



An inquiry into

Colour

By ELC 2021 - 2022

We explore the element
of line and colour to
create and express ideas.



Lines of inquiry;

- Colour and line
- Adapting and reflecting on ideas
- Artists and how they communicate ideas



Colour

Colour, is one of the most noticeable attributes in the world around us. It has the strongest effect on our emotions. It is the element that we use to create the mood or atmosphere within a room, clothing, artwork or expression.

Within this unit we will be exploring a variety of materials, tools and techniques linked to the elements of art: line and colour. Inquiring into the elements of art allows us to explore our creativity while developing essential skills such as strengthening fine motor skills and hand-eye development, developing mathematical skills such as, categorising, sorting, comparing and organising as well as patterning. Additionally, as we learn to identify shades and tints of colour we are developing our descriptive language.

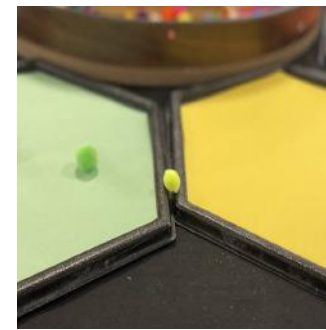
As part of the unit we will be using our **thinking skills** to become scientists and inquirers as we developed the key concept of **change** through observing and experimenting with colours and inquiring into ways of changing colour. We will be exploring the **connection** between colours and feelings and inquiring into how artists use colour to share their ideas and feelings. We will explore some of the meanings behind colour, for example, red can signify anger, danger or love.



Colour sorting

Thinking Skills

We used our thinking skills to sort various objects by colour we needed to look closely to identify, match, sort and compare objects. We had lots of discussion about different shades and sometimes had difficult decisions to make when an object could be placed in two different areas.



"It's not green or yellow I'll put it in the middle"

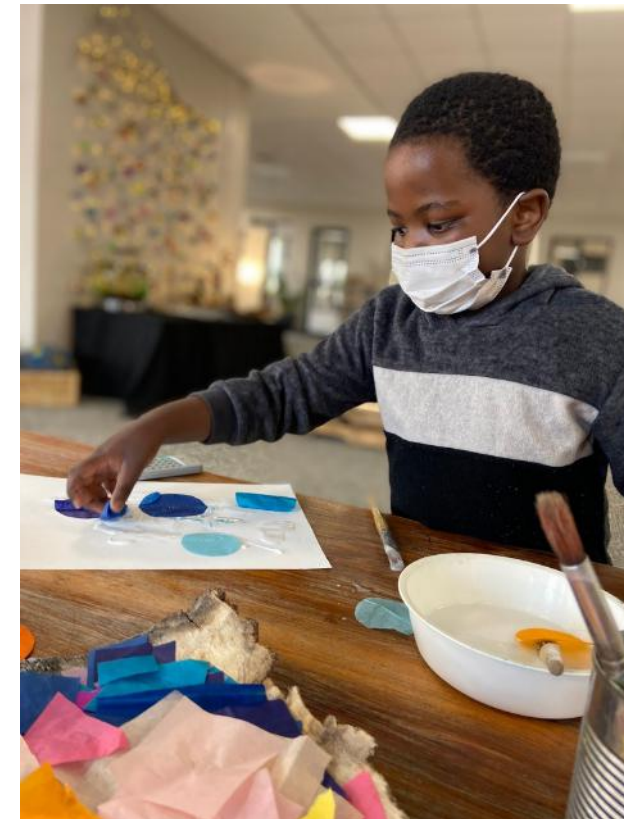


Shape and colour collage



We have been exploring with different colours and shapes.

- By making our own choices about colour and composition, we are practicing our critical thinking skills and learning to take risks.
- We are exploring basic shapes and abstract shapes while creatively putting together an image. This gives us an opportunity to associate shapes with real life objects.
- When using the tissue paper, we are learning about transparency, and how colours can mix and overlap to make new colours.





