CHAN Ching Huen, TSANG Ki Yuk, WAN Ka Yu @2021

Lesson Plan
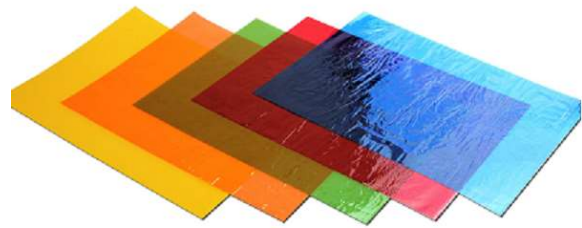
Supervisor	Dr LAM Bick Har
Topic	Bring Color to Personal Life
Subject	Visual Art
Level	Sixth-grade primary school students
Time of lesson	130 minutes
Learning Objectives	Knowledge 1. Learn basic knowledge: why colors exist, why colors are essential, primary colors, nature colors, color mixing, and different combinations (tone on tone, black and white) 2. Learn eight colors (rainbow colors) and combination (pastel, contrast, black and white, tone on tone) feelings and effects (e.g., red implies enthusiasm, raising awareness, contrast color implies arousing awareness) Apply 1. Able to create and apply the simple color combination 2. Building a relationship and interest in colors and getting awareness with it.
Prior Knowledge	primary color, simple color matching, simple color mixing, single color applying
Teaching Resources	1. PowerPoint 2. Cellophane 3. Color Card 4. Google survey

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Teaching Process

Purpose of teaching/stage	Teaching sequence and activities
Lead-in Activity (20 mins) 1.Recalling the basic color knowledge, getting ready for the following activity. Allowing the teaching process to be more fluent. 2. Arouse interest by recalling the memories which relate to color (e.g. clothing, drawing, and crafting), reminding the students color is deeply related to them. 3. Google Survey - Checking students how they are familiar with color and which aspects, allowing the teacher to improve the lesson, by providing a class that can fully cover what the students are weak at.	1. The google survey will be conducted before the class starts asking questions about some basic knowledge about color (the primary color, secondary color, color mixing...) and their personal experience related to color, for example, their major or elective through the google survey. So the result can be incorporated into the lesson design. 2. The teacher introduces himself and shares her own experiences with students. 3. The teacher will share the google survey result by the charts with the students and ask the students questions, such as, why do you think the answer will be this, through the conducted information.

Pre-task 1: Color Mixing（30 mins）

Our Micro Teaching Part
URL: https://youtu.be/VWenYseCnYk

1. To arouse students' interest and build up a pleasing learning atmosphere.

2. To let the students go through and become familiar with the knowledge (combination and emotion of colors) through the practice.

3. Learn the emotion of colors (red feels angry/enthusiastic, blue feels sad/cold…) through the examples that surround students.

4. Tell students that all the colors are basic on three primary colors and black is the contrast of all colors.

5. Familiar with the teaching method, group discussion.

1. The teacher uses PowerPoint to introduce basic color knowledge, emotion, and effects of different colors and color mixing techniques. (e.g.color are exist based on light, why color is important, and how different color mix by the primary color, red promotes enthusiasm and attraction)

2. Separate students into groups of 4. Let them try to mix different colors through the primary color cellophane and mix the color teacher required like brown and purple. (red+blue=purple, yellow+blue=green, red+blue+green=brown)

**If the students are getting right, we would ask them to try something more difficult (using two primary colors for mixing level up to utilize three primary colors for mixing) and give them some tips (we can utilize red and green mixing brown rather than using red, blue and yellow) If the students fail, the teacher will guild them (e.g. told them one of the colors are too dull or sharp for the color they aim to mix)

3. Each group demonstrates their works they come up in front of the class, share the colors used for mixing (e.g.used red and blue to produce purple) and what the emotion (e.g. happy or sad) it provided.

Pre-task 2: Mix and Match (30 mins)

1.Learning through example, let students easier to memorize.

2.- To encourage students to more observe nature and the environment with visual senses.

3.To develop creativity and critical thinking through practice and the process of giving suggestions and appreciation.

4.Building interest by informing students visual art not only about borning theories but also attractive activities.

5.Boosting interaction in art lessons, students interact with their classmates.

1. The teacher introduces the theory (tint, tone), taboo (what color cannot put together), combinations (pastel color, torn on tone), emotion, and effects of different color combinations (e.g. contrast color implies raising awareness), and how colors applied in daily routine (contrast color usually applies advertisements, for instance, posters because it can raise awareness).

2. Teachers require students to choose one color through the taught combinations like tone on tone and pastel color that can fit a student's outfit today. Students are asked to explain how this color improves their outfits based on the theory, emotion, and function.

3. Teacher chooses two to three excellent works (the work that can show the theories, for instance, tone on tone that they taught) and tells them what things they did well based on the theory, logic (complementary color), and what are the emotions created by the outfit because of the color.

