

ART. MOTHER NATURE

Loch Ness. Inverness (Scotland).







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1.- INTRODUCTION :”THE RESOURCE “

Annette Ratuszniak “In Praise of trees”:

“The relationship we have with trees is very complex and goes far beyond our independence upon them for the air we breathe.

Trees tend to be the largest and oldest living things that share the earth we walk upon, and both our social development and creativity have been shaped by our ability to use the wood they continually grow.

We may even have endangered something more fundamental to our existence; to work with a natural material inevitably invites the realisation that we too are being shaped by nature”

FROM “The Shire Hall Gallery” Stafford (Staffordshire).

Market Square, Stafford. COUNTY COUNCIL.

From a Touring Exhibition from the Devon Guild of Craftsmen. Guy Martin Whole Life cost.

☺ These words, like a poem invite us to try to think over

I have tried to express this topic. We are Nature and we are part of Nature. If we, teachers and children, learn to observe it and experiment we can share an experience with Mother NATURE. Everybody can learn techniques and we are able to express our point of view. Each of us is different like Nature, and we can value and enjoy our activity by doing it and not just looking for the results.

☺The General Planning has two big parts: PAINTING AND COLLAGE.

It has been helpful to decide where Painting and Collage could fit in the world of Art. That is the reason why I have chosen a general planning.

This project has been developed for children that are in 3rd cycle of Primary (1st or 2nd course).

2.- GENERAL PLANNING PROJECT: PRIMARY SCHOOL. 3rd cycle **(1st or 2nd year)**

ART: MOTHER NATURE

GENERAL OBJECTIVES:

- Explore nature using a range of senses.
- Investigate materials and processes.
- Represent observations, ideas and feelings through nature.
- Encourage children to have confidence in their own ability.
- Create a stimulating learning environment.

CONTENTS:

- Painting.
- Collage.

COGNITION:

- Representing observations and ideas.
- Exploring visual and tactile qualities.
- Investigating different kinds of art.
- Creating a work of art.
- Describing materials.
- Making choices.
- Identifying a range of materials and classifying them.
- Predicting their work of art.
- Remembering the process.

COMMUNICATION:

- Discussing their own work” and the others’
- Explaining and giving their own views.
- Understanding processes.
- Naming the ideas and intentions.
- Suggesting materials.
- Describing observations.
- Expressing their creations.

CULTURE:

- Encourage an attitude of observation.
- Value the natural environment.
- Develop their understanding of the work of an Artist and other Cultures.

3.- COLLAGE: GENERAL PLANNING.

COLLAGE:

GENERAL OBJECTIVES:

- Express the four seasons through collage and discuss about it in groups.
- Encourage children to use natural materials and others to make a collage.
- Investigate the different colours and textures materials.
- Develop creativity and observational skills.
- Work in a group and encourage children to have confidence in their own ability.

CONTENTS:

- Explore texture and colour.

COGNITION:

- Describing what seasonal changes happen in the different seasons.
- Choosing materials to create a design.
- Experimenting the visual and tactile qualities of materials to create a collage.
- Representing ideas about the four seasons.
- Developing skills involving: cutting, tearing, arranging and sticking.

COMMUNICATION:

- Naming colours and textures.
- Describing processes and materials.
- Asking and answering questions.
- Understanding/ giving instructions.
- Responding to ways of touching and feelings.

CULTURE:

- Importance of the changes of the seasons.
- Encourage children to respect nature.
- Encourage an attitude of observation and respect the individuality.
- Develop their understanding of the work of a Contemporary Artist.

COLLAGE LESSON

4. COLLAGE: LESSON 1

LESSON 1

TIME: 10 hours.

LEARNING OBJECTIVES:

- To know what seasonal changes happen in the different seasons.
- To use a sketchbook to note down ideas.
- To extend vocabulary associated with texture.
- To investigate by sorting out and discussing natural and other materials from a variety of colours and textures.
- To develop skills of selecting, cutting, tearing, arranging and sticking.
- To look at a work of a contemporary artist and make the collage in her/his style.
- To encourage creativity.

ACTIVITIES

1. - “The fantastic four”.
2. - Collage: “Summer”.
3. - “Our Art Gallery”.
4. - “Looking at photographs”.
5. - Collage:” Autumn”.
6. - Leaf collage and other materials” Autumn”.
7. - “A big Collage” (Like a flag).
8. - Learning about Jenny Collier and a Collage: “Winter”.
9. - “Spring”.

ACTIVITIES	<p>1.-“ The fantastic four”: The teacher talks with the children about the seasons. Students will, through internet research, find and share answers about seasons and reasons for seasonal change. The teacher organizes students in four groups to use the internet to investigate the seasons and find out as much information as they can on each one. The teacher provides the students questions that have to be answered (Teacher’s notes 1). In the last 15 minutes bring groups back together to share their findings. On chart paper create a list of all the facts that the students discovered on the seasons. The teacher talks with the children about their findings. He/she asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her. The children write all the main information and they stick the activity in the sketchbook. In this first session the teacher asks the children to start, collecting materials (natural and others) for the next sessions. And the teacher asks the parents for help through the collage (looking for materials and natural materials for the children (Teacher’s notes 1).</p>		
COMMUNICATION	<p><u>Language of learning:</u> <u>Giving reasons:</u> What is the reason for...? <u>Classifying:</u> How many kinds of...? <u>Summarising:</u> What are the main points we have made? <u>Time sequence:</u> When does/ did... happen? <u>Vocabulary:</u> Seasons: Summer, Autumn, Winter, Spring.</p>	<p><u>Language for learning:</u> <u>Giving reason:</u> The reason for this... <u>Classifying:</u> There are ... forms of... <u>Summarising:</u> The main points we have made are... <u>Time sequence:</u> The next season/ month/.. (First, second, third at last.) <u>Vocabulary</u> Seasons: In Summer, Autumn, Winter, Spring.</p>	<p><u>Language through learning:</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities.</p>
GROUPING	<p>Groups of 4 or 5 Whole classroom.</p>		
TEACHER’S RESOURCES	<p><u>Teacher’s notes 1.</u></p>		
MATERIAL	<p>Internet. The sketchbook.</p>		

ACTIVITIES	<p>2.- Collage: “Summer”: The teacher asks the children what different materials they have brought and each child puts them in a box. The teacher explains to the children they are going to produce a collage about “Summer” and asks to list things they associate with the season (activities, holidays, clothing, weather, colours...) Next choose one word with the whole classroom and on the board they write words related to it creating a spider diagram. The teacher makes the pupils work in small groups. The children have lots of different types of papers with different colours and materials at their disposal in their boxes. The teacher shows the children how to arrange and stick the elements. He/she allows the children to select the materials (from the boxes). They have to do this activity in small groups and in an A 3 in halves or quarters. (Teacher’s notes 2). The children prepare an exhibition in the space Gallery.</p>		
COMMUNICATION	<p><u>Language of learning</u> <u>Defining:</u> What is a...? /What is the name for this? <u>Contrasting:</u> What is the difference between... and ...? <u>Giving reasons:</u> Why? <u>Time process:</u> What happens? What happened?</p>	<p><u>Language for learning:</u> <u>Defining:</u> It’s.../ The name for this... <u>Contrasting</u> ... is different from... <u>Giving reasons:</u> This is because... <u>Time process:</u> First, next, then, finally.</p>	<p><u>Language through learning:</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities.</p>
GROUPING	<p>Small groups (4 approximately.) Whole classroom.</p>		
TEACHER’S RESOURCES	<p><u>Teacher’s notes 2.</u></p>		
MATERIAL	<p>Boxes, sugar paper (or others surfaces: like mat board.) Craft knife, natural materials and others. PVA. (or gesso, wallpaper paste) Scissors, paintbrushes different sizes. Gloves.</p>		

ACTIVITIES	<p>3.-“ Our Art Gallery”: The teacher reminds the children to bring materials and natural materials to make collages during this term and asks them to put the materials in the box. The teacher talks with the children about the collages and helps them to make deductions about colours. He/she also shows: smooth/rough/hard/soft textures in their collages. The children give descriptions and the teacher gives each group: label words. The children play with the labels, matching them with the collages: Worksheet 1 (1st part). They choose the labels that describe each collage. The teacher talks with the children about their findings. He/she asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her. Finally, the children have to do worksheet 1 (second part). They stick the worksheet onto the sketchbook. Optional: The child can keep the worksheet 1 (1st part) and stick it onto the sketchbook.</p>		
COMMUNICATION	<p><u>Language of learning:</u> <u>Defining</u> What is it? / Give me a definition of smooth/rough/ hard. <u>Illustrating:</u> What is an example (of this)? <u>Contrasting:</u> How is different ...from? <u>Giving reasons:</u> Give me a reason for that... <u>Description:</u> What (colour) is it? / are they? What texture is it? Words: rough, smooth, hard, soft. (textures)</p>	<p><u>Language for learning:</u> <u>Defining:</u> It's .../.. is a (thing) that ... <u>Illustrating:</u> For example ... <u>Contrasting:</u> ...is different from... <u>Giving reasons:</u> This is because... <u>Description:</u> It's / They are... (Colours). It's rough, smooth, hard, and soft. (textures)</p>	<p><u>Language through learning:</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities.</p>
GROUPING	Whole classroom. Individual.		
TEACHER'S RESOURCES	Worksheet 1.		
MATERIAL	Children's Collages. Scissors. Blue tack. The sketchbook (Optional). Pencils.		

