



COLOURS

TEACHING NOTES

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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.

Lesson plans, teaching notes, student 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 his 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.

Activity Order Thinking		
 LOT	 HOT	 KEY
Work		
 individually	 pairs	 Groups

BASIC THEORY	RESOURCES:
Lesson 1 :	<p>PPT 1</p> <p>VIDEO 1 - 2</p> <p>WEB</p> <p>Worksheets Act 1-2</p>

1. Warm up:

COLOURS

Show the **first slide** of the PPT 1 and ask the students these questions:

- What do you know about colours?
- Have you heard about light colours and pigment colours?
- Can you describe the colour?

See the **video** on the **slide 2**, introducing the concept of **COLOUR**

<http://www.youtube.com/watch?v=EHH0uQDEOU&feature=related>

VIDEO (1)

● **2.** Teacher explains showing the **slides 3 – 8** asking students to make notes.

● **3. Activity 1**

Ask the students to work first individually and then in pairs.

What do you know about?

Did you understand everything?

Yes, almost everything, it is easy to explain.

Well, I understood that.....

Can you describe the perception of colour?

What I know about is.....


Explain me what is

I don't understand anything, it is too difficult for me!

4. Activity 2

Remind students to start their key word list now, in order to enable their understanding. Some online recommended resources to use are: <http://encarta.msn.com> and <http://wordreference.com/>.

Teacher asks the students not to do a translation but to use the English dictionary and add a sentence using the word.

 Colour is the feeling you get from the sense of sight from the light refracted or reflected by the surfaces of objects.

5. Show slides 9 – 12 and add an explanation. Try to break the monotony by asking questions to check if they understand. Introduce key words with definitions helped by the images.

6. Show the **video** to reinforce the matter.

<http://www.youtube.com/watch?v=7g0q1-Kkhvs&feature=related>

VIDEO (2)

7. Ending the lesson:

PIGEOMETRE from Mary Chohey.

Teacher asks the students the following questions:

What have you learnt today?

Did you find it easy?

What did you find difficult?

What did you like doing most?

What did you like doing least?

Can you give any suggestions?

BASIC THEORY	RESOURCES:
<h2>Lesson 2 :</h2>	PPT 1 VIDEO WEB 1 Worksheets Act 3-5

1. Warm up:

Let's just recap on what we did in the last class. Ask students some questions such as:

What do you know about colours?

Can you tell me something about the reflected colours?

When does the sensation of black appear?

What did Isaac Newton discover about colour?

What are the key words that come to mind when talking about colours?

2. The rainbow.

3. After watching and explaining slides **13 – 16**, ask students to do **Activity 3**.

Students work in pairs to explain to each other what they have understood.

4. Activity 4

Students in groups of 4, will answer the question on **slide 16**.

How can they remember the colours of the rainbow and their order?

5. Teacher explains what an **ACROSTIC POEM** is.

Teacher can show the students some acrostics poems, from this webpage:

<http://www.readwritethink.org/files/resources/interactives/acrostic/>

WEB 1

This poem uses the letters in the word SUN to begin each line and it is related to the SUN.

Shines brightly

Up in the sky

Nice and warm on my skin.

 **6. Activity 5**

Each group should design an **ACROSTIC POEM**.

That acrostic poem should use the initial letters of the colours of the rainbow to begin each line and should relate to the issue.

7. Scaffolding for the acrostic Poem can be found in the Supplementary materials.

8. Show **slide 17**.

9. Ask students some questions related to what they have been doing in this session:

What was the most important thing you learnt today?

Did you enjoy doing the activities?

What did you like most?

BASIC THEORY	RESOURCES:
<h2 data-bbox="252 488 512 546">Lesson 3 :</h2>	<p data-bbox="1094 394 1182 421">PPT 2</p> <p data-bbox="1094 465 1174 492">VIDEO</p> <p data-bbox="1094 537 1155 564">WEB</p> <p data-bbox="1094 609 1406 636">Worksheets Act 6 - 8</p>

1. **Warm up**

2. Teacher shows **slides 1 – 6** and add some explanation.

 3. **Activity 6**

Ask students to answer question on **slide 7** by painting individually.

