

Colours



Col·legi Santa Teresa
Núria Solà

Generació Plurilingüe (GEP)

Year 2
2018-2019



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PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Identification of the GEP project:

Title	Colours
Authorship	Núria Solà Salvadó
School	Santa Teresa
Students' CEFR Level (A1, A2...)	A2- B1
Grade	3 rd ESO
Content area(s)	Arts And Crafts
Number of sessions (4, 6 or 9)	4
Teacher(s) involved	Arts and Crafts
Key words	Primary Colours, Secondary colours, Tertiary colours,



1. OUR PROJECT

Introduction: We all have a favourite colour, but we sometimes do not know what it means. Colours are used in advertising and they are carefully chosen to influence people, to convince them to buy something. This project focuses on colours and their meaning.

Driving question: Do we buy what we want?

Final product: Posters on the school cultural week workshops.

2. GOALS

1. Recognize primary and secondary colours.

2. Analyse the use of colours in some Van Gogh's artworks.

2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)

1.1. They can distinguish between primary and secondary colours.

2.1. They can identify some Van Gogh's artworks and place them in his life according to the use of colours.



3. -Analyse the use of colours in some advertisements.	3.1. They can interpret the meaning of colours in some advertisements.
4 -Create a poster to convince students to sign up for a workshop.	4.1 They can create a poster choosing the appropriate colours to convince other students.

3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<ul style="list-style-type: none"> - Identificació i experimentació amb elements del llenguatge 	<ul style="list-style-type: none"> - Primary, secondary and tertiary colours. - The meaning of colours. - Colours in advertising. 	<ul style="list-style-type: none"> - Participació en converses pautades i controlades, en parella i en grup, dins de l'aula o en l'entorn 	<ul style="list-style-type: none"> - Vocabulary related to giving opinions, describing artworks. - Instructions.



<p>visual com a configuradors de formes i imatges (llum, forma, color, textura, dimensió).</p> <ul style="list-style-type: none">-- Comparació dels missatges audiovisuals provinents de diferents mitjans de comunicació (cinema, televisió, Internet).- Identificació d'estratègies del llenguatge visual, plàstic i audiovisual en l'àmbit de la premsa, la publicitat i la televisió.		<p>escolar, i en simulacions relacionades amb experiències i interessos personals, amb pronunciació i entonació adequades amb diverses finalitats comunicatives.</p> <p>-Comprensió d'instruccions bàsiques per a la resolució correcta de tasques.</p>	
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4. 21st CENTURY COMPETENCES

Collaboration	x	Information, media and technology	x
Communication	x	Leadership & Responsibility	x
Critical Thinking and Problem Solving	x	Initiative & Self-direction	
Creativity & Innovation	x	Social & Cross-cultural	
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audio-visual competence	x	Digital competence	x
Mathematical competence		Social and civic competence	x
Interaction with the physical world competence		Learning to learn competence	x
Cultural & artistic competence	x	Personal initiative and entrepreneurship competence	x



6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ul style="list-style-type: none">-Primary and secondary colours.- Vincent Van Gogh's life and the use of colours in his artworks.- The meaning of colours in advertising.	<p>Recognizing primary and secondary colours.</p> <p>Describing and interpreting artworks and advertisements.</p>



7. REFERENCES

Van Gogh Biography(video): https://www.youtube.com/watch?time_continue=154&v=qv8TANh8djl

Video: How Color Psychology Influences Consumer Behaviour <https://www.youtube.com/watch?v=89MeUyeGZ8A>

Video on tips to create a poster: <https://www.youtube.com/watch?v=xftl5rqCJ8>






8. COMMENTS (optional)



9. ACKNOWLEDGEMENTS (optional)



10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	Experiment with colors	35'	L S	T-S/ S-S	-	Teacher checks if they understand the instructions
	Worksheet	15'	w R S	S-S /T-S	-	
	Kahoot	10'	S R	S-S/T-S	Tablet	Kahoot
2	Arranging artworks in chronological order.	15'	S	S-S /T-S	-	
	VAN Gogh biography: jigsaw and biography graphic organizer	20'	R W	S-S / T-S	-	Kahoot game about Van Gogh's biography



