

# Lesson for Year Six

## Colour Wheel

*Students will create their own colour wheel chart and will invent new names for each colour. They will explore the different possibilities of mixing colours.*

### Year 6 Content Descriptions

Links to the Australian Curriculum

#### English - Language - Text structure and organisation

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

#### Literature - Literature and context

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

#### Literacy - Interpreting, analysing, evaluating

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)

#### The Arts - Visual Arts

Develop and apply techniques and processes when making their artworks (ACAVAM115)  
Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)



## Text for exploration

***Here Comes Frankie!*** By Tim Hopgood

*Additional texts*

*The Dot* by Peter H. Reynolds

*Ish* by Peter H. Reynolds

## Igniting the creative senses! (Prior to reading)

Invite students to listen to a variety of different sounds and music. These can be found by searching for instrumental sound clips via Google. Instrumental examples could include; classical music, jazz music, soul, rock and roll, heavy metal and hip hop. Have students draw a Y chart on a piece of paper and use the following headings in each section sounds like, feels like, looks like. As students listen to each clip, have them respond via their Y chart using illustrations and words.

On the back of the same page, have them list the different types of music that they listened to and ask them to connect a colour to each genre. E.g. Jazz music = purple. Invite students to compare their connections and their responses from their Y charts.

For discussion: How does music make you feel? Do different genres make you feel a particular way?

## Predict and connect

Show students the front cover of 'Here Comes Frankie'. Ask students what they predict the story will be about. Encourage them to express why they have their prediction. E.g. What clues have they used to come to their prediction?

Look at the end pages and read out the names of the quiet colours and the loud colours. Do the end pages give you more information to make a more informed prediction?

## Read and connect

As you read 'Here Comes Frankie' to students, take time to pause throughout the reading to ask students if they can make any text connections. E.g. Can they relate to the character? Have they experienced something similar? Did the author and illustrator make any changes throughout the story? E.g. the tone of the illustrations became brighter towards the end of the story.

How has the author used colour and language to enhance the message/story?

Write a list of colours with the students that they can identify with throughout the story. Ask students to write the list on a piece of paper and encourage them to write any other colours they can see throughout the story.

Invite students to use paints to experiment with mixing and creating each colour on their list. Have them invent their own name for each colour.





# Let's Create

*Students will create their own colour wheel chart and will invent new names for each colour. They will explore the different possibilities of mixing colours.*

## Materials needed

- Educational Colours Liquicryl
- Educational Colours Kids PVA
- Educational Colours Hog Hair Paint Brushes
- Educational Colours Muffin Palette
- 2 x paper plates per student



- Educational Colours Muffin Palettes



- Educational Colours Hog Hair Brushes



- Educational Colours Kids PVA



- Educational Colours Liquicryl - Junior Student Acrylic Paint



## Creative process

1. Select your top 8 favourite colours from your list that you made earlier, along with the names that you devised for each colour.
2. Take one paper plate and fold it in half & cut along the fold line. Repeat with each piece until you have 8 wedges.
3. You will use one wedge to make up each of your colours. From the pointy end of the wedge, paint the first colour, then the second colour above that. Leave a space to write your colour name, then mix the 2 colours and paint on the top wide edge.
4. Repeat step 3 on the rest of the wedges.
5. After your paint has dried, label each colour on your colour wedges.
6. Arrange your wedges to colours you think go nicely together and glue to your second paper plate.
7. Keep your colour wheels as a reference to use when painting.



## Reflection

Invite students to display their colour wheels in a communal area for reference when painting. The array of colours will be extensive and inspiring for all.

For discussion: How do you think music changed Frankie's life? Has it changed your life? What do you like to listen to? Why? What don't you like listening to? Why? What musical instruments could you hear whilst listening to the sound clips? Have you ever played a musical instrument? How did it make you feel?

## Extend the creative experience

Invite students to illustrate different parts of the story to show the various patterns and colours as Frankie plays his trumpet for the first time. As you read to the students, refrain from showing them the illustrations as they draw.

If you have a music room at school, allow the students time to create their own music using an assortment of instruments. They might like to work individually or as a group.

Ask students to bring in their favourite song and to draw an art scape of what they see when they listen to the song. Remind them to think about the types of lines, colour, tones and shades that they might use as they visualize.

## Connect at home and within the community

Students can create an art and music exhibition during a lunchtime, inviting other students to participate in the experience of listening to different sound clips and drawing what they see. Encourage the senior students to assist the junior school students to participate.



## Relevant Sources:

- Hopgood, T. Here Comes Frankie! Pan Macmillan, 2015.
- Reynolds, P. The Dot. Walker Books Ltd, UK, 2004.
- Reynolds, P. Ish. Walker Books Ltd, UK, 2005.

