

1 Colours and shapes

UNIT MAP

RESOURCES

- Track 2
- Digital story
- Story script

1 Colours and shapes

1. The abstract picture

The abstract picture

Story time!

Answer the questions

SOFT FORGET TO LOOK AT THE DIGITAL STORY!

General resources

- Digital flashcards
- Digital activities
- Let's surf
- Letters to parents
- Materials list
- Presentation
- Poster
- Talking book

2. Think about Art

Think about Art

Materials

Colorful painting

Wassily Kandinsky, 1912

Colorful painting

Materials

Colorful painting

3. Art and life

Art and life

Materials

Colorful painting

Claude Monet, 1873

Colorful painting

Materials

Colorful painting

4. Express yourself

Make a textured painting!

Picture dictionary

Color

Art and crafts

My work is rated as:

OK good excellent

- Craft video

The abstract picture

Content objectives

- Describe and compare paintings.
- Recognise different artists' work of art.

Communication

- Talk about art: *This painting is abstract art.*
- Describe a painting: *It's an abstract portrait.*

Vocabulary

- art: abstract art, figurative art, portrait

Resources

- Track 2
- Digital story
- Story script

Key competence

Mathematical competence and basic competences in science and technology

Drawing abstract art and using it to make a composition is a good way of introducing students to basic geometry.

1 Colours and shapes

The abstract picture

1. Listen to the story. Where are the children? What are they looking at?

Unit 1 5 five

HOW TO START

Point to the paintings in the story or show students the original paintings. Ask: *Are these paintings similar or different? Different. The first painting is more realistic; the other paintings are more abstract. These are abstract portraits.*

Point to different elements in the paintings. Say: *How are they different? You can see the same figures, but they are drawn with geometric shapes.*

Point to the other pictures or display the original paintings on the IWB. Say: *These paintings are different versions of Las Meninas, Velázquez. Picasso painted them.*

ACTIVITIES: STEP-BY-STEP GUIDE

ACTIVITY 1 Listen to the story. Where are the children? What are they looking at?

- Track 2 Students listen to the story. Say: *Let's listen to the story.*
- Point to the pictures of the story on the page. Ask students to look at them and describe what they see. Ask: *Where are the children? At a museum? What are they looking at? They are looking at paintings.*

ACTIVITY 2 Look at the characters. What are their names?

- Ask students to tell you names of characters that go together. For example: *Tom and Jerry, Batman and Robin, Mortadelo and Filemon.* Now ask the students to tell you the names of the characters in the story. Ask them to spell them and write them on the board.

Story time!

AFTER YOU LISTEN

2. Look at the characters. What are their names?



3. Listen again: Which painter's work do they see?

Picasso Van Gogh Velázquez El Greco

4. Answer the questions.

- a. What kind of paintings are they looking at?

- b. Are the portraits of different people?

- c. Do the artists use colour and shapes the same way?

- d. What kind of art does the cat like?

5. Draw an abstract portrait of someone in your family.



BIG VALUES

Appreciate diversity in life as in art!



DON'T FORGET TO LOOK AT THE DIGITAL STORY!

six 6

Track 2 The abstract painting

1. **Narrator:** Nash and Roxy are at the museum. Roxy: Look! This is a portrait of a princess! Nash: It's a painting by Velázquez.

2. **Nash:** Roxy, look at this!

Roxy: Is this the same little girl?

Nash: Yes, but it's abstract. It's a painting by Picasso.

Roxy: Oh! The lines are very thick and the colours are different.

3. **Roxy:** This is the same princess!

Nash: yeah but look at the shapes!

Roxy: Wow, the lines are really straight.

4. **Roxy:** But what is it?

Nash: It's a portrait as well! I think Lenny likes abstract art!

Roxy: Yeah! I think so too! Both: Ha, ha, ha!

ACTIVITY 3 Listen again: Which painter's work do they see?

- Students can tell you all the artists they know. Write them on the board. Ask the students to tell you all the information they know about each one. Write everything on the board (even if you know it is wrong). Then, go on the Internet and check the information with the students. Did many of them get some things right? They should now listen again and tick which artists they see.

Picasso and Velázquez.

ACTIVITY 4 Answer the questions.

- Ask students some questions about the artists. Ask: *Which one do you like best? Why? What feelings do you have when you look at this picture?* The students can answer the questions in Activity 4. Give them some time and then check they have written the correct answer.

- They are looking at Velazquez and Picasso paintings.
- No, they aren't. It is the same person.
- No, they don't. They use different colours and shapes.
- The cat likes abstract art.