Exploring Shape and colour on the light box

We took a variety of coloured objects and shapes to the light table. Adding objects to the light table fostered our creativity and wonder. It encouraged us to discover and create with open-ended possibilities. Small, translucent, colored chips became mosaic pieces in elaborate artwork. Translucent blocks encouraged 3-D building and a different perspective of light and reflection. Laying colored cellophane over the light sparks ideas linked to colour mixing, discovering new colors, and seeing colors in different ways.



Questions we asked ourselves were:

- How do the objects change when placed on the light table?
- Can you sort the objects?
- Are the colours different shades?
- Can you change the colour of an object by placing another object on top?
- How does the light change when an object is placed on top?
- How did the object look different?





Weaving with colours

Weaving was a great way for us to create a collaborative piece of process art. It provided us with opportunities to strengthen our fine motor skills, hand-eye coordination and concentration. As we were weaving we noticed and discussed the materials we had selected thinking about the shades and textures we were adding. We started to look around our room noticing other elements that we could add to our art.

We used our self management skills as we persevered and showed resilience as we solved problems when things became tangled or fell out.





Colours in our environment



We used our prior knowledge to list all the colours that we know. We thought about how some colours can be dark or light. We then used our observation skills to go on a colour hunt, seeing how many of the different colours we can find in the plants around campus. On our return we used our research skills to sort and record our findings. We discovered that we found lots of yellow, red and pink flowers but no blue or black flowers.







Artwork
by Elia



Flower art

We still had the flowers in our classroom from our flower exploration around the campus, we were wondering what we could do with them and came up with the idea to turn them into art. The flowers were looking a little old so we decided to see what happened if we crushed them - would the colour come out? Would they leave a mark?

After a few experiments we figured out a way and collected more flowers from campus. We arranged our flowers, carefully placed them under a piece of plastic and then started to smush and crush them release their pigment.

We used our creativity to arrange the flowers, developed our hand-eye coordination as we made sure to hit the flowers! And also worked on the development of our hand muscles and fine motor.

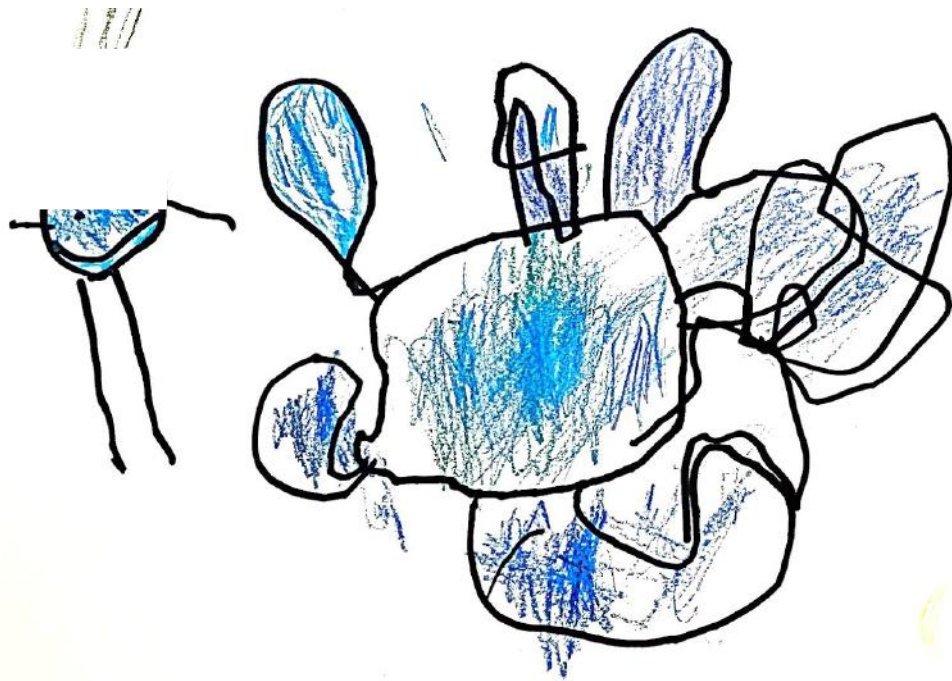


Self-management Skills

My colour star

Opinion writing

Of all the colours that there are, which one is your color star?



