








ART GALLERY

Teaching  
notes

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## GLOSSARY


UNITS	LESSONS
 <p data-bbox="454 398 753 452"><b>1 ART GALLERY</b></p>	<p data-bbox="911 383 1426 472">1. VISITING AN ART GALLERY. 2. STUDYING THE PAINTINGS.</p>
 <p data-bbox="491 566 710 620"><b>2 DOODLES</b></p>	<p data-bbox="1070 551 1262 640">3. LINES. 4. SHAPES.</p>
 <p data-bbox="454 790 753 844"><b>3 COLOUR FUN</b></p>	<p data-bbox="951 696 1385 880">5. MIXING COLOURS: 6. ANALYSING COLOURS. 7. FEELINGS. 8. HOW DO I FEEL?</p>
 <p data-bbox="386 958 821 1064"><b>4 ART GALLERY: PRIVATE COLLECTION</b></p>	<p data-bbox="963 943 1374 1077">9. I'M AN ARTIST (A) 10. I'M AN ARTIST (B) 11. YOU ARE AN ARTIST</p>



Individual	Pairs	Group work
		

# UNIT 1: ART GALLERY



<b>ART GALLERY</b>  <b>LESSON 1: VISITING AN ART GALLERY</b>	<b>RESOURCES:</b> Flashcards: <ul style="list-style-type: none"> <li>• Paintings</li> <li>• Text</li> <li>• Labels</li> </ul>
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<b>Introduction:</b> brainstorming (warm up)	
AIM: to motivate the pupils and to activate their previous knowledge.	
 30 minutes	
<p>The classroom is decorated as an art gallery: on the walls there are some pictures by famous artists (flashcards). The pictures are not labelled and titled and the teacher does not have to say anything about that.</p>	
<ul style="list-style-type: none"> <li>• Explain to the pupils what an art gallery is. The pupils are the visitors and have to stand up and look at all the pictures around the classroom.</li> <li>• The pupils sit down and say what they know about the pictures and the artists.</li> <li>• Write on the board the main ideas they say.</li> <li>• Speak about real and abstract artwork.</li> <li>•</li> </ul>	
<b>Teacher resources:</b> Painters' flashcards.	<b>Scaffolding: Hypothesise</b> (I think) This painting is painted by _____. (I think) This painting is _____ (title). This painting is real / abstract.

	
<b>FAMOUS PAINTERS</b>	
AIM: to learn about famous painters.	
 30minutes	
<ul style="list-style-type: none"> <li>• Divide the pupils in 8 groups (A,B,C,D,E,F,G, and H). Give each group the text flashcards with the corresponding letter (A,B,C,D,E,F,G, and H). Two groups have the same text (four different texts), so group A and B have the same text, groups C and D have the same text etc.</li> <li>• Pupils read the text and try to understand the general idea and what it is about.</li> <li>• Pupils have to hypothesise about what paintings on the walls are painted by their painter.</li> <li>• Pupils have to hypothesise about the title of the paintings.</li> <li>• Label the artworks with the name of the painters and the titles that are in labels flashcards.</li> </ul>	
<b>Teacher resources:</b> Paintings' labels Painters' labels	<b>Scaffolding: Hypothesise</b> <ul style="list-style-type: none"> <li>• (I think) This painting is painted by _____ because he uses lines / colours / shapes /etc.</li> <li>• (I think) This painting is _____ (title) because there is /are colours/shapes/lines</li> </ul>



## ART GALLERY

## LESSON 2: STUDYING THE PAINTINGS

## RESOURCES:

Flashcards: painters, paintings, labels  
Worksheet 1  
Scaffolding sheet 2



## FAMOUS ARTWORK

AIM: to learn about famous artwork.



1 hour

- Divide the pupils into eight groups (the same as in lesson 1). Give the pupils the text flashcards (supplementary materials). Two groups have the same text (4 different texts).
- Read the text again.
- Give the groups worksheet 1. Pupils stand up and go in front of the picture of their worksheet. They have to study the artwork and complete the worksheet.
- When they finish they come back to their places and practise for an oral explanation about their artwork. The scaffolding sheet 2 can help pupils with their explanations
- Pupils, in groups, explain to the other groups their artwork characteristics.