4. Explain result on **slide 8**.

5. **Consolidate ideas** with **slides 9 – 10**.

 6. Students do **Activity 7**, in pairs without help.

7. Teacher checks results on **slide 11**.



The three primary colours of the additive synthesis are green, red and blue which are light and if you mix, you will get White.

The three primary colours of the subtractive mixture are magenta, yellow and cyan which are pigments and if you mix, you will get Black.

8. Students do **Activity 8**, in pairs while showing **slide 13**. They will work first individually and then in pairs.
9. Teacher checks results on **slide 12**.



Isaac Newton proved the relationship between [light](#) and colour by passing a beam of white light through a triangular prism. The light was decomposed into a variety of coloured lights from [red](#) to violet. These are the colours of the [rainbow](#). When you see an object, the feeling of [white](#) appears when it reflects all the incident light. Conversely, the sensation of [black](#) appears when all the incident light is absorbed.

Charles Augustus Young showed with an experiment called [additive](#) synthesis of colour that we could obtain [white](#) light by mixing the three fully saturated coloured lights that are [green](#), red and blue. When we work with pigments or inks, the more colours we mix, the more light is absorbed, until we reach black. This is called [subtractive](#) mixture, which is the opposite of [additive](#) synthesis of colour. The primary colours of subtractive mixture, are [yellow](#) , [magenta](#) and [cyan](#). All three mixed together give [black](#).

BASIC THEORY	RESOURCES:
<h2>Lesson 4 :</h2>	PPT 2 VIDEO 3 WEB Worksheets Act 9 - 12

1. Warm up

2. Teacher shows the **video**:

<http://www.youtube.com/watch?v=0Pxt0HOYNoQ&feature=related>

VIDEO (3)



3. Colour wheel:

Show and explain slide **13**.



4. Activity 9

Students work in pairs on the definition on **slide 14**.

Give students a text without key words, different for each peer. They have to ask questions to each other in order to find out the information that is missing.



The colour wheel or chromatic circle represents the colours ordered and related systematically. Yellow, magenta and cyan, the primary colours are equidistant. The secondary colours, red, green and blue are obtained by mixing the primary colours in equal parts. These are the six basic colours.

● **5. Activity 10**

Each student should know this definition “by heart”. They will explain to each other and they will change partner frequently so they have to repeat it again.

● **6.** They need to understand the importance of using only primary colours to do the activity on **slide 15**. They can draw the circle themselves with their drawing tools, or they can be helped by giving it to them, doing **Activity 11**.

● **7.** Teacher shows and explains **slide 16** in order students can answer **Activity 12**, individually.

8. Teacher answers question on **slide 17** to the entire group to check if they have understood.



	yellow	magenta	cyan
orange	75%	25%	---
red	50%	50%	---
reddish magenta	25%	75%	---
violet	---	75%	25%
blue	---	50%	50%
Light blue	---	25%	75%
greenish cyan	25%	---	75%
green	50%	---	50%
light green	75%	---	25%

BASIC THEORY	RESOURCES:
<h2 style="color: #800040;">Lesson 5 :</h2>	<p>PPT 2</p> <p>VIDEO</p> <p>WEB 2</p> <p>Worksheets Act 13-14</p>

1. Warm up.

2. Complementary colours:

Explain complementary colours showing slides 18 – 19.

3. Students do **Activity 13** from slide 20, *Woman in Front of the Sun*. 1950.

Oil on canvas, Image from:

<http://www.abcgallery.com/M/miro/miro-5.html>

WEB 2



4. **Activity 14.** In pairs, students ask questions to each other:

Teacher should remind them that the complementary colour to any primary pigment colour is a mix of the other two primary ones.

What is the complementary colour to ?

