

UNDERSTANDING THE COLOUR WHEEL



Understanding colours, the effects they can create when placed against each other and how they mix to create new colours, is integral to creating pleasing artwork and displays. The following is an outline of the 'basics' of colour.

Primary colours

– yellow, blue, red.
Primary colours can be mixed to create all other base colours except black and white.

Tints

– adding white
Tints can be created by adding white to any base colour. Tints are commonly referred to as 'pastel' colours. Large quantities of white are required to significantly tint a base colour.

Shades

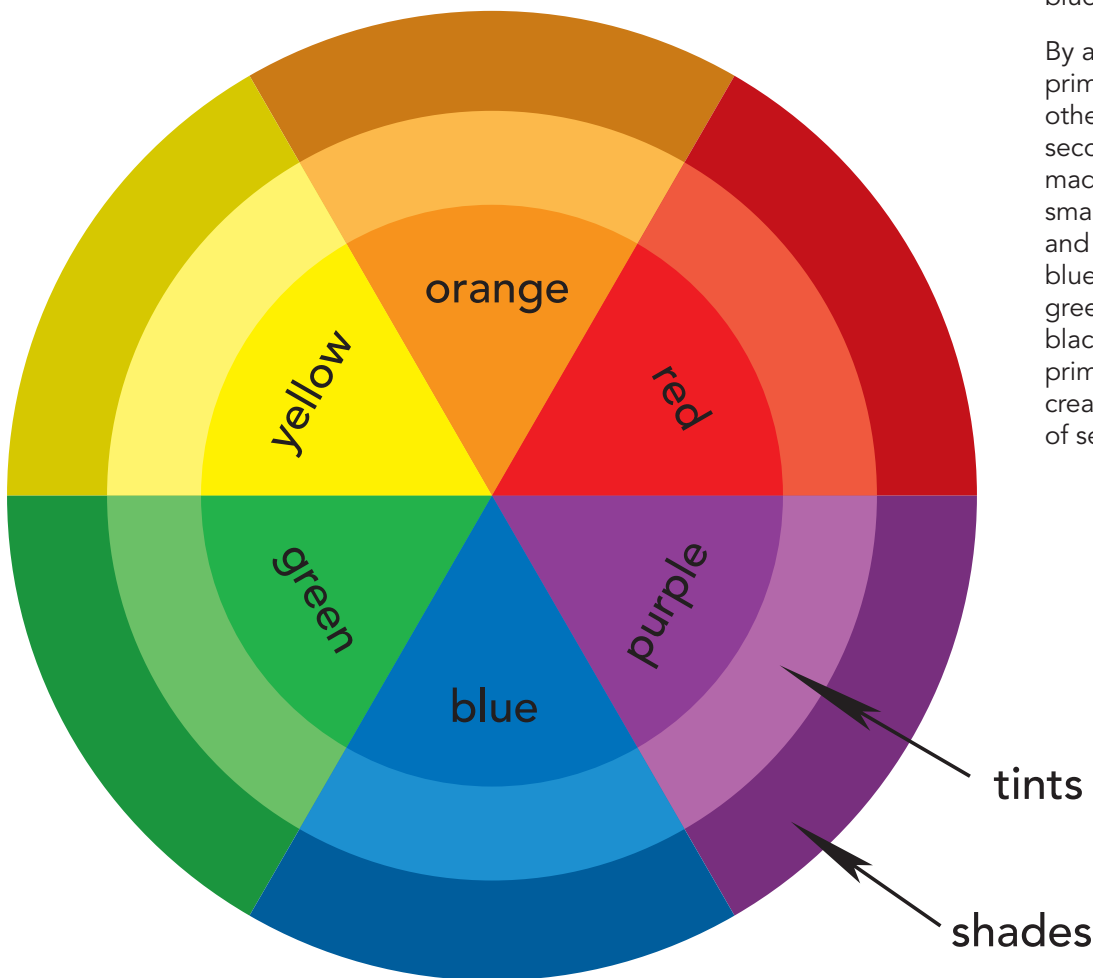
– adding black
Shades can be created by adding black to any base colour. Small quantities of black paint are required to make a base colour significantly darker.