My colour star is blue. Dark blue is my favourite it is very dark. I also like light blue. When you mix yellow and purple it makes blue. The sky is blue, crayons and markers are blue.

Nikhil



My colour star is purple. It's my favourite colour. You can find purple flowers and toys and t-shirt and nail polish.

Lucija



My colour star is green. I like it when it's mixed up and kind of bluish and greenish.

Ida



Brynn

My colour star is yellow and blue.



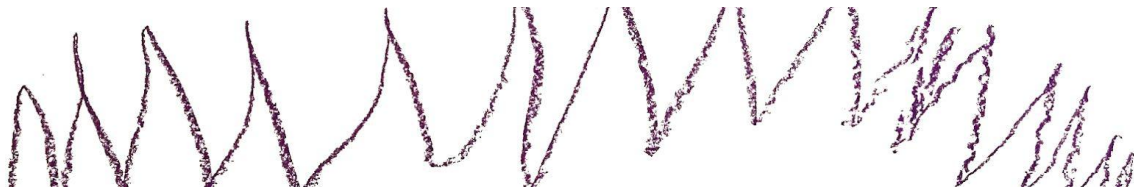
My colour star is pink because I have pink on my clothes. Pink is ice cream and my babies clothes are pink.

Michelle

I L P



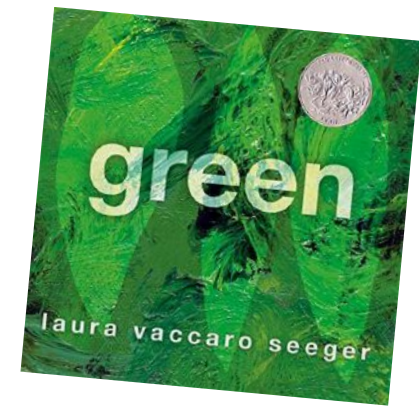
P O L



Hind

My colour star is purple. Purple makes me think of a blueberry cake and grapes. It's also a little bit like blue.

Shades of colour: green



We have been thinking about how a single colour can be described in lots of different ways; sea green, khaki green, lime green, forest green.

Everyday we see many different shades of green around us. We thought about everything that we see that is green.



Green can be watermelon's, grass, walls, flowers. Everett

Green can be a house, roof, garden and a flower. Yene

Green can be the grass and the pumpkin patch. Ben

Green can be a princess with long green hair and a big green bed. She is waiting for her friend. Lucija

Green can be a balloons or a water bottle. Ida

Green can be balloons. Nikhil

Green can be a airplane. Alfred

Green can be the sky, grass and clouds. Jack

Green can be the grass and leaves. Maya

Green can be balloons, grass and a pea. Brynn

Green can be mummy holding a green balloon. Zoe







Shades of colour: Manipulating **green**

We continued our investigation into green. We used our research skills to explore how we can manipulate a single shade of green to make new shades just using white and black.





