



COLOURS

STUDENT'S WORKSHEETS







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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 in these materials, basically by giving models of structures, phrases, starters and also asking students 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.

Activity Order Thinking		
 LOT	 HOT	 KEY
Work		
 individually	 pairs	 Groups

NAME	GROUP	DATE / /
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ACTIVITY 1 

Work in pairs. Describe how light is reflected and absorbed so that we can see colours.

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 to me what is....

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

ACTIVITY 2 

Write the sentence in the correct order:

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

.....
.....

Rewrite the sentence and compare answers, so you can remember "by heart ".

This is the core of the topic.

You should start your key word list now, in order to enable understanding. Some online recommended resources to use are: <http://encarta.msn.com> and <http://wordreference.com/>. Try not to do a translation but use the English dictionary and add a sentence using the word.

NAME	GROUP	DATE / /
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ACTIVITY 3 

Work in pairs to explain to each other what you have understood.

ACTIVITY 4 

Think about:

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

ACTIVITY 5

Work in groups and 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. You can see this example:

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.

ACTIVITY 6 

Answer question: By mixing colour pigments, What do you get ?

Try it !!!

NAME	GROUP	DATE / /
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ACTIVITY 7 

Match the following sequences.

The three primary colours	of the additive synthesis	are	magenta	which are light and if you mix, you will get	Black
	of the subtractive mixture		green		
			yellow		
			red		
			cyan		White
			blue		
			violet		

Rewrite the two sentences in order to remember.

.....

.....

NAME	GROUP	DATE / /
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ACTIVITY 8

Complete gap-filled to consolidate new vocabulary items, and specially, to consolidate content.

red	yellow	rainbow	green	subtractive	light	white	black
additive	cyan	white	blue	black	magenta	black	additive

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

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

NAME	GROUP	DATE / /
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ACTIVITY 9

Work in pairs on the definition of the colour wheel.

Here is a text without key words, different for each of you. Now, ask questions to find out the information that is missing.

STUDENT A

The colour _____ or chromatic circle represents the colours _____ and related systematically. Yellow, _____ and cyan, the _____ colours are equidistant. The secondary colours, _____, green and blue are _____ by mixing the _____ colours in equal parts. These are the _____ basic colours.

STUDENT B

The colour wheel or chromatic _____ represents the colours ordered and _____ systematically. Yellow, magenta and _____, the primary colours are _____. The _____ colours, red, _____ and blue are obtained by _____ the primary colours in _____ parts. These are the six _____ colours.

ACTIVITY 10

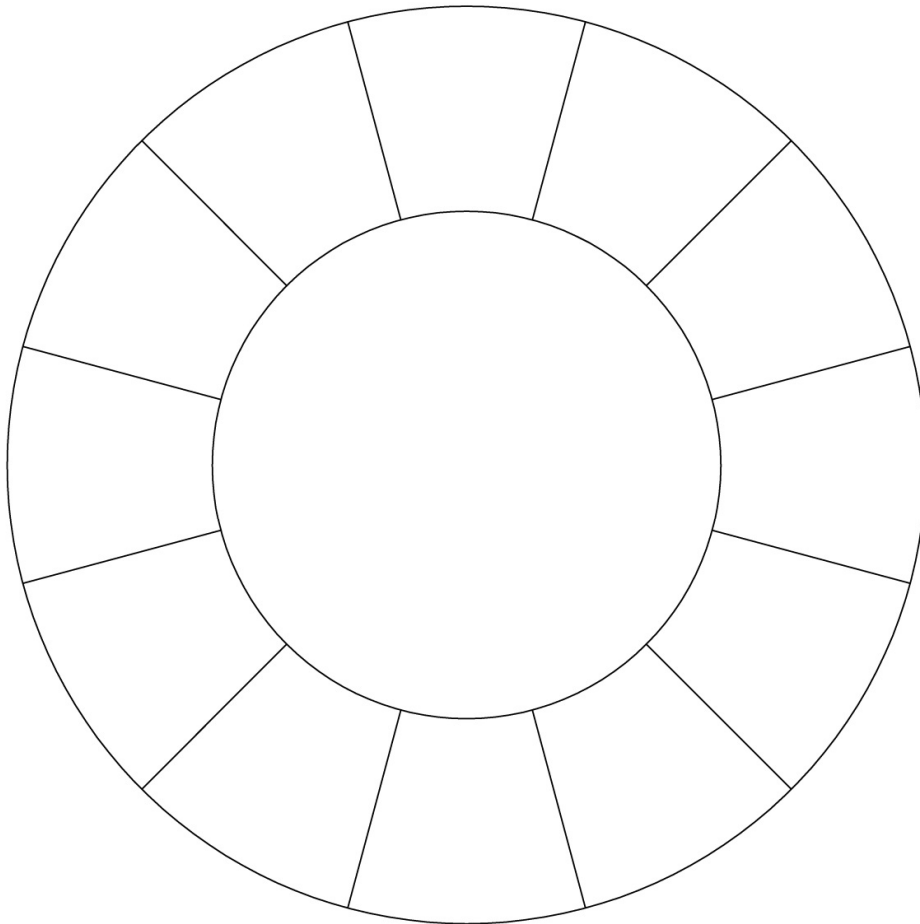
You should know this definition “by heart”.

