**Lesson Plan**

**Unit/Topic: Connecting colours-Part 1 Date: 14th May 2014**

**Key Learning Area: The Arts Year Level: Foundation**

**Outcomes:**

##### LESSON STRUCTURE:

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| **Time** | **Introduction (Set):** | Teaching Approaches |
| **1.30pm****-****1.35pm** | * **Advise students that in this lesson they:**
* will begin to explore 3 colours used in art-red, yellow and blue;
* will think about what might be in their home, fridge, rooms, that are these colours;
* Will work in groups of 5 to find pictures in magazines in ONLY the 3 colours, red, yellow and blue
* Will begin to make their own colour wheel
* **Show students red, yellow and blue samples**
* Can students name the colours?
* **Students:**
* Share something they know in red, yellow and blue
 | Whole class seated on the floor, facing the teacherWhole class sharing of informationLarge samples to show studentsStudents put their hand up-no calling out |

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| **Time** | **Main Content:** | Teaching Approaches |
| **1.35pm****-****1.55pm****1.55pm****-****2.00pm****2.00pm****-****2.15pm** | * **Students advised they will work in groups to:**
* Use classroom magazines to find, cut out and glue objects in only red yellow and blue, onto cardboard templates**-“Our Red, yellow and blue Poster”**
* Students are given **1** minute, to get their pencil cases, be seated at their desk, and choose only the 3 colours:-1 red; 1 yellow, 1 blue.
* Groups write *red, yellow, blue* on cardboard templates before locating pictures/drawing images
* Pictures are to be glued under correct colour label
* **Students may also draw objects that come in red, yellow and blue**
* **Students regroup as a whole class seated on the floor with their poster, for group sharing**
* **Discuss with students that these 3 colours are special/unique**

**QUESTIONS:** * **Why might each of the 3 colours – red, yellow and blue, be special/unique**
* **These 3 colours have a special name. Does anyone know what this special name is?**

**COLOUR WHEEL COLOURING IN*** **Advise students they will begin colouring in their own colour wheel**
* **Using a predesigned colour wheel, explain the process to students:**

-**STEP 1:** Students write their name on the back of their colour wheel**-STEP 2:** Students colour:-the number 1 triangle, YELLOW-the number 3 triangle, RED-the number 5 triangle, BLUE**-STEP 3:** Students to colour in their colour wheel neatly**Ensure students understand the process/requirements of the colour wheel through questioning e.g.****Q. what is the first thing you need to do?****Q. What colour will you use in triangle number 1****Q. What colour will you use in triangle number 2****Q. What colour will you use in triangle number 3****ANY QUESTIONS?** | Students work in groups of 4-5 Use teacher cardboard template to model processTeacher hands out lead pencils; glue sticks and scissorsStudents have **15** minutes to complete their **“Our** **Red, Yellow, and Blue Poster.”****Clarify student understanding – Question:** Do we find pictures in green/pink? Do we glue a blue picture, under the red label?A. These colours cannot be made by mixing two other colours (Trowbridge, 2013).A. Primary (main; only one of) Develop student knowledge of **special/unique** through questioningEnsure colour wheels are ready for studentsReiterate students are to use only the 3 colours of the lessonUse template to model student requirements.Display a pre-coloured wheel with yellow, red and blue, through the IWB to show to students while colouring in351 |

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| **Time** | **Conclusion:** | Teaching Approaches |
| **2.15pm****-****2.19pm** | * **Students are given 1 minutes to:**

- pack up pencils- place colour wheels on teachers desk- be seated quietly on the floor in front of the teacher* Students share something they have learnt in the lesson
* **Questions:**
* What colours did we talk about today?
* What name was given to the 3 colours that made them special?

 -Advise students of the next art lesson, which will look at more colours**EXTENTION ACTIVITIES:**1. Students who complete their colouring in can cut out the names of the colours, and stick it on the coloured triangleBlueRedYellow2. If all students complete tasks before end of lesson and time permits, students can play a whole class game based on colours:Red, red, red – touch your headBlue-touch your shoeGreen – look really meanPink-give a winkWhite – take a biteBrown-touch the groundPurple – draw a circleYellow – say helloBlack – touch your backGrey – shout “hooray”. | Red, Yellow, BluePrimary |

##### Resources

(Include equipment required for class and/or for teacher preparation)

* Teacher colour wheel template
* 22 colour wheel template
* Teacher OUR RED YELLOW BLUE POSTER template
* 5 x OUR RED YELLOW BLUE POSTER templates
* Interactive whiteboard
* USB with Colour wheel; Primary colours
* Printed copies of the primary colours used
* Lead pencils
* Students’ pencil cases
* Variety of colours used in the extension song
* 22 of each colour name – red, yellow, blue
* Laptop/computer
* Scissors
* Glue sticks
* Magazines

**Safety Considerations/Materials**

* Ensure students respect each other’s personal space when engaging in activities/games
* Classroom safety procedures to be followed when using hazardous items e.g. scissors

**Assessment**

* Students will be assessed formatively, on their contribution/participation to whole class discussion and questioning
* Ability to follow guided instructions e.g. positioning of name and colours
* Ability to identify correct selection of colours

**REFLECTION**

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| * Was lesson content fun and engaging
* Do students meet expected lesson outcomes
* Was lesson content relevant to learning
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**REFERENCES**

Teaching Ideas. (2014). Primary and secondary colours. Retrieved from <http://www.teachingideas.co.uk>

Trowbridge, C. (2013). Create Your Own Colour Wheel. Retrieved from <http://www.teachkidsart.net/create-your-own-color-wheel-2/>