ACTIVITIES	<p>4.- “Looking at photographs”: The teacher shows the pupils a website about the seasons of the year and highlights Autumn. The children look at the photos and later they have to answer some questions and give some descriptions about the things they see, the colours and the seasonal changes they can notice He/she asks the children to apply a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her. The teacher asks the children about their likes and dislikes. About the contemporary photographer artist: Werner Eickenscheidt. They print some photos about autumn and they stick them on a piece of paper to hang at the Art Gallery.</p>		
COMMUNICATION	<p><u>Language of learning:</u> <u>Defining:</u> What is a...? / What is the name for this? <u>Giving reasons?</u> Why does / did..? <u>Hypothesising:</u> What will happen, if... happens? <u>Giving opinions:</u> Do you like? What do you feel...? <u>Description:</u> What (colour) is it? / are they? What texture is it? Words: rough, smooth, hard, soft. (textures)</p>	<p><u>Language for learning:</u> <u>Defining:</u> It's.../ The name for this is <u>Giving reasons?</u> This is/was because... <u>Hypothesising:</u> If ... happens,... will happen (future, certain) <u>Giving opinions:</u> Yes I like/ Don't like I feel well/ relaxed/ happy/ surprised <u>Description:</u> It's / They are... (Colours). It's rough, smooth, hard, and soft. (textures)</p>	<p><u>Language through learning:</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities.</p>
GROUPING	Whole classroom.		
TEACHER'S RESOURCES	www.pbase.com/wenneie_01/seasons_of_the_year_spring (Seasons of the year.Photo Gallery by <i>Werner Eickenscheidt</i>)		
MATERIAL			

ACTIVITIES	<p>5.- Collage: "Autumn":</p> <p>The teacher asks the children to manipulate their materials from the boxes individually. The teacher asks some questions to identify the materials and their qualities about colours and textures.</p> <p>The teacher talks with the children about their findings. He/she asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her.</p> <p>The teacher tells the children that they are going to make a collage about Autumn.</p> <p>The children have to think about this season and select and identify the materials.</p> <p>The teacher shows how to make the collage working with colours (Tissue paper): Teacher's notes 3.</p> <p>The children have a worksheet 2 with the instructions and they stick it onto the sketchbook.</p> <p>The children have to strip tissue paper to make the collage: Teacher's notes 3.</p> <p>They arrange all the elements and make the collage.</p> <p>The children put on an exhibition in the Art Gallery.</p> <p>The teacher asks questions contrasting the collages, talks about the process with the children and reminds them to bring materials to make a collage about autumn emphasizing leaves.</p>		
COMMUNICATION	<p>Language of learning:</p> <p><u>Defining:</u> What is a...? / What is the name for this?</p> <p><u>Description:</u> What (colour) is it? / are they? What texture is it? Words: rough, smooth, hard, soft. (textures)</p> <p><u>Contrasting:</u> How is different ...from?</p> <p><u>Processes:</u> Blend, mix, cut, tear, arrange and stick.</p>	<p>Language for learning:</p> <p><u>Defining:</u> It's.../ The name for this is</p> <p><u>Description:</u> It's / They are... (Colours). It's rough, smooth, hard, and soft. (textures)</p> <p><u>Contrasting:</u> ...is different from...</p> <p><u>Processes:</u> I blend, mix, cut, tear, arrange and stick.</p>	<p>Language through learning:</p> <p>Language comes out both through the spontaneous comments of the children and the language used in the class activities.</p>
GROUPING	Whole class. Individually		
TEACHER'S RESOURCES	Teacher's notes 3. Worksheet 2.		
MATERIAL	Sugar paper (size A 4) , PVA or Gesso or Wallpaper paste (depending on the materials), scissors or hole puncher or pinking shears, tissue paper (different colours: appropriate for the Autumn season) Cardboard (depending on the materials), hole puncher (if it's necessary), pinking shears (if it's necessary). Gloves. Sketchbook.		

ACTIVITIES	<p>6.- Leaf collage and other materials” Autumn”: The teacher shows p.p “Shoes and sandals” about a collage: The artist is Jennifer Collier from Manchester (UK). The children observe the pictures while they are taking notes in the sketchbook (Worksheet 3). The children stick the worksheet onto the sketchbook. The teacher tells the children they are going to make a collage with the same technique. (Teacher’s notes 4). The children have to select the materials and the natural materials they have brought to the class in their boxes. After, the children have to make the collage; they have to choose a pair of sandals or shoes. If the children want to make another collage they can do it. Optional: The teacher can make copies of this p.p about the artist if he/she thinks it is interesting to give to the children. All the class puts on an exhibition in the Art Gallery.</p>		
COMMUNICATION	<p><u>Language of learning:</u> <u>Description:</u> What (colour) is it? / are they? What texture is it? Words: rough, smooth, hard, soft. (textures) <u>Processes:</u> Blend, mix, cut, tear, arrange and stick.. <u>Classifying:</u> How many kinds of... are there?</p>	<p><u>Language for learning:</u> <u>Description:</u> : It’s / They are... (Colours). - It’s rough, smooth, hard, and soft. (textures) <u>Processes:</u> I blend, mix, cut, tear, arrange and stick. <u>Classifying:</u> There are... forms of... / They can be classified into (three) kinds.</p>	<p><u>Language through learning:</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities.</p>
GROUPING	<p>Individually. Whole class.</p>		
TEACHER’S RESOURCES	<p>Power point “Shoes and sandals”.Artist: <i>Jennifer Collier. (From Manchester).</i> http://jennifercollier.co.uk Optional: Copies from the p.p for the children. Worksheet 3. Patterns (Templates): sandals and shoes (Teacher’s notes 4).</p>		
MATERIAL	<p>Leaves, natural materials, adhesive tape, scissors, recycled materials, optional: copies from the p.p. Laminated machine. Sketchbook.</p>		

ACTIVITIES	<p>7.- “A big Collage” (Like a flag!): The teacher asks some questions about the collage they have made. So each child identifies all the materials that he/she has used with his/her partner and the teacher asks some questions. The teacher shows the power point ”A big Collage like a flag!” and asks some questions. The teacher asks the children to select the surface to arrange all the shoes and sandals. They try composing this activity in small groups. The whole class makes a big Collage like a flag! With all the sandals and shoes they have done. The teacher asks each group which surface will use and with the whole class they choose different clothes thinking about autumn colours. They arrange and stick all the sandals and shoes onto the silk cloth. The children, with the teacher, take some photos of this big collage. Optional: The teacher can print the photo and give one copy to each child. The teacher invites the children (if possible) to have a look at the artist’s website: <i>Jennifer Collier</i> at home, with their families (if possible). The teacher tells the parents about the activity at home and that the next season to work will be, winter. So that they can help the children to collect as many kinds of fabric as possible. The teacher reminds the children to bring clothes or material for the next session to make a collage about, winter.</p>		
COMMUNICATION	<p><u>Language of learning:</u> <u>Description:</u> What (colour) is it? / are they? What texture is it? Words: rough, smooth, hard, soft. (textures) <u>Classifying:</u> How many kinds of... are there <u>Processes:</u> Blend, mix, cut, tear, arrange and stick.</p>	<p><u>Language for learning:</u> <u>Description:</u> It’s / They are... (Colours). It’s rough, smooth, hard, and soft. (textures) <u>Classifying:</u> There are... forms of.... / They can be classified into (three) kinds. <u>Processes:</u> I blend, mix, cut, tear, arrange and stick.</p>	<p><u>Language through learning:</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities.</p>
GROUPING	Whole class. Small groups.		
TEACHER’S RESOURCES	<p><u>Power point (“A big collage like a flag!”):</u> Photos from Rugeley. Staffordshire. (UK) http://www.jennifercollier.co.uk/ A note to inform the parents.</p>		
MATERIAL	<p>Different kinds of clothes: They can be silk, in Autumn colours (orange, yellow, brown...). PVA, Gesso (works well on fabric), sandals and shoes. Digital camera.</p>		

