

# Colours

In this unit students explore their understanding of colours as they develop and perform work in improvisation and movement.

*They will begin to:*

- take on roles
- notice and respond to drama elements
- use movement and language skills
- express feelings about drama.



## Drama forms

- improvisation
- movement

## Resources Books

Various as selected by teacher e.g.

- ABC song books containing songs about colours
- Lewis, Tracey (1988). *Eye Spy*. Collins, Sydney.
- Lofts, Pamela (1983). *How the Birds got their Colours*. Ashton Scholastic.

## CDs

CDs (and tapes) containing songs about colours e.g.

- *The Wiggles: Big Red Car* (1996). ABC Sound Recording.

## Other

- Various coloured fabrics, materials, items of clothing and cardboard as needed.

## Learning activities

### Getting started

- Review songs and stories associated with colours e.g. *Sing a Rainbow*, *Eye Spy*, *How the Birds Got their Colours*. List things associated with particular colours.
- Allocate a colour to each child so that four or five students across the class are given the same colour e.g. red, orange, blue, green or yellow.
- Class begins moving around the room in a way stated by the teacher e.g. walk, skip, etc. Students freeze or sit on the floor when their colour is called by the teacher. The others keep moving around the room as directed. On the signal “rainbow”, everyone freezes or sits.

### Taking on roles in situations • Developing drama • Performing

- Students find a space with their group and identify some things which are of a nominated colour. Teacher asks each group for their ideas and assists with other suggestions where needed.
- Each student chooses or is given a role and a simple situation. For instance the yellow group might come up with the following: *the sun moving across the sky*, *a magical dancing banana*, *a daffodil growing or swaying in the wind* etc.
- They make its shape and experiment with different ways of moving, with help from their group and the teacher. They try imaginative ways to use their bodies and the space around them. Teacher takes photographs of groups working. Students improvise in role in response to questions from the teacher.
- Each group practises their movement work. This may be done one group at a time, as the others observe and the teacher offers advice. Students may all move at one time or may move one at a time as the others in the group freeze. A few students may speak in role at a given signal within the movement piece to identify who they are. Continue to try out ideas and make decisions which suit the group.
- Organise the whole class into a seated circle. The teacher begins the performance by improvising some simple spoken text which will help to structure the students’ work, e.g. “Today I can see lots of colours...I can see red...” etc.



- As each colour is announced the students in this group move to the centre of the performance space, take a pose in role and perform their piece. They freeze when finished and return to the circle.
- This procedure continues until all groups have performed. Teacher takes photographs of a moment from each group presentation.
- The performance may be re-worked or rehearsed for presentation to another class.

*Variations:*

- Develop a colour statement for each group and have a student say this to begin the group piece.
- Experiment with lengths of fabric in different colours to focus movement work. Select songs or pieces of music to introduce the different colour sequences. Dialogue may be used in addition to the music or be replaced by the music.
- Develop simple costumes based on each group's colour. Ideas include: using scarves, headbands or hats of a particular colour, asking the students to wear clothes of one particular colour, making and using coloured ribbons or streamers as shakers.

### Responding

- Discuss the performance with students. *How did you feel when you were performing? What was it like to be someone or something else?*
- Look at the photographs taken. *What was good about this moment? How have you used your space here? How did you feel here? What happened when everyone was still? What happened when this was followed by lots of action? What else did you notice?*
- Create images about their performance. Students write a sentence about it with assistance from the teacher.

### Assessment of students

- Teacher observation of students' drama work and their process of working.
- Analysis of photographs of students working together and performing.
- Analysis by the teacher of students' oral and written comments, drawings and other responses to their drama work.
- Consideration of the following questions about students' learning in drama:
  - ♦ How well are they able to become involved in a make-believe situation and take on roles? Do they seem to believe in the situation when improvising? Are they beginning to respond as if they were someone else when working with others in role? What are they doing or saying to help build the situation?
  - ♦ What evidence is there that students are beginning to notice and respond to drama elements as they work with others to develop drama? Are they asking questions and making comments about space, movement and voice? Are they asking questions and making comments about moments of focus or the mood of a piece? How effectively are they working together?
  - ♦ How effectively are they using movement and language skills as they perform? Which particular skills were developed in this unit? Which skills need further development?
  - ♦ What learning is evident as they observe and respond to their drama and the drama of others?

### Extension activities

- Select a favourite story about colours e.g. *How the Birds Got their Colours* and develop this into a piece of reader's theatre.
- Write a class story about colours. Allocate students to be storytellers as the rest of the class takes on roles and enacts the story.
- Teacher-in-role as someone who has forgotten about colours and needs help. Present students with collections of magazine pictures and other images and ask them to find items of a particular colour. Allocate a colour to each group. Students report back and display the items on cardboard.
- create an artwork to further explore colour using different coloured chalk, plasticine, coloured pencil etc.