Secondary colours

– green, orange, purple.
Secondary colours are created when two primary colours are mixed.

red + yellow = orange
yellow + blue = green
blue + red = purple

By adding more of one primary colour than the other, variations of a secondary colour can be made. For example, a small amount of yellow and a large amount of blue will make a blue-green colour. Adding black or white to two primary colours will create tints and shades of secondary colours.



Tertiary colours

are created when any combination of three primary colours is mixed together.

When all three primary colours are mixed, variations of brown can be achieved by adding more or less of each colour. A chocolate brown colour can be made by combining equal parts of red and yellow and a very small amount of blue.

Complementary colours

are those which are opposite on the colour wheel and which stand out strongly when placed against one another. Examples of complementary colours are orange and blue, green and red and purple and yellow.

Analogous colours

Analogous colours describe those that exist side by side on the colour wheel. Artworks in analogous colours are generally composed in variations of two or three colours found side by side on the colour wheel; for example, blue, green and yellow.

Resources

- white paper
- coloured crayons
- red card for mounting
- circle template (block or lid etc.)
- scissors



Indications:

Skills, techniques, technologies and processes

- Tracks the direction of lines to create concentric and parallel lines.
- Repeats regular, repetitive patterns

Responding, reflecting on and evaluating visual arts

- Reflects upon the colours chosen and how they contribute to the overall visual appeal of the artwork.
- Appreciates that regular patterns can be used to create fabrics, papers and other materials or simply to create art.

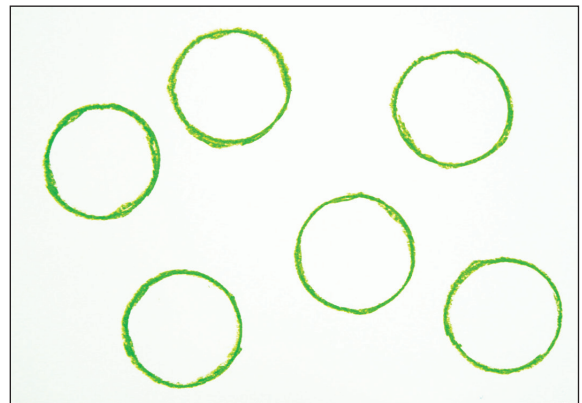
Inspiration

- Find regular patterns used in advertising brochures and fabrics.
- Look through a kaleidoscope to see how the lines, shapes and colours interchange.
- Identify patterns occurring in nature. Some good examples include spider webs, snake skins, and patterning on animals' fur, such as on leopards, giraffes and zebras.

Instructions

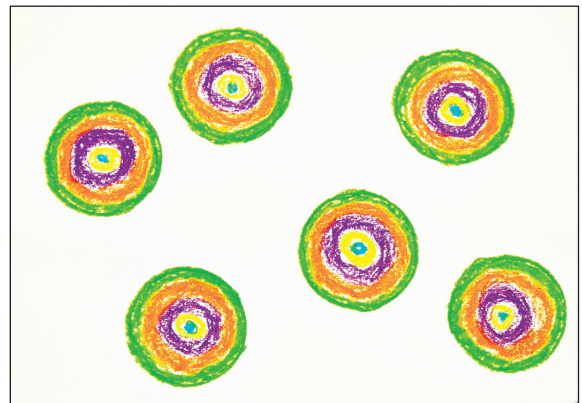
Step 1

Show the students examples of fabrics where patterns have been used. Explain that they will be creating their own design for a fabric pattern using parallel and concentric lines. Demonstrate what is meant by 'concentric' and 'parallel'. Invite students to draw lines parallel to a line drawn. Repeat the process for concentric lines, having the students draw lines inside a circle you have traced. Allow students to use a template to draw several circles in crayon on a large sheet of white paper.



