Lesson 4: Test colour and paint handling

Visual Arts 1.2 · AS91913 v4 · 50 minutes · Teacher plan

Teacher / class: _____ Date: _____

Learning intention

Choose paint processes and colour relationships that support your idea.

Students are learning to

- Mix and repeat useful colours with increasing control.
- Explain how a material choice affects the mood or meaning.

Materials & preparation

Provide school-approved acrylic or watercolour, suitable paper, water pots, rags and a limited set of colours. Prepare a dry sample to show layering. Keep wet trials separate from books until dry.

Language to make visible

Hue · value · opacity · layering · consistency

Support & access

Limit the palette, offer larger brushes or adapted grips and use a single source detail. Provide a dry example to handle and inspect.

Extend the learning

Keep a consistent value structure while changing temperature; compare the effect on atmosphere.

Class adjustments

Lesson 4: classroom sequence

Test colour and paint handling · 50 minutes, including clean-up

Time / phase	Teaching and learning
0–5 min Connect	Students choose a trial from Lesson 3 and name one technical problem they need to solve.
5–13 min Teach & model	Demonstrate a light-to-dark colour range, appropriate paint consistency and a hard and soft edge. Show how to clean a brush between mixtures. Connect the demonstration to a real passage in your own example.
13–38 min Studio practice	Students make a small palette test, then paint the same source detail in two ways. Change one variable such as value range, opacity or edge. Label mixtures or processes so a useful effect can be repeated.
38–45 min Review & check	Students place trials beside their source. Ask which treatment best supports their intention and whether they can reproduce it. Offer a focused reteach to students struggling with paint consistency.
45–50 min Record & clean up	Store wet tests flat, clean equipment and record a useful mixture or process.

Check for learning

A repeatable palette or handling test and a reason for the selected approach.

Before the next lesson

Allow additional practice where paint handling is still preventing the intended effect. Keep successful recipes available.

Teacher reflection / next steps