ACTIVITY 5 Draw an abstract portrait of someone in your family.

- Firstly, ask the students to choose a teacher they know from school. Draw a picture of them on the board. When you have finished tell the students that you are going to do an abstract portrait of that teacher. Do the drawing. They can now do an abstract portrait of someone in their family. Go round the class and ask students who they are drawing and praise the ones who are doing well.

Think about Art

Content objectives

- Become familiar with colour harmony.
- Draw abstract art using circles.

Communication

- Identify shapes: *These are circles.*
- Following instructions: *Draw three concentric circles.*

Vocabulary

- colour: colour palette, colour wheel, harmonic colours
- shapes: circle, rectangle, square

Resources

- Track 3
- Karaoke
- Song script

Materials

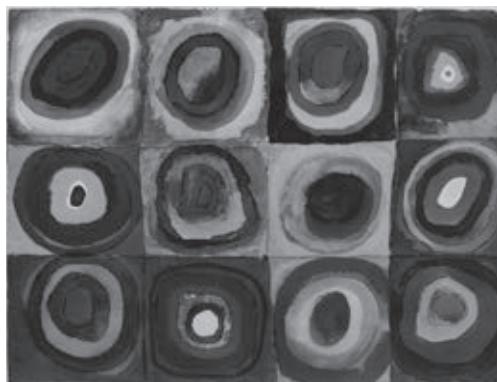
- compass, paintbrush, pencil, rubber, ruler, tempera paint

Key competence

Cultural awareness and expression

Understanding the value of abstract art helps students understand the value of visual communication, giving them basic practical knowledge of abstract compositions.

Think about Art



Squares with Concentric Circles, Wassily Kandinsky, 1913

Colour harmony

Colour can make us feel different emotions. A nice colour combination is called colour harmony. Artists can create pleasant designs using round shapes and colour harmony.

1. **Think, pair, share!** Look at this painting. Ask your friend: What shapes can you see? What colours? How does it make you feel?

2. **Listen to the song and raise your hand when you hear a colour.**

3. **Listen again and complete.**

Colours and shapes

Are spinning in my _____

There are lines and circles,

there's _____ and _____

_____ makes me feel

full of energy and light,

like flying through the air,

like _____ with my kite.

_____ shapes and yellows,

purples light and dark,

make me think of rainbows,

playgrounds and the _____!

Unit 1 seven

HOW TO START

Point to things in the classroom and elicit the colours. Repeat the colour, giving each one a more precise name. For example, say: *This is blue. Navy blue. And this? Is it green or blue? It's turquoise. A greenish blue colour or a blueish green colour.*

Introduce ideas about the significance of colours. Say: *Colours are an important part of things. Many things have a defining colour. For example, most plants are green.*

Show the Digital flashcards and remind students about the colour wheel and colour palettes. Ask: *What's this? The colour wheel. A colour circle traditionally used in art to study colour.*

Point to the colour palette. Ask: *What's a colour palette? The range of colours used by an artist on a piece of artwork.*

ACTIVITIES: STEP-BY-STEP GUIDE

ACTIVITY 1 Look at this painting. Ask your friend: What shapes can you see? What colours? How does it make you feel?

- Ask the students to get in pairs and answer the questions in Activity 1. Ask a volunteer to read the paragraph. Write all the different feelings on the board and see which feelings are the most and least popular.

ACTIVITY 2 Listen to the song and raise your hand when you hear a colour.

- Ask the students to listen to a story. Invent a story and say the word 'beautiful' several times. They must raise their hand every time they listen to the word beautiful.
- Track 3 Now, play the song for the first time. Then, play it again and say they must raise their hand when they hear a colour.

Orange, red, yellow, purple.

MATERIALS

- compass
- ruler
- paintbrush
- rubber
- pencil
- tempera paint

4. Create Draw a grid with three columns and four rows. Draw three concentric circles inside each box.



ACTIVITY 3 Listen again and complete.

- Say some sentences. The students have to say what they think is the last word. For example: *I have got two eyes on my... (face). There are two books on the... (table). I have to study this evening because tomorrow I have an... (exam).*
- Track 3  They can listen to the song again and fill in the spaces.
Head, orange, red, orange, running, red, park.

ACTIVITY 4 Draw a grid with four columns and three rows. Draw three concentric circles inside each box.