Explain to each other and change partner frequently so you will repeat it again.

NAME	GROUP	DATE / /
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ACTIVITY 11 

Paint a colour wheel. Remember to use only the three primary colours.



NAME	GROUP	DATE / /
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ACTIVITY 12 

Complete the chart given:

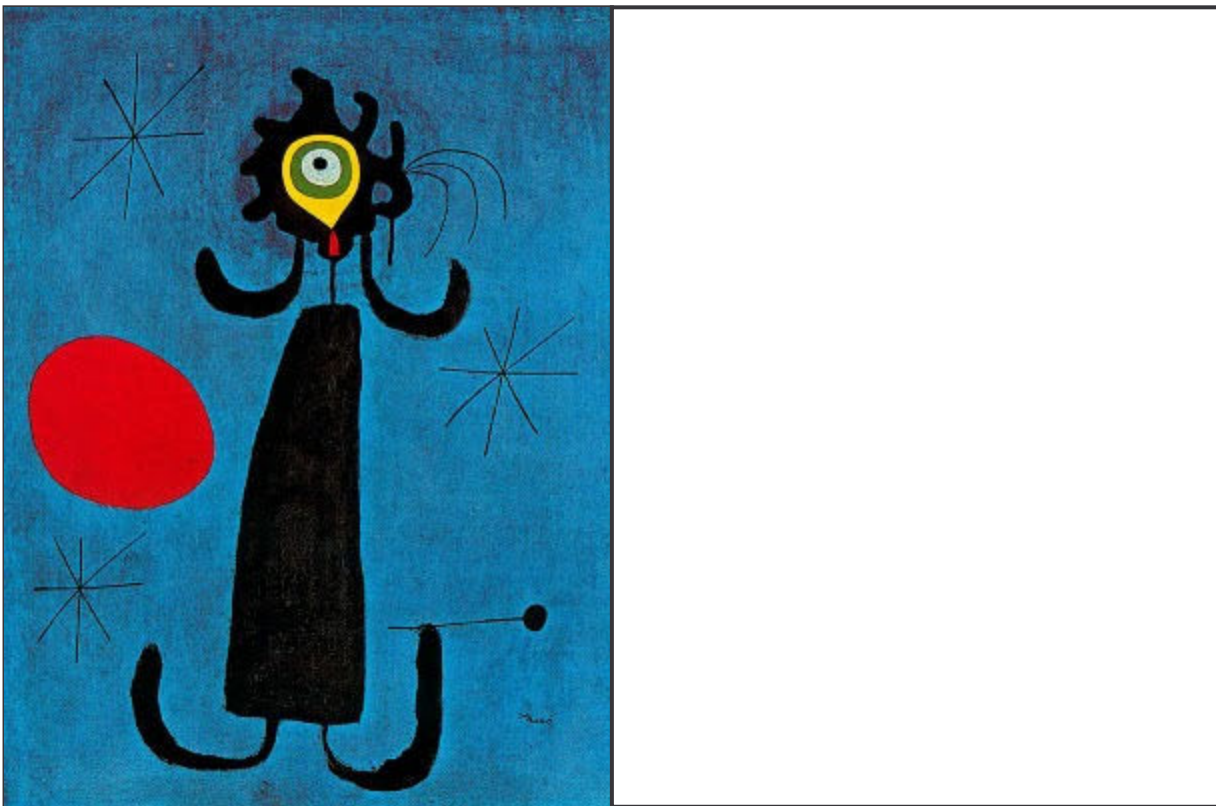
	yellow	magenta	cyan
orange	75%	25%	---
red	50%	50%	---
reddish magenta	25%	75%	---
violet	---	---	25%
blue	---	50%	50%
Light blue	---	---	---
greenish cyan	25%	---	---
green	---	---	50%
light green	---	---	---

NAME	GROUP	DATE / /
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ACTIVITY 13 ●

Redraw the picture given, *Woman in Front of the Sun*, painted by MIRÓ, in the frame below.