Collaborative Mural

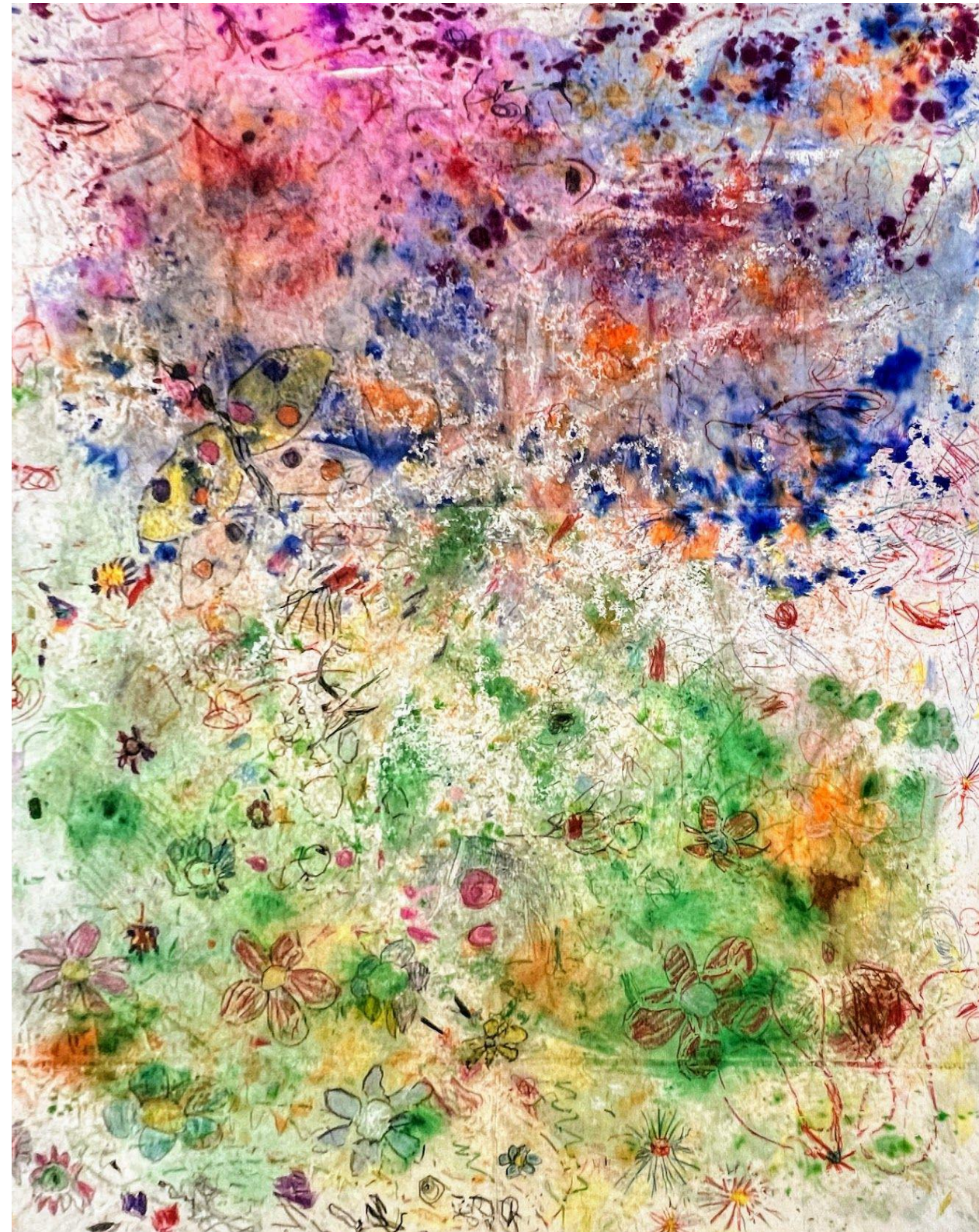
Inspired by the colours we see around us in our environment we started on a collaborative art project. We found a huge white sheet and started adding our marks using chalk, sharpies, and oil pastels - green, yellows and browns for the ground, blues, purples and oranges for the sky.

Our next step was to use the spray guns and to cover it with watercolors. Our mural started to remind us of a sunset. We made a connection to a book we had recently read - Sky Color by Peter Reynolds. Within this book the character discovers it is important to have different perspectives and if you look close enough you can see a range of different colours and shapes.



With the paint dry we added our details on top; flowers on the ground and rainbows and butterflies in the sky. Throughout the process we used our social skills as we:

- Helped and encouraged others,
- Listened closely to others' perspectives and ideas,
- Were respectful to others.
- Learned cooperatively in a group: being courteous, sharing, taking turns.



Social Skills



Colour manipulation

We continued our thinking from last week when we were manipulating the colour green to see if the same applies to different colours.

This time we used our hands to blend and squish the different coloured paints together to form new shades.



Thinking
Skills



Thinking about Black & White

We have been thinking about the colours black and white. What happens when you add white to black? - does it become light black like it did with green? Can you have dark white? Are black and white colours? What are some thing that are black or white?



Black can be...

Shoes Cars Baskets Facemasks People
Shorts T-shirts Hair Rat Bucket
Marker Hat Scarf Dog

Ida: Black can make other colour darker and white makes it lighter.

Nikhil: You can mix them both together to make grey.