- Focus attention on the three circles on the page. Say: *You are going to do your own version of the Kandinsky painting.*
- Show students how to draw a grid with four columns and three rows. Say: *Draw three concentric circles inside each box. Use your rulers to trace the lines and the compass to draw the circles. Then colour your composition using a harmonic colour palette.*

Track 3 Colours and shapes

Colours and shapes
Are spinning in my head.
There are lines and circles,
There's orange and red.
Orange makes me feel
Full of energy and light,
Like flying through the air
Like running with my kite.
Red shapes and yellows,
Purples light and dark,
Make me think of rainbows,
Playgrounds and the park!

Assessment opportunity

Ask students if they remember the types of colours they are using as they are working on their compositions.

Art and life

Content objectives

- Explain basic colour theory.
- Classify colours and use them in a planned way.

Communication

- Talk about colour: *Hue is the variety of a colour.*

Vocabulary

- colour: colour palette, colour wheel, hue, primary colours, secondary colours, shade, tertiary colours, tint

Materials

- coloured pencils, crayons, pencil, rubber

Art and life

The colours of nature

Different colours can express different things. The primary colours (red, blue and yellow) and the secondary colours (violet, green and orange) can be mixed with white or black or both.

1.  Look at the colour wheels. Which one do you like the best?

2. Look at the pictures below. Do you see hues, tints, tones or shades?



Hue is the word we use to describe pure colour. The primary and secondary colours in the colour wheel are hues.



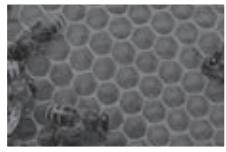
Tint is the word we use to describe pure colour mixed with white.



Shade is the word we use to describe pure colour mixed with black.



Tone is the word we use to describe pure colour mixed with white and black.



Unit 1 9 nine

HOW TO START

Show students examples of artwork in which colour is an important component.

Say: *Look at these paintings. What colours are most visible in this painting?*

What colours do you see here?

Show students a colour wheel on the IWB. Say: *To show how colours interact with each other, we use a colour wheel.*

Point to the flashcard of the colour wheel. Say: *This is a colour wheel. In the colour wheel every single colour has a special place. There are different types of colour wheels.*

ACTIVITIES: STEP-BY-STEP GUIDE

ACTIVITY 1 Look at the colour wheels. Which one do you like the best?

- Ask the students to read the paragraphs in silence. Then ask some volunteers to read them out loud. They should now close their books. You can now begin to read the paragraphs, leaving some words out. See if the students can say the word. As a group, students can tell you which colour wheel they like best and why.

ACTIVITY 2 Look at the pictures below. Do you see hues, tints, tones or shades?

- Ask the students to get into small groups. They can look at the pictures and tell each other what they see: Hues, tints, tones or shades. They can now research using books or on the Internet and find different pictures and comment to each other what they see.

MATERIALS

- coloured pencils
- crayons
- pencil
- rubber

3.  Draw more flowers. Colour them using darker and lighter colours.



4.  Show your picture to your friend. Talk about it and ask questions about their picture.



Key competence

Mathematical competence and basic competences in science and technology

Colour is what we perceive in an object based on the way that it reflects or emits light. Explain to students that our eyes can see different colours because the retina are sensitive to different wavelengths of light.

ACTIVITY 3 Draw more flowers. Colour them using darker and lighter colours.

- Students complete the picture using primary, secondary and tertiary colours. Encourage them to use different shades and tints. Say: *Draw more flowers. Colour them with your choice of primary, secondary or tertiary colours using darker and lighter versions of the hues.*
- Move around the tables checking students are using a balanced combination of colours. Say: *Remember to be aware of which colour palette you are using.*

ACTIVITY 4 Show your picture to your friend. Talk about it and ask questions about their picture.

- Once they have finished their picture get some students to come to the front of the class and talk about what they have done. After several students have talked about their pictures they can get in pairs and do the same. Make a display of the pictures to put on the wall and ask the students to do a written description underneath.

Express yourself

Make a textured painting!

Content objectives

- Create a textured painting.
- Take a photograph (optional).

Communication

- Compare paintings: *My painting is red and orange with thick lines.*

Vocabulary

- colours: *cold, warm*
- texture: *rough, smooth, textured*
- verbs: *design, mix, paint, spread*
- photographs: *colour, black and white* (optional)
- light: *artificial, natural* (optional)

Materials

- bowl, cardboard, flour, glue, paintbrush, plastic spoon, recycled materials, tempera paint, water
- (optional activity) camera, computer

Key competence

Learning to learn

Describing a picture, even without previous knowledge, is a very important observation exercise that helps students to develop their analytical thinking.

Assessment opportunity

Ask students to describe the texture of the pictures they are painting.

Make a textured painting!

