

Colour

Overview



Art of learning

THEME

9



OVERVIEW OF THEME 9

GOALS	With colour as a starting point, the students will use their senses and observation skills to investigate and explain the characteristics of materials (both inside and outside in nature), sort them by colour and reflect on their findings. By observing colours and exploring how they feel about them, students will have the opportunity to 'rediscover' colours and become aware of symbols and prejudices related to colour. They will practise making choices, collaborating and transferring their own personal experiences in the reflections and warm-ups using colour as a form of expression. They will record and explain their work through digital media.
SUMMARY	Throughout the theme, the students will experience colours through various practical tasks that involve observation and creation. The theme is introduced by providing an opportunity for students to listen to a mythical story from the indigenous people of America, 'How The Rainbow Was Made'. They are then given the opportunity to create their own stories about the origins of colours. They then explore colours in objects in their indoor and outdoor surroundings, describe the objects, analyse the colours they have explored, create colour spectrums and finally make 'ugly' and 'beautiful' coloured pictures.

GENERAL GUIDANCE ON THE THEME 9: Ideally, Day 5 should be carried out outdoors in nature. Even if this theme happens at a time of year where the colour spectrum might be limited, it is encouraged to try, and students may find that brown is not brown, and that white is not all white, and that the spectrums you can make with brown or white are just as good as others. If the temperature outside makes it difficult, it is encouraged to find an indoor space where students can touch, find and collect many different things that they can make spectrums from. If the natural environment is not close by and requires some time to walk there, it might be necessary to change the warm-up to one that can be carried out while walking. If this is done, then please note this in the reflection log.

THEME 9	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Content Summary	<p>Warm-up: Scale game on colours. Students place themselves on a scale from 'agree' to 'disagree' based on their responses to a series of statements.</p> <p>Main activity: Groups will create an audio recording and a story about how an object of their choice got its colour.</p> <p>Reflection: Footprints. Students reflect on the session by placing themselves on one of the footprints placed on the floor that start with: "I liked... I learned... and I need to keep trying..."</p>	<p>Warm-up: Scale game on colours. Students place themselves on a spectrum from orange to blue based on a series of statements.</p> <p>Main activity: Groups will investigate a series of objects from their classroom/school and categorise them based on their colour.</p> <p>Reflection: Students reflect on the session by placing themselves on footprints of different colours.</p>	<p>Warm-up: Scale exercise on colours. Students place themselves on a scale from green to purple (Day 3) and two other colours (Day 4), responding to various statements.</p> <p>Main activity: See suggestions for activities.</p> <p>Reflection: In small groups, students reflect on the session by placing themselves on footprints of different colours.</p>	<p>Warm-up: Scale game with changing colours. Students place themselves on a scale of colours that change after each new statement is made.</p> <p>Main activity: Students work in groups to make and document colour spectrums of natural objects they have found and collected outside.</p> <p>Reflection: Students reflect on the session by holding different coloured objects.</p>	<p>Warm-up: Scale game on colours. Students place themselves somewhere on a triangular colour scale and respond to various statements.</p> <p>Main activity: In pairs, students 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.</p> <p>Reflection: Students reflect on the session by placing themselves in different sizes and coloured shapes.</p>
Space	Open space, quiet areas for recording sound in the main activity.	Open space, the classroom/a space the students are familiar with which has plenty of objects that the students can access. And an open space for documenting.	Open space.	Out in nature.	Open space and classroom.