Step 2

Students draw concentric lines within the circles they have traced. Alternate colours with each line drawn and consider the thickness of the lines. The design will look best if all lines are a similar thickness. This is not a rule, of course, and the students should be encouraged to be as creative with their design as they like.



Step 3

Allow the students to draw straight lines between each of the circles and between the circles and the edge of the page. The students can then draw parallel lines on either side of each of those lines, using one colour at a time for each line, until the gaps close and no white paper remains.



Fabric design

- Step 4** Mount the fabric design pattern against a bright red background. Alternatively, have the students draw an item of clothing onto the red mounting card. The drawing should be big enough to frame a large portion of the artwork. They can then cut away the internal shape they drew to create a frame. The students will require help to cut out their internal shape. Place the completed frame over the fabric design artwork and cut away any excess drawing at the edges. Attach with sticky tape to secure.



Reflection questions

- Do you think parallel lines and concentric circles look good together?
- How else could you have combined these two types of line to create a pattern?
- How would you describe the colours you chose to use? Bright? Pastel? Warm? Cool?
- Do you think your pattern would look good as a fabric design?
- What type of fabric would your design suit best? Heavy? Silky? Woolly?

Variations

- Build parallel lines around other shapes.
- Continue concentric lines around circles until they merge together.
- Use tight zigzags to create thick lines for making patterns.
- Design a garment and draw a pattern in its shape to enhance the garment.
- Paint patterns onto calico and make simple garments from it, such as Christmas stockings, cushion covers or library bags.

Cross-curricular activities

- Investigate what clothing is made from. What natural materials are needed to produce the clothing materials?
- Find out about the national costumes of other countries.
- Debate whether or not we **need** to wear clothes.
- Hold days where the students are required to 'dress up' as something special to them.

Resources

- toothbrush
- sponges
- tray
- red, blue, purple and white paint
- large sheets of white paper
- paper for square templates
- newspaper
- scissors

Indications:

Skills, techniques, technologies and processes

- Creates simple templates.
- Sponges and splatters paint around a template to reveal a shape's boundaries.

Responding, reflecting on and evaluating visual arts

- Recognises that a template can be used in a number of ways to create a print.
- Varies the number and arrangement of templates depending on the technique used for printing.

Inspiration

- Brainstorm to find ways for creating squares on a page. Suggest drawing, printing, stencilling and so on.
- Students experiment with different techniques for creating perfect squares on a large sheet of butcher's paper.
- Look at the colour wheel and identify analogous colours (two or three colours side by side on the colour wheel). Encourage the students to describe these colour groups in terms of warmth.



Instructions

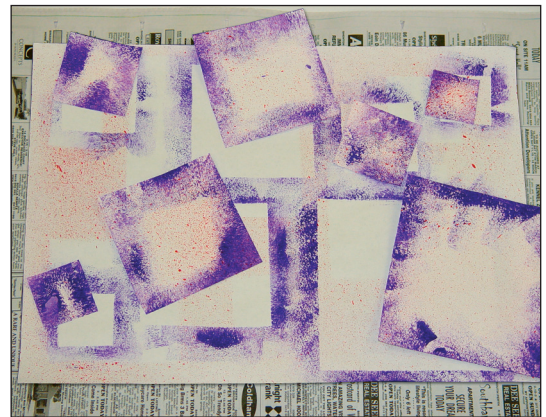
Step 1

Cut several squares from a sheet of paper to create different-sized square templates. Place the square templates across the sheet of paper to be printed in a balanced manner. Balance can be achieved by spreading the squares evenly across the page rather than grouping them all in one area. Prepare a work area with newspaper or plastic sheeting. Ensure the students are wearing protecting clothing. Pour a small amount of red paint onto a palette or tray and dip the bristles of a toothbrush into it. Carefully flick the paint off the toothbrush onto the page with the square templates. Flick paint onto all parts of the page, so each square is surrounded by the splattered paint. While the paint is still wet, carefully remove each of the squares and allow the squares and the printed page to dry.