<p>ACTIVITIES</p>	<p>8.- Learning about Jenny Collier and a Collage: Winter. The teacher shows this website http://www.jennifercollier.co.uk/ The teacher asks some questions and gives some information about the materials used by this artist to make shoes and dresses The teacher asks children to show the materials they have in their boxes and the new materials that they have brought to do this activity. The children identify the materials and the teacher selects the colours and suitable textures for this season. The teacher helps the children to make deductions The teacher shows how to do the activity: Teacher's notes 5. They do worksheet 4(individually), to prepare the winter collage and later they stick it onto the sketchbook. The teacher, after showing how to do it, gives the children worksheet 5 with the instructions. The children stick the worksheets onto the sketchbook. The children make the collage and put on an exhibition. The teacher talks with the children about their collages. He/she asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and to listen to him/her. The teacher tells the children and their parents about the next season for the next session: spring”.</p>		
	<p>COMMUNICATION</p>	<p><u>Language of learning:</u> <u>Description:</u> What (colour) is it? / are they? What texture is it? <u>Texture:</u> Thin, thick, smooth, rough., hard, soft <u>Classifying:</u> How many kinds of... are there? <u>Predicting:</u> What will happen..? <u>Summarising:</u> What are the main points we have made? /What we said/learned.</p>	<p><u>Language for learning:</u> <u>Description:</u> It's / They are... (Colours). It's rough, smooth, hard, and soft. (textures) <u>Classifying:</u> There are... forms of.../ There can be classified into (three) kinds <u>Predicting:</u> I think that... will happen. <u>Summarising:</u> The main points we have made are.../ So what we have said is...</p>

ACTIVITIES	8. - Learning about Jenny Collier and a Collage: Winter. (CONT.)
GROUPING	Whole class. Individually.
TEACHER'S RESOURCES	<i>http://www.jennifercollier.co.uk/</i> Worksheet 4. Teacher's notes 5. Worksheet 5.
MATERIAL	Posters (Winter) or photos. Depending on the materials: Cork, a thick cardboard. .Sharp scissors, strong glue, Cardboard, different clothes (: silk, corduroy, velvet, wool, velour. satin.) buttons, sequins, laces, natural elements Sketchbook. Staples. Pinking shears (if they're necessary). Gloves (depending on the glue).

ACTIVITIES	<p>9.- “Spring”: The teacher tells the children that they are going to produce a collage about “spring” and asks them to list things they associate with the season. The teacher shows the p.p “Spring with tea bags” and meanwhile asks the children some questions. The teacher asks the children about the materials they would like to use with: spring. The teacher shows how to do the activity. Then the children have to check if the materials are suitable they for using in a tea bag or on the top of the collage. The teacher asks the children about their ideas. The children make the collage. They put on an exhibition in the Art Gallery. The teacher talks with the children about their collages. He/she asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her. They compare the materials and give their opinions about their work of art. Optional: If possible take photos.</p>		
	COMMUNICATION	<p><u>Language of learning:</u> <u>Description:</u> What (colour) is it? / are they? What texture is it? <u>Texture:</u> Thin, thick, smooth, rough., hard, soft <u>Classifying:</u> How many kinds of... are there <u>Comparing:</u> Which is thinner? /...creative. <u>Giving opinions and feelings:</u> What do you think? Are you satisfied/ happy?</p>	<p><u>Language for learning:</u> <u>Description:</u> It's / They are... (Colours). It's rough, smooth, hard, and soft. (textures) <u>Classifying:</u> There are... forms of.../ They can be classified into (three) kinds <u>Comparing:</u> This is thinner than.... This is more creative than... <u>Giving opinions and feelings:</u> I think.../ I'm not satisfied/ I haven't made an effort/ I'm sad.</p>

ACTIVITIES	9.- <u>"Spring". (CONT.)</u>
GROUPING	Whole group. Individually.
TEACHER'S RESOURCES	<u>Power point: "Spring tea bags".</u> <u>Assessment.</u>
MATERIAL	Tea bags, wax, iron machine, found objects, leaves, flowers, different papers. Sugar paper (size A 4), PVA or Gesso. Digital camera (Optional),gloves

TEACHER'S NOTES

COLLAGE. LESSON 1

TEACHER'S NOTES 1

"THE FANTASTIC FOUR!"

INTRODUCTION:

This information is from *COLLAGE SOURCEBOOK. Exploring the Art & Techniques of Collage* by Ann Baldwin. Apple.

- "If you watch children outside, you quickly realize that the urge to collect objects is a powerful, inborn one. Shells and sea glass at the beach, small rocks, flowers, and colourful leaves in a garden- these items quickly fill their hands and pockets".

"These early memories of collecting and creating are something we can bring to the making of nature collages and assemblages. Additionally, working with natural materials is satisfying on a visceral level.

- I think that if you are using natural materials to create a collage you are connecting with nature. Also, nature provides us with a rich world of texture and colour.

- The only limitation that you have is the boundaries of your imagination and the strength of your glue doing a collage.

Each collage can be different from each other and we can encourage the creativity of each person giving him the possibility to choose his own materials.

- The **teacher makes a note for** the children's parents to tell them the children will need some natural and different materials to make collages about the four seasons. I think that we can try to make parents interested in the activities their children do at school and because it's the first time that children learn art in English it can be a good experience to ask them some collaboration.

QUESTIONS WHICH CAN BE USED TO GET THEM STARTED:

- What causes the seasons to change?
- What sort of weather is typical in each season?
- When does each season begin?
- Do all countries experience summer at the same time?
- Why do we have four seasons?

THE TECHNIQUE TO GET PUPILS TO TALK IN CLASS:

The teacher **asks** the children to **apply** a technique to participate in the dialogue:

The child **who has a stone or shell** is the person who is talking and the rest of the classroom has to wait and listen to him/her.

The teacher can also talk about the changes of the colours in nature throughout the year.

The technique to participate in the dialogue, will be used in each session because it's important to continue with the habits of listening, waiting and talking giving time for each step. Although pupils may feel embarrassed at the beginning, we'll try to continue during all the year.

COLLAGE. LESSON 1

TEACHER'S NOTES 2

"SUMMER"

-The idea to work in small groups doing the first activity about collage is to help children to be more confident with other children.

- From, *COLLAGE SOURCEBOOK. Exploring the Art& Techniques of Collage. Apple by Ann Baldwin* , I've got this idea:

"Do more than one collage at the same time. Decide that one is 'real' and the other is just messing around... This relieves the pressure of getting it right and you'll be surprised how often the play collage turns out well. If you become stumped, run an errand, have lunch and return to your work with fresh eyes."

This idea has made me think about starting the activity in small groups and sharing an A3 to make different collages at the same time.

The teacher shows how to do the activity:

The glue

- Decide which pieces should be fixed with **glue** and which will need **stronger support**. Generally paper, and lightweight objects can be fixed with glue. Choose a type of glue that suits each material. You may need to experiment With different types of glue and the amount to apply to ensure a firm bond.
- To stick the elements you can use *PVA* or *Gesso* (White acrylic polymer) works on well with paper, fabric, and material as board..... We can also use wallpaper paste.
- Some children may want to glue each individual piece, while others may wish to cover an area of the background paper with glue and add several pieces at the same time. We can encourage them to use both methods.
- The children can use gloves if necessary depending on the glue.

Arranging the elements:

- Attach the collage elements in a logical sequence. You can put the largest objects first, followed by the smaller details.
- Talk with the children about biggest and smallest and about arranging their background paper *across* (horizontal) and *down* (vertical).
- They can also practise the concept of diagonal.
- Rearrange the pieces on the base until you are satisfied with the composition. After all the objects are affixed, allow the piece to dry. The children can help pressing with their fingers. Check that each item is bonded securely before displaying your final work.

The surface:

- Background paper can be of any contrasting tones, so that any gaps left by the children will appear as a colour. Ask the children to fill the background paper with the torn pieces of collage.
- Cardboard: It's the least expensive but it's less permanent than the other possible choices.
- Plywood is strong, inexpensive and easy to find, but it can warp.
- Some artists use mat board or canvas to make collages. They will be useful for very light objects. But I think that canvas is expensive to use in our school.

COLLAGE. LESSON 1

TEACHER'S NOTES 3

"AUTUMN"

INTRODUCTION:

- I think that if you are using natural materials to create a collage you are connecting with the nature. Also nature provides us with a rich world of texture and colour.

- This information is taken from these books:

Mastering Art, ISBN 0-7496-4957-7 Franklin Watts.

Collage Sourcebook, Exploring the art Techniques of Collage. ISBN 1-84092-465-9 Apple

- "The only limitation that you have is the boundaries of your imagination and the strength of your glue doing a collage.

Each collage can be different from each other and we can encourage the creativity of each person giving him the possibility to choose his own materials"

Working with colour:

We can play with the collage working with large areas of colour.

Colours express feeling and create mood and atmosphere. Colours can blend together or stand out. Colours can appear to change depending on which other colours they are placed next to.

Warm colours such as yellows, and reds seem to jump out, whereas cool colours such as blues and purples are more retiring. By positioning colours correctly, you can create a real sense of depth in your work.

Warm colours advance towards you. They are right for the foreground of your picture.

Cool colours recede; they fit best in the background; they fit best in the background of the picture.

Creating depth with colour:

This project works best with tissue paper as it allows colours to show through one another.

To build up a land or a forest in this activity, begin by laying down broad areas of colour. Use warm colours in the foreground, and cooler colours in the background. Overlapping colours creates subtle shades...

To glue the tissue paper:

To get the tissue paper to lie flat, put small spots of glue on both ends of the torn strips and smooth them down.

When the background is finished, add the details.

Arranging the elements:

Attach the collage elements in a logical sequence. You can put the *largest objects* first, followed by the *smaller details*.

