



## Year 1 Art: Expressing Feelings Through Colour and Line

(Submitted by Christie Edgar, 2017, while serving as Art Teacher at Australian Independent School Indonesia)

<b>Tool(s) used:</b>	<ul style="list-style-type: none"> <li>• Sustainability Compass</li> </ul>
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Generating Questions</li> <li>• Guiding Discussion</li> </ul> <p><b>Overview:</b> Used to generate a more in depth look at the Painting we were studying.</p>
<b>Context of lesson/case study:</b>	Art Lesson towards the end of the unit
<b>Participants (# and description):</b>	Year 1
<b>Topic, Theme, or Key Understanding of unit/project:</b>	Expressing feelings through Colour and Line
<b>Length of unit/project:</b>	7 weeks (lessons)
<b>Resources/materials &amp; setting required:</b>	Watercolour paint, paper, oil pastels, chalk
<p><b>Lesson Plan/Description of the Project:</b></p> <p><b>Lesson 6 of 7</b></p> <p>Intro: Image of The Scream on the board. What do we know about this painting? Let's look closer.</p> <p>Discuss Sustainability Compass tool:</p> <p><b>N = Nature</b> - What is nature in the painting? (only look at the background)</p> <p><b>W = Welfare</b> - What does welfare mean? Feelings? Whose feelings? (only look at the screaming figure) How is he feeling and why.</p> <p><b>S = Society</b> - society mean? What other people can you see in the painting? (The two figures on the bridge. Direct attention to the boat on the lake. Are there people in that boat? Is there anywhere else people might be? If they notice the hint of a city in the background encourage them to discuss if they would be able to hear the screaming)</p> <p><b>E = Economy</b> - What does economy mean? How much do you think the painting is worth? Why? Would you buy it? Why?</p> <p>Students in 4 groups. Take turns talking, writing and drawing ideas and thoughts for each section. Encourage using coloured pencils and lines.</p> <p>Take Up quickly at the end of each rotation.</p> <p>At the end of the Activity: Show student brainstorming. What did you learn? What did you notice? Why is it called The Scream?</p>	
<p><b>Reflection</b></p> <p><b>Plusses:</b></p>	





It went well. It helped that the Year 1's had used the Sustainability Compass tool in their classroom and were familiar with the terms. They enjoyed working in small groups and moving around the room. Some of them noticed a lot more in the painting and some of the ideas of why the person was screaming were very interesting. It was good to have this towards the end of the unit as it showed what they had picked up in previous lessons and I was able to ask questions that got them thinking more. Particularly with the people in the background and if they were connected to the screaming figure. It got them thinking about feelings for the whole painting.

### Challenges:

Because of the nature of my subject I only see each class for an hour a week. It would have been more of a challenge to introduce the Sustainability Compass tool and get the students to use it from scratch and it would have taken up a lot more time. As they had used the tool before it meant we could focus on using it but if they hadn't I think I would have had to do this over two lessons. Especially for the younger year levels.

### Suggestions for other practitioners and educators:

I think for younger students this worked well as more of a reflection tool.

### Evidence and Resources:



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