



**Robert West Heritage House and Group of Seven Lessons
Primary Grades: Nature / Landscape Art**

Lesson B – Use Of Colour

Big Idea: How do we use colour to show how we feel?

- Discuss / review the difference between Landscape and Portrait art.
- Ask students to show how the paper is placed when we draw **landscape**.
- Today we are going to focus on the landscape art of the Group of Seven

Materials:

- Crayons
- Paper
- Tom Thomson's picture (Snow Shadows) as a mentor piece. *Although Thomson was not a member of the Group of Seven (he died before the Group was formed), he was a friend to many of the members and an inspiration to them.*
- 4-5 various copies of Group of Seven landscapes (see **Item B1**)

Before - Minds On:

1. Discuss as a class: How do colours make you feel? Think / Pair / Share
Do some colours make you feel happy? Do some colours make you feel warm and some cool?

Show a copy of Tom Thomson's picture (Snow Shadows) to notice and discuss the colours used to show different things (e.g., the blue shadows - why do you think he used blue?) and how they make you feel.

2. In small groups or individually, students make a T- Chart: Warm Colours / Cool Colours

Do a T chart by folding a paper when it is in the portrait position in half. On one side of the paper, at the top, write **Warm** and the other side write **Cool**. Then put colours into the chart - either write the name of the colour or use your crayon to colour a little of that colour under the appropriate heading.

Students may share.

Talk about warm colours: red and orange VS cool colours: blue and green. Think about the colours you might use for a winter drawing of the forest VS a summer drawing of the forest

3. In small groups or individually, do another T-Chart: Dark Colours / Light Colours

Each child makes another T-chart by again folding a paper in half. At the top write **Dark** on one side and **Light** on the other side. Under the heading dark colour a small section with one crayon by pressing hard (e.g., dark red). Then on the other side, beside the dark red, lightly colour to get a soft red. Continue with all the colours that you used before.

Students share ideas and discuss when you might use certain colours in pictures. Explain that artists call these differences in colour, 'the **value** of the colour'. Artists use light or dark colours to show feelings or mood or movement in the paintings.

During - Action:

Teacher gives each small group of students a copy of a Group of Seven work. Students write down what they notice about the painting: e.g., responses might include what colours are used (warm / cool), the value of the colours (dark/light), pictures are landscapes, if / how they show movement, other interesting features.

After - Consolidation:

Each group briefly presents their findings to the class. After all the presentations, highlight common findings for all the paintings.