The complementary colour to is

5. Show slide 21.

BASIC THEORY	RESOURCES:
Lesson 6 :	<p>PPT 3</p> <p>VIDEO</p> <p>WEB</p> <p>Worksheets Act 15-16</p>

1. **Warm up**

2. **The qualities of colour:**

Explain **slides 1 – 6.**

 3. Teacher asks the students to do **Activity 15.**

4. Show **slide 7.**

 5. **Activity 16:**

Ask students to work in groups of 4-5. Every group will have to choose one colour family among the ones given by the teacher, and they will complete the **COLLAGE.**

COLOUR FAMILIES: Blues, Yellows, Greens, Magentas, Violets and Reds.

Students can use their colours, paintings, magazine cuttings, pictures and they should insert some sentences or words about the subject in English creating a colour family.

The result will be displayed on the wall.

BASIC THEORY	RESOURCES:
<h2 style="color: #800040;">Lesson 7 :</h2>	<p>PPT 3</p> <p>VIDEO</p> <p>WEB</p> <p>Worksheets Act 17</p>

1. Warm up

2. Have a look at **slides 8 – 9**. Students can see Munsell classification of colours.

● Another **extra activity** can be added, as students could reproduce this taxonomy in 3D.

● 3. **AFTERIMAGES**. Teacher will show **slides 10 – 18** and students will have to be very concentrated observing them so they can visualise the **afterimages**.

Can you see it ?

What do you think happens ?

Isn't it curious ?

4. Teacher can give an explanation to the students :

The coloured afterimages seen after exposing the eye to a coloured light for a period of time can be explained in terms of changes in the relative adaptation of the three cone types. After a period of exposure to coloured light, the cone type or types that are relatively weakly stimulated by that light, due to a paucity of certain wavelengths, become proportionately dark-adapted. When neutral light is restored, a temporary illusion of a light composed of the "missing" wavelengths is seen.

● 5. Students do **Activity 17**, individually.

This exercise can be used as a mock **assessment** to find out what they have learned until now.

1. Which are the primary?
 - c Red, green and blue.
2. The sensation of appears when all the incident light is absorbed.
 - a Black
3. light has the shortest wavelength and is refracted most.
 - b Red
4. When sunlight passes through , white light decomposes into colours.
 - a Raindrops
5. How many colours does the rainbow have ?
 - b seven
6. Which are the primary colours of the subtractive mixture?
 - b Yellow, magenta and cyan.
7. Who showed that white light appears by mixing coloured lights?
 - a Charles August Young.
8. Which are the colours of the rainbow?
 - a red, orange, yellow, green, cyan, blue, and violet.
9. The colour is the feeling you get from the sense of...
 - a Sight
10. is the term used to specify the degree of the lightness of a colour.
 - a Value

- 6 In pairs, check the answers.

BASIC THEORY	RESOURCES:
Lesson 8 :	PPT 3 VIDEO WEB Worksheets Act 18

1. Warm up

Let's just recap on what we did in the last class. Ask students some questions.

● 2. Activity 18

They should do a small composition sheet with their own descriptions and images of what they have learnt until now.

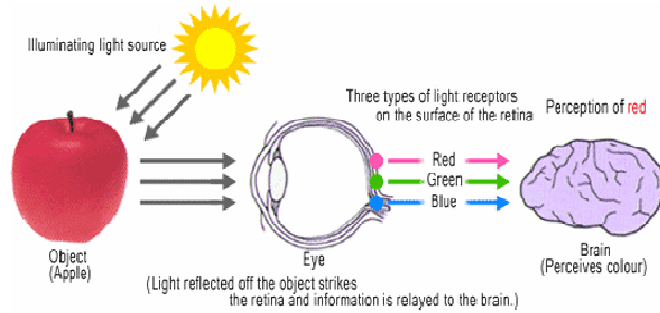
They are going to **SUMMARISE THE ENTIRE TOPIC**, starting with the perception of colour. Tell students they can copy from their notes, although you will check their writing anyway. Remember each student has done a key word list to aid understanding so they should use it now.