Talk with the children about biggest and smallest and about arranging their background paper *across* (horizontal) and *down* (vertical).

They can also practise the concept of diagonal.

Rearrange the pieces on the base until you are satisfied with the composition. After all the objects are affixed, allow the piece to dry, the children can help pressing with their fingers. Check that each item is bonded securely before displaying your final work.

Once the children have selected the materials:

Decide which pieces should be fastened with glue and which will need stronger support. Generally papers...,and lightweight objects can be fixed with glue. Choose glue that suits each material. You may need to experiment with various glues and the amount to apply to ensure a firm bond.

To stick the elements you can use PVA or Gesso (White acrylic polymer). Gesso works on well with paper, fabric, and material as board...We can also use wallpaper paste.

Some children may want to glue each individual piece, while others may wish to cover an area of the background paper with glue and add several pieces at the same time. We can encourage them to use both methods.

The children can use *gloves* if necessary, depending on the glue.

Tearing and cutting:

Tearing: It's very simple to pick up a piece of paper and tear a shape out of it. A torn edge can look very pleasing on its own or when placed next to a cut edge. Torn paper can often look surprisingly effective, once you've placed it in position.

Cutting: The main tools for cutting are scissors and craft knives. A craft knife can cut shapes out of paper as easily as a pencil can draw them. But a craft knife is sharp so always cut away from your body. Make sure the safety cover is replaced after use.

A cutting surface: If you're using a craft knife, you will need something to cut on. Card will do, but it must be thick.

A craft knife makes clean lines. It is also good for cutting holes in the middle of paper.

A hole puncher can be used to create interesting effects.

Special scissors called pinking shears create a regular V-shaped edge, which can look like grass.

Folding or curling: Can make flat paper look three-dimensional.

COLLAGE. LESSON 1
TEACHER'S NOTES 4.
AUTUMN: P.P "SHOES AND SANDALS"

□ The artist, **Jenny Collie**, is a Manchester based textile artist. She worked at the Museum in Manchester for 2 years under the setting up Scheme run by the Arts Council England West.

She **says in Museum's Manchester** in her exhibition this year **2007**:

"I create innovative textiles from natural and found materials such as leaves, petals, fruits and tea bags. These unusual materials are used in conjunction with fabrics, plastic and paper to create unconventional textiles"

"The main techniques I use in my work are trapping, layering, knitting, weaving, bonding and embedding. The fabrics I create are then used to make non wearable dresses and shoes, as well as wall hangings."

□ I have had the opportunity to see her work at " Redbrook Hayes" school in Rugeley, (Staffordshire) UK, and during some sessions I've seen Jenny working with the children and all the staff at the school.

Meeting her and learning her techniques has been a nice experience. I'm very pleased. But the reason why the patterns of sandals and shoes are not in this activity is because I've respected her own work and as an artist, she told me that she preferred not to give me the patterns. **So teachers will have to produce their own patterns, trying to follow the artist's style.**

COLLAGE. LESSON 1
TEACHER'S NOTES 5.
LEARNING ABOUT JENNY COLLIER : "WINTER"

From the website: <http://www.jennifercollier.co.uk/>

Jennifer Collier – Artist's Statement

She says in her website: "I create innovative textiles and craft pieces using natural and found materials. Through methods of weaving, waxing, trapping, embedding and stitching I create unusual materials, which are then developed into garments and accessories. I often utilise plastics, papers and fabrics into my pieces. "

"The works have the power to communicate ideas about recycling, as well as themes exploring the body. My work is often inspired by literature. The work is non-functional and aims to encourage people to speculate on the nature of value. I enjoy the idea of working with disposable organic materials that are transient in nature, imbuing them with worth and creating something intriguing and of great beauty."

"Jennifer Collier's work... uses the symbolic form of clothing ...it is used to provoke thoughts about the fragility of the human body, but also makes us question the value we squander looking for something other than the ordinary and everyday - objects that only become painfully precious when we lose them' Dr. Jane Webb- foreword 'Threadbare' catalogue."

About the activity: Learning about Jenny Collier and a Collage: Winter

Show the children this website to get ideas about some kinds of materials that can be used to make a collage.

The aim, later, is to guess which kind of materials the children can use to make a collage about "winter" doing the activity with creativity.

If the children need help to plan their collage the teacher can show them some pictures about winter. The important thing is that the children feel confident with the activity.

WORKING WITH FABRIC:

From these books:

Mastering Art "Collage" ISBN 0-7496-4957-7 W FRANKLIN WATTS.

Collage Source Book. Exploring & Techniques of Collage. APPLE. ISBN 1-84092-465-9

"It's not necessary to be able to sew or knit to enjoy the rich world of cloth"

"Many textures: Collect fabrics such as: silk, corduroy, velvet, wool, felt and also buttons, sequins, lace... You will need sharp scissors, strong glue, thick cardboard or cork to use as a base for your collage."

What do your scraps suggest?

"Study your pieces and see what they remind you of. Try putting your pieces in different positions before sticking or stapling them down."

For your first project:

For your first project you might choose an image to reproduce in collage, such as a poster or a drawing of your own. Select fabrics that correspond to the image colours, shapes or textures, such as yellow corduroy for wheat fields, green velour for fir trees, and shiny blue satin for the sky. Find a large piece of material for the background that might be part of the image or serve as a complementary border.

Next, cut out the individual shapes. **You may use templates based on your design or work freehand.**

Treat fabric edges carefully; they can make the difference between a successful piece of work and a valiant but unsatisfactory effort. Edges of fabric can be finished in a number of ways: Torn, cut, bound,

To tear a piece of fabric, make a small cut with sharp scissors and then rip it gently.

Experimenting with cutting or tearing a small swatch of your fabric to see whether the edge holds its shape or has a tendency to ravel; match your technique with the effect you want

The next step is to **assemble all the pieces.** You can do it by sewing or gluing. If you choose sewing, decide whether to work by hand or with a sewing machine.

With ours students we will use glue for safety reasons.

If you intend to use glue, artists recommend, "Fabric Glue". Test the glues on scraps of your materials to determine which types work best and how much you should apply. A thick application on fine fabrics might cause discoloration."

Collage. Lesson1. Teacher's notes 5. Learning about Jenny Collier. "Winter"

Also, decide on the order in which you'll attach the pieces to the background; You might stick larger background pieces into place first and then apply the details by hand. Perhaps it would make more sense to complete small areas of the collage, one at a time, joining these sections together as a final step.

At a distance: Collages are pictures too and you need to see your collage. Hang your work on a wall where it can be seen from a distance.

One of the great advantages of collage is that additions and alterations are almost always possible.

When you have finished, another you can also do the **frame** with the children, **adding a border**.

Worksheets

COLLAGE. LESSON 1.
WORKSHEET 1. "OUR ART GALLERY"

Name: _____ Date: _____

1. - Cut the words and match with the collages that you have done:

COLLAGE	
COLOURS	TEXTURE
SMOOTH	ROUGH
HARD	SOFT

- Sentences:

This collage is one example of rough.
This collage is one example of hard.
This collage is one example of soft.
This collage is different because it has natural materials.

2. - Choose one of the collages that you've done with your group:

Observe the collage and answer these questions:

- What is one example of smooth or rough in your collage?

For example _____

- What is one example of hard in your collage?

For example _____

- Give me one example of soft

One example is _____

- How is your collage different from another group's?

_____ is different from _____

- What colours are there?

There are _____

FOR MY SKETCHBOOK 

● **TAKING NOTES:**

- The element that I've observed is

- What colour is the trunk?

It's _____

- What colour are the leaves?

The leaves are _____

- How many shades of green can you see?

I can see _____ shades of _____

- How many shades of brown can you see?

I can see _____ shades of brown.

COLLAGE. LESSON 1
Worksheet 2."AUTUMN".

INSTRUCTIONS

1. - 👁 Once **you've selected** the materials.
2. - ✋ **Pick up** a piece of paper and **tear** it.
3. - ✂ **For cutting** you can use *scissors* and *craft knife*. But a craft knife is sharp so always cut away from your body.
If you're using a craft knife, you will need something to cut on.
☺ A *hole puncher* can be used to create interesting effects.
☺ Special scissors "*pinking shears*" create a regular V- shaped edge.
4. - ✋ **To stick the tissue paper** : You can put small Spots of glue and stick the strips: You can do it across, down or diagonally.
5. - When the **background is finished**, **add** the details: Try arranging the materials in different ways before sticking them.
You **can put** the *largest objects* first, followed by the smaller details.
6. - Decide which pieces should be fastened with **glue** and which will need **stronger support**.
If you may want to glue each individual piece, or you may wish to cover an area of the background paper with glue and add several pieces at the same time.
You can use both methods.
7. - **To stick the elements you can use** *PVA* or *Gesso* (White acrylic polymer). *Gesso* works well with paper, fabric, and material like board... We can also use wallpaper paste.

COLLAGE. LESSON 1
AUTUMN. WORKSHEET 3. POWER POINT.
Artist: "Jenny Collier".

👁️ Observe the power point....