Step 2

Arrange the squares on the page again in different positions. Again, position the squares so they are balanced across the page. Pour a small amount of purple paint onto a palette or tray and dab a sponge into the paint. Holding down a square, carefully dab the sponge around the boundary of the square and then remove the templates. Allow the squares and the printed page to dry.



Step 3

Pour a small amount of blue paint onto a tray and use a sponge to apply paint to one of the squares. Press the square evenly onto the printed page in a selected position and repeat with other squares to create a balanced image. Remove the squares while the paint is still wet.



Sponge and splatter

Step 4 When the paper has dried, use it as a wrapping paper to cover a present. Add curling ribbon to complete the wrapping. Alternatively, mount the print against a bright colour and display.



Reflections

- What types of stencilling and printing did you incorporate into your wrapping paper?
- Which techniques stand out? Which look most effective?
- What colours did you choose? Are they analogous colours?
- How would you describe the colours you chose in terms of warmth?
- What occasion do you think your wrapping paper would best be suited for?

Variations

- Glue layers of tissue paper and cellophane squares over a three-dimensional surface such as a box and transform it into a colourful storage unit.
- Use stencil-printed wrapping paper to cover books.
- Trace around printed squares using gold and silver crayon or pens to enhance the design.
- Add seasonal words to stencil-printed wrapping paper in decorative writing using gold and silver pens.
- Repeat the process using other shapes.

Cross-curricular activities

- Find the perimeters and areas of squares and rectangles.
- Look at how squares are combined to make nets of cubes.
- Use dot paper to construct squares of different sizes and develop an understanding of square numbers.
- Use grid paper to create graphs where each square represents a given unit.

Let's go and fly a kite

This project was inspired by the theme **Flight**.

Three-lesson project

Discussion points

- Have you ever flown a kite?
- Where is the best place to fly a kite? (the beach, a large park etc. ... no trees)
- What are the best weather conditions for kite flying?
- What makes a kite interesting to watch?
- What should you wear while you are flying a kite? (Protection from the sun.)

Think about the colours and patterns that would make a kite look interesting as it flies in the air.

Lesson one

Materials

- cartridge paper (approx. 55 cm x 39 cm)
- sky-blue paint
- white paint
- sponges
- polystyrene trays (for paint)
- wax crayons
- lead pencil
- scissors
- card for mounting
- ★ kite templates (page 123)
- offcuts of cartridge paper to fit kite templates
- craft glue for mounting
- newspaper to protect workspace

Method

1. Following discussion, students sponge large cartridge paper with sky-blue paint. (Emphasise 'pat and lift' technique—no dragging!)
2. Sponge white paint sparingly to create a cloud effect.
3. Using lead pencil, trace three kites on paper offcuts. Draw designs and, using wax crayons, colour with solid colour.
- ★ 4. Enlist adult help to mount sky background onto coloured card before Lesson two.

Lesson two

Materials

- artwork in progress
- wax crayons
- sky background (mounted)
- glue stick
- craft glue (squeeze bottle)
- glitter
- small pieces of brightly coloured crepe paper. (approx. 3 cm x 6 cm)
- scissors
- newspaper to protect workspace

Method

1. Complete colouring kite shapes.
2. Cut out kites and position on sky background.
3. Apply glue stick liberally to the top and the bottom of each kite. To give the kites 'body', push bottom of the kite towards the top (as shown).
- ★ 4. Enlist adult helper to assist with drizzling craft glue and sprinkling glitter to form tail.
5. Twist crepe paper pieces into a bow shape and press at intervals along tail.

Lesson three

Materials

- reflection and assessment photocopies
- lead pencil
- coloured pencils

Method

1. Students complete reflection activity.
2. Teacher completes assessment record.

Let's go and fly a kite



Fireworks extravaganza

This project was inspired by the theme *Celebrations* (Topic: *Festivals*). Various local festivals were discussed with a focus on national celebrations. This art activity would naturally follow a recent event that most children could recognise or relate to.