You can see the main concepts below.

COLOURS BASIC THEORY

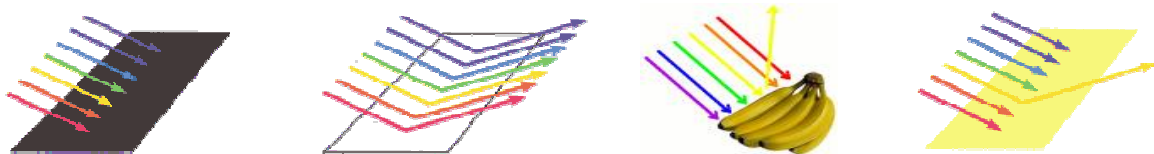
The perception of COLOUR:

The colour is the feeling you get from the sense of sight from the incident light refracted or reflected by the surfaces of objects.



When white light hits an object, some colours are reflected and some are absorbed. Reflected colours travel to your eye and give the object its colour.

When you see an object, the feeling of white appears as it reflects all the incident light. The sensation of black appears when all the incident light is absorbed.

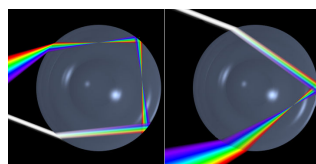


Any other colour such as yellow appears when the incident light is only reflected in the part of this colour and the rest is absorbed.

In 1666, Isaac Newton proved the relationship between light and colour by passing a ray of white light through a triangular prism.

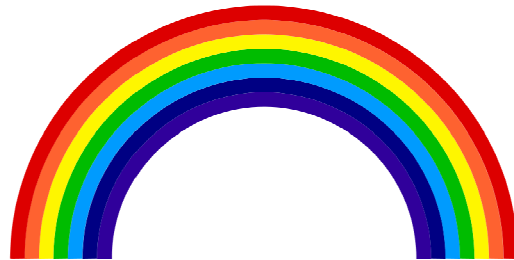


The light was decomposed into a variety of colours from red to violet. They are the colours of the rainbow. Different colours of light each have a different wavelength. Violet light has the shortest wavelength and is refracted the most. Red light has the longest wavelength and is refracted the least.



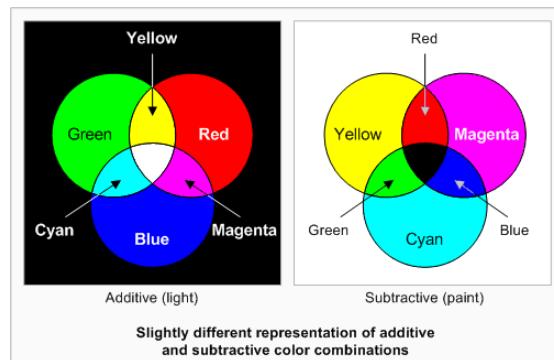
COLOURS BASIC THEORY

The **RAINBOW** is a phenomenon of colour. When sunlight passes through raindrops, white light decomposes into seven colours, as in Newton’s prism. The RAINBOW is an optical and meteorological phenomenon that causes the appearance of a continuous spectrum of light in the sky when the sun's rays pass through raindrops

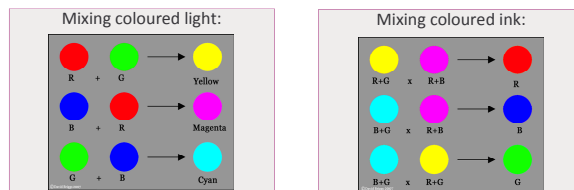


The seven colours of the rainbow are Red, Orange, Yellow, Green, Cyan, Blue and violet.

Additive colours are associated light emitted directly from a source before an object reflects the light. These colours are red, green and blue. We see them in television and computer displays: RGB for short (red, green, blue).