MATERIALS

- bowl
- cardboard
- flour
- glue
- paintbrush
- plastic spoon
- recycled materials
- tempera paint



Step 1: Mix flour and glue with water to make the paste.



Step 2: Spread the paste onto a piece of cardboard.



DON'T FORGET TO WATCH THE VIDEO!



Step 3: Use different objects such stamps to give it texture. Then let it dry.



Step 4: Paint it with interesting colour combinations.

Unit 1 eleven

HOW TO START

Show the class rough and smooth things and introduce the concept. Say: *This is rough. It's the floor. This feels smooth. It's glass. Rough and smooth are opposite textures.*

Ask volunteers to close their eyes. Give them different materials to touch. Ask: *Is this rough or smooth? Smooth. It's paper. Is this rough or smooth? Rough. It's a piece of wood.*

ACTIVITIES: STEP-BY-STEP GUIDE

- Get students to work in pairs or groups of three. Ask them to describe the painting on the page. Say: *Look at this painting. In pairs or small groups, try to describe it. It's an abstract painting. It's got texture. It is painted with thick brushstrokes. It has blue, purple, pink, red and green paint.*
- Paint different coloured blobs of tempera paint on a poster on the board. Encourage them to identify primary and secondary colours. Start with primary colours. Ask: *What type of colours are red, yellow and blue? Primary colours.*
- Mix them producing different combinations. Say: *These are secondary colours. What do I get if I mix red and yellow? Orange.*

Step 1: First students prepare the base. Say: *Mix flour and glue with water to make a thick paste.*

Step 2: Then, they spread it onto the cardboard to make the base. Say: *Cut out a piece of cardboard. Spread the paste onto it.*

Step 3: Say: *Use different objects as stamps to give texture to your painting. Use different tools to scratch it or add different textures. Let it dry.*

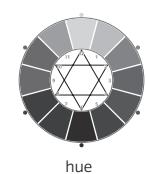
Step 4: Students colour their painting. Say: *Remember to mix the colours on the palette before applying them to the paper.* Encourage students to use many different colours and also different types of colour combinations. Say: *Remember, you can mix colours to make other colours.*

Picture dictionary

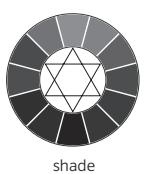
Colour



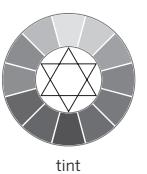
colour wheel



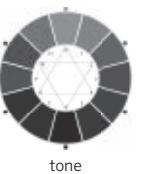
hue



shade



tint

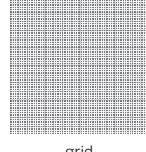


tone

Art and crafts



cut out



grid



stamps



stencil



texture

My work in unit 1 is



OK



good



excellent

twelve 12

Assessment opportunity

Working in groups is especially useful to increase awareness of diversity and to cater for multiple intelligences. Assess if students are able to organise the work they need to do for the project and if they communicate well. Communicative group work encourages the development of social skills and the need to collaborate with others.

Key competence Mathematical competence and basic competences in science and technology

Becoming familiar with the phenomena of visible light, and the difference between natural and artificial light helps students prepare for more complex subjects dealing with light.

OPTIONAL EXTRA LESSON HOW TO START

Point to different colour photographs. Say: *These photographs are in colour.*

Colour plays an important role in photography too, especially artistic photography.

Show students examples of black and white photographs. Say: *But you can find black and white photographs too. In the past, all photographs were black and white.*

Point to the different photographs. Ask: *Are these black and white or colour photographs? Colour photographs.*

Ask students to look at the photographs and describe them. Say: *Look at these photographs. Describe what you see.*

ACTIVITIES: STEP-BY-STEP GUIDE

- Explain the importance of light and illumination in photography. Say: *Light is essential for photography.*
- Show a picture of a dark room. Say: *Photography is about capturing light. You can capture a moment and keep it on special photographic paper or in digital format.*
- Explain the difference between natural light and artificial light. Say: *In the day, the sun illuminates everything. At night, it's dark. The moon reflects some light from the sun. The stars are very dim. These are all natural light. At home, when it is dark what do you do? Yes, you turn on a light, this is an artificial light.*
- Show students different photographs with natural and artificial light. Ask: *Is this natural light or artificial light?*
- Explain the task. Say: *You are going to take photos of natural light and artificial light. The ones with natural light we will take here, the ones with artificial lights you will take at home.*
- Divide the class into small groups. Say: *Each group needs to decide what they are going to take photos of. Organise who is going to take which photos.*
- If it's not possible to take pictures at home, you could ask students to find photographs with artificial light on the Internet and use these for their project.

