

Lesson Plans & Worksheets

PAWS IN JOBLAND

Grades 3 - 5





Lesson Plan 23 - Colour Magic

Pairs activity

Learning objectives:

- To understand how colour is applied and experienced in images and designs

Curriculum links: Art, Science – investigation, Maths (if looking at percentages).

Resources needed/preparation:

- Photocopies of Worksheet 23
- Blue, red, yellow and white paints
- Pens/pencils, paper and paintbrushes
- Scissors and glue

Background: Some jobs involve choosing and mixing colours. Examples could be someone that works in a paint store, or a graphic designer, or a painter mixing colours to paint a house or car. By experimenting with colour and finding uses for their creations, students will be undertaking part of a graphic designer's or painter's role.

Introduction/guidelines for students:

- Ask students to look in Paws in Jobland at Painter.
- Once the children have had time to look at the job, hand out the worksheets and explain that they are going to invent a new colour.
- Before they set to work, explain that they will be using primary colours (blue, red and yellow) and white. Ensure that they understand how the three primary colours are used to create all other colours.
- Encourage them to think about what their new colour will be used for. For example, it could be for clothing, furniture, paint or something else. It could be for something unusual like a new colour of potato chip, or a new shade of shoe leather. Encourage them to be as creative as possible.
- Working in pairs, they can then try out different combinations of the colours they decide to use. Once they have chosen a colour they are satisfied with, they should attempt to work out how much of each of the other colours they used. They could do this by averaging how many paintbrushes full of paint they used, or you could provide them with a pipette and they could count how many drops they use. A sample of the final colour can be painted on a piece of paper or cloth, then pasted onto the worksheet. Alternatively, it can be painted directly onto the worksheet.

Ideas for further development:

- Students could work out the percentage of each colour they have used.
- The class could vote for the colour (and idea for its use) that is considered to be the most effective (or fun!)
- Students could work on the designs for the product that will use their colour.

Ideas for making the activity easier:

- You could help those students that find it difficult to work out percentages.

Display ideas:

This activity lends itself very easily to a bright display of all the colour samples, plus any designs of product ideas. A colour chart, pots of paint, brushes or multicoloured beads/counters would reinforce the ideas.



Worksheet 23 - Colour Magic

My Name: _____ Date: _____

Materials/Resources Needed:

- Photocopies of Worksheet 23
- Blue, red, yellow and white paints
- Pens and pencils
- Paper
- Paintbrushes
- Scissors
- Glue



You can only use blue, red, yellow and white paint.

Create an exciting new colour. Decide what it will be used for and give it a name.

Our new colour:

It is called: _____

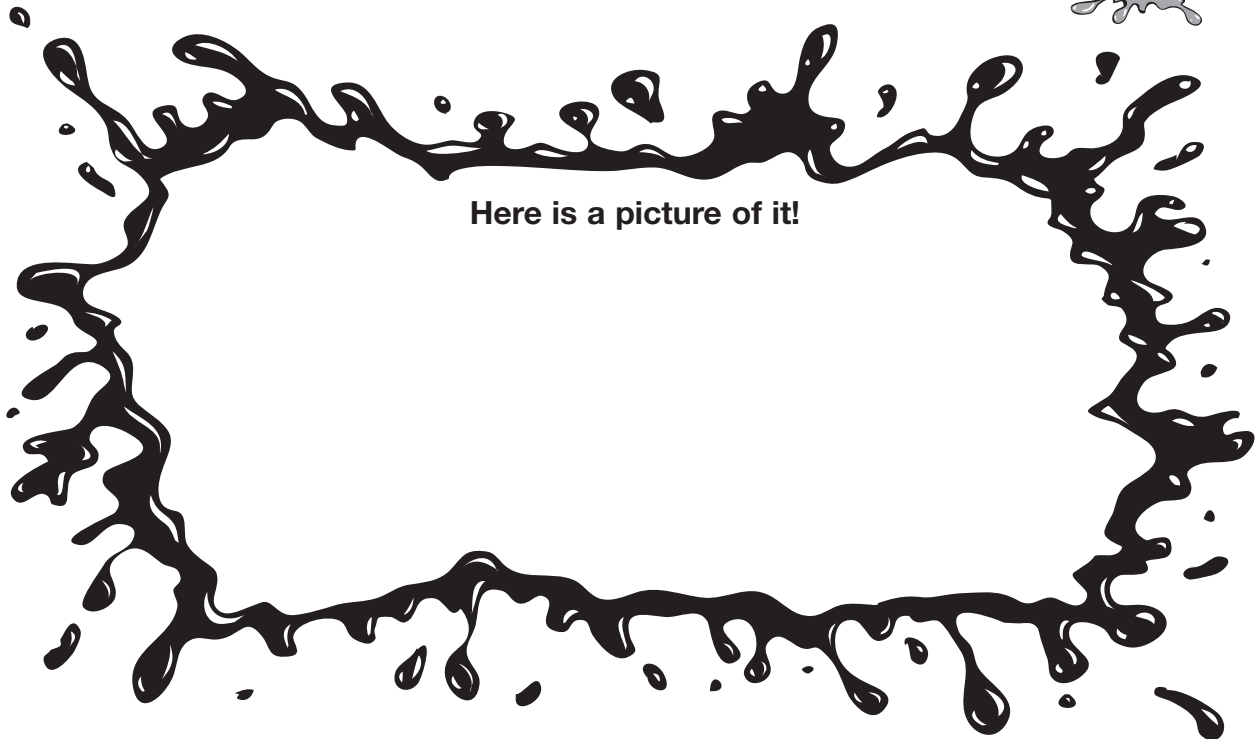
We used some drops of each colour to make our new colour.

We used _____ drops of blue, _____ of red, _____ of yellow, and _____ of white.

We would use our colour to: _____



Here is a picture of it!





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