			S			
	Kahoot about Van Gogh's biography	15'	R S	S-S	tablet	Kahoot
	Rearrange or check the artworks	5'	S	S-S / T-S	-	
3	Answergarden about favourite colour	10'	R S	S-S	Tablet	
	Match words with colours	10'	S	S-S	-	
	Video about colours and rearrange words	15'	L S	S-S T-S	Projector computer	Teacher assessment
	Look up some brands on the Internet	20'	S	S-S	Tablet computer	Students show their answers
4	Stand up, hands up, pair up	5'	S	S-S	-	
	Video on tips to create a poster	5'	L		Projector computer	
	Create a poster	50'	S W	S-S T-S	Computer tablet	Rubric



11. SESSION PLANNING

SESSION 1: Primary, secondary and tertiary colours

Objectives of the session: Recognizing primary, secondary and tertiary colours.

Content-obligatory language for the session: primary, secondary and tertiary colours, giving opinions, instructions

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



1.1

Experiment with colours

Divide them into groups of 4. Provide them plastic cups, water, milk, food colouring (red, blue and yellow) and a spoon. Tell them that each member of the group has to do one mixture, so they have to








<p>decide the order they are going to do it. Provide them with a copy of annex 1 where there is some vocabulary to manage this experiment.</p> <p>They have to fill half the cups with water and then add a splash of milk. Provide them the food colouring (red, blue, and yellow) and they have to add 4 or 5 drops into the water. These are Primary colours, because they cannot be formed by any combination of other colours. Once they have the red, blue and yellow water, they have to fill other cups to form new colours.</p> <p>Then, they have to form new colours, the secondary colours: (they are made by mixing two primary colours)</p> <p style="padding-left: 40px;">Red + blue = purple, - blue + yellow = green, - yellow + red = orange</p> <p>Lastly, they have to form a tertiary colour by mixing a primary and a secondary colour.</p> <p style="padding-left: 40px;">purple + blue = indigo</p> <p>You can use rubric 1 to assess the group work.</p>	35'	L S	T-S /S-S	-	Teacher assessment
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1.2	Give them worksheet 1 . They have to complete it with all the information about colours and they have to complete the definitions with the given sentences. They can use the sentences in annex 1 to interact.	10'	R W S	S-S T-S	-	peer to peer/ teacher assessment
1.3	Provide them a tablet per group. They will play a Kahoot game about primary, secondary and tertiary colours. It will be useful to check if they have understood the concepts of Primary, secondary and tertiary colours. https://create.kahoot.it/k/ff42cea4-34fa-4952-970b-cbf7b89f2b78	15'	R S	S-S T-S	Tablet	Kahoot








<h2>SESSION 2: Van Gogh</h2> <p>Objectives of the session: Analyse the use of colours in some Van Gogh's artworks.</p>									
<p>Content-obligatory language for the session: Giving opinions, describing artworks.</p>									
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>									
1.1	<p><u>Getting to know Van Gogh</u></p> <p>First, divide them into groups of 4 or 5. Show them the picture (annex 2) and ask questions:</p> <ul style="list-style-type: none"> What do you know about it? Have you ever seen these pictures? Who is this man? Tell them that he is Van Gogh, a famous Dutch painter, and that they are going to learn about him and his artworks. <p>Provide them with the pictures of some Van Gogh's artworks. (annex 3) They have to arrange the pictures on the table in the order they think they were painted. Give them the vocabulary support they need to do</p>				10'	S	S-S/ T-S	-	-



