



# COLOURS

LESSON PLANS

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Course 2010

**Colours** is a project of English Art Laboratory. The unit is organized in three main parts: The first part, **BASIC THEORY**, is the longest and most detailed. The other two topics, **MEANING AND EXPRESSION** and **CREATIVITY AND ART**, are presented as a guide so that individual teachers can adapt them according to their own classrooms.

Lessons plans, teaching notes, students worksheets and supplementary material are provided for the entire project. To work with the complexity and to ensure successful learning, the teaching notes make clear suggestions to the teacher in terms of the sequence of development of the classroom, involving five Power Point presentations, simultaneously interfering with the activities and other indications. In most cases, explanations will be supported by visuals that provide the basis for classroom development. In the supplementary material, crucial videos to show are listed, some key classroom routine language (of learning and for learning) as well as other general scaffolding to support CLIL learners and the language they need to discuss, debate, justify and explain. A general assessment sheet and the 5 Power Point presentations are included.

Teachers are encouraged to follow the teaching notes in order to find a stimulating variety of suggestions to create an interactive classroom, also by adding activities to enhance the main objectives.

There are many strategies for scaffolding student learning and some are exposed on these materials, basically by giving models of structures, phrases, starters and also asking student to have their own key word list related to the topic. Scaffolding can also be provided by an auxiliary language teacher, visual descriptions, key word definitions, translations or synonyms, using dictionaries, books or online resources.

<b>COLOURS</b>	<b>CLIL LESSON PLAN</b>
<b>BASIC THEORY</b>  <b>MEANING AND EXPRESSION</b>  <b>CREATIVITY AND ART</b>	<b>UNIT 1</b>  <div data-bbox="1002 1693 1442 1823" style="border: 1px solid black; padding: 5px; text-align: center;"> <b>ART</b> </div>

<b>COLOURS</b>	<b>CLIL LESSON PLAN</b>
<b>BASIC THEORY</b>	<div style="border: 1px solid #ccc; background-color: #e1bee7; padding: 5px; text-align: center;"> <b>9 LESSONS</b> </div>

AIMS	
<p>To introduce students to Colour Theory</p> <p>Awareness of different colour theories and colour's nomenclature</p> <p>To think about why colours appear in the Rainbow</p> <p>To appreciate the complexity of colour for computer displays, RGB and for printing process CMYK</p> <p>Qualities of colour effectiveness for designing variety of colours</p> <p>To visualise the very powerful impact of afterimages</p>	
TEACHING OBJECTIVES	
CONTENT	COGNITION
<p>Present the concepts for students understanding and their applications:</p> <p>The perception of COLOUR</p> <p>Light and colour</p> <p>The RAINBOW</p> <p>Additive colour and Subtractive colour mixing</p> <p>The colour wheel</p> <p>Complementary Colours</p> <p>The three qualities of colours</p> <p>Colour families</p> <p>Munsell: Model for nuances classification</p> <p>Afterimages and successive contrast.</p>	<p>Remembering colour description</p> <p>Understanding colour RGB - red, green, blue - for television and computer displays and colour CMYK - cyan, magenta, yellow, black - for printing process</p> <p>Applying colour wheel</p> <p>Analysing primary colour proportions in colours formation</p> <p>Evaluating additive colour and Subtractive colour mixing</p> <p>Creating a wordsearch through consolidated knowledge</p>

CULTURE		
<p>Students will learn about different colour theories and colour's nomenclature</p> <p>Colours can be a great friend within, but they can also be a very powerful and strange enemy</p>		
COMMUNICATION		
LANGUAGE OF LEARNING	LANGUAGE FOR LEARNING	LANGUAGE THROUGH LEARNING
<p>Visual perception vocabulary:</p> <p>Chromaticism, incident light, reflection, refraction, wavelength, Rainbow, spectrum, computer displays, printing process, wheel, complementary, hue, value, saturation, nuances, afterimages.</p>	<p>To extend the language of questioning and discussing in groups</p> <p>Classifying and deciding on a selection</p> <p>Comparing and contrasting</p> <p>Expressing opinions and hypothesising</p>	<p>Retain language revised by both the teacher and learners.</p> <p>Learn language that comes up when working on their own</p> <p>Distinguish language of listening and reading skills</p>
ASSESSMENT CRITERIA		
<p>Teacher, peer and self-assessment processes will be used to assess how learners learn with formative feedback</p> <p>Assessment is carried out through activities in class although particular ones are focussed on this purpose</p>		
LEARNING OUTCOMES		
<p>Learners will be able to:</p> <p>Describe colour perception and Newton's theory</p> <p>Explain the difference between colour for television and computer displays and colour for printing process</p> <p>Identify the rainbow colours</p> <p>Create a colour wheel with accurate proportions of primary colours</p> <p>Compare additive colour and Subtractive colour mixing</p> <p>Create a wordsearch through consolidated knowledge</p> <p>Ask and answer questions</p> <p>Work in group</p>		

<b>COLOURS</b>	<b>CLIL LESSON PLAN</b>
<b>MEANING AND EXPRESSION</b>	<div style="border: 1px solid #1a3d54; padding: 5px; background-color: #d9d9e3; width: fit-content; margin: auto;"><b>3 LESSONS</b></div>