Subtractive colours are associated with pigment or ink. These colours are Cyan, Magenta and Yellow. We see them in printing process: CMYK for short (cyan, magenta, yellow, black) the K stands for black.



COLOURS BASIC THEORY

The **COLOUR WHEEL** or chromatic circle represents the colours ordered and related systematically. Yellow, magenta and cyan, the primary colours are equidistant. The secondary colours, red, green and blue are obtained by mixing the primary colours in equal parts. These are the six basic colors.



Complementary Colours are diametrically opposite each other. Colours are divided into achromatic and chromatic. The achromatic colours are white and black, and the various shades of grey between them. All the colours that are not achromatic are classified as chromatic colours.

The three qualities of colours are:

HUE: Apples are red, lemons are yellow, and the sky is blue. Hue is the term used to describe the different colour pigments, such as red, yellow, reddish yellow (orange).



VALUE: Some colours appear lighter and others darker. Value is the term use to specify the degree of the lightness of a colour (hue).



LIGHTNESS

SATURATION: Some colours appear brighter and others duller. Saturation is the term used to specify the degree of the pureness of a colour .



INTENSITY

Colour families: Colours with similar hues belong to the same colour family
Munsell: Model for nuances classification.

BASIC THEORY	RESOURCES:
Lesson 9 :	PPT 3 VIDEO WEB Worksheets Act 19

1. Warm up



2. Ask students to work in groups of 4-5. They are going to do **Activity 19**

Create a WORDSEARCH with their own information. Students will follow these indications using the computer:

1. **Open a document with a beautiful title.**
2. **Make a list of 30 simple questions with one-word answers.**
3. **Write the list of 30 words from these answers.**
4. **Open a new document with the same title.**
5. **Copy and paste the questions you have made.**
6. **Make a table with 20 columns and 20 rows.**
7. **Select the table, center it and use Calibri 11.**
8. **Write the 30 words in the table in different directions:
Horizontally, vertically, diagonally, forwards and backwards.**
9. **Complete the table with mixed letters to hide the words.**
10. **Copy and paste the questions you have made.**

3. They can use all the sentences they have been working with throughout the unit. Students need to share with the others what they have done to summarise the topic.

Let's choose concepts !

Which concept do you think will be difficult for the other group ?

What is the question ?

4. This activity will end with a **competition** where groups exchange their **WORDSEARCH**. The group who finishes first will be awarded a prize.

5. **Ending the lesson**

PIGEOMETRE from Mary Chopey.

Ask students the following questions:

What have you learnt today?

Did you find it easy?

What did you find difficult?

What did you like doing most?

What did you like doing least?

Can you give any suggestions?

MEANING AND EXPRESSION	RESOURCES:
Lesson 10 :	PPT 4 VIDEO WEB Worksheets Act 20

1. Warm up

2. The expressiveness of colour.

The teacher explains showing the **slides 1-5**.





3. Meaning and expression of colour: Showing slide 6, teacher will introduce the next activity.

4. Students will learn this topic through a: JIGSAW.

Teachers optionally can do it as a normal class, just talking students through **slides 8 -10** from **PPT 4**, instead of following the instructions below.

5. Activity 20 :

Firstly, each student is given a card with 2 colours on it, depending on the potential number of students in the group. Student should write down the sensations and associations or objects they can relate to the colours given.

	Associations :
	Sensations:
	Associations :
	Sensations:

6. Then, students have to find another partner who has the same colour by asking each other:

Have you got "red"? No, I haven't.

Have you got "yellow"? Yes, I have.


7. Students will be together in a group which has the **same colour**. They will share information and will complete the list in the big paper that the teacher has put on a table, distributed in the classroom to separate the different groups. They can use the dictionary so that they can find out the words they need to express, as the teacher does not give any scaffolding in order to encourage their imagination.


MEANING AND EXPRESSION	RESOURCES:
Lesson 11 :	PPT 4 VIDEO WEB Worksheets Act 21-22


1. Warm up


2. Teacher asks students to form the same group with their colour, as they were at the end of the last lesson.

3. Students will be given more **information** from the teacher. The information can also be seen in the PPT 4 in case the teacher wants to change the proposed activity a bit.