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NOTES

Colour

Overview



Art of learning

THEME
9



THEME 9	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Materials	<ul style="list-style-type: none"> Two large sheets of paper, one with 'AGREE' on it and another with 'DISAGREE' on it. Digital tablets with audio recording capacity. Two sheets of paper for each group. Coloured felt pens/pencils. 'How The Rainbow Was Made' (resource bank). Footprint posters (handmade or from the resource bank). 	<ul style="list-style-type: none"> One large orange circle and one large blue circle. A bag of objects, each with one clear colour which is distinct from all of the other chosen objects, for example, a red ball, a green cup, a blue pencil. Digital Tablets – one for each group. Roll of plain paper. Goethe Colour Circle (resource bank). Footprint posters made of different colours (handmade or from the resource bank). 	<ul style="list-style-type: none"> One large green and one large purple circle. Day 4 two more large circles of different colours. Other resources depending on the session(s). Footprint posters made of different colours (handmade or from the resource bank). 	<ul style="list-style-type: none"> Circles in several different colours or use another approach to represent the colours of outdoors. 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. Six objects of different colours for the reflection. 	<ul style="list-style-type: none"> Three circles of different colours. 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. Six sheets of paper - should be 3 different colours (for example red, green and blue). 2 different shapes for each of the 3 colours.
Preparations in advance	<ul style="list-style-type: none"> Review questions for the warm-up. Consider discussion around the statements and interesting directions for reflective discussion Read "How The Rainbow Was Made" for the main activity. Ensure all the tablets are charged and work for audio recording. Print out the footprint posters from the T901 resources bank or create your own footprint posters for the reflection. 	<ul style="list-style-type: none"> Review questions for the warm-up. Consider discussion around the statements and interesting directions for reflective discussion. Prepare a bag of objects, each with one clear colour which is distinct from all of the other chosen objects, for example, a red ball, a green cup, a blue pencil. Digital Tablets – one for each group. Roll of plain paper. Consider your own opinion of the reflections statements so you can share genuine responses with the students. Prepare statement 5. 	<ul style="list-style-type: none"> Review questions for the warm-up. Consider your own opinion of the statements so you can share genuine responses with the students. Decide on the statement from the last session. Other preparations based on which activity ideas are selected Print out three footprint posters for each group (in different colours for Days 3 and 4) handmade or from the resource bank. 	<ul style="list-style-type: none"> Decide on an alternative way to represent the colours of outdoors or cut out large circles in different colours (you need a different set for each statement). 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. Find six objects in different bright colours. 	<ul style="list-style-type: none"> Review questions for the warm-up. Consider your own opinion of the statements so you can share genuine responses with the students. Source art materials and ensure that they represent a wide range of colours (paint/paper/markers/collage materials). Print out 'most beautiful and most ugly colour' form – one copy for each pair. Cut out the shapes (2 of each colour, 3 different colours). For example, a red circle and a red square, a green triangle and a green rectangle, a blue triangle, and a blue circle.

NOTES

Colour

Session 1

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 from 'agree' to 'disagree' based on their responses to a series of statements.
Materials needed:	Two large sheets, one with 'AGREE' on it and another with 'DISAGREE' on it.
Preparations in advance:	Review questions. Consider discussion around the statements and interesting directions for reflective discussion.
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. 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 to warm up their brains and bodies. Ask them to imagine there is a big line going from one end of the room to the other – like a ruler. One end of the imaginary line is where the students should stand if they really 'AGREE' and the other end is where they should stand if they really 'DISAGREE'. Place the agree/disagree print outs at each end of the room with plenty of space between them. Explain that they can stand anywhere on the line – not just at either end. They might completely agree, completely disagree or be somewhere in between.
2. Try it out with an example so that everyone understands: "I like football" Students stand somewhere along the line according to the extent to which they like football. Encourage them to be honest and to trust their own opinions, and remind them that they can stand anywhere along the line. 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 on how much they like football. 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 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.
4. Example statements:
 - I really love the colour red
 - I don't like the colour purple
 - The colour blue is cold
 - Most girls like pink
 - All boys like blue
 - The grass is green
 - I think colour can help me express my feelings
5. Finally, ask the students what colour they feel right now, and everyone responds together.