<b>AIMS</b>	
<p><b>To introduce students to Colour Meaning</b></p> <p><b>To improve students' emotional and social competence and values</b></p> <p><b>To have a multicultural dialogue through colour language</b></p> <p><b>To consider the importance of colour symbology</b></p> <p><b>To improve emotional relationships between peers through colour expressiveness</b></p> <p><b>Learn and respect multicultural traditions and feelings</b></p>	
<b>TEACHING OBJECTIVES</b>	
<b>CONTENT</b>	<b>COGNITION</b>
<p><b>Present the concepts for students understanding and their applications:</b></p> <p><b>THE EXPRESSIVENESS OF COLOUR</b></p> <p><b>Synesthesia</b></p> <p><b>Cool and Warm colours</b></p> <p><b>The feeling of distance</b></p> <p><b>The feeling of size</b></p> <p><b>COLOUR SIMBOLOGY</b></p> <p><b>Colour horoscope</b></p> <p><b>Colour cultural meaning</b></p>	<p><b>Remembering synesthesia concept</b></p> <p><b>Understanding the expressiveness of colour</b></p> <p><b>Applying temperature, distance and size feelings to understand colour perception</b></p> <p><b>Analysing colour's associations and sensations</b></p> <p><b>Evaluating colour symbology</b></p> <p><b>Creating an emotional link and knowledge with peers using colour horoscope</b></p>

CULTURE		
<p>Students will be able to appreciate the values of multiculturalism within the colour's meaning</p> <p>Colours can be useful to get students know each other and think about their personalities</p>		
COMMUNICATION		
LANGUAGE OF LEARNING	LANGUAGE FOR LEARNING	LANGUAGE THROUGH LEARNING
<p>Associations and sensations vocabulary:</p> <p>Synesthesia, warm, cool, psychological, effect, sensations, feelings, objects, to expand, to shrink, closeness, the East, the West, weddings, symbolism, size, powerful, remoteness,</p>	<p>To extend the language of questioning and expressing opinions in groups</p> <p>Realising the difficulties of expressing feelings and character issues</p> <p>Comparing and contrasting</p>	<p>Learn language that comes up when working with group, like:</p> <p>Fire, blood, sensuality, ripe, sweet, fruit, warmth, vigour, vitality, passion, aggressiveness, purity, infinite, clarity, amplitude, clarity, lightness, cleaning, coolness</p>
ASSESSMENT CRITERIA		
<p>Teacher, peer and self-assessment processes will be used to assess how learners learn with formative feedback</p> <p>Assessment is carried out through activities in class although particular ones are focussed on this purpose</p>		
LEARNING OUTCOMES		
<p>Learners will be able to:</p> <p>Connect with their own emotions and those of others</p> <p>Explain the difference between temperature, distance and size feelings</p> <p>Identify synesthesia concept</p> <p>Understand the expressiveness of colour</p> <p>Analyse their own colour's associations and sensations</p> <p>Evaluate colour symbology</p> <p>Create an emotional link and knowledge with peers using colour horoscope</p> <p>Ask and answer questions</p> <p>Work in group</p>		

<b>COLOURS</b>	<b>CLIL LESSON PLAN</b>
<b>CREATIVITY AND ART</b>	<div style="border: 1px solid #1a3d54; padding: 5px; background-color: #d9d9e3; width: fit-content; margin: auto;"><b>4 LESSONS</b></div>

<b>AIMS</b>	
<p><b>To introduce students to Artists and their Artworks</b></p> <p><b>Awareness of social-environmental influences on the artists</b></p> <p><b>To understand the cultural dialogue between the artist and his artworks</b></p> <p><b>To become familiar with Contemporary Art and creative ideas</b></p> <p><b>To apply vocabulary and artistic concepts in creative process</b></p> <p><b>To be creative through a cartoon design</b></p>	
<b>TEACHING OBJECTIVES</b>	
<b>CONTENT</b>	<b>COGNITION</b>
<p><b>Present the concepts for students understanding and their applications:</b></p> <p><b>Relationship between colour families and artworks</b></p> <p><b>The Contemporary Art</b></p> <p><b>Main aspects of the artworks</b></p> <p><b>Learning through biographies</b></p> <p><b>Process of a cartoon creation</b></p>	<p><b>Remembering artworks and artists names</b></p> <p><b>Understanding and distinguishing main facts that relates with an artist's life</b></p> <p><b>Applying agreed criteria in the group to arrange a concise biography</b></p> <p><b>Analysing the process of a cartoon creation</b></p> <p><b>Evaluating artists and artwork</b></p> <p><b>Creating a biographical cartoon</b></p>

CULTURE		
<p>Students will be able to appreciate the Contemporary Art and its multicultural approach</p> <p>Creative cultures in Colours</p>		
COMMUNICATION		
LANGUAGE OF LEARNING	LANGUAGE FOR LEARNING	LANGUAGE THROUGH LEARNING
<p>Associations and sensations vocabulary:</p> <p>Artwork, artist, to be born, movement, influence by, to be alive, wife, to die, art dealer, school of Fine Arts and Crafts, exhibition, worry, deep, to settle, sketch, decree, to be buried, become famous</p>	<p>Describing artists' life and artwork</p> <p>Expressing and learning about cultural motivations in art</p> <p>Questioning and answering</p> <p>Comparing subjects</p>	<p>Learn language that comes up when working with group, such as:</p> <p>Cubism, expressionism, impressionism, abstract, experimental, fascism, communism</p>
ASSESSMENT CRITERIA		
<p>Teacher, peer and self-assessment processes will be used to assess how learners learn with formative feedback</p> <p>Assessment is carried out through activities in class although particular ones are focussed on this purpose</p>		
LEARNING OUTCOMES		
<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Identify famous artworks and artists names</li> <li>Connect with the artists' backgrounds</li> <li>Analyse and compare artworks from different artists</li> <li>Understand and distinguish Contemporary Art</li> <li>Evaluate artists and artwork</li> <li>Create an emotional and authentic biographical cartoon</li> </ul>		