

Lesson Plan: BUBBLE ART – LEARNING ABOUT PAINT AND COLOUR
Class: All Classes (Junior class may need assistance or watch demonstrations)
Subject: Art
Strand: Drawing, Paint and Colour
Strand Unit: Making Drawings, Painting, Looking and Responding



Aim / Learning Objective:

Using paint and mixing colours students can develop an understanding of the theory of colour primary and secondary colours. The students will also develop techniques for creating texture using paint and bubbles – called bubble art.

Skills:

Students will have developed questioning and predicting skills as well as the following:

- Developing awareness of line, shapes, form, colour and tone, texture, pattern & rhythm, space
- Understanding the theory of primary and secondary colours

Preparation /Background Information:



Primary Colours

Primary colours are three colours that cannot be made by mixing other colours together. These include: **Red, Blue** and **Yellow**.



Secondary Colours

Secondary colours are created by mixing two primary colours together. For example by mixing: Blue and Red = **Purple** / Yellow and Blue = **Green** / Red and Yellow = **Orange**

Complimentary Colours / Opposites

Complimentary colours also known as opposite colours (e.g. a mix of two primary) are located opposite its primary colour on the colour wheel.

These complimentary / opposite pairs include: Purple (red and blue) opposite = Yellow

Green (blue and yellow) opposite = Red / Orange (yellow and red) opposite = Blue

Note: The exact shade of the secondary colour depends on which red, blue or yellow colour is used and the proportions that are mixed. Black and White are not included in the colour mixing theory but can be used to lighten or darken colours.

Tertiary Colours



Tertiary colours are created when mixing primary with secondary colours together. For example:

Blue (primary) + green (secondary) = *turquoise*

Blue (primary) + purple (secondary)= *blue-violet*

Red (primary) + purple (secondary) = *red-violet* or *crimson*

Red (primary) + orange (secondary) = *red-orange*

Yellow (primary) + orange (secondary) = *yellow-orange*

Yellow (primary) + green (secondary) = *lime green*

Note: When the three primary colours, secondary and tertiary colours are placed on a colour wheel chart – they always sit opposite each other on the ring.



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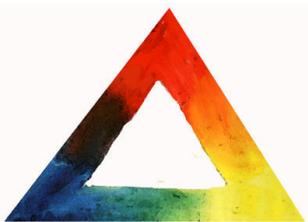
Strand Unit: Making Drawings, Painting, Looking and Responding

Materials:

- Crayons
- White Drawing Paper
- Newspaper
- Coloured Liquid Tempera Paint (primary colours: red, blue and yellow)
- Several Pint size Containers
- Tall Straws
- Spoons
- Dish Washing Liquid
- Water
- Basins
- Paint brushes
- Several small pots such as clean yogurt containers
- Optional: aprons to protect students clothes

Activity:

The Theory of Colour



Colour Triangle

Students can also paint their own colour triangle.

Using the triangle instead of the colour wheel can sometimes be easier for younger students to understand mixing opposite colours etc.

1. Discuss the colour theory explaining what primary, secondary and tertiary colours are. Using pots of paint demonstrate the mixing of colours or get the students to create various pots of secondary colours themselves. Get the students to paint their own colour wheels / triangles. Starting off with the primary colours at the triangle points and then fill in the secondary / tertiary colours. *Younger students could use crayons instead of paint.
2. With a focus on marine animals and their environment discuss with the students what their favourite animals are that live in the sea, rock pools or in the Explorers Aquarium. Get the students to draw pictures and colour them using crayons with a focus on the use of lines, shapes, form and tone. Use rubbings from seashells or rocks from the seashore to create texture and patterns. Remember to leave space for the bubble paint.
3. Colour the white areas of the pictures using bubble prints.

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Activity:
Bubble Art



*Artwork produced by teachers during the Summer
Training Course, 2005 © Marine Institute.*

See the following instructions for making bubble art. A vimeo demonstration is available on <http://vimeo.com/explorerseducation>

- Prepare the paint for the bubble art by mixing equal amounts of dishwashing liquid with liquid tempura paint (3 to 4 Tablespoons of each in a pint container). Paint colours can be mixed demonstrating primary colours (red, yellow and blue) and secondary colours.
- Add water to the mix of paint in the container (approx two thirds full) and stir solution thoroughly with a spoon.
- Place the straw inside the soapy paint mixture in the container. Gently blow the solution until frothy coloured bubbles form at the top of the cup. Try not to make the bubble frothy moulds too high above the container otherwise they will collapse and slide down the outside.
- While the bubble froth peak, the students should place their paper **carefully** over the top of the bubbles for several seconds and “catch” the bubbles on paper. The picture should be face down - facing bubbles. Careful not to touch the rim of the container or the ring of the paint will appear over their bubble print.
- This procedure can be repeated using different coloured paints. Bubble prints can be overlapped to create clusters and meandering bubbles.

Caution: Don't get into “Bubble Trouble”

Remind the students to gently blow air into the straw in the container. Do not inhale, otherwise they may swallow the paint / soap solution. Air should also be blown gently through straw so not to project paint / soap solution into the face and eye area.