



Cap sur l'école inclusive
en Europe



Pedagogical sheet

Impressionists at Drawing

Section of the module /E

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Global definition:

1. Mixing colours by colour projection in order to be able to identify primary and secondary colours
2. Discovering Action Painting and Jackson Pollock's work

Principles and theoretical foundations

From Theory of colour (Johannes ITTEN) to spontaneous graphic gesture,
using mistakes or the unexpected as a learning leverage

Use/ Scope:

Who for?

Students of the first form - Differentiated teaching – Secondary school (12-14 years old)

How?

Use one's body and become aware of the scale of the arms movements
Floor exercises, observing and miming the body movements, moving and observing one another facing
each
other

Why?

To use one's body as a means of expression, to release tensions, to work in groups, to correct

oneself, to adapt one's movements depending on the judgement of one's schoolmate.
To help students who need to move, to walk ...

Material:

Large-sized sheets of paper, water-colours, brushes or large paint brushes
Spacious or emptied classroom (to protect work place)
Aprons / Gloves ..
Images and vide : projection on a large-format screen of some work of **Jackson Pollock**.

References : Action Painting and Jackson Pollock

Monet: Rouen Cathedral series

Music by Ravel or Debussy, same period as the Impressionist movement

Methodology:

Observing the colours of light either with spotlights or natural daylight, referring to the rainbow and its different colours

Discovering through observation the colours break-up, optical mixtures of the Impressionists.

Discovering Action Painting and the work of Jackson Pollock in pictures and videos.

Trying movements on the floor without any colours, respect and control of movements!

On the floor, in groups (three) or individually, projecting a primary colour and delivering it to the next group.

Giving each student a colour palette with only one primary colour.

Beginning again the projection with the other primary colour up to three times (to match the three primary colours).

Observing the mixtures which are obtained and deducting the mixtures of secondary colours, finding the theory of the colour circle.

Possible changes: to use music as rhythmic base

Listening to music by Debussy or Ravel, to achieve a coloured projection based on the three primary colours.

Targeted abilities

To locate a masterpiece in time and cultural backgroundl.

Express rhythmic and melodic expressions

To adapt one's work to the size; to choose the page layout, one's movement.

To reproduce movements on various large-sized paper bases, freehand.

To achieve mixing of colours

Evaluation criteria:

To be able to distinguish primary and secondary colours.

To classify colours in order according to the colour circle.