1.-List the materials that you can see in the second slide:

2. - In the third slide the child has put the materials on the laminated paper. Which of the materials you have can you use?

Have any materials been torn?

3. - In the 5th and the 6th slide: Look at the slides...!

What is it?

Can you name the materials they need?

4. - In the 7th, 8th and 9th slides there are sandals and shoes:

How many kinds of colours are there?

There are _____

How many kinds of materials are there?

There are _____

COLLAGE. LESSON 1
Worksheet 4."WINTER"

TOP SECRET j

Name: _____ Date: _____

Can you design and make a:

👁️ Observe the materials that you have in your box and select the ones which are suitable for your collage.

👋 This is what I plan to make:

Materials I will use: Tick !

Scissors	
Glue	
Fabric	
Wool	
Natural elements	
Ribbon, laces	

Add the materials that you think you'll need:

Cardboard	

COLLAGE. LESSON

Worksheet 5. "WINTER".

PRACTICAL TIPS:

- Your table has to be tidy.
- Cover the surface with old clothes.
- Replace the cap on your tube of glue, and cover the sharp things such as craft knife...
- Gluing: The fumes of some kinds of glue are harmful. Be careful not to breathe them in.

For your first project

After doing worksheet 3, plan your project...

- **Select the fabrics** that correspond to the image colours, shapes or textures, such as yellow corduroy for wheat fields, green velour for fir trees, and shiny blue satin for the sky.
- **Find a large piece of material** for the background that might form part of the image or serve as a complementary border.
- Next, cut out the individual shapes. **You may use templates based on your design or work freehand.**
- **Fabric edges:** You can cut the piece of cloth as you like it. Experiment with your best results or the ones you like best!
- **Next step: Assembly!** Try it!
- **The glue:** Try the different types of glue on scraps of your materials to determine which types work best and how much you should apply. A thick application on fine fabrics might cause discoloration.
- Also, decide on **the order** in which you'll attach the pieces to the background: You might stick larger background pieces into place first and then apply the details by hand. Perhaps it would make more sense to complete small areas of the collage one at a time, joining these sections together as a final step.

When you have finished you can also do, the **frame**, if you want, adding a **border**.

- **At a distance:** Collages are pictures, too, and you need to see your collage. Hang your work on a wall where it can be seen from a distance.
- **One of the great advantages of collage** is that additions and alterations are almost always possible.

Assessment

COLLAGE. LESSON 1
ASSESSMENT GROUP:

Group: _____ Date: _____

Can they suggest ways of improving their own work?

Can they see the relationship between what they have done and what the artist has done?

Can they talk about texture and colours?

Are they able to develop skills of selecting, cutting, tearing, arranging and sticking?

Do they understand about what seasonal changes happen in the different seasons?

POWER POINTS

Collage: Shoes and sandals

Collage: "A big collage"

Collage: "Spring tea bags"

PAINTING

Painting Colour: 1 Lesson

Painting Texture: 2 Lessons

Painting Shape: 1 Lesson

Celtic Art: 1 Lesson

GENERAL PLANNING

5. GENERAL PLANNING:PAINTING

PAINTING
GENERAL OBJECTIVES
<ul style="list-style-type: none">• Explore colour, texture and shape.• Identify objects, materials, living and non living things using some senses and different techniques.• Express and communicate ideas, thoughts and feelings.
CONTENTS
<ul style="list-style-type: none">• Studying colour, texture and shape through painting.
COGNITION
<ul style="list-style-type: none">• Observing visual and tactile elements• Exploring tools and materials.• Describing features.• Representing their observations.• Organizing their observations.• Creating their own Work of art.• Recognising different shapes, textures and shapes.• Remembering the process.
COMMUNICATION
<ul style="list-style-type: none">• Naming colours, texture, shapes.• Discussing an artist's work.• Asking and answering questions.• Understanding and giving instructions.• Expressing ideas and feelings in their work.• Talking processes.• Taking notes.• Describing materials.• Encourage cooperative work and respect to nature.
CULTURE
<ul style="list-style-type: none">• Develop the knowledge of an ancient culture.

6. PAINTING: COLOUR

LESSON 1

TIME: 5 hours.

LEARNING OBJECTIVES:

- Identify living things from nature.
- Develop the habit of using their sketchbook (or visual diary).
- Apply primary, secondary and tertiary colours.
- Mix and blend colours and record what happens.

ACTIVITIES

1. - **Power point” Nature”.**
2. - **“Playing with primary colours”.**
3. - **“Fruit Printed Bags and Paper”.**
4. - **“Trees: “Using the five senses”.**
- 5 - **“A display”.**

ACTIVITIES	<p>1.- Power point" Nature" The teacher shows the p.p and talks with the children about what they have seen. While the children are looking at the slides, they have to answer some questions and do worksheet 1. The teacher asks the children to apply a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her. The children have to stick worksheet 1 onto the sketchbook.</p>		
COMMUNICATION	<p><u>Language of learning:</u> <u>Defining:</u> What is a...? / Give me a definition of... <u>Classifying:</u> How many kinds of... are there? <u>Illustrating:</u> Who can give me an example (of this)? <u>Contrasting:</u> What is the difference between ... and..?/ How is different this (...) from..? <u>Giving reasons:</u> Who can tell me why?</p>	<p><u>Language for learning:</u> <u>Defining</u> The name for this is... ... is a... that (which)... <u>Classifying:</u> There are (three) kinds/forms of.. <u>Illustrating:</u> For example. <u>Contrasting:</u> ... is different from... <u>Giving reasons:</u> This is because...</p>	<p><u>Language through learning</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>
GROUPING	<p>Individually. Whole group.</p>		
TEACHER'S RESOURCES	<p>Power point " Nature"(photos from Staffordshire: UK). Worksheet 1. Teacher's notes 1 and teacher's notes 2.</p>		
MATERIAL	<p>The sketchbook. Glue.</p>		

ACTIVITIES	<p>2.- “<u>Playing with primary colours</u>” The teacher tells the children they are going to produce a painting, choosing primary colours. He/she shows them how to do it. They have to paint patches using large brushes and only primary colours applying red, yellow and blue without mixing them worksheet 2. The teacher asks the children to apply a technique to participate in the dialogue about their productions: The child who has a stone or shell is the person who is talking and the rest of the classroom have to wait and listen to him/her When they have finished the activity the children have to do worksheet 3,</p>		
COMMUNICATION	<p><u>Language of learning:</u> <u>Classifying:</u> How many kinds of.... are there? Who can classify them? <u>Predicting:</u> What will happen? <u>Time sequence:</u> What happened/happens?</p>	<p><u>Language for learning:</u> <u>Classifying:</u> There are three types of... ... can be classified into..type. <u>Predicting:</u> I predict/ think that... will happen. <u>Time sequence:</u> First, then, after that, next, finally, in the end.</p>	<p><u>Language through learning</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>
GROUPING	<p>Whole group divided into groups of 4 pupils. Individually.</p>		
TEACHER’S RESOURCES	<p>Worksheet 2 (Instructions). Worksheet 3 Assessment. <i>Starting Points in Art, Marilyn Barnes.</i> Belair. ISBN 0-94788-290-1 Teacher’s notes 3</p>		
MATERIAL	<p>Large roll of paper 2m by 6m. Paints: red, yellow, blue. Water pots. Large paint brushes. Bottle of black acrylic paint. Newspapers.</p>		

ACTIVITIES	<p>3.- “Fruit Printed Bags and Paper”: The teacher asks the children to bring fruit and vegetables with a firm skin or with an interesting internal structure. The children have to explore and observe them and they have to classify them Worksheet 4. The teacher shows the children how to prepare the fruit and how to load a brush with paint applying primary, secondary and tertiary colours (Teacher’s notes 3) for stamping the fruit tags and making the gift bag. The teacher talks with the children at each stage and the children can create the fruits tags and a gift bag. Discussion: Ask them , as they work , if the surface changed at all after their attempts. Talk about the differences Ask them if the surface changed. Ask the children to apply a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom have to wait and listen to him/her.</p>		
COMMUNICATION	<p><u>Language of learning:</u> <u>Classifying:</u> How many kinds of.... are there? Who can classify? <u>Contrasting:</u> What is the difference between ... and..?/ How is this different (...) from..? <u>Predicting:</u> What will happen? <u>Processes used:</u> Blend, measure, mix, pour, allow the paint to dry, apply, add, spread, bind Describing colours.</p>	<p><u>Language for learning:</u> <u>Classifying:</u> There are three types of... ... can be classified into.. type <u>Contrasting:</u> ... is different from... <u>Predicting:</u> What will happen? <u>Describing: Processes used:</u> I mix ... with. / I blend/, measure, pour, allow the paint to dry, apply, add, and spread. Describing the colours they have chosen.</p>	<p><u>Language through learning</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>

ACTIVITIES	3.- “Fruit Printed Bags and Paper (CONT.)”:
GROUPING	Whole/Individually.
TEACHERS RESOURCES	<i>Stamping made easy, A David & Charles Craft Book.</i> ISBN 0-7153-0565-4 Worksheet 4. Teacher’s notes 4
MATERIAL	Magnifying glasses. The sketchbook. Sheets of paper. Fruits and vegetables. Paint and acrylic. Different paint brushes. Hole punch. Sharp knife. Flat dish for the paint. Scissors. Water pots. Kitchen paper. Book (To use as a pattern for the gift bag), cord (for the handles). String, raffia or wool (for the tassel). shredded tissue, roller. Scrapped paper.

