

Overview

With a focus on expressive arts, learners will look at the work of the artist Paul Gauguin in Tahiti. They will explore Gauguin's technique including his use of complementary colour schemes and outlining of shapes.

Learners will create a fan shaped painting similar to the ones created by Gauguin, with the visual emphasis on colour. Learners will create an imaginary line drawing based around the 'tree of life'. The lines will create strong shapes and counter shapes. Learners 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.



Expressive arts experiences and outcomes

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

EXA 2-03a

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

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

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

EXA 2-06a

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

Other curriculum areas explored

While listening and talking with others for different purposes, I can

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more.

LIT 2-09a

Responsibility of all

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.

HWB 2-21a / HWB 3-21a

Themes across learning:

Creativity

Overview of learning

Possible prior experiences

Gather information regarding the Nori fruit tree (tree of life) which will be central to the image

As a group activity construct a colour wheel. Identify primary, secondary and complementary colours.

Investigate the relationship between colour and mood.

Examine selected works by the artist Paul Gauguin created in Tahiti

Challenge

As an aspect of discovering Polynesia, learners are required to explore aspects of Polynesian life and culture.

Learners could:

- Research the Nori fruit tree (Tree of life)
- Examine how Paul Gauguin represented the island and its inhabitants.
- Examine Gauguin's use of colour and how it effects your perception of the island (mood and atmosphere)

Useful inks containing historical information, background and visuals:

Olga's Gallery: Paul Gauguin

<http://www.abcgallery.com/G/gauguin/gauguin.html>

Tahiti Guide: Paul Gauguin in Polynesia

www.tahitiguide.com/@en-us/article.asp?article_id=8/6/185

Colour Matters: Basic Colour Theory

www.colormatters.com/colortheory.html

Colour Wheel Pro – Colour meaning

www.color-wheel-pro.com/color-meaning.html

Wikipedia - Cloisonnism

<http://en.wikipedia.org/wiki/Cloisonnism>

Possible evidence

Observation notes

Success criteria checklist

Photographs of the process

Final outcomes

Evaluation sheets