REFLECTION: FOOTPRINTS

This will happen:	Students reflect on the session by placing themselves on one of the footprints placed on the floor. They then complete the statement written below the footprint: "I liked... I learned... and I need to keep trying."
Materials needed:	Footprint posters T901 (handmade or from the resource bank).
Preparations in advance:	Print out the footprint posters from the T901 resources bank or create your own footprint posters.
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. Ask all the students to stand or sit in a circle. They create three spaces in the circle (like invisible extra students) and place the reflection sheet footprints on the floor in these spaces.
2. The students are invited to think about today's session. They are asked to think about whether there was something they liked, learned or needed to keep trying with. They are given a few minutes to think.
3. Ask them to think about Theme 5 when they gave feedback to each other with the footprints. They are told that this is similar but this time they now go to stand on one of the footprints and share a reflection from the session that begins with either "I liked... I learned... and I need to keep trying." Once a student has stood on the footprints to share their reflection they should return to their original place in the circle. The adult should go first and share one of their own reflections, for example "I liked all the exciting stories I have heard today." They should then go back to their original place in the circle. The students are asked to be as quiet as possible so that they can hear the reflections from the class.
4. After everyone who wants to share has had the opportunity to do so, the adult thanks them for sharing their reflections.

NOTES

Colour

Session 1

TIME

90 min.
including
break



Art of learning

THEME

9



MAIN ACTIVITY: COLOUR STORY

This will happen:	Groups will create an audio recording and a story about how an object of their choice got its colour.
Materials needed:	Digital tablets with audio recording capacity. Two sheets of paper for each group. Coloured felt pens/pencils. "How the rainbow got its colour" (resource bank)
Preparations in advance:	Read "How The Rainbow Was Made". Ensure all the tablets are charged and work for audio recording.
Preparations in the space:	
The space looks like this:	Open space. Quiet areas for recording sound.

GUIDANCE:

1. The adult reads the 'How The Rainbow Was Made' story aloud to the class.
2. They talk about the story, based on the storytelling concepts in Theme 5 (The Golden Chest), so the story should have a beginning, a middle, an end, a protagonist (rainbow), goal, conflict/problem, solution. The adult asks the students if this is a true story. Why do they think the story was made? Think about other things – like an apple or a leaf – could they create a story about how they got their colours? (The adult should allow lots of suggestions to come from the students as this will really help them with the task.)
3. Present the assignment to the students, explaining that they are going to work in small groups (approx 4) to create their own story about how something got its colours. The first part is to decide on which object they are going to base the story on. Once they have completed this step, the students should ask the adult for the next step and the adults should all support the groups where needed. The tasks are:
 - To decide which object they are going to base their colours story on.
 - They need to make the story with a beginning, middle and end, a goal, a problem/conflict and a solution. They are given large sheets of paper and coloured pens and pencils to draw/write their story.
 - Once they have made their story, the adult invites them to practise sharing together, by dividing the responsibility out so that everyone in the group tells some of the story. They need to practise it many times and try to describe in words what happens in the story. They are not allowed to point to or use their sheet of paper. The adult offers the students some tips to support them. Tip 1: They can use different colours to identify which parts of the story each of them will tell. Tip 2: Ask them to practise once with their sheet of paper, and then put the sheet away and try to practise again without it.
4. Once they have reached this stage, the groups get a digital tablet to record their story as an audio recording. They are invited to find a quiet place to record. The adults should monitor the groups' progress and provide advice and support where needed which might include support with the story, how to work well as a group and how to use the digital table to record the audio file.
5. Play the stories if there is time and where the energy levels are high (but this could be done in Sessions 3-4)
6. Ask the students:
 - Can they give an example of how their group worked well together?
 - How did they come up with their story?
 - Tell why they are (or are not) proud of the story they made?
 - What could they do to improve it?

