

Paint and Colour Lesson with Infants to 2nd Classes

‘Bright, Colourful Umbrellas’

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Curriculum Strand: Paint and Colour (Visual Arts Curriculum p.19)

Objective: *Discover colour, pattern and rhythm in colourful objects (p.19)*
Discover colour, pattern and rhythm in natural and manufactured objects and interpret them in his/her work (p.32)

Linkage: **Drawing** > *Make drawings based on vividly recalled feelings, real and imaginative experiences and stories (p.18)*
Explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects (p.30)
Print > *Experiment with the effects that can be achieved with simple print-making (p.20)*
Use a variety of print-making techniques to make theme-based or non-representational prints (p.34)

Integration Possibilities:

Science: Identify some materials that are waterproof (p.27)

Identify and investigate materials that absorb water and those that are waterproof (p.46)

Geography: Observe and discuss a variety of weather conditions using simple language (p.26)

Identify ways in which weather influences the lives of people (p.42)

Oral Language: Provide further information in response to the teacher's prompting (p.20)

Become increasingly explicit in relation to people, places, times, processes and events by adding elaborative detail to what he/she describes and narrated (p.29)

SPHE: Appreciate the need and understand how to care for his/her own body in order to keep it healthy and well (p.17)

Appreciate the need and understand how to care for the body in order to keep it strong and healthy (p.27)

Developing this Activity in Class:

Getting Started: Before I start an art lesson I find it very helpful to do a little exercise with the children to unlock their imaginations and to create a safe environment in the classroom for them to show and discuss their work without fear of ridicule. “When I was a child it took up to six weeks to send a photograph to my cousins in Australia. We can send photographs in minutes now with our mobile phones! This is because people used their imaginations and made this happen. Anything can happen in our imagination if we only let it! Close your eyes and imagine a big door. It can be any colour you like. Written across the door in big capital letters is the word IMAGINATION. Now reach out and slowly open the door, let your imagination out! Open your eyes and let me see the sparkle! Now we can do anything, our imaginations are at work and we are all different!”

Materials Needed: Paper
 Palettes
 Blue, yellow, red, white and black poster paint
 Water containers
 Selection of brushes
 J cloths (or old towels/tea-towels cut into facecloth-sized pieces)

Stimulus: “What does it feel like to be out in the rain? How do people keep dry when out on a rainy day? If someone has no hood on their jacket or coat, what can they use? If they have no hat what can they use? Does any body have an umbrella at home? What colour is it? What colour is Granny's

umbrella? What colours would you think could be used to make an umbrella to cheer us up on a wet day? What is your favourite colour? Could you use more than one colour on your umbrella? Where could you go for a walk on a wet day? Where do you like to go walking? Who goes with you? What can you see on your walk? Could you give me a clue in your painting as to where you are going for a walk with your lovely umbrella?

Activity:

The children make paintings of themselves out walking with their umbrellas. As they work, encourage them to talk about the 'clues' they are putting in to let us know where they are walking. Encourage them to talk about the colours they are using, particularly if they make 'new colours' by mixing the primaries. When the children have finished their paintings, they sign them just as artists do!

Evaluation/Looking and Responding:

This will be happening as the children work. When they have finished, give them time to discuss their paintings. They will have lots of stories to tell about where they are walking and who is with them. They will also enjoy explaining how they mixed their colours. This could be done with the 'Artist's Chair' where children take turns to show and describe their paintings. Display the children's paintings in the classroom or corridor.

Encourage the children to respond to Renoir's painting *The Umbrellas*. Look at the colours the artist used, what do they think of them? Look really closely at the painting, how many colours can they see? Name the colours. What clues did the artist give us about where the people are? If they could get into the painting, what would it be like? What is the little girl holding in her hand? Have they ever played a game with a hoop? What do they think about how the people are dressed?

Extension Activities:

The children could add coloured paper or fabric to further paintings to make a 'mixed-media' work.

ICT Possibilities:

2Paint a Picture is a very easy to use painting program for primary school children. They can experiment with a variety of brush styles, make simple patterns and experiment with colour mixing. There is a "teacher options" section which gives you control over what is printed and saved.

Using the I Am An Artist DVD:

The *Paint and Colour* programmes on the DVD offer opportunities to see and hear the children discussing colours and their reactions to mixing them. You can also hear the children discussing their paintings.

Note:

By introducing the notion of 'clues' as the where the children are in the paintings, we are getting them to think about a background without labelling the point. It also gets the children to think about the painting, about what detail they want to include, what colour choices they will make.

Relevant Artists:

Auguste Renoir

Relevant Websites:

The Umbrellas (Les Parapluies) by Renoir
<http://www.renoir.org.yu/painting.asp?id=177>

Scoilnet, which is a portal to lots of sites useful in the classroom
<http://www.scoilnet.ie>