**Teacher resources:**

Flashcards: colours,  
lines and shapes


**Scaffolding: Hypothesise**



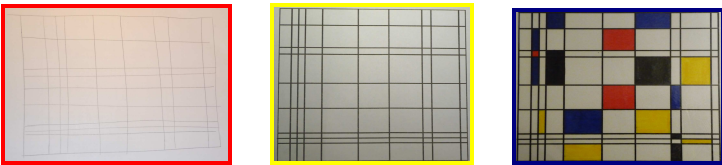
- Look at the scaffolding sheet 2.

## UNIT 2: DOODLES



<b>DOODLES</b>  <b>LESSON 3: LINES</b>	<b>RESOURCES:</b> Worksheet 3&4 Ruler & set square Felt pens (black, blue, yellow & red)
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<b>LINES introduction: brainstorming (warm up).</b> AIM: to review types of lines.		 15 minutes
<ul style="list-style-type: none"> <li>Pupils look at paintings of Piet Mondrian (or watch one of this videos with paintings and music):</li> </ul>		
<div style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <a href="http://www.youtube.com/watch?v=9fmiKOOvLUo">http://www.youtube.com/watch?v=9fmiKOOvLUo</a>  <a href="http://www.youtube.com/watch?v=ZStjKcdfKc&amp;feature=related">http://www.youtube.com/watch?v=ZStjKcdfKc&amp;feature=related</a>  <a href="http://www.youtube.com/watch?v=i5kZL6_920g&amp;feature=related">http://www.youtube.com/watch?v=i5kZL6_920g&amp;feature=related</a> </div>		
<ul style="list-style-type: none"> <li>Pupils look at the pictures and they discuss what a line is and the types of lines they can see in the pictures. The teacher can use the paintings of Mondrian and Kandinsky as examples. Pupils can use the scaffolding sheet 2.</li> <li>The teacher has flashcards to support the students' explanations. Flashcards: lines</li> </ul>		
<b>Teacher resources:</b> Lines' flashcards	<b>Scaffolding</b> Look at the scaffolding sheet The lines are straight / curvy	

	<b>LINES</b> AIM: To create an artwork in the style of Piet Mondrian.	 45minutes
<ul style="list-style-type: none"> <li>First they have to draw a draft of their work on worksheet 3 (with pencil).</li> <li>When their sketch is clear, they have to draw the final version on worksheet 4, using a pencil, a ruler and a set square.</li> <li>Pupils colour the lines and the squares they want with felt tip pens :( black, yellow, blue and red).</li> </ul>		
		
<b>Teacher resources:</b> Lines' flashcards Rulers' flashcards Felt tip pens' flashcard	<b>Scaffolding</b> Look at the scaffolding sheet 2 The lines are straight / curvy	



## DOODLES

## LESSON 4: SHAPES

## RESOURCES:

Worksheet 5 & 6  
Ruler, set square and compass  
Coloured chalk



## SHAPES

Introduction: brainstorming (warm up).

AIM: to review shapes.



15minutes.

- Teacher show the paintings of Kandinsky to pupils, or pupils can watch a video:

<http://www.youtube.com/watch?v=Us-UupN7wHI&feature=related>  
<http://www.youtube.com/watch?v=H62BRsqEruE>

- In groups of 4 pupils have to discuss the shapes they can see; they can use the scaffolding sheet 2.
- Use the Kandinsky work as an example.

Teacher has flashcards to support the students' explanations (flashcards: shapes)

**Teacher resources:**

Shapes' flashcards

**Scaffolding**

Look at the scaffolding sheet 2  
There is/are circle/square/triangle/rectangle



## SHAPES

AIM: to create an artwork in the style of Kandinsky.



1hour 15 minutes



(If pupils need more than one hour to finish their work, they can continue the following day)



- First they have to draw a sketch of their work on worksheet 5 (with pencil).
- When the idea is clear, pupils have to draw the final work on worksheet 6, using a pencil, a ruler a set square and compass. (The worksheet can be an A4 coloured card)
- Finish the work by colouring the artwork with coloured chalk.

