who wants to share has had the opportunity to do so, ask them to think of the beautiful and ugly pictures they made in the session today.
  - Did they feel most inspired when they created their own picture, or when they looked at other people's?
  - Can they describe how inspiration feels?
  - Do they think other people's ideas can help them with their own ideas?

End the session by thanking the students for their good reflections and for all the work they have done in this colour theme.

### NOTES

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### MAIN ACTIVITY: THE BEAUTIFUL AND THE UGLY

<b>This will happen:</b>	In pairs, describe the most beautiful and the ugliest colour, and then create two images. One ugly with the most beautiful colours and one beautiful with the ugliest colours.
<b>Materials needed:</b>	A wide selection of artist material. Paints and paper/markers and crayons, coloured paper in a wide range of colours, scissors/brushes/collage materials and other materials that might be available. The 'most beautiful and most ugly colour' form for each pair. Aprons to cover the students' clothes when they are painting.
<b>Preparations in advance:</b>	Source art materials and ensure that they represent a wide range of colours (paint/paper/markers/collage materials).
<b>Preparations in the space:</b>	Desks so that students can work in pairs.
<b>The space looks like this:</b>	Classroom.

#### GUIDANCE:

1. The adult puts the students into pairs and each pair is given a 'most beautiful and most ugly colours' form. They work together to complete the form. During this time the adult prepares a table with a wide range of art materials for students to use in the later part of the session.
2. Explain that each pair is going to make an ugly picture but this picture must use the most beautiful colours they have agreed on – they can also use the colours black and white. Ask the students if the colour is beautiful, how do they make the picture ugly? Suggest that they should look at the form they have completed and students work in their pairs to create their picture. They have freedom to choose the materials they want to use to create their picture – they can draw, paint, use scissors and glue to create a collage.
3. Next, explain that each pair is going to make another picture. This time the picture must be the most beautiful picture but they can only use the most ugly colours they have agreed on and they can also use the colours black and white. Suggest that they again use the form they completed and the students work in their pairs to create their picture. Ask what they can learn from the last picture that they made.
4. Once the pairs have completed their beautiful pictures, both pictures created during the session are displayed on the floor. The students are invited to look closely at the work that all the pairs have created.

#### Reflection: ask:

- Was it easy to see which pictures were meant to be ugly, and which ones were meant to be beautiful? How did they spot which ones were beautiful/ugly?
- Was it hard to make an ugly picture when the colour was beautiful? Was it difficult to create a beautiful picture when the colour was ugly?
- What pictures do they think are now the most beautiful? And the ugliest? Do they agree that the colours in the beautiful pictures are still ugly?
- Why do they think some colours are ugly and some are beautiful? Is it useful to divide colours into beautiful and ugly? What has made them decide which colours are ugly and which colours are beautiful?
- Has anyone changed their mind about what colours they think are most beautiful? The ugliest? Why/why not?
- In their pairs the students are asked: Did they always agree on what colours were beautiful and what were ugly? What did it feel like when their partner had a different opinion to them? How did they solve this?

#### NOTES