	<p>this activity (annex 4). They have to speak in turns and give their opinions. Then, each group has to show his order to the rest of the class.</p>					
1.2	<p>Provide them with a copy of Van Gogh's biography (annex 5). The text is divided in 4 or 5 parts. Each student has a part with a number. Students meet with members from other groups who are assigned the same number. After mastering the text, they return to the home group and teach the material to their group members. They have to write the most important facts in the biography organizer (annex 6), as well as the colours he used in his paintings.</p>	20'	R S W	S-S /T- S	-	-
1.3	<p>Show them the video about Van Gogh. https://www.youtube.com/watch?time_continue=154&v=qv8TANh8djl</p> <p>After watching it, they have to check if they have placed the pictures in the correct order and rearrange them in case it is necessary.</p>	15'	L	S-S/ T-S	-	Teacher assessment








1.4	They are going to play a Kahoot game about Van Gogh's life to check if they have understood it. https://create.kahoot.it/share/vincent-van-gogh/e5588779-b54d-4cab-9316-a53cfea730ea	15'	R S	S-S	Tablet†	Kahoot
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<h2>SESSION 3: Colours in marketing</h2> <p>Objectives of the session: Analyse the use of colours in some advertisements</p>						
<p>Content-obligatory language for the session: Words related to colours: trust, mystery, passion, power, adventure, optimism, originality, happy, fun, honesty, sweetness, innocence, softness, authority, sophisticated, intuitive, fresh, calm,</p>						
<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
1.1	<p>Students in groups of 4 or 5. Ask them to enter to answergarden and answer the question : https://answergarden.ch/865295 What is your favourite colour? (all students can answer the question, not only one per group)</p>	10'	R S	S-S T-S	Tablet	



	They will see their answers on the board. The most frequently entered colour will be larger. Tell them that they are going to learn what colours mean.					
1.2	Give them some cards with the name of the colours and some words related to colours. (annex 7) They have to match the words to the colours. They can use the opinion vocabulary (annex 4)	10'	S	S-S	-	
1.3	Show a video about 'How Colour psychology influences consumer behaviour.' (you tube) After watching it, they can rearrange the words if it is necessary. Show them the picture with the colours and their meanings (annex 8) . They can share their answers.	15'	L S	S-S T-S	-	Teacher assessment
1.4	Ask them to look up some brands on the Internet and ask them if they think the words related to colours fit with the logo. They can use the opinion vocabulary. (ANNEX 4) . They have to share their opinions with the rest of the class.	20'	L S	S-S T-S	Tablet	Students show their answers



SESSION 4:						
Objectives of the session: Create a poster on the school cultural week workshops.						
Content-obligatory language for the session: vocabulary to convince,						
Activities	<i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
1.1	Ask students to stand up, hands up and pair up. They have to go round the class and pair up with other students and they have to share what they remember from the last session about colours.	5'	S	S-S	-	
1.2	Show them a Video on tips to create a poster: https://www.youtube.com/watch?v=xftl5rqCJ8 .Show some examples of posters_as models. (annex 9)	5'	R L	S-S	Projector computer	
1.3	They have to create a poster on the school cultural week workshops. They have to choose the most appropriate colours, words and pictures so that students enrol in. They can use Venngage, a free tool to create posters. You can use a rubric to assess their work.	50'	S W	S-S	computer	Rubric



Annexes:

Annex 1:

ANNEX 1 Experiment

- ❖ Who wants to be the first one? / the second one ? / the third one ? the fourth one?
- ❖ You will be the first one,....
- ❖ Can you pass me _____, please? (spoon, cup, food colouring)
- ❖ Add a splash of milk.
- ❖ Add 2 or 3 drops of _____
- ❖ Can you repeat it again, please?
- ❖ First,...
- ❖ Then,...
- ❖ Lastly,...