 4. Each student of the group should make a new list by selecting and joining all the facts. They have to complete their own list in order to achieve the next step.

 5. Teacher will form new groups called 'expert groups' with at least one student from the predecessors groups. In this way, each student will be responsible for 1-2 colours and should explain to the rest of the group, all the information he has, to be able to complete all the colours' chart.

 6. **Activity 21:**
All the groups now have the same information. Each student in the group will have to complete the chart.

 7. **Activity 22:**
Each student will finish writing a sentence that expresses an example of the sensation or feeling related with each colour.



Associations : The sun, the light and Gold; intellectual activity and good temperament.

Sensations: lightness, brightness, expansion and stridency.
The most visible colour.



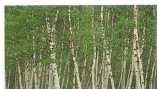
Associations : The immensity of the sky and of the sea, health and salty flavors.

Sensations: Cold, depth, serenity and seriousness.



Associations : Femininity. It can represent cosmetic scents and perfumes.

Sensations: heaviness, dignity, mystery, sorrow and introspection.



Associations : Femininity. It can represent cosmetic scents and perfumes.

Sensations: heaviness, dignity, mystery, sorrow and introspection.



Associations : Ativity, happiness and stimulation of the hunger.

Very visible.

Sensations: Wellness and also spicy flavours and irritating smells.



Associations : Obscurity, silence and emptiness. With formal dress and in mourning.

Sensations : Heaviness, nobility, elegance and sophistication.



Associations: Fire, blood, sensuality and sweet fruit.

Sensations: Warmth, vigor, vitality, passion and aggressiveness.



Associations : Purity, the infinite and clarity.

Sensations: Amplitude, clarity, lightness, cleanliness and coolness.

MEANING AND EXPRESSION	RESOURCES:
<h2 data-bbox="252 481 545 533">Lesson 12 :</h2>	<p data-bbox="1094 385 1177 412">PPT 4</p> <p data-bbox="1094 456 1174 483">VIDEO</p> <p data-bbox="1094 528 1182 555">WEB 3</p> <p data-bbox="1094 600 1406 627">Worksheets Act 23-24</p>

1. Warm up

2. **Colour horoscope game:**

Activity 23

In pairs, student A is given a card with the colour horoscope. Student A asks student B which colour does he/she like most and reads the relevant card. They talk about whether they agree or not with the information on the card. Then they change cards and do the same with the other partner. When they need to understand key words, teacher can write the explanation on the whiteboard, or they can consult dictionary or google.

3. **Symbology**

Teacher explains **slide 11**.

Colours can have very different meanings depending upon the culture. For instance, in the East, white is the colour of funerals while in the West white is the colour of Weddings. The cultural basis for colour symbolism can be very powerful.

Further information can be found in the web:

<http://www.infoplease.com/spot/colors1.html>

WEB 3



4. Students can do **Activity 24**.

Complete the chart.



COUNTRY	MEANING	COLOUR
Egypt	Mourning	yellow
China	Good luck	red
Japan	Courage	yellow
Western	Brides	white
South Africa	Mourning	red
Eastern	Funerals	white
China	Exorcism	green
Turkey	Death	red
Ireland	Religious	orange
Iran	Immortality	blue
Western	Funerals	black
India	Purity	red

CREATIVITY AND ART	RESOURCES:
<h2 style="color: #800040;">Lesson 13 :</h2>	<p>PPT 4</p> <p>VIDEO</p> <p>WEB 4</p> <p>Worksheets Act 25</p>

1. Warm up

2. The colour families and ART:

A cultural approach to art explores the relationship between colour families and ARTWORKS.

3. Show slide 12 and 13 from PPT 4.

4. Activity 25

Teacher explains the activity through **slide 13**. Ask students to work in 6 groups (4 or 5 students per group). Teacher will show them **slides 14 - 19** with different artworks, related to a colour family. Each group will be given some statements and they should complete and match with the artworks shown in the slides.