NOTES

Colour

Session 2

TIME

90 min.
including
break



Art of learning

THEME

9



WARM-UP: SCALE GAME ON COLOURS

This will happen:	Students place themselves on a spectrum from 'orange' to 'blue' based on a series of statements.
Materials needed:	One large orange circle and one large blue circle.
Preparations in advance:	Adults should consider their own opinion of the statements so they can share genuine responses with the students. Prepare statement 5: Something else.
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. 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 and imagine there is a big line going from one end of the room to the other – like a ruler. The coloured circles are placed on the floor. Explain that yesterday the warm-up looked at the idea of colour to help to express our ideas and emotions and that today they are going to test that out again. But instead of the words 'AGREE' and 'DISAGREE' they are going to use the colours orange and blue and that they need to decide which colour they feel matches the statement.
2. Try it out with an example so that everyone understands: "When I'm happy, I'm..." Students stand somewhere along the line; they can feel completely blue, completely orange or anywhere in between. The adult should encourage them to be honest and to trust their own opinions, and they should remind them that they can stand anywhere along the line. After they have lined up, the adult should 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 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.
 - When I'm full of energy, I feel...
 - When I'm about to fall asleep, I feel...
 - When I think about school, I feel...
 - Being outside in the snow is...
 - Something else!
4. Reflection. Ask the students:
 - When they thought of orange, what did they think orange might mean?
 - When they thought about blue, what did they think blue might mean?
 - Do they think that everyone in this room has exactly the same opinion about what it means to feel orange or blue?
 - If another class got this task do they think the other students would think of orange and blue the same way as they did?
 - How did it feel to work with colours in this exercise, rather than words?

REFLECTION: COLOURED FOOTPRINTS

This will happen:	Students reflect on the session by placing themselves on footprints of different colours.
Materials needed:	Footprint posters made of different colours (handmade or from the resource bank).
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. Ask all the students to stand or sit in a circle. They create three spaces in the circle (like invisible extra students) and place the reflection sheet footprints on the floor in these spaces.
2. The students are invited to think about today's session. They are asked to think about something that they think went well in the session. They are given a few minutes to think.
3. Explain that the reflection is going to be the same as in the last session. They are asked to think about which of the three colours best matches their reflection.
The adult should go first and share one of their own reflections, for example they go to the red footprint and say that red reminds them of excitement and it was exciting to find colours in the room that they'd never noticed before. They should then go back to their original place in the circle. The students are asked to be as quiet as possible so that they can hear the reflections from the class.
4. After everyone who wants to share has had the opportunity to do so, the adult asks:
 - How did it feel to share their thoughts in this session compared to last time? What was different?
 - Does everyone share the same feelings when they do the same activity or when they are in the same situation?
5. End the session by thanking the students for their good reflections.

NOTES

Colour

Session 2

TIME

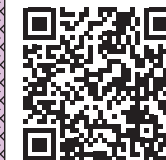
90 min.
including
break



Art of learning

THEME

9



MAIN ACTIVITY: CATEGORISE OBJECTS BY COLOUR

This will happen:	Groups will investigate a series of objects from their classroom/school and categorise them based on their colour.
Materials needed:	A bag of objects, each with one clear colour which is distinct from all of the other chosen objects, for example, a red ball, a green cup, a blue pencil. Digital Tablets – one for each group. Roll of plain paper.
Preparations in advance:	Prepare a bag of interesting objects. A visual example of a spectrum from the resource bank.
Preparations in the space:	
The space looks like this:	The classroom/a space the students are familiar with which has plenty of objects that the students can access. And an open space for documenting.

GUIDANCE:

PART A: GUESSING GAME WITH CARDS AND ITEMS:

1. Start by asking for three volunteers from the class. Explain that in the game each person will have a different role to play and that they keep this role. The volunteers are allowed to express whether they want to have the role of The Inspector, The Guesser or The Explainer. Explain that in the game they may not get the role they really want. Place The Explainer and The Guesser in a sitting position back to back with The Inspector sitting close by so that they can see the pair. Explain each of the roles as follows:
Explainer: They get cards or objects to explain to The Guesser WITHOUT saying anything about what it is OR what it is used for, for example, explaining the thing in terms of size, shape, colour, material.
Guesser: They listen to The Explainer and they guess what the object is.
Inspector: They keep an eye on The Explainer and ensure that they are not saying anything that is not allowed, for example, saying what the object is used for. They also make sure that the pair stops when time is up.
2. Place the students into groups of three and ask them to find a space to work and to agree who will do each of the three roles. The Inspectors are invited to come forward and are given some cards for Round 1 and Round 2 of the game. They must keep these out of the view of The Guesser in their group.
Round 1: The Explainer is given one card and explains the object on the card to The Guesser with no restrictions other than they are not allowed to say what it is. Once they have guessed correctly, The Explainer takes another card and the process starts again. The Inspector makes sure The Explainer does not say what the object is and they hand out new cards. Duration: 1-2 min. The adult times this using a stopwatch.
Round 2: The Explainer explains the object on the cards, but this time is not allowed to say anything about what it is OR what it is used for (they can explain the size, shape, colour, material.) Duration: 1-2 min. The adult times this using a stopwatch.
Round 3: The adult invites the Inspectors to come and get 2 to 3 physical objects. They must keep these out of the view of The Guesser in their group! The game starts again in the same way as Round 2.