ACTIVITIES	<p>4. - “Trees: Using the five senses”. The teacher tells the children we are going for a walk and observe a tree. Talk with the children about the seasons (link with the colours) Optional: Take photos of the tree. Experiment using your five senses. Respond to touching. (Worksheet 5). Make individual paintings of the tree .The children stick the worksheet onto the sketchbook. (Teacher’s notes 4) The teacher talks with the children about their paintings. An exhibition is organised in the space gallery of the classroom. And the teacher asks to the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her.</p>		
COMMUNICATION	<p><u>Language of learning:</u> <u>Defining:</u> What is a ...? <u>Classifying:</u> How many kinds of.... are there? Who can classify them? <u>Contrasting:</u> How is... different from...? <u>Describing:</u> : Processes used: Blend, measure, mix, pour, allow the paint to dry, apply, add, spread, bind Describing colours, words: trunk, branches, leaves...</p>	<p><u>Language for learning</u> <u>Defining:</u> We call this... <u>Classifying:</u> There are three types of... ... can be classified into... type <u>Contrasting:</u> ...is different from... <u>Describing:</u> Mix ... with. / I blend/, measure, pour, allow the paint to dry, apply, add, spread and bind.</p>	<p><u>Language through learning</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>
GROUPING	Whole/Individually.		
TEACHER’S RESOURCES	Worksheet 5. Teacher’s notes 5.		
MATERIAL	The sketchbook. Oil pastels. Digital Camera. Sugar paper. Newspapers.		

ACTIVITIES	<p>5 – “A display”: The teacher asks the children to prepare a quiet area and display the elements about nature.(Teacher’s notes5) The teacher talks with the children. He/she suggests classifying the elements. Together, discuss the value of trees to humans and our environment. The children have to explore and describe what they are looking at. Ask the children to do paintings about the things that they have chosen and they have to choose different techniques for their paintings. (Teacher’s notes 5). An exhibition is organised in the space gallery of the classroom. And the teacher asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her.</p>	
COMMUNICATION	<p><u>Language of learning:</u> <u>Defining:</u> What is a ...? <u>Classifying:</u> How many kinds of.... are there? Who can classify them? <u>Illustrating:</u> What is an example of this? <u>Giving reasons</u> Why..? <u>Elements about the nature:</u> Trunk, leaves, branch, cones, logs, bark, <u>Describing:</u> Blend, measure, mix, pour, allow the paint to dry, apply, add, spread, bind</p>	<p><u>Language for learning</u> <u>Defining:</u> The name of this is... <u>Classifying:</u> There are there many types of... ... can be classified into.. type <u>Illustrating:</u> For example ... <u>Giving reasons:</u> This is/ was because... <u>Describing:</u> Processes used: I mix ... with. / I blend/, measure, pour, allow the paint to dry, apply, add, and spread.</p> <p><u>Language through learning</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>

ACTIVITIES	5 – <u>“A display (CONT)”</u> .
GROUPING	Whole group/Individually.
TEACHER’S RESOURCES	<u>Teacher’s notes 5.</u>
MATERIAL	<p>Elements about the nature: Cones, logs, acorns, branch (bud), bark, leaves, pine cones, Oil pastels. Three different rags. Sponges. Rollers. Paint. Sugar paper. Coloured piece of paper. Marbles.</p> <p><u>On the display:</u> On the display table: Covered in green and yellow fabric. On the display board: Background- divide board in the four parts using seasonal colours. Letters of “Trees” green and yellow.</p>

TEACHER'S RESOURCES

Teacher's Resources. Painting.

Teacher's notes

PAINTING: COLOUR. LESSON 1 . TEACHER'S NOTES 1 POWER POINT : "NATURE".

The teacher shows a power point.

The teacher talks with the children about what they have seen and about some features on it.

The teacher **makes a description** to introduce the topic "nature" giving importance to the colours and identifying living things .**Talk** with the children about what they have seen and some features.

The teacher **asks** the children to **apply** a technique to participate in the dialogue: The child **who has a stone or shell** is the person who is talking and the rest of the classroom has to wait and listen to him/her.

The teacher can also talk about the changes of colours in nature during the year.

The technique to participate in the dialogue, will be used in each session because it's important to continue with the habits of listening, waiting and talking giving time for each step. Although pupils may feel embarrassed at the beginning, we'll try to continue throughout all the year.

PAINTING: COLOUR. LESSON 1 **TEACHER'S NOTES 2."USING A SKETCHBOOK"**

1. USING A SKETCHBOOK

- For recording, exploring and storing visual and other information, for example notes and selected materials, which can be readily consulted and used as reference;
- For working out ideas, plans and designs;
- For reference- as they develop ideas for their work;
- For looking back at and reflecting on their work, reviewing and identifying their progress;
- As an ongoing record of their learning and achievement, which they can use to further, and develop their ideas, skills and understanding.

2. THE SKETCHBOOK MIGHT INCLUDE A RANGE OF APPROACHES:

- To keep a visual record of their observations, made from a range of first-hand sources, such as stones, trees, plant forms, ...;
- To record a personal response to their experiences and their environment- a way of communicating ideas, feelings and interests;
- As an "ideas' book" where they can explore possibilities and alternatives based on their own ideas and imagination.
- To analyse the methods and techniques used by themselves and by different artists o cultures.
- For visual and written notes about colour, shapes, of reference for their own creative work.
- For visual and other notes, including personal comments about artists ... and about particular works that interest them.

PAINTING: COLOUR. LESSON 1
TEACHER'S NOTES 3
"STAMPING WITH FRUIT AND VEGETABLES."

PREPARING THE FRUIT:

1. - Almost any citrus fruit can be used as a stamp: the fruit should have a firm skin and interesting internal structure. Vegetables can also be used as stamps: try using peppers, tomatoes or aubergines printed in hot spicy colours.

2. - Using a sharp knife and working on a chopping board, cut the fruit in half and lay the pieces cut side down on kitchen paper to absorb the juice.

EXPLORING THE FRUIT:

The children explore the fruit and they observe the internal structure with magnifying glasses.

STAMPING WITH FRUIT:

Children choose one colour to paint with first. When the paint has fully dried; they repeat the activity on the same paper, using a different colour overlapping some of the first shapes with the new ones.

When this is dry they repeat the activity with a third colour.

This activity could be developed by using different colours of paint and introducing brushes of different thickness, and sponges.

The teacher tells the children that they are going to explore different ways of painting each time:

Ask them to dip a sponge into different colours of paint and to transfer it to a coloured piece of paper. They can get different colours using primary, secondary and tertiary colours.

Steps for stamping the fruits:

1. - Pour a small quantity of paint into a dish. Load the roller with paint then coat the cut surface of a piece of fruit, making sure the paint is not too thick; or use a paint brush to coat the surface of the fruit, taking care to apply the paint evenly.

2. - To achieve the best results, practise stamping on scrap paper before you start the project. Position the fruit on to the paper and press down firmly and evenly. Remove carefully to prevent the paint from smudging. You may have to increase or reduce the amount of paint on the stamp depending on the imprint left on the paper. The stamp may need to be loaded with paint between each print; or it may only need loading after a few applications. This will depend on the thickness of the paint; the absorbency of the paper and the natural moisture in the fruits.

3. - Begin stamping: On white paper use different combinations of shapes and colours on each sheet of paper. Apply the fruit stamps randomly or in uniform rows to create interesting patterns. Allow to dry.

STAMPING THE FRUIT TAGS

1. - Stamp a fruit shape on to paper. Allow it to dry. Cut around the outer edge of the fruit.
2. - Punch a hole on the top, thread with string or raffia.
3. - Alternatively, make a folded tag with the fruit shape stamped on either side. Stamp two fruit shapes close together.
4. - When dry, cut around both shapes leaving a small paper bridge between the two. Fold on the paper bridge, bringing the fruit shapes together. Hinch a hole on the top and thread with string or raffia.
5. - Fill the present bag with shredded tissue paper, then tie the fruit stamped tag to the top of the bag.

MAKING THE GIFT BAG:

1. - You can make just about any size of gift bag, but you will need a book to use as a pattern, over which to create the bag. Wrap the piece of stamped paper around a book, overlapping the ends, adding approximately 2,5 cm to each edge.
 2. - Spread the paper flat on the table, fold over one long edge, holding it in place with double-sided tape. This will be the top edge when the bag is assembled.
 3. - Wrap the paper around the book, with the folded top edge lined up with the top of the book. Secure the overlapped side edge with double-sided tape. Leave the top folded end open.
 4. - At the bottom end, fold in each corner of the paper, as you would when wrapping a present. Secure with double sided tape. Fold the paper bag on each of the edges of the book.
 5. - Slide the book out of the bag. Flatten the bag bringing the side edges together- this will create a 'v' shape indentation on each side of the bag.
 6. - Punch holes on the top edge of the bag: two on the front side and two corresponding on the back.
- For the handles, cut two lengths of cord. Thread the cord through the holes in the bag, knotting the thread ends inside the bag.

