

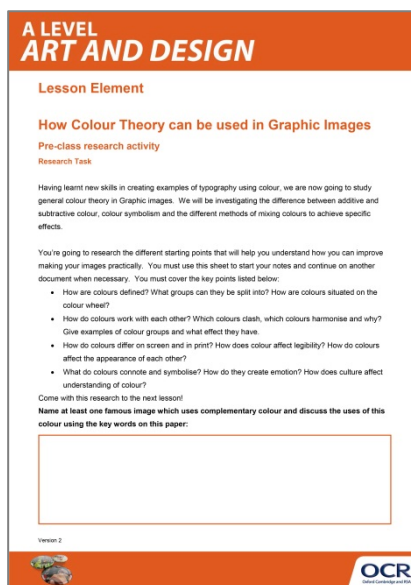
A LEVEL ART AND DESIGN

Lesson Element

Colour Theory Lesson 1 – Basic Colour Theory

Instructions and answers for teachers


These instructions should accompany the OCR resource 'Activity title' activity which supports OCR A Level Art and Design.



The Activity:

This resource comprises of two tasks.

Each task discusses the methodology of using colour in design. They cover how a varying colour palette can be created and used and shows examples for how they are applied. The task includes notes on a Basic and Advanced approach. The same activity sheet is used for both.

 *This activity offers an opportunity for English skills development.*

Associated materials:

'Activity title' Lesson Element learner activity sheet.

Suggested timings:

Task 1: 10 minutes **Task 2:** 30 minutes



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Colour Theory Lesson 1 – Basic Colour Theory

A more challenging version of this lesson is covered in the advanced version of these teacher notes.

Task instructions

The objective of the lesson is to learn about the uses of and meanings associated with colour. This is key in students building a basic knowledge of the development (AO1) in their work. The lesson provides the opportunity for students to engage in independent learning by using practical pairs work to apply the research previously conducted. Before the lesson, students should carry out the research task on the pre-work sheet, which requires written and visual notes. At this stage they should not know how they will use the information. They may need some guidance on where to find materials depending upon the nature of/abilities within the group. The pre-worksheet should be seen as a minimum requirement, however students may wish to produce more work than is required on the sheet.

When students enter the classroom for the lesson, they should be put in pairs and given the title of 'Design Agency Research teams'. The teacher has the role of the client. In their groups, they must find examples of each use of colour specified within the pre-work from a collection of cards and images. These can then be presented to the client with a rationale for why each of the designs has been picked. This should take about 10 minutes. They join together as one class once the 10 minutes is up and the client leads a general Q+A about the reasons for picking certain images over other ones. This could lead to a discussion about the different strengths and weaknesses of certain design. The class then move back into pairs and write a joint notes page based on the information discussed in the first part of the lesson.



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Teacher preparation for their role in activity

A more challenging version of this lesson is covered in the advanced version of these teacher notes.

A summary of key information and background to the topic

A short revision session on the key terms and phrases can be conducted at the beginning of the session so that the most important definitions are shared with the group. Definition cards could be used as a way of differentiating for less able students.

Teachers will need a basic knowledge of the following key terms:

- Primary colour: Three Colours which cannot be mixed.
- Secondary colour: Formed when mixing two primary colours together.
- Tertiary colour: Formed when mixing primary and secondary colours together.
- Additive colour: Reaction of colour through light.
- Subtractive colour: Creation of colour through pigment.
- Complementary colour: Two colours opposite each other on the colour wheel.

Types of questions students might ask

Do designers always think about colours when they are making images?

Colour is not always considered by designers and is not always applied with the intention of creating symbolism. However, most designers have studied to a high level and understand the power of colour and how to use it successfully in an image.

Does it really matter that I know about colour when I am creating designs?

Yes, you need to develop your understanding of the materials and methods used by designers to demonstrate understanding. Colour is one way in which you can increase your awareness of how images develop and how recording is used in different ways.

Why do we think certain things when we are looking at particular colours?

History, tradition, culture and values all play a part in our understanding of colour as well as technology and physics. For example, red reaches our eye first on the colour spectrum because it has the shortest wavelength. This gives it particular significance in things like corporate advertising and branding.

Key places to look for information

Basic Colour Theory – www.worqx.com/color



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Classroom activity – Brief

Teacher: In pairs, write up colour theory notes in your designers diary using your findings from the first session on deconstructing colour. Then find an image that has an interesting use of colour and analyse it according to its use colour. Consider the following questions;

- What type of colour is it?
Primary/Secondary/Tertiary/Complementary/Active/Passive/Harmonious etc...
- What sort of wavelengths do the colours have? What do you see first? How does this alter the design?
- What connotations/further symbolic meanings might the colour have? How might this affect your perception?
- Are the colours saturated/unsaturated, warm/cool, bright/dull? What effect does this have?
- How do the foreground colours contrast with the midground/background colours? Do they make anything appear bigger/smaller?
- Why may the designer have chosen that particular colour?
- Do you think the design is successful in its use of colour?
- Do you think the use of colour aids in the message?
- What ideas have you got from this piece of work about how to use colour? Can you form any links between this piece of work and any of your own?

The diagram on the following page can be used in class to illustrate colour theory.

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OCR Resources: *the small print*

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A LEVEL ART AND DESIGN

COLOUR THEORY

The Effects of Colour and Colour Symbolism

Primary

Subtractive and Additive Primaries

Printing Light

Secondary

Tertiary

The Colour Wheel

Complementary

