

VISUAL ARTS PLANNER

Kay George unit: Colour and pattern

Class: Year 8		Curriculum Level: 4	Duration: 4 sessions
Theme: Colour and pattern		Artist: Kay George	Medium: Painting
Description Students create paint-on-paper artworks in response to the fabric artworks of Kay George, and patterns and shapes derived from nature by a variety of cultures from around the world.			
Strands and Achievement Objectives		Curriculum Level: 4	
Developing Practical Knowledge in the Visual Arts (PK) Students will apply knowledge of elements and principles to make objects and images, using art-making conventions and a variety of techniques, tools, materials, processes, and procedures.			
Developing Ideas in the Visual Arts (DI) Students will generate and develop visual ideas in response to a variety of motivations, using imagination, observation, and a study of artists' work.			
Communicating and Interpreting in the Visual Arts (CI) Students will explore and describe how different media influence the communication and interpretation of ideas in their own and others' work.			
Strand	Specific learning outcomes		
PK	Students will apply knowledge of the elements of colour, line, and shape, and the principles of balance, contrast and harmony, in creating their artworks.		
DI	Students will generate ideas to develop artworks in response to the work of Kay George, and in response to their investigations into natural patterns and shapes.		
CI	Students will compare and discuss the effects Kay George intended and achieved in her fabric painting <i>Rock Pools and the Sea</i> with their own paintings.		
Resources Ministry of Education (2001). <i>Fabric and Fibre: Exploring the Visual Arts year 1–6</i> . Wellington: Learning Media Limited. (Two posters of Kay George's work, and booklet pages 20–25)		Materials <ul style="list-style-type: none">• Paper• Pencils• Rubbers• Cartridge paper• Watercolour pencils• Watercolour paint• Brushes• Water• Containers	
Evaluation and assessment criteria Students have: <ul style="list-style-type: none">• used the elements of colour and pattern in their work;• created a painting in response to Kay George's work, using their own ideas generated from her work;• discussed effects created in their own and Kay George's work.		Essential learning skills used <ul style="list-style-type: none">• Problem solving• Self-management and competitive• Information	

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Lesson sequence

Session 1: Researching natural patterns

1. Discuss characteristic patterns and shapes that have been derived from nature by a variety of different cultures from around the world.
2. Look at examples of such patterns and shapes. (One source of images of is *Nature's Shapes and Patterns* from the Science Alive series.)
3. Students practice drawing some of these patterns and shapes.

Session 2: Introducing Kay George

1. To introduce the work of Kay George, first show students the *Fabric and Fibre* poster of her at work, and give them some background about her from *Fabric and Fibre* pages 20–21.
2. Show students the other Kay George poster of her work *Rock Pools and the Sea*. Prompt discussion using the questions on the supplied Worksheet. Students can write the answers on their copy of the worksheet as each question is discussed.
3. Using A3 cartridge paper and watercolour pencils, students create some initial sketches of compositional ideas in response to this artwork.
4. Students then incorporate ideas from their investigations into natural shapes and patterns (Session 1), selecting patterns or making them from motifs that they repeat.

Sessions 3 and 4: Creating own artworks

1. Students refine their initial drawings, considering principles such as balance, contrast, and harmony. Discuss the designs with each student individually, highlighting what works well and what needs more development.
2. Using A2 cartridge paper and watercolour pencils, students mark the main shapes of their designs, then lightly sketch symbols into the shapes. As they develop their images and designs, students discuss their work in a group.
3. Students use watercolour paint to fill in their designs. (Several layers of paint will be needed to give depth and richness to the colour.)

Note: Some students may need another session to complete their painting.

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Worksheet: *Rock Pools and the Sea*

Reference: Ministry of Education (2001). *Fibre and Fabric: Exploring the Visual Arts in Years 1–6*. Wellington: Learning Media Limited. Page 22

1. What is the first thing you notice about Rock Pools and the Sea? Why?

2. Is there a single focal point in the art work, or are there several? What makes you look there?

3. What are the dominant shapes and colours in the art work?

4. What shapes, patterns, and images can you see in the art work?

5. Is there a theme that unites the images? What is it?

6. What colours can you see?

7. How many tones of blue can you find?

8. What might the artist have done first? What might she have done last?

9. What title would you give this fabric artwork? Why?