Paint it using the complementary colours. Remember secondary colours have to be made by mixing the primary ones.

**ACTIVITY 14** ●

Teacher should remind them that 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

NAME	GROUP	DATE / /
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ACTIVITY 15

Create different colour scales by changing the three qualities of colour.

1. Hue:

First paint with a primary colour and keep adding a little more of another primary colour (e.g. cyan and magenta) and it will end in a secondary colour (blue)

--	--	--	--	--	--	--	--	--

2. Value:

First paint with white and keep adding a little more of a primary colour (e.g. cyan) and it will end in this primary and pure colour.

--	--	--	--	--	--	--	--	--

3. Saturation:

First paint with a primary colour and keep adding a little more of its complementary colour (e.g. cyan and red) and it will finish with a neutral colour.

--	--	--	--	--	--	--	--	--

NAME	GROUP	DATE / /
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ACTIVITY 16



Work in groups of 4-5. Make a **COLLAGE** of your chosen colour.

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

The result will be displayed on the wall.

You might have to choose who is going to do what, which means dividing your tasks and you will need some scaffolding learning for this task:

Let's think how to do it !!!	How can we start ?	What do you think about?
Do you have scissors?	Do you like that ?	... Or do you prefer this way ?
In my opinion.....	I need more glue !	I have found this sentence that will fit !
I don't like this picture !!!		Can you do smaller pieces ?
I think ...	I will do that ...	I want to do
	We can select this sentence....	This word will be difficult for the others.....
I prefer this question....	I don't know how to do that.....	Can you help me ?....

NAME	GROUP	DATE / /
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ACTIVITY 17 

- 1. Which are the primary light colours?**
 - a Red, blue and yellow.
 - b Red, violet and green.
 - c Red, green and blue.

- 2. The sensation of appears when all the incident light is absorbed.**
 - a Black
 - b Red
 - c White

- 3. light has the shortest wavelength and is refracted most.**
 - a Black
 - b Red
 - c Violet

- 4. When sunlight passes through , white light decomposes into colours, as in Newton's prism.**
 - a Raindrops
 - b Smoke
 - c Ice

- 5. How many colours does the rainbow have ?**
 - a eleven
 - b seven
 - c It depends on the sunlight.

6. Which are the primary colours of the subtractive mixture?

- a Yellow, magenta and red.
- b Yellow, magenta and cyan.
- c Yellow, magenta and orange.

7. Who showed that white light appears by mixing coloured lights?

- a Charles August Young.
- b Isaac Newton.
- c Munsell

8. Which are the colours of the rainbow?

- a red, orange, yellow, green, cyan, blue, and violet.
- b red, orange, yellow, pink, blue, violet and indigo.
- c red, orange, yellow, green, blue, violet, indigo and black.

9. The colour is the feeling you get from the sense of...

- a Sight
- b Touch
- c Hearing

10. is the term use to specify the degree of lightness of a colour.

- a Value
- b Hue
- c Saturation

Describe:

1. The perception of COLOUR
2. The colour wheel or chromatic circle
3. Complementary Colours

NAME	GROUP	DATE / /
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ACTIVITY 18

Work in groups of 4-5. Make a small composition sheet with your own descriptions and images of what you have learnt until now. You are going to **SUMMARISE THE ENTIRE TOPIC**, starting with the perception of colour.

The teacher will check your writing but you can copy from your notes and use your key word list.

You can use your key word list now, in order to enable understanding. One possible online resource to use is <http://wordreference.com/>. Try not to do a translation but use the English dictionary and add a sentence using the word.

ACTIVITY 19

Each group is going to create a **WORDSEARCH** with their own information. Now you can use all the sentences you have been creating previously.

Follow these indications using the computer:

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

NAME	GROUP	DATE / /
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ACTIVITY 20 

1.

You are be given a card with two colours on it. Write down the sensations and associations or objects you can relate to the colours given. You can use the dictionary so that you can find out the words you need to express them.