Giving opinions

- In my opinion,...
- I agree with _____.
- I don't agree with _____.
- I think that,....
- My opinion is



Worksheet 1

Colours

Write the sentences in the correct place

Primary Colours	Secondary Colours	Tertiary Colours
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Primary colours:

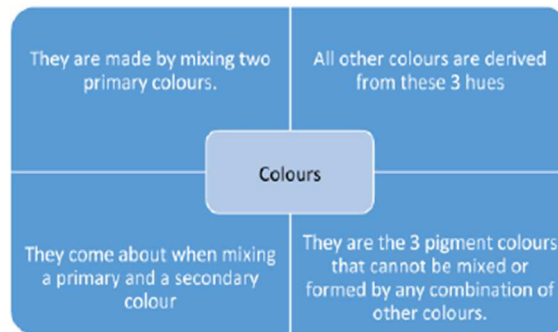
- _____
- _____
- _____

Secondary colours:

- _____ + _____
- _____ + _____
- _____ + _____

Tertiary colours:

- _____ + _____

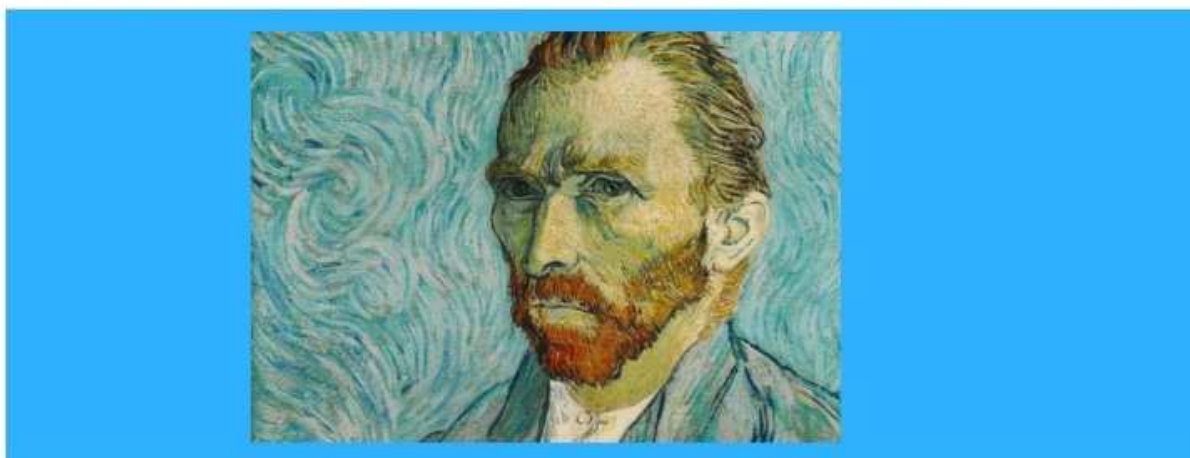


*want to know
more?*

There are six major tertiary colours with many variations on each. These six are Vermilion (orange combined with red), magenta (red combined with purple), violet (purple combined with blue), teal (blue combined with green), chartreuse (green combined with yellow), and amber (yellow combined with orange)

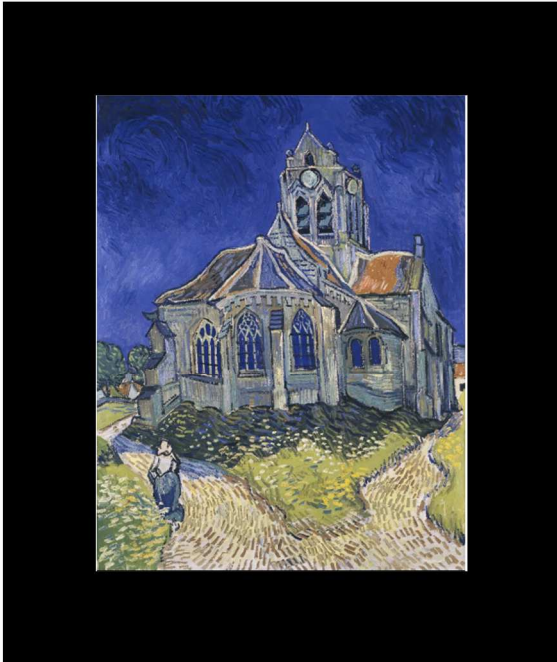


Annex 2:



Annex 3:

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Annex 4:

Giving opinion

- I think this one goes first, because....
- I think the next one is _____
- The last one is _____.
- In my opinion,...
- First of all,...
- Another possibility is...
- I agree with _____
- I don't agree with _____
- Does everyone agree that _____?
- I would like to add _____.
- Let me think.
- What I mean is...
- No, that's not what I mean
- That's an interesting point.



