



BotSTEM – Erasms+ KA2 Project

2017-1-ES01-KA201-038204

Good practice template

1. Title of the activity / practice	The colours
2. Origin of the activity	In Kindergarten, color work is part of a larger study of light and its effects on the surfaces or materials it enlightens. It is a special theme for linking arts education (expression and analysis of aesthetic emotions, mastery of ways of expressing) and science education (physical analysis of the relationship between light / matter / perception). It's also an opportunity to work the language: the designation of colors, the associated vocabulary, the means available to express nuances.
3. Age of the students	4-6
4. Target group (type of the learners, size of the group)	General curriculum Small group of 3-4
5. School subjects + topics concerned	Interdisciplinary and cross-curricular, involving technology (manufactured coloured filter glasses), physics, design
6. Educational goals of the practice	Work on the process of investigation, observation and realization of sketches. Support the need for precise vocabulary to describe observations . Work on new artistic themes.
7. Duration	120 min
8. Place	Classroom / at home, etc.



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<p>9. Short description of the activity</p>	<p>SEQUENCE: SEE THE COLORS OF THE OBJECTS</p> <p>This sequence gives students the opportunity to explore the role of the eye and the path of light between a source and their eye, to discover colored lights and the role of light in the perception of colors.</p> <p>A- TO SEE THE COLORS OF THE OBJECTS, YOU MUST LIGHT THEM!</p> <p>Children explore, in small groups, a dark room to discover the objects that are placed there. To pick up an object that differs from another only in color, only touching is not enough. The children will formulate their observations and proposals.</p> <p>B - THE COLOR OF AN OBJECT DEPENDS ON THE LIGHT THAT IT RECEIVES! Objects change their color! We will renew the previous experience with the same objects and lamps to obtain a light perceived as colorful. It is sufficient to fix, on the glass of the flashlight, a colored transparent paper, which filters the emitted light. One conclusion can be formulated: color is not a characteristic of objects alone; their color also depends on the light that illuminates them.</p> <p>C - THE COLOR OF AN OBJECT DEPENDS ON OBSTACLES PLACED BETWEEN THE LIGHTED OBJECT AND THE EYE</p> <p>C1- Looking through different types of papers. This situation not only is useful to differentiate between transparent materials (which let the light through - we see through) and opaque materials (which do not let the light through - we do not see in through), but also between colored materials and those that are colorless. (In kindergarten, it is not useful to introduce the word "translucent".)</p> <p>C2- Making and using colored filter glasses</p> <p>The project is oriented towards the construction of glasses that allow to see the objects with modified colors.</p>
<p>10. Evaluation</p>	<p>Questions, Rubric for group work, , teacher's observation</p>
<p>11. Materials / Resources / technical requirements</p>	<p>class material coloured pens colored flashlight, transparent colored papers</p>
<p>12. Tips for educators / theoretical background (if applicable) or curriculum context</p>	<p>http://www.fondation-lamap.org/sites/default/files/upload/media/ressources/activites/11477_Les_couleurs_em_La_Classe_maternelle_em_/0-couleur-intro-site(1).pdf</p> <p>this materail is included in La main a la pate project</p>