The artist is

The name of the artwork is

He uses as a colour family.

5. Show slide 20.

6. Teacher will show the website <http://www.moma.org/interactives/destination/> **WEB (4)** to introduce the idea of Art where they can find some information.

7. When it is possible, students will find information by googling to be able to complete all the statements. Teacher can give the information later.

8. Teacher is going to correct the exercise, by showing **slides 14 – 19** again and giving the statement related to every artwork.



The artist is **Pablo Picasso** 1
The name of the artwork is **Seated woman with Yellow and green hat**
He uses **yellows** as a colour family.

The artist is **Vincent van Gogh** 2
The name of the artwork is **The starry night**
He uses **blues** as a colour family.

The artist is **Claude Monet** 3
The name of the artwork is **The magpie.**
He uses **whites** as a colour family.

The artist is **Egon Schiele** 4
The name of the artwork is **Field Of Flowers**
He uses **reds** as a colour family.

The artist is **Paul Gauguin** 5
The name of the artwork is **Near the Sea.**
He uses **violets** as a colour family.

The artist is **Wassily Kandinsky** 6
The name of the artwork is **Several Circles.**
He uses **blacks** as a colour family.

CREATIVITY AND ART	RESOURCES:
Lesson 14 :	<p>PPT 4</p> <p>VIDEO</p> <p>WEB 5</p> <p>Worksheets Act 26-27</p>

1. Warm up

2. ART and ARTISTS:

Teacher will show the website <http://www.abcgallery.com/alfaind.html> to do a specific research about ART and ARTISTS.

WEB (5)

3. Activity 26:

Teacher will distribute the artworks from **slides 14 – 19**, through the groups so they can do a proper study by themselves to have all the information about the artists. Teacher gives them some starters so they can select the main information.

The artist was born in (Place) and in (Year)

He/she was living in and had children

The artist had a special life because.....

..... the artist was influenced by

The main artist’s artworks are.....

The art movement where this artwork belongs is

The colours that artist mostly used are.....

He died in (Place) at the age of

● **4. Activity 27:**

Write the artist's biography:

Teacher asks each group to add other relevant information about the artist as they discovered themselves. They can add images of others artworks from the same artist.

Scaffolding language for:

I found something interesting. Listen ... I can't find where he died. We can also add this.....
 He probably..... didn't have childrenas it doesn't say anything about it in this biography.
 He had a lot of children. He met in Africa. He used to go to the theatre very often.
 He travels to..... And he liked very much. He died because smoking. When his wife died.....

This is an example of **Pablo Picasso** biography:

● *Pablo Ruiz Picasso **was born on October 25, in1881.** The family lived in **Málaga**, where his father, a painter himself, taught drawing at the local school of Fine Arts and Crafts. When his father was offered a better-paid job, they moved to the provincial capital of **La Coruña**. In 1892, Pablo entered the School of Fine Arts there, but it was mostly his father who taught him painting. In 1895 his father got a professorship at "**La Lonja**", the **School of Fine Arts in Barcelona**, and the family moved there. Pablo passed the entrance examination in an advanced course in classical art.*

*In 1896 Pablo's first large "academic" oil painting, "The First Communion", appeared in an exhibition in Barcelona. His uncle pays his studies in **Madrid**, but he prefers going to the Museum Prado in his search for inspiration. **He goes often to "The four Cats"**, a pub in Barcelona where he meets other artists and makes friends with them. The young painter Casagemas is one of them. He starts his experimental period and he moves to Paris where **he opens a studio in Montmartre with Casagemas** and receives his first contract with an art dealer: "Le Moulin de la Gallette". In February 1901 Picasso's friend **Casagemas committed suicide**: he shot himself in a Parisian café.*