Describing artworks

- The colours in this artwork are cold, warm, hot, dark, lively, clear, depressing, light, cool, exciting,
- In the background, in the middle ground, in the foreground,... there is /there are...
- At the top, at the bottom...
- On the left/ on the right / in the middle/ in the central part
- He / She (probably) wants to criticise / express / show ...
- It is obvious that the artist wants to criticise / express / show ...
- What the artist / painter wants to criticise / express / show is ...
- What the artist / painter wants to point out / focus on is ...
- The painting is vivid, expressive, ...
- The picture shows / depicts... (scene)
- We can see...
- Perhaps his intention is to show that...



Annex 5:

1.- Vincent van Gogh was born in the Netherlands in 1853.

His father and grandfather were ministers, but others in his family worked in the art world. Vincent had two brothers and three sisters. He was closest to his younger brother Theo.

Although he enjoyed drawing from the time he was a young boy, Vincent had a number of other jobs before he decided to work as an artist full time.

At around the age of 27, van Gogh decided to devote himself completely to art.

Early Years

When Vincent first started drawing, He liked to draw pictures of poor hardworking

people. In this early part of his career, van Gogh used a lot of dark colours such as browns and dark greens. His pictures were often sombre or sad.

His most famous early painting was called *The Potato Eaters*. It was a dark picture of a peasant family eating potatoes for dinner.

(peasant: farmer)

2- Letters to his brother

Much of what we know about van Gogh comes from letters he wrote to his brother Theo. Theo worked in an art gallery in Paris and supported Vincent's art career. He sent Vincent money and encouraged him. Theo tried to sell Vincent's paintings, but no one wanted to buy them.

In Paris

Theo wrote to Vincent to tell him about a new style of painting in Paris called Impressionism. In 1886, Vincent moved to Paris to learn from these new painters. Painters such as Claude Monet, Edgar Degas and Camille Pissarro influenced his art. He also became good friends with the artist Paul Gauguin.

During this time, van Gogh began to use brighter colours. His brushwork also became more broken. He painted subjects from the streets and cafes of Paris as well as the countryside. Van Gogh also became interested in painting portraits of people. When he could not find models, he would paint himself for practice. He painted over twenty self-portraits during this time.

3.- Arles, France

In 1888 van Gogh moved south to Arles, France to start up an artist's commune. He rented out a yellow house to live in and invited artist Paul Gauguin to join him. He loved the vibrant colours and the bright sun of Arles.

Van Gogh began painting with intensity and emotion. The colours in his paintings became more vibrant and bright. He would sometimes apply the paint directly onto the canvas from the tubes leaving the paint thick with rough brush strokes. Sometimes it would take weeks for his paintings to dry because the paint was so thick.

Vincent painted hundreds of pictures during this time, sometimes painting masterpieces in a single day. He became fully obsessed with art. Paul Gauguin came to visit for a time, but the two artists had an argument and Van Gogh went home and cut off part of his ear with a razor blade. Gauguin soon left.

4.- Mental Hospital

In 1889 van Gogh committed himself to a mental hospital. He could barely take care of himself. He still continued to paint and painted one of his most famous paintings *Starry Night*. Many of his paintings during this time featured cypress trees and lots of swirling colours.

Van Gogh's mental state continued to deteriorate. On July 29, 1890 he died from a self-inflicted bullet wound to the chest.

Legacy

Although he wasn't famous during his lifetime, today he is considered one of the greatest and most influential artists of his time. Many of his paintings sell for millions of dollars today. There are over 800 surviving oil paintings as well as over a thousand watercolours and sketches of his work.

