



A54



15-20 minutes

# HAPPY AND SAD GARDENERS



To develop the ability to use colour to symbolise emotional states  
To develop the ability to depict opposing emotional states



- ❖ An A3 sheet of white paper with a line drawn down the middle (per child)
- ❖ A selection of paintbrushes in different thicknesses
- ❖ Black, white, yellow, blue and red paint
- ❖ A mixing palette/tray and water



Tell your child this story about two gardeners and their gardens – tell it dramatically, exaggerating your intonation while explaining the feelings and mood of each gardener:

*Once there were two gardeners and each had their own garden to look after. In one garden, everything grew beautifully and the gardener was pleased, proud and happy. In the other garden, nothing grew well, and the gardener was dissatisfied, frustrated and miserable.*

Help your child to connect the two emotional states with colours – ask them which ones they would use to show the mood of the proud, happy gardener (warm, bright colours) and which to use to show how the frustrated, miserable gardener feels (darker, cooler colours).

Talk about what the two gardens probably look like (e.g. one with bright green grass, brightly coloured flowers; the other with dried, brown grass and dead or wilting plants). Focus also on the choice of appropriate warm/cold colours to create the contrasting moods of the gardeners and the ‘feeling’ in each garden. Then discuss what the gardeners could have been wearing, whether your child imagines them as young or old, dark or blond and so on. When sharing your own ideas, change your mind a few times to help model the process of deciding on the details for a painting.

Ask your child to paint a picture of the two gardeners, one on each side of the divided paper, using warm colours for the successful, happy gardener on one side and cold colours for the miserable one whose garden was not a success on the other.

Discuss possible additional details that show the state of each garden and further show the mood of each gardener – for example, one gardener’s tools lying on the ground as if he/she has given up using them, versus the tools sitting ‘proudly’ in the other gardener’s hands.

Help them with the composition of their pictures as necessary and keep them focussed on the contrasting content of each half.



Your child can use appropriate warm and cold colours, and details in their painting, to symbolise contrasting emotions and moods. Your child can paint pictures that depict opposite emotions.