His death was a great shock to Picasso, and the painter would return to it again and again in his art: he painted the Death of Casagemas in colour. Picasso began to use blue and green almost exclusively. Picasso finally settled in Paris in 1904. He went often to the Circus Médrano, whose bright pink tent shone for miles and was quite close to his studio. Picasso lightened his palette, relieving it with pink and rose, yellow-ochre and grey. In 1906 the art dealer Ambroise Vollard bought most of Picasso's "Rose" pictures. As a consequence, his financial worries stopped. In the same year, deeply impressed by the Iberian sculptures at the Louvre, he began to think over and experiment with geometrical forms. Cubism 1907-1917, after numerous studies and variations Picasso painted his first Cubist picture - "Les demoiselles d'Avignon". Picasso's new friend, the artist Georges Braque (1882-1963), was so enthusiastic about Picasso's new works that the two painters came together to explore the possibilities of cubism over several of the following years.

Between Wars 1918-1936, Spanish government had asked Picasso to paint a mural for the Spanish pavilion at the Paris World Exhibition. He planned to depict the subject, but when he heard about the events in Guernica, he changed his original plans. After numerous sketches and studies, Picasso gave his own personal view of the tragedy. His gigantic mural Guernica has remained part of the collective consciousness of the twentieth century, a forceful reminder of the event. In 1940, when Paris was occupied by the Nazis, he handed out prints of his painting to German officers. When they asked him "Did you do this?"(referring to the pictures), he replied, "No, you did". The painting reached Spain just in 1981, because Picasso had decreed that it should not become Spanish property until the end of fascism. In 1944 Picasso becomes member of the Communist Party and activist of the Peace Movement. In 1950 he was awarded twice with the International Stalin Peace Prize. Picasso died in 8th April 1973 and was buried on the grounds of his Chateau Vauvenargues.

5. They will keep this information to do next activity.

CREATIVITY AND ART	RESOURCES:
Lesson 15-16 :	PPT 5 VIDEO WEB Worksheets Act 28-29

1. Creating a **CARTOON** of an artist's life.

2. Students will do **Activity 28**.

They are going to find out the order of the instructions.

3. Teacher explains how to make a Cartoon with **PPT 5**, and the key words, with those instructions:

Firstly, it has to be decided **how you would like the style of your cartoon to appear**. If you are not sure what to do, take a look at other cartoons for ideas. Examine the colour schemes used, how lines and shapes are drawn, and other elements that will make it distinct.

Secondly, **Brainstorming** is needed to think of a plot for your story. Don't make it too intricate, as you want to be able to make it quickly.

Then, you will have to **come up with the basics of your cartoon**: Do it on your notebook.

Who are the characters?

What is the plot?

When and where does your comic take place?

Try to have something funny in your plot.

What events take place?

Next, **characters have to be created**. Practice getting the hang of drawing your characters and such on scratch paper or in a sketch book. Practice different poses and expressions that you may use.

In order to make it easier for you, look at your favorite comics for inspiration. If you're not a confident artist, try to imitate their style.

Simultaneously, **you are working out a drawing style that you like and that fits your story**. If you want, practice pages of short stories can be drawn.

When you have worked out all this aspects, **you can design your layout with the various panels that will contain your story**. Sometimes doing this as a smaller sized sketch will help you figure out the basics without the hassle of drawing it out at full size to figure out the basics of your page design.

With care, **the definitive story must be drawn with speech and thought bubbles in pencil** at first, so that you can make changes and get things the way you want them.

Once you are satisfied with your drawings, **trace them over in black ink**. Erase pencil lines afterwards.

In order to make it more attractive, **colour** should be added, using coloured pencils, felt pens, or coloured ink.

Finally, having put the title of the cartoon and your name, **the CARTOON will be finished**.

4 **Activity 29:**

Teacher asks students to create a short cartoon about the artist's biography:

Working in the same groups, using all they know about this artist, students are going to create a short cartoon, with a maximum of 12 slides, giving all the information they have learnt about the artist's biography, his relevant artworks and the art movement he was part of.

Don't panic!!!