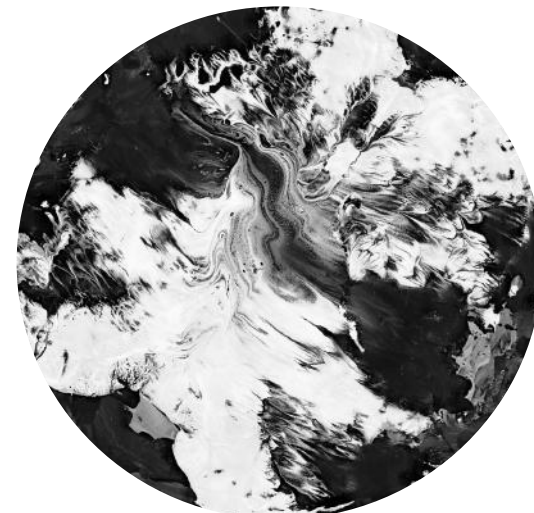
Ben: White is not a colour because it's not colourful.

Lucija: It is a colour because my toys are white.

Jack: I don't like black it is really dark.

Maya: I don't like black.

Lucija: there are no vegetable that are black - I don't like it.



White can be...

Paint	Lights	Table	Dress
Lollipops	Flowers	Shorts	T-shirts
Cars	Inside of an apple	Shoes	
People	Toys	Paper	clouds



Thinking Skills



Artist study: Georgia O'Keeffe

Inspired by our colour walk and all the beautiful flowers we found we have been creating our own flower using Georgia O'Keeffe as our Inspiration during Visual Arts.



Georgia O'Keeffe is famous for her large format flower paintings.. We looked closely at her work noticing how she would draw her flowers so big that they went off the page. This part was hard as it felt unnatural to draw incomplete flowers/petals. We looked at how she used colour within her flowers with some areas being darker and lighter. We were able to use our recent knowledge of colours and shades to realise how she did this. Finally, we worked on the backgrounds. We used the colour wheel to help us learn about which colors make each other stand out.





Artist study: Paul Klee



Social Skills



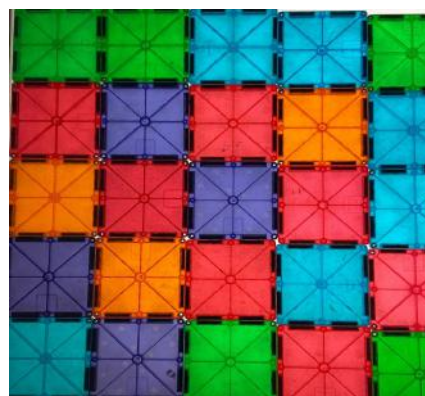
Klee

We used our thinking skills to analyse the work of Paul Klee. We noticed that he liked to use lots of colours and that his paintings have squares and rectangles. We worked together using our developing social skills to create a collaborative piece of artwork inspired by the artist Paul Klee.

We showed perseverance and creativity as we created our own individual designs either through painting, drawing or building. We were developing our fine motor skills as we worked to stay in the lines of the squares and we were constantly adapting and reflecting on ideas as we looked at what was happening around us.



We thought about how else we could create art similar to Paul Klee - what could we use that are squares? and came up with the idea of using magnetiles and cubes to create with.



Colour theory

Research Skills

We have been building on our knowledge of colours by exploring what happens when you mix red, yellow, and blue. We know that by adding black and white we can change the shade of a colour but can you make new colours by mixing them together?