PAINING.COLOUR.LESSON 1.
TEACHER'S NOTES 4
"TREES"

The activity can be started trying colours and recording the colours that they want to use to reproduce the tree.

The teacher tells them that they will record the colours in different pages; if they need it they can write the colours' name with pencil.

They have to **choose** the colour, and the ways to begin and fill the page with the other choices available and later they can stick onto the sketchbook.

The task will be to create an attractive page all about that colour.

PAINTING.COLOUR.LESSON 1
TEACHER'S NOTES 5
"A DISPLAY".

ORGANISING THE QUIET AREA AND DEVELOPMENT:

- Create a **display**.
- Children have to **collect** natural elements.
- **Name** and recognise them.
- **Ask** questions about the vocabulary.
- **Use** language about some features
- **Describe** and **select** the elements.
- **Organise** the quiet area.
- **Give** opinions.

The experience can be developed and extended by asking the children to combine the three techniques on the same paper, but waiting until each one has dried before starting the each new one. The teacher could also ask the children to try rolling marbles through the paint and onto the paper.

Rags:

They should dip one piece of rag into each colour of paint (which should be of an emulsion consistency), and transfer it to a piece of coloured sugar paper.

Sponges:

Do the painting with the sponge with different colours, choosing the colours before transferring them to a coloured piece of paper.

Rollers:

Ask the children to use a roller and three different colours to roll out paint from left to right onto a coloured piece of paper.

Ask them to roll from bottom to top or from side to side, changing the angle of the paper when they change the colour.

Here you have different suggestions, depending on the season:

Autumn: Print leaves in shades of brown, orange, yellow, crimson

Winter: Background-using pastels in shades of brown or black.

Summer- Sponge prints leaves in shades of green.

Spring- background- sponge print sky in shades of blue; sponge print grass in shades of green.

Worksheets



PAINTING: COLOUR. LESSON 1.
WORKSHEET 1 "POWER POINT: NATURE"

Name: _____ Date:.....

1- While we are looking at the slides answer these questions, please:

- Slide: Shells and branches:

- What are they?

They are _____

- Slide 2: "A fountain"

- How many kinds of green (another colour) are there?

There are _____ kinds of _____

- Slide 3: "Water in the lake"

- What is this?

This is _____

- Are all the colours the same?

- How is this picture different from the one's before?

- Slide 4: "A Magnolia tree"

- What colours are the flowers?

They are _____

- Slide 5: "The apple tree"

- What colours are the branches and the trunk?

The trunk is _____

The branches are _____

- What do you think that is hanging from the tree?

They are _____

- Slide 7: An strange shape!

- Have you seen the tree's shape before?

- What is this tree like, big or small?

- Slide 8: "Willows":

- Do you know these trees? _____

- What colours can you see? _____

● Slide 10: “Nature”

- Can anyone give me a definition of nature?
_____ is a generic term for _____ OR

Nature is a generic term that _____

● Slide 12:

- Can you imagine a world with only black, white or grey colours?

- Do yellow and red make you feel happy?

PAINTING.COLOUR. LESSON 1.
WORKSHEET : 2
“PLAYING WITH PRIMARY COLOURS”.

Name: _____ Date: _____

INSTRUCTIONS FOR THE ACTIVITY:”APPLYING PRIMARY COLOURS”:

- Tape down the large piece of paper to avoid tearing.
- Paint patches of colour using large brushes and only primary colours (red, yellow, and blue).
- Decide whether to paint the whole piece of paper or whether to leave some of the background without painting.
- When the painting is finished, use the black acrylic paint to pour huge spirals straight from the bottle.
- Allow the painting to dry overnight before displaying.

PAINTING. COLOUR. LESSON 1
WORKSHEET 3
“PLAYING WITH PRIMARY COLOURS”

Name: _____ Date: _____

- Draw a circle around the items you have used:

Card	Paper	Stapler
Nails	Scissors	Glue
Sellotape	Black acrylic	Newspapers
Hole punch	Pencil	Water pots
Paintbrushes	Wood	Paints
Roll of paper	hammer	

- Answer these questions:

1. Which colours would you expect to see in a night picture?

I Would expect to see _____

2. Can you link colours to the seasons of the year?

PAINTING: COLOUR. LESSON 1
WORKSHEET 4. STAMPING WITH FRUIT AND VEGETABLES.

Name: _____ Date: _____

CLASSIFY THE FRUITS.

- Put the vegetable or the fruit in the correct square:

Firm skin.	Firm skin.
Firm skin.	Firm skin.

Interesting internal structure	Interesting internal structure

Interesting internal structure	Interesting internal structure



PAINTING.COLOUR.LESSON 1.
WORKSHEET 5. "THE TREES"
EXPERIMENTING USING THE FIVE SENSES.

Name: _____ Date: _____

👁️ Look at the tree.

👁️ Does the tree have leaves?

The tree has _____ /

The tree has not _____

👂 Can you hear/ listen to the rustling of leaves?

I can _____ /

No I can't _____

👋 Touch the trunk and the leaves

● Is the trunk rough?

Yes it is. / No it isn't

● Are the leaves rough?

Yes they are/ No they aren't

👅 Can you taste edible fruits? (If it's possible):

Yes I can _____

/ No I can't _____



Can you smell? :

Yes I smell _____ /

No I can't smell _____

Painting. Colour. Lesson 1. Worksheet 5. "The trees"

- What can you smell?

I can smell _____ /

I can't _____

PAINING.LESSON 1. **WORKSHEET 5 "THE TREE":**

Make individual paintings of the tree:

- Choose and describe through painting these elements:
Trunk, the whole tree, the trunk with the leaves....

FOR MY SKETCHBOOK

- **TAKING NOTES:**

- The element that I've observed is

- What colour is the trunk?

It's _____

- What colour are the leaves?

The leaves are _____

- How many shades of green can you see?

I can see _____ shades of _____

- How many shades of brown can you see?

I can see _____ shades of brown.

Painting. Colour. Lesson 1. Worksheet 5. "The trees"

Assessment

PAINING.COLOUR.LESSON 1. **ASSESSMENT**

ASSESSMENT OPPORTUNITIES:

GROUP: _____ **DATE:** _____

- Can the children use the three techniques successfully?
- Are they able to name the colours they have used?
- Do they recognise any new colours?
- Have they applied and used the techniques imaginatively in their paintings?
- Are they able to mix colours with confidence?
- Are they able to control paint and water and recognise and mix the different consistencies?
- Can they work with different types of paint?
- Can they talk about their work?

POWER POINT

"Nature"

7. PAINTING: TEXTURE 1

LESSON 1

TIME: 6 hours

LEARNING OBJECTIVES:

- Distinguish: Smooth and rough.
- Mix paint and add materials to create textured paint.
- Explore the different texture materials that can be added to paint.

ACTIVITIES

1. "Smooth and rough"(p.p)
2. "Mixtures with sand on stripes of paper"
3. "Seascapes"
4. "Painting a tree"

ACTIVITIES	<p>1. <u>“Smooth and rough”(p.p)</u></p> <p>The teacher shows the p.p, gives, worksheet 1 to the children and suggests them to take notes in the worksheet (for the sketchbook) while they are looking at the pictures.</p> <p>Discuss the pictures with them and answer the questions.</p> <p>Ask the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her.</p> <p>Finally, the children, after looking at the pictures have to answer the questions on Worksheet 1 (2nd part). Finally they have to stick this worksheet on the sketchbook.</p> <p>Talk about what they have seen. The teacher asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her.</p>		
COMMUNICATION	<p><u>Language of learning</u></p> <p>Vocabulary referring to: Texture, smooth/rough, surface, cracks, bumps.</p> <p>Referring to natural things: Fruits and vegetables. Shells.</p>	<p><u>Language for learning</u></p> <p>Children use the vocabulary (names of the different kinds of vegetables and fruit)</p> <p>They do descriptions of the pictures:</p> <p>“The surface of the shell is...”</p> <p>“The shells are rough/smooth”.</p> <p>“The shell’s colour is ...”</p> <p>“The shell’s colour has shades of ...”</p>	<p><u>Language through learning</u></p> <p>Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>
GROUPING	<p>Whole group Individually</p>		
TEACHER’S RESOURCES	<p>Power point “Smooth and rough” Teacher’s notes 1. <i>My World of Science.” Smooth and rough”</i> Heinemann First Library.ISBN 0-431-13743-9 Worksheet 1</p>		
MATERIAL	<p>The sketchbook. Photos from Staffordshire and Lleida. The worksheet.</p>		