**Teacher resources:**

Shapes' flashcards  
Rulers and compass' flashcards.  
Coloured chalk's flashcard

**Scaffolding**

Look at the scaffolding sheet 2  
There is a/are circle (s)/square (s)/triangle (s)/rectangle (s)

## UNIT 3: COLOUR FUN



### COLOUR FUN

#### LESSON 5 : MIXING COLOURS and MAKING A COLOUR WHEEL

#### RESOURCES:

Paint (yellow, cyan and magenta)  
Brushes and glasses with water.  
Worksheet 7 & 8  
Scissors, glue



### MIXING COLOURS

AIM: to review and practise how colours are mixed.



1hour

Divide the class into 3 groups.

- Each group has got 2 colours of paints:

GROUP	PAINT
A	Blue & yellow
B	Yellow & magenta
C	Magenta & blue

- Pupils hypothesise about their colours. What happen if they mix their colours? (scaffolding sheet 7)
- Each group has to colour the shapes on worksheet 8 by mixing the two paints. (the worksheet can be printed on an A4 card)
- Encourage pupils to make different shades by mixing the paints).
- When the work is finished, wait until it has dried.
- Teacher in formation:

<http://www.youtube.com/watch?v=UE2f44xMJQ0&feature=related>

#### Teacher resources:

Colours' flashcards  
Shape's flashcards  
Materials' flashcards:  
paints, brush, glass, scissors.

#### Scaffolding

- If you mix primary colours you obtain/get the secondary colours.
- Look at scaffolding sheet 7



## MAKING A COLOUR WHEEL (BEE SHAPE)

AIM: To make a colour bee shape with worksheet 8.



30 minutes

Work with the same groups as the last lesson. Use the shapes pupils had coloured and cut out.

- When the worksheet is dry, cut out the shapes.
- In their groups pupils try to put their shapes next to similar shades.



- The teacher puts the primary colour shapes in the middle and pupils put their shapes next to the primary colours that are closest to their shade. When the colour bee shape is finished add a title and hang it on the wall.



### Teacher resources:

Primary colour shapes to put in the middle of the bee shape.

### Scaffolding

- These/those colours are similar/different
  - I think that colour goes next to/close to/far from this one.
  - I agree/disagree
- Look at scaffolding sheet 7





## COLOUR FUN

### LESSON 6: ANALYSING COLOURS

#### RESOURCES:

Worksheet 9 & 10  
 Paints (yellow, magenta & cyan)  
 Brushes, glass with water.  
 Black thick felt tip pen



### COLOURS: ANALYSING COLOURS (warm up).

AIM: to review the style of Joan Miró.



15minutes

- Teacher show the paintings of Joan Miró to pupils, or pupils can watch a video:

<http://www.fundaciomiro-bcn.org/?idioma=2>  
<http://www.youtube.com/watch?v=gtv-LiftaiA>  
<http://www.youtube.com/watch?v=eoKmh1S6qnc&feature=related>  
<http://www.youtube.com/watch?v=u65NChs6a-s&feature=related>

- In groups of four, pupils have to remember what the style of Joan Miró is about (colours, lines, shapes), and what he used to draw (stars, animals, people).
- The teacher writes on the board what pupils say.

<p><b>Teacher resources:</b> Flashcards: colours, lines, shapes</p>	<p><b>Scaffolding</b></p> <ul style="list-style-type: none"> <li>Joan Miró liked to draw animals/bugs/flowers/etc           <ul style="list-style-type: none"> <li>Joan Miró used lines/shapes/colours</li> <li>Look at the scaffolding sheet 2</li> </ul> </li> </ul>
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## ANALYSING COLOURS

AIM: To create an artwork in the style of Joan Miró.



1 hour 15 minutes



(If pupils need more than one hour to finish their work, they can continue the following day)

- First they have to draw a draft on their worksheet 9 (with pencil).
- When their sketch is clear, they have to draw the final version on worksheet 10. (Worksheet 10 can be printed on an A4 card)
- Pupils colour the picture with paint, using the three primary colours yellow, magenta and cyan.
- Pupils finish the work using a black thick felt tip pen.

Examples:



### Teacher resources:

Colours' flashcards  
Shape's flashcards  
Materials' flashcards: paints,  
brush, glass, scissors.