Pre-task 3: Applying in Life (20 mins) 1.To build a concept for students that VA lessons are not just about theory but also interaction and interesting activities. 2. To engage students to cooperate with others and apply, practice the knowledge that they have learned. 3. To arouse students the senses of the art.	1. Ask groups to use their belongings that they take to school to do color mix and match practices. For example, a blue pencil box is put together with an orange water bottle. And the final version will be displayed in front of the blackboard. 2. Teachers will provide different color card sets based on this task. Moreover, the teacher also judges whether their works are cohesively based on the color rules and taboo that we taught (e.g. what colors cannot put together and the techniques utilized, for instance, tone on ton).
Main Task & Conclusion (30 mins) 1.Providing an opportunity for students to create a work that can represent themselves or the color combination that they may be interested in. 2. Improving the listening skill by	1. To form a five-color combination based on the demand (achieve particular emotion and function, for example, for the poster which promotes health) and the 40 color cards that we provide. Then, explain why they think it matches the demand cooperatively. 2. The classmates will vote out the most outstanding work. Teachers and students will

checking how they deal with other opines and making further improvements. The ability to listen to other's opinions and make further improvements.

give the group some opinions and suggestions based on the aesthetic and the level of achieving the demand. Teachers will require each group to give opines to at least one group.

3. Competition is held for boosting the student to do better and better.

4.Homework is given for them to review and practice what they had to learn. Besides, hoping they can create a simple color combination individually.

3. Giving homework, handing in an individual improved five-color combination based on the previous group work, card set, and suggestions which were received, from teacher and classmates.

Appendix 1

VISUAL ARTS

BRINGING COLOR TO PERSONAL LIFE

HOW COLOR EXISTS?

visual perception --> the stimulation of photoreceptor cells by electromagnetic radiation.

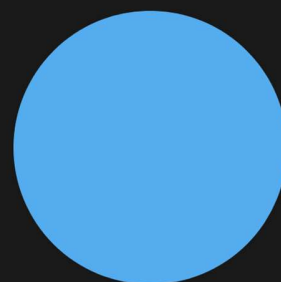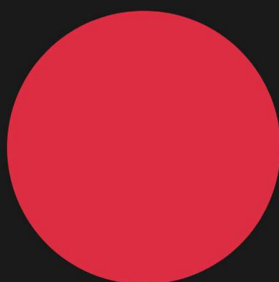different colors --> reflection governed by the physical properties --> light

WHY COLOR IS IMPORTANT?

Colours affect emotions, emotions affect decisions.

The 2000s (the city of Glasgow in Scotland) - changes the color of some streetlights from yellow to blue --> number of crimes decrease
2005 (Nara a city in Japan) - installed blue lights onto train platforms --> number of suicides decrease
blue lights: clams / cop cars

COLOR MIXING

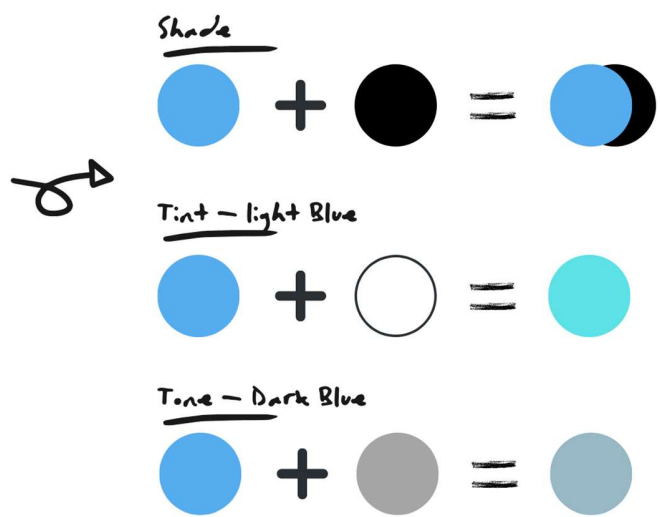primary colors

COLOR MIXING

neutral colors

shade   tint   tone

NEUTRAL COLOR

changing
warm /cool

Shade

blue + black = blue/black

Tint — light Blue

blue + white = light blue

Tone — Dark Blue

blue + grey = grey-blue

WARM COLOR

warm feeling

Orange

🔴 + 🟡 = 🟠

Green

🟡 + 🔵 = 🟢

Brown

🔴 + 🟢 = 🟤

COOL COLOR

cool feeling

Purple

🔴 + 🔵 = 🟣

Grey

⚫ + ⚪ = ⚫

DarkBlue

🔵 + ⚫ = 🔵

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ACTIVITY TIME

COLOR MIXING

3
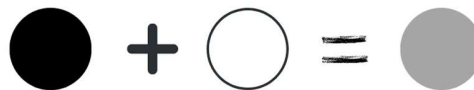
4 in a group - mix the color teacher required through the primary color cellophane

Each group demonstrates their works they come up in front of the class, share the colors used for mixing and what the emotion it provided.