Three-lesson project

Discussion points

- What places have you been when you have watched fireworks? (agricultural shows, fetes, carnivals, national days, the opening of events, the finale for completion of events – Commonwealth Games, Olympics etc.)
- What are your favourite fireworks? (What do they look like? What shapes are they?)
- When do fireworks show to their best effect? (in the evening, when it is dark)
- What colours have you seen? (all the colours in the spectrum/colour wheel)

Lesson one

Materials

- ★ • A3 black card
- oil pastels
- ★ • coloured paper cut into strips 7 cm x 25 cm
- scissors
- ruler
- glue stick
- coloured card for mounting
- craft glue for mounting
- lead pencil
- newspaper to protect workspace

Method

1. Following discussion, students use oil pastels to draw three concentric circles in the top half of the black card. Draw lines backwards and forwards to create solid colour.
2. Using index finger, drag colour outwards from the centre.
3. Each child will need 4 strips of coloured paper. On the back of each strip use lead pencil to draw building shapes. These can be any shape desired. For straight lines, encourage the use of a ruler. A variety of heights looks effective!
4. Cut along drawn ruled lines to make building shapes.
5. Position buildings on A3 black paper, cutting the bottom edge to suit.
6. Using glue stick, glue buildings into position.
- ★ 7. Enlist adult help to mount work before Lesson two.

Lesson two

Materials

- artwork in progress
- ★ • silver and gold metallic paper (cut to 1.5-cm and 3-cm wide strips)
- black paper scraps
- metallic adhesive dots (optional)
- glue stick
- scissors
- newspaper to protect workspace

Method

1. Using scissors, cut metallic paper into rectangles.
2. Using glue stick, glue rectangles onto buildings as windows.
3. Cut rectangles or arches of black paper for doors.
4. Glue doors into position.

Lesson three

Materials

- artwork in progress
- glitter (gold and silver)
- craft glue (squeeze bottle or fine paintbrush and polystyrene tray for glue)
- reflection and assessment photocopies
- lead pencil
- coloured pencils

Method

- ★ 1. Using craft glue, drizzle or paint glue to enhance fireworks.
2. Sprinkle with glitter.
3. Students complete reflection activity.
4. Teacher completes assessment record.

Fireworks extravaganza



Saturated colour collage

This project was inspired by the theme *Colour*. The focus was the gradual colour shading from white to purple to make a blended colour sheet. This project involves choosing a regular shape to make a repetitive shape collage. This activity followed a unit in maths, covering regular shapes. It is a very quick and colourful art piece that adds instant brightness to the classroom.

Three-lesson project

Discussion points

- Can you name the shapes we have covered in maths? (List these on the board.)

Shapes covered may include: circle, triangle, square, rhombus, pentagon, hexagon and octagon.

- Discuss the characteristics of each in terms of number of sides, vertices/corners.
- What does the word 'hue' mean? (variety of colours)
- Which colours are the primary colours? (red, blue and yellow)
- Primary colours can be mixed together to make secondary colours. Which colours are secondary colours? (green, orange, purple)
- Which colours make green? (blue and yellow)
- Which colours make purple? (red and blue)
- Which colours make orange? (yellow and red)
- A colour may have many different tones/levels of intensity; therefore, many different hues/variations of colour.

By starting with white, any colour may be added with increasing intensity. This is known as 'saturating colour'. Example shown started with white, to which purple was added. This process of mixing colour into paint is 'colour blending'.

4. Add a small amount of colour to the white paint.
5. Mix the paint with the brush and brush paint across both sheets of paper, blending paint from white to colour using long, fluent strokes. (Avoid a distinct line from white to shaded colour, thus blending.)
6. Continue this process, colouring approximately 5-cm widths with each new shade. Set aside to dry.
- ★ 7. Enlist adult help to mount one painted sheet before Lesson two.