Find another partner who has the same colour that you have by asking each other:

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

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

You are in a group in which everyone has the same colour. Share your information and complete the list on the A3 paper that the teacher has distributed around the classroom.

The group has been given more information by the teacher. Each of you should make a new list by selecting and joining all the facts. You are an "expert" of this colour.

You are going to form another group with one expert of each colour. Explain to the rest of the group all the information you have. Each student in the group will have to complete the chart in Activity 21.

NAME	GROUP	DATE / /
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ACTIVITY 21 

Complete the charts given:

 <p>Associations :</p>  <p>Sensations:</p>
 <p>Associations :</p>  <p>Sensations:</p>

 <p>Associations :</p>  <p>Sensations:</p>
 <p>Associations :</p>  <p>Sensations:</p>

NAME	GROUP	DATE / /
------	-------	----------




Associations :

Sensations:




Associations :

Sensations:




Associations :

Sensations:




Associations :

Sensations:

ACTIVITY 22 

Write a sentence that expresses an example of the sensation or feeling related with each colour.

NAME	GROUP	DATE / /
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ACTIVITY 23



COLOUR HOROSCOPE GAME: 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, the teacher can write the explanation on the whiteboard, or they can consult a dictionary or google.

“Colour is light, light is energy so colour is energy”

Each colour has different aspects which can give us some interesting insights into our emotions and attitudes.

Orange personalities are very friendly and caring. Being social is your nature. It is easy for you to get along with all kinds of people. You smile easily. Your love of people is more concerned with companionship than with passions.

Yellow personalities are intellectual, idealistic and imaginative. You smile easily. You are a true friend, a rare soul who can keep secrets. You are intelligent and high minded.

Green personalities are persistent, determined, consistent, assertive and firm. You feel comfortable in the wild, surrounded by nature. You are a good citizen and a loyal friend.

Blue personalities prefer a life of tensions, settled, and secure. You are introverted, cautious and conservative. Taking risks and acting on impulse do not characterise you.

Violet (purple) personalities have sensitive eyes and mind. You are proud of being artistic and enjoying art. You have a good mind and wit. You have the ability to observe things which go unnoticed by others.

Red personalities are impulsive, passionate and aggressive. The interest of your life is directed outward. You may have a certain abruptness and crudeness in your manner, but also deep sympathy.

NAME	GROUP	DATE / /
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ACTIVITY 24



Complete the chart given by searching information in the web sites bellow:

http://webdesign.about.com/od/color/a/bl_colorculture.htm

WEB

<http://speckyboy.com/2010/04/22/understanding-and-the-meaning-of-color-within-design/>

WEB

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

NAME	GROUP	DATE / /
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ACTIVITY 25



Work in groups of 4-5. Complete the charts of the artworks shown on the slides.

Watch the website <http://www.moma.org/interactives/destination/> to find the information.

The artist is

The name of the artwork is

He uses as a colour family.

The artist is

The name of the artwork is

He uses as a colour family.

The artist is

The name of the artwork is

He uses as a colour family.

The artist is

The name of the artwork is

He uses as a colour family.

The artist is

The name of the artwork is

He uses as a colour family.

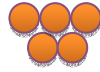
The artist is

The name of the artwork is

He uses as a colour family.

NAME	GROUP	DATE / /
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ACTIVITY 26



The teacher has distributed the artworks around the groups so you can do a proper study by yourselves to have all the information about the artist. Complete the writing frame with all the information about the artist and his artworks.

The artist was born in (place) and in (year). He studied (or didn't)...

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 which

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

The artist died in (Place) at the age of

NAME	GROUP	DATE / /
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ACTIVITY 27



Write the artist's BIOGRAPHY:

Each group has to add other relevant information about the artist that you have already discovered. You can add images of other artworks of the same artist.

Scaffolding language for:

I found something interesting.

Listen...

We can also add this.....

He had a lot of children.

He met in Africa.

He probably didn't have children as it doesn't say anything about it in his biography.

He travels to.....

He used to go to the theatre very often.

And he liked very much.

I can't find where he died.

He died because of smoking.

When his wife died.....

NAME	GROUP	DATE / /
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ACTIVITY 28



These are the instructions to create a cartoon.

Guess the order of the instructions.

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.

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.

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.

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?

Secondly, **Brainstorm** 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.

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

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

When you have worked out all these 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.

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.

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.

ACTIVITY 29



Now create your own cartoon.

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

Don't panic!!!