



The Power of Colour

Learning Area

Visual Arts

Year Level

Year 7 – 8

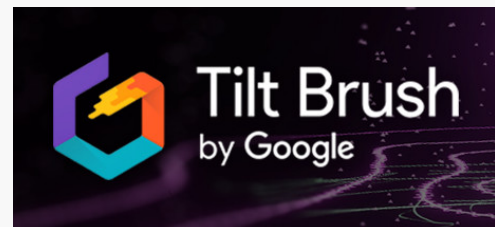
Introduction

This lesson invites students to explore how colours and visual conventions in art can convey different emotions and messages. Through interactive stations involving virtual and augmented reality, students will analyse colour use in famous artworks, experiment with colour transformations, and create their own digital artwork in Tilt Brush to express a specific feeling. This experience allows students to deepen their understanding of how colour, composition, and tone work together to influence perception/emotion in art.

Application

Tilt Brush

Tilt Brush lets you paint in 3D space with virtual reality. Students will use 1–2 colours to create an artwork that communicates an emotion. They can experiment with different shades of the colours and various brush types to add texture and depth to their pieces.



Lesson Overview

Lesson Objectives

- Develop an understanding of how colour, tone, and composition impact emotional expression in art.
- To reflect on how different colours can change the emotional impact of an artwork.

VR/AR Resources

- [Colour Explorer on Google Arts and Culture](#)
- [Art Coloring Book on Google Arts and Culture](#)
- “Color Palette” on Google Arts and Cultures Android App



- To experiment with colour and texture in a 3D art creation process.

Lesson Outline



Before the Immersive Learning Journey

- Teachers and students should familiarise themselves with the IMVR experience using the [Tilt Brush Essentials Guide](#).
- Make sure all devices are fully charged, updated, and that Android devices have Google Arts & Cultures working.
- Ensure all resources/artwork on Google Arts and Cultures is suitable for the cohort. If not, preselect some artworks for the Reflection Station.
- Introduce key concepts in colour theory and discuss examples of how different colours can evoke various emotional responses.



During the Immersive Learning Journey

IMVR Station

Students will use Tilt Brush to create a 3D artwork, with 1 – 2 chosen colours, that conveys a particular emotion. They will explore different brushes for texture and different shades of their chosen colour. Encourage different members of a team to use different colours for their artwork, to reflect on how their colour choice alters the emotion conveyed in comparison with their peers.

Reflection Station

Students to visit [Colour Explorer on Google Arts and Cultures](#) and browse through the colours in the top navigation bar. Students are to initially explore the artworks under each colour, before choosing 4 colours to reflect on. They need to document the emotions and adjectives that come to mind when viewing artworks from these colours, for example: when looking at green artworks the following words came to mind – calm, nature, life, peaceful, breathe.

Creation Station

Students to visit [Art Colouring Book on Google Arts and Cultures](#) and



launch the game. They are to choose one artwork to recreate by recolouring the piece, with a certain emotion/message in mind. They can download their final product. If time allows, students are to recolour the same artwork with different colour composing to reflect on how the artwork is now perceived.

AR Station (Optional)

Using the Google Arts and Cultures app on Android devices, students will click on the “Play” section, and scroll down to find the “Color Palette” experience. They will take photos of objects nearby and adjust the colour pickers provided on the image to browse artworks and artefacts that utilise the chosen colours. They will reflect on how those colours are used to express emotions or messages in the art they find.



After the Immersive Learning Journey

Reflect and Discuss:

1. Which colours felt most effective for expressing specific emotions? Why?
2. How did different textures and shades in Tilt Brush affect the mood of your artwork?
3. How does the composition of colours and tones change your perception of an artwork’s message?

Additional Activities (optional):

1. Have students create a contrasting artwork using opposite colours and compare the emotional impact.
2. Encourage students to write an artist statement explaining how they used visual conventions to communicate emotion.
3. Organise a gallery walk for students to present their artworks, discussing their colour choices and artistic intent with peers.