LESSON PLAN

Mindful Colouring and Cubism

Visual Art with a wellbeing focus. About 30 to 40 minutes.

Lesson details

Class	Infants to 6th class
Subject	Arts Education (Visual Art)
Strands	Creating. Responding and Connecting.
Duration	About 30 to 40 minutes. Colouring time is flexible.
Pages	Easier version for infants to 2nd class. Detailed version for 3rd to 6th class.

Resources

- Anokha Christmas Mindful Colouring Pages, printed, one per child
- The completed examples, shown on the board
- Pencils or crayons. Markers can bleed through.
- Quiet music, if you wish

TEACHING METHODOLOGIES

Talk and discussion. Active learning. Skills through content.

Learning outcomes

Paraphrased from the draft Arts Education specification. Please check the final wording on curriculumonline.ie.

1. **Creating:** explore and use tools, materials and techniques to make a piece of 2D art. Older classes design and create.
2. **Responding and Connecting:** notice and describe line, shape and colour in artworks and in the world around them. Older classes analyse their effect.

Learning objectives

By the end of the lesson, children will:

1. colour one shape at a time, using slow, even strokes
2. describe how lines can break a picture into shapes, as in cubism
3. choose colours freely and, if they wish, talk about what they noticed

Key vocabulary

cubism, line, shape, divide, pattern, shade, notice

Before the lesson

- Print one page per child. Print a few spares.
- Choose the version for your class, or offer a choice of design.
- Try a page yourself first, so you know what it feels like.

In one line

Children colour a Christmas picture that has been split into shapes by thick lines. They do it slowly, one shape at a time, and talk about what they noticed. The picture style is called cubism. Colouring this way is a calm, quiet activity and not a test.

LESSON PLAN

Lesson Content

Introduction, development and conclusion.

Introduction

5 to 8 min

- Show a completed example on the board. Ask the children what they notice.
- Explain cubism in two sentences: artists such as Picasso and Braque painted things as pieces, split into shapes, so we see them from more than one side. Our pages use the same idea.
- Explain mindful colouring: take your time, colour one shape at a time, and notice the colours, lines and shapes.
- Invite children to take one slow breath together, if they would like to.

QUESTIONS

Lower order: What shapes can you see? Which colours did the child use?

Higher order: How do the lines change the picture? Why might an artist split a picture into shapes?

Development

15 to 20 min

1. Give out the pages. Model colouring one shape slowly with light, even strokes.
2. Children choose a shape and colour it. Then they choose another. Any colour is fine.
3. Remind children to take their time and colour one shape at a time.
4. Keep the room quiet, or play soft music. Walk around and say what you see, not whether it is good.
5. Let children colour for as long as the lesson allows. Unfinished pages are fine and can be finished another day.

Conclusion

5 to 8 min

- Pair share, or a quiet gallery walk. Each child can point to one shape they enjoyed colouring. Sharing is optional.
- Close with one slow breath together, if you wish.

QUESTIONS

Lower order: Which shape did you colour first? Which colours did you use?

Higher order: What did you notice while you coloured? What would you do differently next time? How did the lines change what you saw?

LESSON PLAN

Planning the Lesson

Differentiation, assessment, linkage and reflection.

Differentiation

- Easier pages have fewer, larger shapes. Detailed pages have more, smaller shapes.
- Print at A3, or offer chunky crayons, for children who find small shapes hard.
- Let children choose their design, and let them stand if that helps.
- Extension: choose only three colours for the whole page. Or draw a simple object and add straight lines that stop where they meet another line.
- Soft music is optional. Offer a quiet space if the room is too busy.
- Christmas designs: offer them as a choice. Children who do not celebrate Christmas can pick another activity, or colour the shapes in any colours they like.

Assessment

- Teacher observation: how does the child approach the page? There is no single right way.
- Talk and discussion: can the child name a line, a shape or a colour they used?
- Self-assessment: the child shows thumbs up, middle or down for "I noticed something new".
- Display the pages. Do not rank them or give marks for neatness.

Linkage and integration

- **Wellbeing:** the draft Arts Education specification links the Being well key competency to creative work where children express themselves.
- **Maths:** 2D shapes, lines and angles.
- **Language:** talk about colours, lines and shapes, and describe what they noticed.
- **Doodle booklet:** the Mindfulness Doodle Booklet suits children who prefer to draw.

Looking ahead

- Repeat the activity at the start of a quiet afternoon or after yard in December.
- Display the pages for a "Christmas Gallery" in the classroom.
- Try one of the other five designs next time.

Teacher reflection

What went well? What would I change? Which version suited my class?

TEACHER BACKGROUND

About This Lesson

Two ideas, explained in plain words.

What is cubism?

Cubism is an art style that began in the early 1900s in Paris. The artists Pablo Picasso and Georges Braque are linked with it. Instead of painting an object from one side, they broke it into shapes and showed several sides at once.

In our pages

Each page shows a Christmas picture split by thick lines that cross the whole page. The lines make many shapes of different sizes, and every shape can be a different colour.

What is mindful colouring?

Mindful colouring means colouring slowly and noticing what is happening: the colours, the pencil and the paper. There is no right way to do it and nothing to finish.

What it is not

It is not therapy and it is not a test. It is a quiet, calm classroom activity. If a child finds it hard to settle, let them stop or choose another task.

Tips

- Describe what you see, for example "You used three blues."
- Try a page yourself first.
- Pencils are quiet. Crayons give the strongest colour.
- Keep the rule: any colour is fine. These are Christmas designs, so offer them as a choice.

Ways to use it

- A calm start after yard or lunch.
- An early-finisher task.
- A station in a December activity rotation.
- A whole-class art lesson using the plan above.

Using the completed examples

The completed pages in the examples file show what children might make. Show one on the board or the whiteboard to start the lesson. They are examples only, and children should feel free to use any colours.