

Ideational Stimuli With Color

Summary

In this lesson, the students will make a creation using colored construction paper and then be able to produce and express a correlation between their particular creation and different qualities of movement, by transferring their feelings and/or emotions into a movement combination.

Time Frame

2 class periods of 45 minutes each

Group Size

Small Groups

Life Skills

Thinking & Reasoning

Materials

Several colors of construction paper
scissors
glue (glue sticks work best because they dry fast).

Background for Teachers

The students will need to have learned locomotor movements, qualities of movement, and an understanding of emotional stimuli.

Intended Learning Outcomes

Students will recognize emotional responses to color and relate those responses to qualities of movement. Using colored construction paper, scissors, and glue, they will use their imaginations to create a project, analyze the color and shape and choreograph a movement combination that represents the qualities of movement found in the project.

Instructional Procedures

Have materials set out when students walk into the room, just seeing the items will naturally attract and focus their attention.

Put students into small groups of 4 - 5 people. Give each group several colors of construction paper, scissors, and glue. (If you don't have enough scissors and glue, the groups can share.)

Explain to the students that using only paper, scissors, and glue, they are to make any creation they want. First they need to choose one paper to use as a base and then use the other paper any way they want. The creation can be flat or raised from the paper. Just use your imagination! (each year the students have been more creative)

After they are all finished, allow time for students to talk about what they have made and analyze their own creations.

The groups then come together and, choosing a spokesperson, will explain their creation to the rest of the class.

After the students share with each other, they go back into their own groups. Using their own creation, they choreograph a movement combination representing the emotional stimuli and qualities of movement they see in their creation. Stress to the students that they aren't supposed to act out the

creation.

The students will perform their movement combinations for the rest of the class.

Authors

[DEBBIE ALLRED](#)