

# Colour in our school grounds

Use this table to record which colours you find where.

	Did you find ...	Where?	What?
Red	✓	<i>the flower bed by the school entrance</i>	<i>flower</i>
Orange			
Yellow			
Green			
Blue			
Purple			
Grey			
Brown			
Black			
White			

## School grounds focus:

- Where are we now?
- Where do we want to be?
- How can we get there?
- Making the changes
- Using your grounds

## Curriculum focus:

- Art and design
- English language and literacy

## Purpose of this activity:

- To audit your school grounds using colour as your criteria
- To use these findings to plan new school grounds developments

## Equipment/materials needed:

- A selection of old magazines, travel brochures etc
- Digital and/or disposable cameras
- Presentation board or wall

## Preparation:

- Have a class discussion about what colours pupils would expect to find in their grounds and why and how different colours create different moods.
- Talk about how different colours are associated with different features and activities (for example, grey usually means hard surfaces such as tarmac, predominantly used for ball games).
- Using old magazines to create two mood boards – one based on the pupils' current perceptions of their school grounds and one based on their ideal school grounds.

## What to do:

- Take photos of the school grounds: organise the pupils into groups and allocate them each a different area of the school grounds (for example, the courtyard, the playground, the entrance etc). Ask them to photograph all the different colours (and shades of colour) they can find there and fill in the record sheet (over page) accordingly.
- Print the photographs and display as a mood board.
- Compare the three mood boards by asking:
  - how different is the board made up with photographs compared to the boards created with magazine cuttings?
  - what do the differences and/or similarities tell you about your school grounds?
  - are there colours that are missing, or colours that predominate?
  - would the pupils like to change the balance and, if so, how could this be achieved?

## Extensions:

- Older pupils could audit their grounds by mixing paint and creating colour swatches to represent the different colours.
- Audit your grounds using other criteria - for example, texture and/or shapes.