### Scaffolding



## COLOUR FUN

### LESSON 7: FEELINGS.

#### RESOURCES:

Worksheet 11 and 12  
Hard wax, glue and varnish



## COLOURS' FEELINGS

AIM: To learn about the feelings of colours.



1hour

- Pupils look at worksheet 11. They have to understand all the pictures and their emotions.
- In pairs, pupils decide what emotions they want to draw on worksheet 11 and they look for the words on the dictionary. Pupils draw the feeling's faces on their worksheet.
- When the pictures are finished, cut out.
- In pairs, pupils match the feelings faces with the suitable feeling (worksheet 12). They have to discuss and agree with the work. When they finish comment the work with the whole class and stick the faces next to the most suitable colour.
- **Teacher note:** pupils have to conclude that cold colours are related to sad and calm emotions and hot colours are related to happy and excited emotions)
- Pupils watch a video with the paintings of Edvard Munch and observe the colours and lines in the different feeling work.

<http://www.youtube.com/watch?v=5EVVBcv3FQk&feature=related>

<http://www.youtube.com/watch?v=A9Zz5oVuAFI&feature=related>

- Pupils comment the videos: colours, shapes, etc. They can focus on "The scream" painting.
- Pupils decide what feeling they want to express. Take photographs of them (look at the next activity for a better understanding).

\*The teacher can take the photos in this session for the following activity.

<p><b>Teacher resources:</b> camera</p>	<p><b>Scaffolding</b></p> <ul style="list-style-type: none"> <li>• _____ (colour) makes me feel _____ (feeling)             <ul style="list-style-type: none"> <li>• Me too</li> <li>• I agree/disagree</li> </ul> </li> <li>• Look at feelings' scaffolding</li> </ul>
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## COLOUR FUN

### LESSON 8: HOW DO I FEEL?

#### RESOURCES:

Worksheet 13 & 14  
Camera  
Hard wax, glue and varnish  
Coloured A4 cards



#### HOW DO I FEEL?

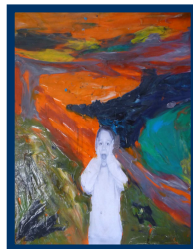
AIM: To create an artwork in the style of Edvard Munch, taking into account their feelings.



1 hour 30 minutes

- Pupils decide what feeling they want to express. Take photographs of them.
- The pupils draw a draft of their work on worksheet 13.
- Print the photos.
- They choose the colour of their A4 card (worksheet 14).
- They glue their photo on the card.
- They colour their worksheet with hard wax. They have to mix the colours.
- When the work is finished, pupils varnish it.

Example:



#### Teacher resources:

Hard waxes' flashcard

#### Scaffolding

## UNIT 3: COLOUR FUN



## ART GALLERY: PRIVATE COLLECTION

## LESSON 9 &amp; 10: I AM AN ARTIST

## RESOURCES

Worksheet 15 & 16  
All materials used in the unit.



## I'M AN ARTIST!

Aim: to prepare the art gallery final work



1:30 minutes



(If pupils need more than one hour to finish their work, they can continue the following day)

- Teacher explains the pupils that they are going to create an art gallery with the pupils' work.
- Give the pupils the worksheet 15 and they have to complete the grid according to what they want to create.
- Each pupil has to think about their work and what they want to use, express, etc.
- Pupils sign the work, so they have to design their signature (look at famous paintings).
- Pupils complete the worksheet 15 and draw their draft.
- When the idea is clear they draw and colour their painting on worksheet 16. (This worksheet can be printed in an A4 coloured card).

**Teacher resources:**

Flashcards: all  
(flashcard's corner)

**Scaffolding**

I want to use: colours/shapes/lines  
I want to express \_\_\_\_\_ (feelings).  
I need paint, hard wax, chalk, etc.

**ART GALLERY: PRIVATE COLLECTION****LESSON 11: YOU ARE AN ARTIST****RESOURCES**

Worksheet 17

**YOU ARE AN ARTIST**

AIM: study the partners artwork

- Create an art Gallery with all the pupil's work.
- Hang on the wall the pupil's works. Label the work with the title and name.
- Make groups of 3 pupils.
- Give the pupils the survey worksheet 17.
- Each group has to assess and evaluate the work of 3 pupils.