



## Learn the Colours

### SEQUENCE 1

Age group	6 – 9 y.o
Prior knowledge	None
Material needed	Cardboard, paint, picture in colours, picture in black and white, example of Loretta Grayson's work
Subjects	Sciences: Colour - Art
Skills involved	Name the primary colours and explain how to obtain the secondary colours
Time to carry out the sequence	2 hours

#### Step 1: Introduction

Show the pupils some colour pictures and black and white ones and ask them to explain the difference between them.

Ask the students what they know about different colours. Bring up or give them the vocabulary "primary colours", "warm/cool colours", and "complementary Colours" and define them.

#### Step 2: Primary and secondary Colours

Ask the pupils what the three primary Colours are (blue, red, yellow). Then, ask them to imagine what colours could be created by mixing yellow and blue, yellow and red, or red and blue.



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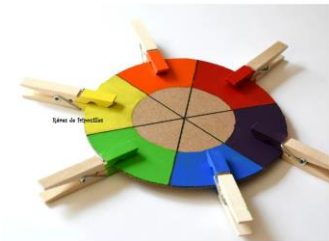
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## Step 3: Discover the content of the box

Let them discover the box's contents and ask them what they can do with it.

In the box, they will discover the history of the creation of secondary Colours and create little puppets to make the secondary Colours appear.

- After, they can create a colour wheel with six colours.



The youngest pupils can be given a wheel template, while the older ones can build it themselves.

When the paint is dry, write down the name of each colour so the colours wheel can be used as a reference tool at the end of the sequence.

## Step 4: Extension - The tree of warm and cool colours

Ask the students what warm colours are and what cool colours are. Ask them to sort their crayons with cold Colours on one side and warm Colours on the other.

### **Create a tree of warm and cool colours:**

The work of Loretta Grayson inspires this activity.

Using slightly thicker drawing paper, draw a 2.5 cm grid and use the compass to draw a circle.



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Once the grid and the circle have been drawn, the student draws a tree whose branches touch the bottom of the page. The branches are contained within the circle. Be careful to specify that the branches must touch the circle.

The next step is to colour the circle with warm Colours on the inside and cool Colours on the outside, or vice versa. Alternate the Colours as you like, the only rule being that 2 squares of the same colours must not touch.



Figure 1 Chassillan, M. (2021). Les couleurs | CE2 | Fiche de préparation (séquence) | arts plastiques. Edumoov. <https://www.edumoov.com/fiche-de-preparation-sequence/334839/arts-plastiques/ce2/les-couleurs>



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## SEQUENCE 2

Age group	9-12 y.o
Prior knowledge	None
Material needed	Cardboard, an example of Hundertwasser's work
Subjects	Science: Colours, art, digital tool for research
Skills involved	Name the primary Colours explain how to obtain the secondary Colours
Time to carry out the sequence	3 hours

### Step 1: Discover the content of the box

Let them discover the box's contents and ask them what they can do with it.

In the box, they will discover the history of the creation of secondary Colours and create little puppets to make the secondary Colours appear.

- After, they can create a colour wheel with six Colours.



The youngest pupils can be provided with a wheel template, while the older ones can build it themselves.

When the paint is dry, write down the name of each colour so the colours wheel can be used to remind the primary and secondary Colours to start the sequence.



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## Step 2: Discover the works of Hundertwasser

Show examples of the works of Hundertwasser and analyse them together. What do you observe, what is represented, and how does he use colours?

→ He uses bright colours, alternates warm and cool colours, and uses complementary colours. Pupils will describe the colours they see, and you can bring vocabulary.

Bring in more specific vocabulary, such as foreground and background, to describe the painting.

## Step 3: Little research about Hundertwasser

Ask the students to research the character and draw up an identity card (place and date of birth, profession, photo, brief history, interests).

## Step 4: Introduction to complementary Colours

Emphasise the Colours used by the artist and introduce the notion of complementary colours.

On the colours wheel, each colour is the opposite (opposite) of its complementary colours.

The complementary colours of warm colours are cold colours, and vice versa.

For example, the opposite of blue is orange, the opposite of red is green, and the opposite of yellow is violet.

These pairs of Colours are said to be complementary because they reinforce and enhance each other, each colour bringing out the other; for example, red is redder when accompanied by green, and so on.



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## Step 5: Create a painting in the style of Hundertwasser

Give each student a sheet of drawing paper. Start by creating your village by drawing the houses in the foreground and background in ordinary pencil. The aim is to use one colour for the roof and its complementary colours for the walls. Allow the paint to dry, then draw the windows, doors and roof decorations with a black felt-tip pen. Details can be added with gold paint (in the artist's style).

The village can then be cut out and glued to a black sheet to highlight the Colours.



Figure 2 Chassillan, M. (2021). Les couleurs | CE2 | Fiche de préparation (séquence) | arts plastiques. Edumoov.  
<https://www.edumoov.com/fiche-de-preparation-sequence/334839/arts-plastiques/ce2/les-couleurs>

Produce a synthesis about Colours: what are primary, secondary and complementary Colours, warm and cold Colours.

## References

Chassillan, M. (2021). Les couleurs | CE2 | Fiche de préparation (séquence) | arts plastiques. Edumoov. <https://www.edumoov.com/fiche-de-preparation-sequence/334839/arts-plastiques/ce2/les-couleurs>

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