

## Support materials

## Challenge

## Introduction

Pupils are introduced to the work of Paul Gauguin in Tahiti. Emphasis should be focused on Gauguin's use of bold, flat complementary colours, his disregard of the natural colour of objects and the outlining of his shapes.

## Activity

Task - Pupils will create a fan-shaped painting similar to the ones created by Gauguin, with the visual emphasis on colour. Pupils will create an imaginary line drawing related around the 'Tree of Life'. The lines will create strong shapes and counter shapes. The pupils will choose complementary colour schemes from the colour wheel created. They will then distribute these colours throughout the painting using the complementary colours to create strong contrasts similar to the methods employed by Gauguin.

Induction will include looking at selected / appropriate work of Gauguin completed in Tahiti.

There should be an emphasis placed on symbolism with the 'Tree of Life' taking centre stage. The symbolic aspect of colour and how it effects mood should also be also discussed.

## Support notes

## Visual concepts:

- primary, secondary and tertiary colours
- tints and shades
- Warm and cool colours
- Colour creating mood
- complementary / opposite colours

Pupils are given an A2 sheet of paper with template to create fan shape. Pupils should begin by creating an imaginary line drawing starting with 'The Tree of Life' in the centre of the curve. The rest of the painting could consist of what the pupils would imagine paradise to be on their own private island. The painting could consist of animals, fruit, Tahitian huts, water, beaches, islands etc.

The line drawing, when complete, should contain a strong set of enclosed shapes. Pupils should be divided into groups and instructed on how to create a colour wheel. Instruction will also be given on the practical skills involved in colour mixing and applying paint. The lesson will start with a teacher demonstration. From this, Primary, Secondary and Tertiary colours can be identified and colour opposites / complementaries established. Using two sets of complementary colours the pupils will fill in the shapes using bold flat colour in the style of Gauguin. They will use complementary colour partnerships to create strong contrasts.

When the painting is complete the pupils will outline their shapes with strong black line.

Throughout the process examples of Gauguin's work should be on display for reference. At this particular stage the emphasis will be on the outlining of shapes and the technique known as 'Cloisonné' used by Gauguin.

## Support materials

## Learning intentions

- Pupils will learn about the work of Paul Gauguin in Tahiti and in particular his use of colour
- Pupils will learn about symbolism in Polynesia in particular the tree of life.
- Pupils will create a colour wheel
- Pupils will learn about primary, secondary, tertiary and complementary colours
- Pupils will learn to experiment with colour.

**SAY**

Pupils should be encouraged to comment on the work of Paul Gauguin. They should be encouraged to discuss and think about his use of colour and outlining.

**MAKE**

Pupils will complete a painting in the shape of a fan similar to the pieces created by Gauguin, based on a Tahitian landscape.

**WRITE**

Pupils could pick their favourite colour. The colour can then be analysed as to whether it is hot or cold. Primary or secondary? What is its complement? What mood is represented by the colour?

**DO**

Pupils will use their choice of materials to colour a Tahitian landscape using the techniques and style of the artist Paul Gauguin.

## Experiences and outcomes

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.

**EXA 2-02a**

This exercise could be completed with paint, oil pastel or colour pencil.

I can create and present work that shows developing skill in using the visual elements and concepts.

**EXA 2-03a**

In this particular exercise the emphasis is on colour, line and shape.

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

**EXA 2-04a**

Pupils should be encouraged to develop their own ideas - landscapes, animals, plants, fruit relating to Tahiti and the symbols found in the work of Gauguin.

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

**EXA 2-05a**

Pupils could explore their own ideas of paradise and develop alternative imagery.

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.

**EXA 2-06a**

Pupils are free to experiment and use their imagination when completing this task.

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

**EXA 2-07a**

Pupils should be exposed to certain works by Paul Gauguin from his period in Tahiti and asked to respond to the imagery, style of painting and use of colour in particular. Using peer and self-assessment pupils should analyse and comment on their work at key stages.

### Materials

- A2 white paper
- Pencils
- Paint/brushes
- Felt tip pen
- Scissors

### Activity

#### STEP 1

The teacher should create a template from thick card which can be used by pupils to create their fan shape on a piece of A2 paper. Reference should be made to the paintings created by Gauguin using this particular shape.

*See the Step 1 fan download.*

#### STEP 2

Pupils should be introduced to the concept of the 'Tree of Life' which appears in several Gauguin paintings from Tahiti. The tree should be drawn in the centre of the fan with branches spanning out across the page.

*See the Step 2 fan download.*

#### Tree of life

Known to the ancient Polynesians as the Tree of Life, the Noni fruit tree was spread across the Pacific by the steady East to West. Polynesian migrations over thousands of years. Those early Polynesian voyagers and explorers migrated across the Pacific Ocean in their canoes searching for new islands. They always took their most important possessions with them on these voyages, and one of the most prized possessions was seeds of the noni tree. This was their medicine kit, and was planted everywhere they went. The juice from the Noni tree was used for all types of healing and topical applications.

#### STEP 3

The pupils should now complete the picture by imagining what they would put in their paradise island. Examples could include island huts, water, hills, flowers, fruit, animals, etc

*See the Step 3 fan download.*

## Activity continued

### STEP 4

Show an example of a completed colour wheel. The class could be split into several groups depending on size of class. Pre-prepare sections of card/paper. The template below can be enlarge to any size then cut to shape. Groups, individuals or pairs can be given pieces of card each. The first group/pair to successfully complete their wheel would be the winner. Criteria: Each section should be painted in full using flat consistent colour. The colours must be accurate and in the correct order.

*See colour wheel download*

### STEP 5: Colour and Mood

Colour plays a very important part in our lives. Colour can effect our moods and feelings and be used to symbolise states of mind. Gauguin used colour in his paintings to represent emotion and symbolism. He wasn't concerned with painting objects in their correct colour. Therefore grass didn't need to be green for example it could be purple. He painted what he felt was correct and used colour to expressive himself.

#### The psychological effects of colour

Colours in the red area of the colour spectrum are known as warm colours and include red, orange and yellow. These warm colours evoke emotions ranging from feelings of warmth and comfort to feelings of anger and hostility.

Red: anger, violence.

Yellow: sickness.

Green: envy

- What's your favourite colour?
- Is it a warm or cold colour?
- What words can you associate with that colour?
- How does it make you feel?

### Activity continued

#### **STEP 5: Colour**

With reference to their colour wheel pupils should select sets of complementary colours and proceed to fill in the shape using flat bold colour and paying attention to the strong contrasts that exist between the opposite colours

#### **STEP 5: Outlining / Ciossone**

Paul Gauguin developed a style of outlining all his shapes with a thick dark line. It made his work look like the lead line that holds stained glass in place. A critic noticed this comparison and called his style of work after this term. This device makes Gauguin's colours more intense and makes his shapes bolder and more distinctive.