ANNEX 6:

BIOGRAPHY ORGANIZER

<p>FAMILY</p> <p>Birth date:</p> <p>Death date:</p> <p>Family members:</p> <p>Early life:</p>	<p>Important facts: places he lived, problems he faced...</p>
<p>NAME OF THE FAMOUS PERSON:</p> <p>_____</p>	
<p>Colours that he used:</p>	



Annex 7;

PASSION

ADVENTURE

ACTION

HAPPY

POWER

CHEERFUL

ORIGINALITY

NATURE

FUN



HARMONY

INNOCENCE

SWEETNESS

SOFTNESS

MYSTERY

HUMANITARIAN

SOPHISTICATED

INTUITIVE

AUTHORITY



FRESH

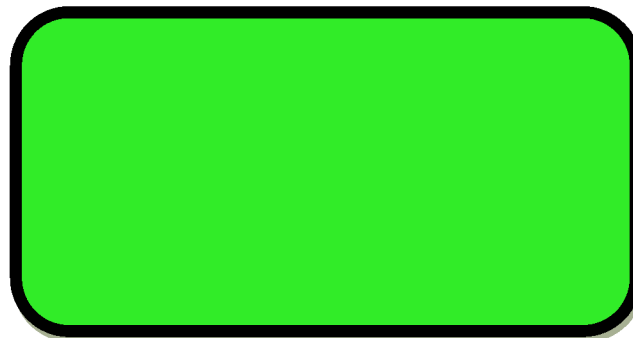
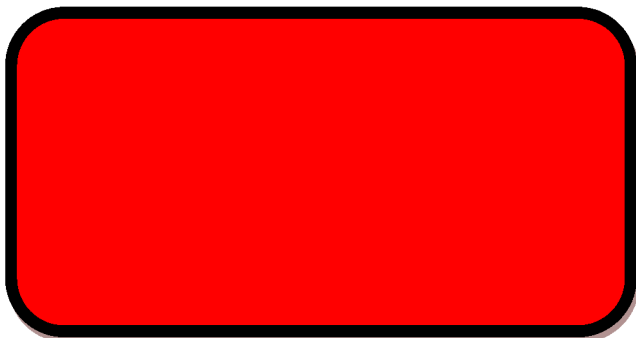
PSYCHIC

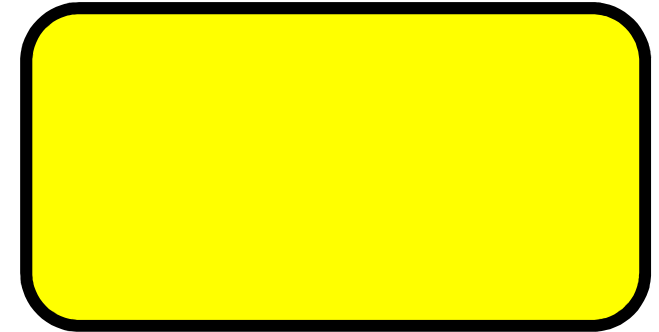
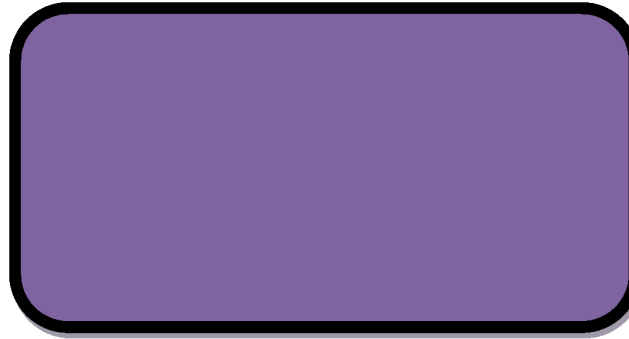
CALM

TRUST

OPTIMISM

HONESTY





Answers:

Red: passion, action, power

Orange: adventure, optimism, cheerful

Yellow: happy, fun, originality

Green: nature, fresh, calm

Blue: honesty, trust, harmony

Pink: sweetness, softness, innocence

Black: authority, mystery, sophisticated.