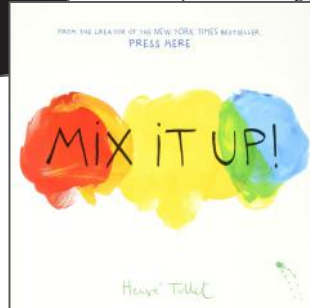
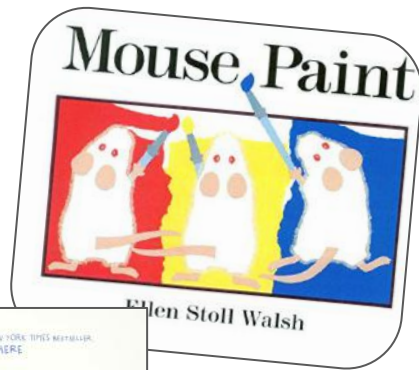
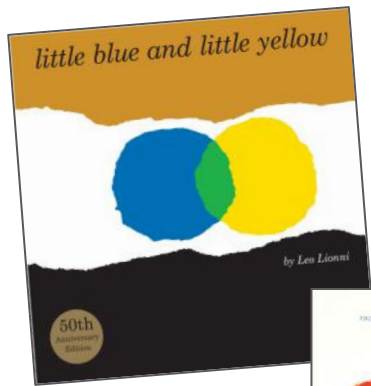
We were given the freedom to explore and discover concepts in our own time. Each time a slightly different idea emerged. We used our research skills as we shared our ideas and discoveries with each other.



Our critical thinking skills were encouraged as we thought about:

- What will happen if we mix red and blue together?
- Can we use two colours to make green?
- How many different colours do you think we can make?

We used different books to find out more information and research our ideas





Colour mixing

We continued to build on our knowledge and understanding of colour mixing by manipulating paint. We were courageous as we explored, putting our hands into the paint - we squished it, squeezed it, swirled it and rubbed it around. We explored a different way to create art by making marks in the paint. It was easy to erase our marks and start again by a wipe of our hands.



 **Research Skills**



Artist study: Wassily Kandinsky



We used our creative thinking skills to look closer at one of Kandinsky's most recognisable pieces of work 'Squares with Concentric Circles'. We analysed and reflected on what we see, think and wonder in relation to his artwork. In his painting we noticed different shapes, colours and sizes. We were open minded as we looked a little deeper and considered new perspectives, thinking about what other things could possibly be there - what else did Kandinsky attempt to show?

I see...

- Colours - red, pink, blue, yellow
- Shapes - circles and squares
- Different coloured shapes
- Squares, triangles
- Different colours like blue
- I see colourful circles
- Shapes and colours
- Drawings
- Small, big, large and medium circles
- I see the sun
- My favorite colour in it - green

I think...

- I think Kandinsky's work is nice
- The painting is colorful
- It's lovely
- It's a rainbow
- It looks beautiful
- It looks like a square
- It looks like a rainbow
- It's like a big eyeball
- It looks like a whirlpool in the ocean
- It's like the moon and the sky
- I think Kandinsky is a good artist
- I think he has so much paint in his house
- I think it would be nice if he came to our classroom
- I think his painting makes him feel happy, very happy
- The colors are beautiful on circles like spinning wheels

I wonder...

- Why did he make circles?
- Why does he always make circles and no other shapes?
- Is Kandinsky a teacher?
- Why are his paintings colorful?
- Why did he use lots of colors?
- Did he paint the whole time?
- Do his children like painting circles?
- Did he just start painting like us?
- If we could also go to his art room like Mr Mulangala

We took inspiration from Kandinsky's work to create our own piece of abstract art. Using our knowledge of colours and colour mixing we created unique colours. Placing a dot in the center we continued adding circles using different colours. Like Kandinsky we looked at how colours interacted with each other, which colours worked next to each other. Using our knowledge of the colour wheel from Visual Art lessons, we tried out combinations of colours to see which colours look best together. We created individual circles and collaborative pieces. Our artwork now takes pride of place in our learning environment.



Painting the rain

Inspired by the start of the rains. We used the squirters and our developing fine motor skills to create our rain pictures. As the different colours rained down on the page, we watched as the colours merged together to create new colours and designs.



Salt Painting

We've been exploring painting on salt. As we placed the the paint on the salt it travelled along the lines we had made. It was fun to watch as it came in contact with others colours merging to form new colours and shades.





Artist Study: Andy Warhol

We explored the artwork by Andy Warhol. After our other artist studies we are getting good at using our thinking skills to analyse and share our opinions and likes and dislikes. We noticed he loved using bright colours. We liked how he repeated his drawings with only slight differences. We took inspiration from Andy Warhol and turned ourselves into celebrities. We tried to use contrasting colours making sure that we made each picture was different and unique through the use of colour.





