

The world through the eyes of colours

Primary: (ages 7 – 11)

Visual arts

This activity invites students to observe the world around them in order to heighten their perception and understanding of colour. The aim is to support and develop their artistic dimension, to help them think about different perceptions and effects of colours, and transfer this to their own imaginations and fantasies to support their creative engagement. The activity draws on how students understand the world of colours to encourage them to produce meaningful, novel, and unusual artwork

Time allocation 2-3 lesson periods

Subject content Colour awareness and colour theory

Creativity and critical thinking This unit has a **creativity** and **critical thinking** focus:

- Make connections and feel and observe relevant information
- Generate and explore unusual ideas to produce a meaningful, imaginative, and novel output
- Reflect on different perspectives + acknowledge uncertainty

Other skills Collaboration, Communication, Respect/Tolerance of difference

Key words colour theory; observation; hue; shade; tint; colour wheel; primary colours; secondary colours

Products and processes to assess

Students carry out colour observations and quests, and take part in group work and discussion, as well as producing a piece of creative art reflecting on how colours see the world. At the highest levels of achievement, their products are imaginative, meaningful, and show personal elements and aspects of risk-taking in both formulation and execution. Their work process demonstrates a willingness to explore a variety of ideas and see connections between them, as well a developing knowledge of colour. They are willing to collaborate and to challenge and question both their own perspectives and those of others. They show good awareness of the world of colours around them and of the novelty of their own artwork

Teaching and Learning plan

This plan suggests potential steps for implementing the activity. Teachers can introduce as many modifications as they see fit to adapt the activity to their teaching context.

Step	Duration	Teacher and student roles	Subject content	Creativity and critical thinking
1	Lesson period 1	Teacher shows students a short black and white movie. Afterwards students start a discussion and answer the following questions: How did this movie affect you? What are the feelings associated with it? Would you like a black and white world?	Thinking about how colour affects moods and emotions	Making connections between colour and mood
2		<p>Students are divided into pairs or triplets. Each group receives 1 sheet of coloured paper and 1 sheet of white paper on which they write down everything they see around them that is the colour of the coloured paper they received.</p> <p>After a specified time (about 5 minutes) the task is evaluated.</p> <p>Each pair comes up with some simple verbal riddles to help the class guess their objects. If necessary, other students ask yes/no questions as they try to find out what each pair has written on their list. Each pair presents around five items from their list in this way and the rest they can read aloud. Then another pair presents their assignment.</p>	<p>Observing one colour around them</p> <p>Using appropriate and interesting vocabulary to help others guess their objects</p>	<p>Observing and describing relevant information</p> <p>Generating ideas for ways to verbally present objects without saying the name of those objects</p>
3		10-15 minute colour quest – colour survey of the school or its close surroundings. The students note down the colours of everything they see	Observing the many colours around them and using colour vocabulary	Inquiring into the colours around them
4		Discussion about their findings: e.g. How many colours did they notice? Was it easy to decide what colour everything was? Did some things have more than one colour? Did they have any disagreements about what colour things were?	Thinking about perceptions of colour and categorising colour	Considering different perspectives on colours, reflecting, and acknowledging uncertainty
5	Lesson period 2	Discussion or independent research on the properties of different colours, for example: red – love, warmth. As appropriate to the context, the teacher may also choose to introduce/work on concepts such as hue, value, tint, shade, contrast/harmony or primary and secondary colours etc. at this point. Students could, for example, be asked to group the colours they saw into categories.	learning about colour properties and/or colour theory	Reviewing different perspectives on colour
6	Lesson period 2 and could be extended into a third lesson if necessary	How do colours see the world? Teacher asks for Individual work or students can continue to work in pairs and triplets on THE WOLRD THROUGH THE EYES OF COLOURS. For example, students could be asked to imagine they are a particular colour and do a painting of how that colour sees the world. Or they could write poems or other pieces of creative writing from the perspective of a particular colour.	Developing technical skill in producing a piece of creative art	Playing with unusual ideas to produce a meaningful, imaginative, and novel output that reflects on how colours see the world

Resources and examples for inspiration

Web and print

- A short black and white movie (youtube.com)
- Coloured paper

Other

- Projector
- Space on a wall and door to place lists
- Paints, markers, drawings

Opportunities to adapt, extend, and enrich

- Links to literacy and language could be further extended by asking students to complete additional creative writing inspired by colours

Creativity and critical thinking rubric for visual arts

• Mapping of the different steps of the lesson plan against the OECD rubric to identify the creative and/or critical thinking skills the different parts of the lesson aim to develop

	CREATIVITY Coming up with new ideas and solutions	Steps	CRITICAL THINKING Questioning and evaluating ideas and solutions	Steps
INQUIRING	Make connections to other visual arts concepts and media or to conceptual ideas in other disciplines	1-6	Identify and question assumptions and conventional rules in a piece of visual art (content, style, technique, colour, composition, etc.)	4
IMAGINING	Play with unusual and radical visual arts ideas when preparing or creating a piece of visual art	2,6	Consider several perspectives on the content, technique or expression of a piece of visual arts	4-6
DOING	Create visual art that shows expressive qualities or personally novel ways to engage a subject matter	6	Explain both strengths and limitations of a piece of visual arts justified by aesthetic, logical and possibly other criteria	
REFLECTING	Reflect on steps taken in creating a piece of visual art and on its novelty compared to conventions	4	Reflect on the chosen expressive choices of a visual arts piece relative to possible alternatives	4