Purple: humanitarian, psychic, intuitive



Annex: 8



RED	PINK	PURPLE	NAVY	GREEN	BLUE	ORANGE
MEANS: passionate active EXCITING bold energy youthful physical PIONEERING leader willpower confidence ambition POWER	MEANS: love calm respect WARMTH longterm feminine intuitive care assertive sensitive NURTURE possibilities UNCONDITIONAL	MEANS: DEEP creativity unconventional original stimulation individual WEALTHmodesty compassion DISTINGUISHED respectable fantasy	MEANS: trust order LOYALTY sincere authority communication confidence PEACE integrity control responsible success CALM masculine	MEANS: BALANCE growth restore sanctuary EQUILIBRIUM positivityNATURE generous clarity prosperity good judgement safetystable	MEANS: spirit perspective CONTENT control rescue determination self-sufficient modern goals awarePURPOSE OPEN ambition	MEANS: INSTINCT WARMTH gut reaction optimistic spontaneity extrovert socialNEW IDEAS FREEDOM impulse motivation
BRANDS: Kellogg's Virgin LEGO Coca-Cola Nintendo Red Bull Pinterest	BRANDS: BBC three Barbie COSMOPOLITAN VICTORIA'S SECRET	BRANDS: Cadbury YAHOO! Hallmark Milka Asprey Zoopla.co.uk Your advantage in property	BRANDS: f G6 Reebok British Gas t GAP	BRANDS: bp H THE BODY SHOP Holiday Inn tic tac JOHN DEERE LACOSTE Starbucks	BRANDS: e intel Blu-ray Disc skype Twitter WordPress	BRANDS: Fanta orange Penguin MasterCard bitly B NICKELODEON

boutique

RUBRICS: RUBRIC 1: EXPERIMENT **Teacher Rubric for Group Work**

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points
Contribution	One or more members do not contribute.	All members contribute, but some contribute more than others.	All members contribute equally.	All members contribute equally, and some even contribute more than was required.
Cooperation	Teacher intervention needed often to help group cooperate.	Members work well together some of the time. Some teacher intervention needed.	Members work well together most of the time.	All members work well together all of the time; assist others when needed.
On task	Team needs frequent teacher reminders to get on task.	Team is on task some of the time. Needs teacher reminders.	Team is on task most of the time. Does not need any teacher reminders.	Team is on task all of the time. Does not need any teacher reminders.
Communication	Members need frequent teacher intervention to listen to each other and speak to each other appropriately.	Members need some teacher intervention to be able to listen to each other and speak to each other appropriately.	All members listen to each other and speak to each other in equal amounts.	Each member listens well to other members. Each member speaks in friendly and encouraging tones.



Making A Poster: Poster rubric Student name

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Labels are too small to view OR no important items were labeled.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster



ANNEX 9:

Persuasive
Essentials

-  **Identify topic & position**
Explain what you want or what you believe
-  **List many *good* reasons**
Provide solid support for why you are right
-  **Organize key points**
Order your reasons to end with your best
-  **End with what you want**
Tell readers what you expect them to do
-  **Express your attitude**
Reveal your feelings & point of view
-  **Employ exact words**
Select precise words to convince the reader



A vibrant yellow poster for a 'Summer Kids Event'. At the top, a boy's head is visible behind the large blue text 'SUMMER KIDS'. To the right, a date stamp reads '23 AUGUST'. Below the main title, the word 'EVENT' is written in large, light blue letters, with another boy's head appearing behind it. Underneath, it says 'AT CENTRAL PARK'. A list of activities follows: 'SWIMMING | GAMES | ACTIVITIES | MUSIC | ICE CREAM'. To the left of this text is a vertical strip of three photos: two children climbing, two children swimming, and a child building a sandcastle. Below the activity list, a boy's head is behind a dark blue box containing placeholder text: 'Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent interdum dignissim urna quis tincidunt.' At the bottom of the poster, it says 'LOTS OF FUN FOR KIDS!' in large blue letters. The footer contains the text 'TICKET 1€ | FOR AGES 2-10Y | STARTS AT 1PM | www.webpage.com'.

BY NC SA

CLIL-SI