Lesson two

Materials

- artwork in progress
- ruler
- lead pencil
- scissors
- glue stick
- newspaper to protect workspace
- shapes to trace; e.g. jar lid (optional)

Method

1. Choose a shape to make a repetitive collage.
2. On the back of one of the painted sheets, draw/rule/trace selected shape.
3. Cut out shapes and arrange them onto the remaining painted sheet to form a collage.
4. Using glue stick, glue shapes into position.

Lesson one

Materials

- A3 cartridge paper (two sheets per child)
- white acrylic paint
- acrylic paint any colour: dark colours show obvious colour changes in colour tone
- paintbrush (medium)
- polystyrene trays (for paint)
- coloured card for mounting
- craft glue for mounting
- newspaper to protect workspace

Method

1. Following discussion about primary colours, colour hues, colour blending and saturating colour, line up two A3 cartridge sheets next to each other in portrait position.
2. Choose a colour to investigate varied tones/shades/hues (example shown: purple).
3. Starting with white, commence brushing across width of both pages, simultaneously.

Lesson three

Materials

- reflection and assessment photocopies
- lead pencil
- coloured pencils

Method

1. Students complete reflection activity.
2. Teacher completes assessment record.

Saturated colour collage



Autumn Owl

Materials

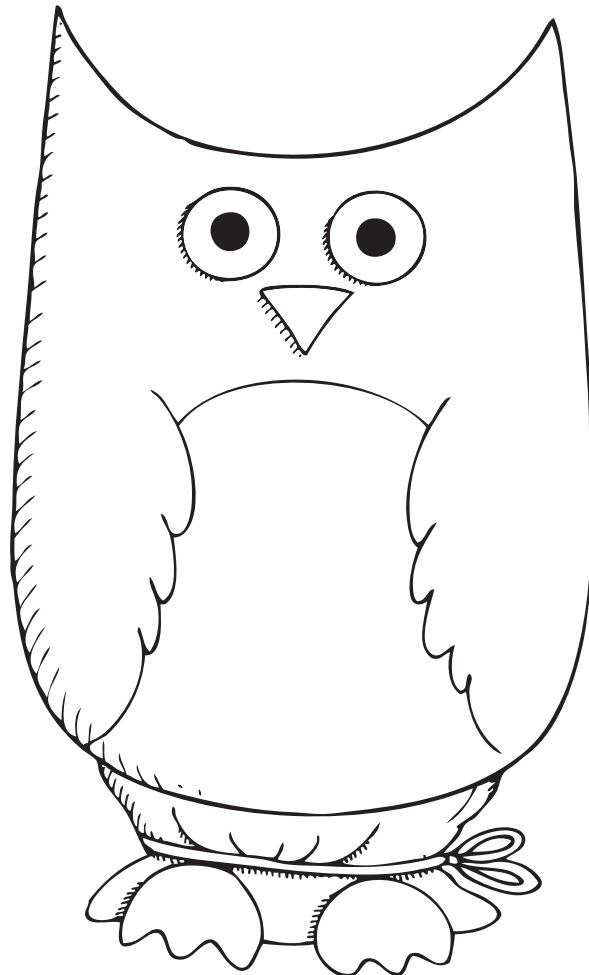


- Owl blackline master (page 83)
- white cardboard
- brown, yellow and orange paper or light cardboard
- newspaper
- brown paper lunch bags
- large googly eyes
- 12.5-cm lengths of wool
- crayons, markers or oil pastels



Instructions

1. Photocopy the owl blackline on cardboard. Cut out the pattern pieces. Trace the owl on brown paper, the feet on yellow and the beak on orange. Each student will need one owl body, two feet and one beak.
2. Have the students cut out their owl body, feet and beak.
3. Ask them to glue googly eyes to the body and then glue the beak below the eyes.
4. Invite the students to use crayons, markers or oil pastels to add details.
5. Have them crumple several sheets of newspaper and put them in a brown paper lunch bag.
6. Help the students to tie the bottom of the bag with wool.
7. Ask them to glue the owl body and feet to the bag.



Owl

