

Title of Lesson: The Story of the Rainbow

Primary/Elementary

Big Ideas:

- Creative experience involve an interplay between exploration, inquiry, and purposeful choice. (Arts Education)

Curricular Competencies: Students are expected to be able to do the following:

- Express feelings, ideas, and experiences in creative ways
- Make exploratory observations using their senses
- Experience, document and share creative works in a variety of ways

Concepts & Content: Students are expected to know the following:

- Visual arts elements of design – colour
- The planned use of the visual elements to achieve a desired effect

Objectives for This Activity:

- Students will be able to identify the colours of the rainbow
- Students will be able to explore their local environment to find different colours in nature
- Students will be able to share their observations about living things in their local environment
- Students will be able to create artistic works

Pre-Class Preparation - The teacher will need to make the following preparations prior to class:

Primary focus (K-3 but could be adapted for older elementary)

Can begin with a discussion on colours

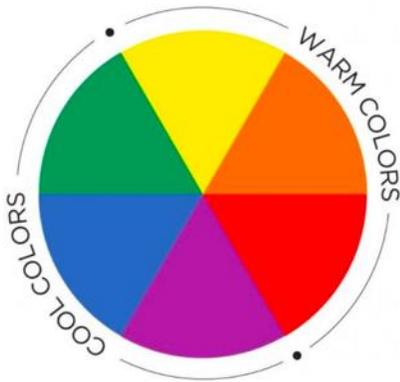
- colours in the environment

- colours in the forest

- how colours make you feel (eg. green trees are calming, yellow flowers are happy)?

Display attached Colour Wheel and discuss the emotions associated with the various colours

Color Wheel



What do colours mean? How do they make you feel? i.e:

- White:** pure, clean, empty
- Red:** anger, love, strength
- Pink:** gentle, sweet, romance
- Yellow:** cheerful, bright, cowardly
- Orange:** warm, happy, tasty
- Green:** calm, envy, sick
- Blue:** cool, serious, sad
- Purple:** rich, creative, status
- Grey:** cold, uniform, dull
- Black:** dark, elegant, sinister

Talk about warm and cool colours. Link to nature, weather (rain, snow, sun...) Go for a walk in the forest and link the colours to the environment and how they make the children feel. Cut-up paint chips (from hardware shops) and put in a brown paper bag.

Ask students to pull 3 samples out of the bag. Give them 10 minutes to find something in nature that matches the colour swatch.

(Links below offer some ideas for brainstorming activity. Simplify information to age level you are working with.)

Resources:

[Mensa for Kids Colour activities](#)

<https://happyhooligans.ca/painting-rainbows/>

[Free Colour Wheel](#)

[The meanings behind colours](#)

THE RAINBOW

Who has seen a rainbow? When do we see a rainbow? What are the weather conditions? What colours are in the rainbow? After reading "The Story of the Rainbow", test for comprehension by asking the children what each colour signifies. What was the reaction of the rain to the colours' quarreling? What is the purpose of the rainbow?



To finish the activity children can join hands and sing the **Rainbow Song**.

*Red and yellow, pink and blue,
Purple and orange and green
I can sing a rainbow. I can sing a rainbow.
Can you?*

Students then create their own rainbow with paint, water colours or colouring pencils.

THE STORY OF THE RAINBOW

By Anne Hope, 1978

Based on an [Indigenous Legend -By Anne Hope](#)

Once upon a time, all the colors in the world started to quarrel; each claimed that she was the best, the most important, the most useful, the favorite.

Green said: "Clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees, and leaves ---without me all the animals would die. Look out over the countryside and you will see that I am in the majority."

Blue interrupted: "You only think about the earth, but consider the sky and the sea. It is water that is the basis of life and the clouds draw this up from the blue sea. The sky gives space and peace and serenity. Without my peace you would all be nothing but busybodies."

Yellow chuckled: "You 're all so serious. I bring laughter, gaiety and warmth into the world. The sun is yellow, the moon is yellow, and the stars are yellow. Every time you look at a sunflower the whole world starts to smile. Without me there would be no fun."

Orange started next to blow her own trumpet: "I am the color of health and strength. I may be scarce, but I am precious for I serve the inner needs of human life. I carry all the most important vitamins. Think of carrots and pumpkins, oranges, mangoes and papaws. I don't hang around all the time, but when I fill the sky at sunrise and sunset, by beauty is so striking that no one gives another thought to any of you."

Purple rose to her full height. She was very tall and spoke with great pomp: "I am the color of royalty and power. Kings, chiefs and bishops have always chosen me for I am a sign of authority



and wisdom. People do not question me -they listen and obey."

Indigo spoke much more quietly than all the others did, but just as determinedly: "Think of me, I am the color of silence. You hardly notice me, but without me, you all become superficial. I represent thought and reflection, twilight and deep waters. You need me for balance and contrast, for prayer and inner peace."

And so the colors went on boasting, each convinced that they were the best. Their quarreling became louder and louder. Suddenly there was a startling flash of brilliant white lighting; thunder rolled and boomed. Rain started to pour down relentlessly. The colors crouched down in fear, drawing close to one another for comfort.

Then Rain spoke: "You foolish colors, fighting among yourselves, each trying to dominate the rest. Do you not know that Creator made you all? Each for a special purpose, unique and different. Creator loves you all. Join hands with one another and come with me. Creator will stretch you across the sky in a great bow of color, as a reminder that Creator loves you all, and that you can live together in peace -a promise that Creator is with you. A sign of hope for tomorrow."

And so whenever Creator has used a good rain to wash the world and a rainbow appears in the sky, let us remember to appreciate one another.

Assessment/Evaluation

- Compare observations with those of others
- Make simple inferences based on their results and prior knowledge
- Create a work of art that represents their new knowledge of colour

Extensions

<https://www.actionforhealthykids.org/activity/feeling-through-colors/> set up a daily morning check-in for students to share how they are feeling by using colors

<https://educationcloset.com/2018/07/01/how-art-can-help-with-social-emotional-skills/> more on self-regulation

<https://kinderart.com/art-lessons/painting/emotion/>

<https://www.kidsu.ca/the-benefits-of-painting-for-children/>

Photos by [Pexels.com](https://www.pexels.com/)