

Paint and Colour Lesson with 3rd to 4th Classes

‘Shells from Sea and Garden’

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Curriculum Strand: Paint and Colour (Visual Arts Curriculum p.50)

Objective: *Paint from observation* (p.50)

Linkage: Drawing > *Draw from observation* (p.48)

Integration Possibilities:

Science: (1) *Observe, identify and investigate the animals and plants that live in local environments* (p.62)

(2) *Develop an increasing awareness of plants and animals from wider environments* (p.62)

Geography: *Observe and explore ways in which natural features in the local environment have affected the lives of plants, animals and humans* (p.57)

Developing this Activity in Class:

Materials Needed: Paper
Palettes
Extra palettes or plates, for mixing colours
Blues (*ultramarine, cyan*), reds (*vermillion, crimson*), yellows (*cadmium, ochre*), white and black paint
Water containers
Selection of brushes
Magnifying glasses
J-cloths
A selection of shells from the garden and the sea

Stimulus: “Look closely at the shells. What colours can you see? Are they bright, dark colours? Are there many colours in the shells? Can you see tones of colour? Is there a pattern? Use the magnifying glasses to really look closely. Describe the pattern(s). Turn the shells around in your hands, what shapes can you see? How does the shell feel in your hand? Describe the texture. Can you describe the weight/strength of the shell?”

Activity: Having looked closely at the shells, the children choose one or more for their painting. Encourage them to mix the colours as closely as they can to those of the shells. Encourage them to handle the shells to get their shapes and delicacy, particularly those from the garden. They might like to make several studies of the shells. When they 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 enjoy explaining how they created the range of colours by mixing the various primaries and how they created the tones of colours they needed. 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.

Extension Activity: The children could make drawings of the shells.

ICT Possibilities:

The children could make a Virtual Gallery of their paintings or drawings by scanning them into a Power Point slide show on the class computer. (They could also be photographed with a digital camera and inserted into the Power Point program).

Using the I Am An Artist DVD:

The *Paint and Colour* programmes on the DVD offer opportunities to listen to the children discussing colours and their reactions to mixing colours.

Note:

It is a good idea to have a collection of brushes of different sizes. I found the household selection available in € shops ideal as they ranged in size from 1" to 3" and cost very little, about €3 for a pack of 3 or 4. If you look after them they will last for a good while. It is also useful to have drawing brushes for very fine work.