Exhibition Guide

“We are all different. But together we colour our world amazing.”

The picture book Colour Me (published by Fremantle Press, 2017), by Indigenous author Ezekiel Kwaymullina, with bold illustrations by Moira Court, uses the rainbow as a metaphor for our diversity and uniqueness. Luminous screen prints and evocative prose celebrate every individual colour, as well as the power of their combination.

This guide aims to help you navigate the exhibition and engage with the artwork from the story. Like every journey, you will bring your own life experiences to the art works. Your own responses, interpretations and forks in the road may vary from others.

We wish you an enjoyable experience at the State Library of Western Australia.

Pre Visit

- As a class, create a mind map of colours. Is there just one red, or are there many types of red? What are other names for red? Look at some colour charts for paints and identify some of the different names used for shades of the same colour.
- If you would describe yourself as a colour, what would it be and why? What shade of that colour would you be? What would you name yourself on a paint chart?
- Think about what makes you different or unique. As a class, make a list of the special skills and traits that everyone in the class possesses and how that combination makes your class so special.
- What is figurative language? What is the difference between a simile and a metaphor? What is an adjective?

In the exhibition space

- Introduce the exhibition and explain to students what they are about to see and what you hope they will gain from the experience. Outline your expectations of the appropriate behavioural conduct and remind students that there may be more than one class or other members of the public there.
- Divide into small groups.
- Ask each parent helper to find a space for their group and read Colour Me to them (these are provided). It is useful to begin with a discussion of what students think the story is about. Groups may vary in the time they take to share the story; this will avoid clustering around artworks.
- Ask students to look closely at each artwork and discuss their responses with their peers or parent helper. Examples of discussion points include: the effect of the medium used, feelings evoked and why, whether the images are reflections of reality or something else, and the use of symbols, colours and shape.
- Each group may wish to complete the engagement activity that forms part of the exhibition experience.
Reflecting on the exhibition

- Find a quiet spot to sit and reflect on the exhibition, in groups or as a whole class.

Suggested debriefing questions:

- What is your response to the exhibition?
- Which of the artworks is your favourite and why?
- How does Moira Court create a feeling of depth or layering in the artworks when she uses only one colour?
- The artworks were created in pairs to cover two full page spreads in the book. How do each of the ‘couplings’ complement each other? How do they compare and contrast with other ‘couplings’ in the book?
- What are some of the animals and their habitats illustrated within the artworks?
- What did you learn about the process of illustrating this book?

Post Visit

- In small groups, write and illustrate your own version of Colour Me, following the structure laid out in the text: If I was [Insert colour] I’d be as [Insert adjective] as the [Insert adjective and noun]. And I’d [Insert action] with [Insert adjective and noun].
- Look at the works of famous artists that used the technique of print making, such as Andy Warhol. How does print making differ to other styles of art?
- Explore different print making techniques and make a collection of prints using a variety of different colours.
- Discuss how the use of similes and adjectives can enhance story writing. What is the purpose of a simile and an adjective? Write your own story or poem that incorporates the use of figurative language.
- Have the students draw a self-portrait in the style of Picasso, utilising colours that reflect the different parts of their personality. Students then compose an analysis of their portrait, identifying what parts of their personality relate to which colour.

Recommended reading:


Recommended websites:

- www.fremantlepress.com.au
- My Country www.youtube.com/watch?v=vXHA4GBHrcs
- ABC’s of Printmaking www.kinderart.com/art-lessons/printmaking

Curriculum links:

English:
Language- text structure and organisation; purpose, audience and structures of different types of text. Literature – responding to literature. Literacy – texts in context; interacting with others; interpreting, analysing, evaluating texts.

The Arts (Visual Arts):
Exploring ideas and improvising with ways to represent ideas. Responding to and interpreting the arts.