

Milestone 2
Colour

Big Question	A Kandinsky – Colour Can we use colour as a window to the human soul?	Notes	B Seurat and Monet- Colour How can you use brush strokes and colour to show emotion?	Notes
	What is Abstract Art? Look at some examples of Abstract art where a picture or a sculpture produced does not represent the image of our everyday world. A Jackson Pollock B Kandinsky C Rothco For each artist When did they live? What did they do? How can you spot the artist? Framework needed for analysis Pick out the colours, lines and shapes and discuss how the artists is usually trying to depict some kind of emotion.	Teacher notes https://en.wikipedia.org/wiki/Jackson_Pollock	Who were Georges Seurat and Claude Monet and what movement did they belong to? Georges Seurat was a French painter. He was born in 1859 in Paris, France and died in 1891. He is well-known for a style of painting called pointillism. Pointillism is when painters use dots or marks of colour to create paintings. Claude Monet was the leader of the French Impressionist movement. He experimented with colour and light mainly painting outdoors. 3 sessions Task: Explore the work of the two artists using a viewfinder. Begin by using 3 images from Monet and create a viewfinder by folding a piece of A5 paper in half and cutting out a shape. Experiment by using different shape viewfinders. Draw the children's attention to the thick brushstrokes of Monet. Choose a section to copy from one of the three and copy. Repeat with Seurat and 3 examples. Use the viewfinder and copy paying attention this time to the dots.	
	What techniques do abstract artists use? Session 1 Look at examples of abstract art. Can they identify any clashing colours? Use this technique and contrasting colours from previous lessons to create own abstract art. Develop use of specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints (white added). Experiment with paint and pastels.	https://www.youtube.com/watch?v=471mZ7bmsOw Teacher information Hue – colour/shade Tone – how light or dark something is	How did Seurat use colour in his work? Session 1 Look at example of his painting Bathing at Asnières. Use copy from Wikipedia and print out for children. Look for examples of colours next to one another. Which colour combinations do they see? Dots Experiment with colour combinations. GGG GGR RRY RRG RRR	

	Make colour wheels. Mix colours and know which are primary, secondary and tertiary colours. Explain contrasting colours are the clashing colours opposite each other on the colour wheel. Session 2 Jackson Pollock Experiment with splashing and dribbling paint onto paper instead of using brushstrokes. Look at work by Jackson Pollock. Use sticks, palette knives and brushes Experiment with poster paint and acrylic paint. Session 3 Kandinsky Use Schaukeln as a stimulus Investigate Kandinsky's idea that colour, shapes and lines could express emotions. Choose shapes and experiment with colours to show emotions. Red-fire (warm and painful) Blue – cold (deep/supernatural) <u>Shape</u> Triangle – aggressive feelings Circle – spiritual Square – calm If we change to shape what happens if we also change the colour. Experiment in sketchbooks Session 4 Rothco 'Rectangles with fuzzy edges.' Investigate monochrome – combinations containing a tone of a single colour e.g. Black and white, green and white or green and red.	https://en.wikipedia.org/wiki/Wassily_Kandinsky https://www.bbc.co.uk/teach/class-clips-video/articles/zv7g7nb https://www.teach.org.uk/kids/explore/who-is/who-mark-rothko	BPO Complete grids using the above ratios so for every 2 green dots there would be 1 red dot. GGR or 2:1 Split page in sketch books up into colour. Use poster paint Small dots of colour placed next to one another to allow the eye to do the colour mixing. Session 3 Use Watercolour and acrylic to repeat the experiment Session 4 Draw around a flat 2D shape – triangle, square, hexagon or circle. Experiment with shapes in sketchbooks using this technique. Building up colour from outside in, intensity of colour, colour combinations. Have the children managed to create a 3D effect?	
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	Split sketch books up and investigate these monochrome rectangles. Discuss – the idea of stillness and colour associated with emotion and their interpretation of it.			
	Can we use colour as a window to the human soul? Session 1 Plan a contrasting piece of art to express either sadness or happiness. Using the work of abstract artists Use colour mix it with, clashing colours etc and create own version of the picture using own symbols to represent different ideas. Session 2 Create work using inspiration from abstract art.		How did Monet use colour in his work? Session 1 Experiment with technique using brushstrokes using quick, loose brushstrokes with broken colour. How do we get feeling in the painting with the power of the brush? Session 2 Experiment with brushstrokes using acrylic paint. How do we produce a sky using this technique? Use acrylic paint but limit the children to brown, black and red with no white. A cool sky A hot sky A still sky A stormy sky A wet sky A dry sky Discuss how we get this feeling by just using a brush and zoom in to the image of waterlilies and comment on own images created of the sky. Session 3 Revisit Waterlilies and create a simple sketch with sky/sea/forest/land and use brushstrokes and colour to change the feeling.	
			How can you use brush strokes and colour to show emotion? Create a piece no bigger than A4 that describes how it feels at a special event e.g Christmas Day, Boxing Day, Bonfire Night, Hanukah etc. Discuss the event and the feelings it evokes. Describe ideas from Seurat and Monet. Sketch final piece. Composition Limit the colour palette, choose the weather/feeling - cool, hot, still, stormy, wet, dry. This could be a combination from both artists for examples a Christmas tree with a limit of red and yellow with examples of dots for the stars.	