

UNIT 2. Paper as medium: colour and watercolour
Sessions 3, 4, 5 and 6

3hours

SESSION 3

Warming up game: *Clapping and half-clapping*: students follow the clapping patterns produced by teacher. Standing up wave.

Activity 1. Teachers hangs on blackboard 4 samples of different pieces of paper (about A4-A3 size) and only numbers them: 1.kitchen paper, 2.tissue, 3.watercolour and .4.white A4 sheet. In groups of four they fill the chart of qualities ([Worksheet 2.1](#)) and then individually make predictions on each type of paper. Hand out 4 samples for each student.

Activity 2. Opposites. Give every student a card ([Teaching Support Worksheet 2.1](#)) with a word: they draw the object in pencil on the other blank side, and find the matching opposite by only showing the drawing and miming. Once in pairs they look at the text ([Worksheet 2.2](#)) and fill the spaces with opposites.

Activity 3. Black and White Two clear opposites are black and white: think and fill in the chart with their neighbour. Then do the activity in [Worksheet 2.3](#).

SESSION 4

Warming up: write the name of the 3 primary colours on the blackboard.

Activity 4. Write a saying related to them and ask them to link the right ones: AS RED AS A...CHERRY, AS BLUE AS... THE SKY, AS YELLOW AS... SUNSHINE. Ask for more comparisons with the same colours. Add also BLACK and WHITE. Ask what can they see in the classroom, in Nature with these colours? Mention they are PRIMARY colours.

Activity 5 Primary colours dictation. Students have [Worksheet 2.4](#): they will listen to the dictation ([Teaching Support 2.2](#)) and colour the required parts. Ask questions on the colours.

Activity 6. Colours in nature. Ask what colours animals, plants or other things in nature have and talk about their importance: camouflage, survival, reproduction... Show PPT on camouflage ([Coloured not to be seen](#)).

Activity 7. Secondary and Primary colours. Students paint the colour wheel, starting with primary colours, then mix and produce secondary colours ([Worksheet 2.5](#)) Each student fills in the chart, draws and paints.([Worksheet 2.6](#)) Students can use Internet to get an image as reference.

SESSION 5.

Warming up: *Passing the colours:* One by one they name one color, next one have to add one more, and the first have to say all them.

Activity 8. Realia examination: Teacher show around and displays on the blackboard two samples of paintings: one watercolour, one oil. In pairs students look and touch them, and then answer grid in [Worksheet 2.7](#). They then compare the results with the rest of the class and decided which techniques are used for each simple.

Activity 9 . What do we need? Students predict in pairs what are the tools needed to paint watercolour. They discuss later with the rest of the class. Then create a “Wordsnake” adding some other words and swap with another pair: they circle the right words. ([Worksheet 2.8](#))

Activity 10. Sketching. Students read the definition of sketch in [Worksheet 2.9](#). Then teacher ask about what they understand by it, and comments on sketches main characteristics: fast, freehand, not finished. They choose one and do the sketch with pencil.

SESSION 6.

Warmin up. Revisiting: write on the black board only the first and last letter of word from vocabulary used last session (S...H - Sketch): whoever guess it, has to explain the word. (F.....D- Freehand, S..... E-Stilllife, B....h-Brush)

Activity 11: Teacher explanation and demonstration of watercolour technique ([Teaching Support 2.3](#)). To start, ask whether somebody has used watercolour before. If so, the student will help to explain.

Activity 12. HANDS ON Painting. Students swap with their partner their sketch from last session and have the session to paint. It is important that the teacher moves around the students to help when necessary by correcting, encouraging and praising their effort.

Related web sites (last visited 06.01.10)

<http://www.coloring.ws/coloring.html>

<http://www.colourclick.org/>

<http://pixdaus.com/index.php?pageno=5&tag=colors&sort=tag>

<http://www.colour-experience.org/>