PART B: ESTABLISH A COLOUR SPECTRUM OF OBJECTS

1. Explain that the students will continue to work in their groups of 3 and that they will use the 2 to 3 physical objects that they worked with in the last round of the game. Their task is to work together to find an object in the space that is most similar to their object in colour but it may be different in size, shape, material (give an example of a pair of yellow and red scissors and a yellow and red hat – it is the colour that matters).
2. The groups are invited to begin their search. Once they are finished, they place their objects together on the floor.
3. Invite groups to pair up, to look at each other's objects and to discuss: How similar or different are the colours in the groups, is it possible to find more similarities? They are then asked to look at all the objects from both groups and then to find a new object that would work better or as well as those already there. These new objects are added to the objects on the floor.
4. Invite all the groups together for a joint conversation and ask the students to look at all the objects that are now on the floor. Was the task of finding matching colours easy or difficult? How similar are the colours in the objects that were paired? Can they think of an even better colour match? Did the surface of the object make a difference – for example the colour of a red soft toy might look very different to that of a red toy car even though they are both red. Were there any disagreements in their group? How did they resolve them?
5. The paired groups continue to work together and the adult gives them a new task, asking the students how they can put all the objects in order based on colour. Explain what a colour spectrum is and show Goethe's Colour Wheel (from the resource bank) and invite students to use this for reference while they are doing the task. The paired groups have to place all their objects on a single colour spectrum. They work together to complete the task.
6. Bring all the groups together and explain that the next task is a very difficult challenge for the group which has to be done in complete silence. The current spectrums have to be merged into a single common class colour spectrum. The class is invited to start the task.
7. Once it is complete, ask the students:
How did they do in creating the single colour spectrum?
What was it like working in silence?
If they disagreed, how did they resolve this without talking?
The adult takes a photograph of the finished class colour spectrum which will be used in another session.

Colour

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME

9



WARM-UP: SCALE GAME ON COLOURS

This will happen:	Students place themselves on a spectrum from 'green' to 'purple' (Day 3) and two other colours (Day 4), based on a series of statements.
Materials needed:	Day 3: One large green and one large purple circle. Day 4 two more large circles of different colours.
Preparations in advance:	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.
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. 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.
2. 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...
3. 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

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

GUIDANCE:

1. 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.
2. 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.
3. 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.
4. 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

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

Colour

Session 5

TIME

90 min.
including
break



Art of learning

THEME

9



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.

NOTES

Colour

Session 6

TIME

90 min.
including
break



Art of learning

THEME

9



WARM-UP: SCALE GAME ON COLOURS

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

This will happen:	Students reflect on the session by holding coloured shapes.
Materials needed:	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.
Preparations in advance:	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).
Preparations in the space:	Print out the 'most beautiful and most ugly colour' form for each pair.
The space looks like this:	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

Colour

Session 6

TIME

90 min.
including
break



Art of learning

THEME

9



MAIN ACTIVITY: THE BEAUTIFUL AND THE UGLY

This will happen:	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.
Materials needed:	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.
Preparations in advance:	Source art materials and ensure that they represent a wide range of colours (paint/paper/markers/collage materials).
Preparations in the space:	Desks so that students can work in pairs.
The space looks like this:	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