Artist Study: Georgia O'Keeffe

We continued with our study into Georgia O'Keeffe. This time we used our developing social skills to collaborate on a HUGE flower. We each took a section, first tracing the lines, deciding on the colours we should use and then painting each of our sections. Mr Mulangala helped us to look at each of our sections and put symbols on our paper so we would know which section is true magenta, light magenta, dark magenta or the background colour, green. Our last job before putting the flower together was to go over our outlines to make the flower stand out.

When all the parts were put together, we could finally see how all of our small individual parts came together to make a great big flower





Flower logs

As we were exploring outside, we noticed that the patterns on the logs around the slide reminded us of the flowers we are painting with Mr M. We decided that we want to make these as bright and colourful as the ones we are painting. Using the chawks we used our developing fine motor skills to create art on top of each stump. What started as a few students, soon turned into a group using our social skills as we helped each other to to achieve our goal of colouring all the logs.

Michelle: I'm making a rainbow.
Maya: It feels nice, It feels smooth.
Jack: I'm making it smooth.
Maya: I'm making it purpley, a purpley log
Jack: It's crumbling off
Maya: smooth, smooth ,smooth
Michelle: A blue one and a pink one
Maya: We are colouring them all in
Jack: This one is going to be rainbow
Maya: We have to do hard work and finish all these.
Michelle: These are all different flowers
Brynn: This one is done, look it is a rainbow



Artist Study: Reflection

Throughout the unit we have been taking inspiration from various artists to see how they incorporated and used the element of colour. We have been using our developing communication skills as we gained an understanding of the ways in which images and colour convey ideas. We shared our ideas and knowledge with others, expressing our ideas clearly.

We reflected on which artists work stood out for us and thought about the reasons that this might be. We also made connections to our study of Eric Carle last year and how he used colour in his art.

We recognised that all the artists we looked at used colours and shapes. We also thought

- they look nice
- we can learn from them
- they teach us
- they are beautiful.



Communication Skills



Paul Klee



Andy Warhol



Wassily Kandinsky

Lucija: Georgia O'Keeffe draws lovely flowers and uses lots of colours.

Brynn. I like all of them.

Everett: Paul Klee I like the colours. The colours are beautiful and he uses different sizes. He has big, medium and small square. It is like a pattern.

Alfred: Kandinsky it's colourful. I like the blue.

Michelle: I like Kandinsky it is more colourful. He has colours in the middle and they go around and around.

Hind: Georgia O'Keeffe, I like flowers and the colours that she uses. How she draws and the details.

Ben: I like Kandinsky he has lots of colours each one has blue. I like blue it is my nicest colour. Eric Carle also does different colours like Kandinsky.

Ida: Eric Carle, I like the lines, spots and swirls. I like all the different designs he makes.

Nikhil: Andy Warhol, it has so many colours. I like the way he made it.

Zoe: Kandinsky .

Jack: Georgia O'Keeffe because we have a lot of flowers at home.

Maya: Andy Warhol, It has different colours. It has different hair. He used colourful backgrounds.



Georgia O'Keeffe



Eric Carle

We would like to send a card to the artist to say: Thank you for teaching us about colour. We like your pictures.

Celebration of learning

At the end of our unit we shared our learning with our families. We taught them all about how to mix different colours and make different shades. We shared some of our favourite stories and showed them some of our artwork inspired by the artists the we studied. We loved showing them around our environment and sharing our learning with them.



Communication Skills





Reflecting on our unit of inquiry

Yene: Colours are all different.

Lucija: All colours are beautiful

Ben: We learnt that colours aren't all the same

Alfred: Colours can make rainbows

Everett: We learn colours to be like an artist

Jack: Artists need to know their colours.

Ida: It's important to know what the colours are so you can know what you like.

Ben: We need to learn about colours. Not everyone knows about them.

Nikhil: We learnt how to make colours.

Everett: Blue and yellow make green

Lucija: Blue and red make purple

Ben: green and yellow makes lighter green

Ida: White makes colours lighter

Nikhil: Black makes it darker

Ben & Ida: Colours aren't all the same. If colours are the same it would be boring and the world wouldn't be beautiful.