ACTIVITIES	<p>2. “Mixtures with sand on stripes of paper”</p> <p>The teacher shows the children how to mix the paint and he adds PVA. He/she asks them to predict what will happen. The teacher shows the children how to add spoonfuls of sand to the mixture. The children have to use a broad brush to apply the textured paint onto paper. The children have to select from a choice of paint colours and the teacher provides them with a selection of materials to add to the paint. The children have to read the instructions before starting the activity: Worksheet 2 They try out their mixtures on stripes of paper. They label each stripe with numbers . They talk about the texture on the paintings, identify the rough/smooth surfaces and do worksheet 3. The children stick the two worksheets onto the sketchbook.</p>		
COMMUNICATION	<p><u>Language of learning</u></p> <p>Colours. Comparatives: Rougher, smoother. Texture Surface Consistency: thick, thin. <u>Contrasting:</u> What is the difference between... and...? <u>Predicting:</u> What will happen...? <u>Time sequence/process</u> What happened/ happens? <u>Processes used:</u> Blend, measure, mix, pour, allow the paint to dry, apply, add, spread, and bind. <u>Tools and materials:</u> brush, sugar paper, plastic spoons, aprons.</p>	<p><u>Language for learning</u></p> <p><u>Contrasting:</u> ...is different ... but... This is/ was because. <u>Predicting:</u> This means that ... will happen. <u>Time sequence/process</u> First. Then. After that, next, later. Finally <u>Comparing: (texture)</u> This is smoother than..../ This surface... The ...is rougher than.../ The surface... The ...is thicker than.../ The ...is thinner than... <u>Processes used:</u> I mix ... with. / I blend/, measure, mix, pour, allow the paint to dry, apply, add, and spread. Describing colours they have chosen.</p>	<p><u>Language through learning</u></p> <p>Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>

ACTIVITIES	<u>2. "Mixtures with sand on stripes of paper (CONT.)":</u>
GROUPING	Individually. Whole group.
TEACHER'S RESOURCES	<u>Teacher's Notes 2.</u> <u>Worksheet 2.</u> <u>Worksheet 3.</u>
MATERIAL	Sand, paint brush, plastic spoons, PVA, aprons, mixing tray, and paint colours, sugar paper. The sketchbook.

ACTIVITIES**3. "Seascapes"**

The teacher asks the children to do a painting of a seascape and the teacher shows them the technique.

The children have to read worksheet. 4.

The children have to use PVA and **pour** sand onto the bottom of the paper.

They have to do a painting at the top of the picture.

The children **stick** the worksheets onto the sketchbook.

The children do worksheet 5.

They **talk** about textures, their own paintings and their partners' work.

The teacher **asks** the children to use a technique to participate in the **dialogue**: The child **who has a stone or shell** is the person who is talking and the rest of the classroom has to wait and listen to him/her.

The children stick the worksheet 5 onto the sketchbook.

COMMUNICATION**Language of learning**

Definition: What is the name for this?

Colours, shades of colour: How many shades of... are there?

Classifying:

How many kinds of ... are there?

Exemplifying: Give me an example of...

Processes: Measure, pour, stir, add, spread, blend, allow the paint to dry.

Tools and materials: Sand, PVA, aprons, paint colours, colour cards, sugar paper, water pots, mixing tray, paint brush (different brushes)

Contrasting: What is the difference between ... and ...?

States: Wet, dry.

Comparative: darker, lighter.

Texture, surface, smooth and rough.

Giving reasons:

Who can tell me why?

Language for learning

Defining:

... is a thing/instrument /action for ...-ing

... is a thing/instrument /action that.....

...is a place where...

Classifying:

There are ... shades (forms) of ...

- Exemplifying:

For example (instance).

Contrasting:

... is different ...but ...

Comparing: (texture)

This is smoother than...../ This surface..

The ...is rougher than.../ The surface...

The ...is thicker than.../ The ...is thinner than...

Giving reasons:

This is/ was because...

Language through learning

Language comes out both through the spontaneous comments of the children and the language used in the class activities

ACTIVITIES	<u>3. “Seascapes” (CONT.).</u>
GROUPING	Individually. Whole group.
TEACHER’S RESOURCES	Worksheet 4. Worksheet 5.
MATERIAL	Sand, PVA, aprons, paint colours, colour cards, sugar paper (size A3), water pots, mixing tray, and paint brush (different brushes). The sketchbook.

ACTIVITIES**4. "Painting a tree":**

The teacher **asks** the children to bring photos of trees.(Teacher's notes 3)
 The teacher **talks** with the children about the photos and they make choices.
 The teacher **asks** the children to use a technique to participate in the **dialogue**: The child **who has a stone or shell** is the person who is talking and the rest of the classroom has to wait and listen to him/her.
 The teacher **shows** how to paint a tree using sawdust / wood shavings and paint.
 The children read the instructions (worksheet 6).
 The children **practise** adding sawdust to their paintings. **Choose** between two techniques: printing natural leaves or using erasers. (Worksheet 7). They, finally do the crown of the tree after reading the instructions on worksheet 8.
 The worksheets are stuck on the sketchbook.
 The children make a display.
 Finally they do assessment.

COMMUNICATION**Language of learning**

Colours. Rougher, smoother. Texture
 Surface. The crown, the branches,
 the leaves, the ground.

Tools and materials: Sawdust, wood shavings, PVA, aprons, paint colours, sugar paper, water pots, mixing tray, paint brush (different brushes), spatula, varnish, colour sugar paper, sponges, erasers, craft knife.

Processes used: Think, choose, print, measure, mix, leave the paint to dry, apply, add, spread, sprinkle, mix, and press.

Consistency: watery, runny.

Defining

... is a thing/instrument /action for ...-ing

... is a thing/instrument /action that.....

...is a place where...

Giving reasons

Who can tell me why?

Language for learning**Texture and consistency**

This is smoother than...../ This surface...

The ...is rougher than.../ The surface....

This is watery/runny

Defining: Tools and materials

... is a thing/instrument /action for ...-ing

... is a thing/instrument /action that.....

...is a place where...

Defining processes

I think, choose, print, mix, leave the paint to dry, apply, add, spread, sprinkle, measure, mix

I've blended, measured etc (idem)

Giving reasons

This is/ was because

Language through learning

Language comes out both through the spontaneous comments of the children and the language used in the class activities

ACTIVITIES	<u>4. Painting a tree (CONT.)</u>
GROUPING	Individually. Whole group.
TEACHER'S RESOURCES	Worksheet 6. <i>The Usborne Book of ART skills. Fiona Wat ISBN 0746047460</i> Worksheet 7. Assessment. Teacher's notes 3. Worksheet 8.
MATERIAL	Sawdust or wood shavings, PVA, aprons, mixing tray, paint colours, colour sugar paper (Size 3), sponges (different sizes, if it's possible natural sponges), erasers, spatula. Paint brushes. Varnish. Craft knife. The sketchbook.

TEACHER'S RESOURCES

Teacher's notes

PAINTING: TEXTURE. LESSON 1. TEACHER'S NOTES 1.
POWER POINT "SMOOTH AND ROUGH"



When giving the worksheet to the children, the teacher explains that the worksheet will be stuck with glue on the children's sketchbook.

PAINTING. TEXTURE. LESSON 1. **TEACHER'S NOTES 2**

- These activities follow on from colour mixing. The children will build on the skills of colour mixing by adding materials to the paint and mixing them to create texture.
- The paint should be mixed in very small quantities to avoid waste.
- Add PVA or a similar product to the paint when doing these activities- this helps materials to bind with the paint and adhere to the surface of the paper. Add 25% PVA to a paint mix to create a thick, cream-like consistency.
- The PVA is a kind of liquid glue and it's good to stick materials that need more consistency like craft glue for paper, fabric or wood. Polyvinyl acetate, is a rubbery synthetic polymer.

PAINING: TEXTURE.LESSON 1. TEACHER'S NOTES 3"PAINTING A TREE"

In case the teacher wants to show some photos of trees, here we have four photos from Staffordshire.

They have been compressed (with: Photoshop CS2).







Worksheets

PAINTING: TEXTURE.
LESSON 1.
WORKSHEET 1.
POWER POINT. "SMOOTH AND ROUGH"



Name: _____ Date: _____

1. While you're looking at the pictures take notes, please:
 - a. Circle the answers and add information or words that, in your opinion, are necessary.

A SHELL:

The surface of the shell has	cracks
	stones
	leaves
	bumps

The shell's colour is	brown
	black
	yellow
	orange

The shell's colour has	shades of brown
	shades of white
	shades of pink

Looking at the surface of the shell ... the surface	is	rough
		smooth

2. After looking at the pictures can you do these activities?

a. ● Name some fruit and vegetables that are smooth:

Some things are naturally smooth, for example the skin of a **tomato** is smooth.

b. ● Answer these questions and choose your own answers.

- Are strawberries smooth?

Strawberries	are	rough
		smooth

Pineapples	are	rough
		smooth

Cauliflowers	are	rough
		smooth

Shells	are	rough
		smooth

PAINTING: TEXTURE.LESSON 1.
WORKSHEET 2."MIXING SAND WITH STRIPES OF PAPER"

Name: _____ Date: _____

INSTRUCTIONS:

We are going to mix sand coloured paint.

Read the instructions:

- Pour the paint in a container.
- Add PVA (liquid glue).
- After that, blend (mix) this texture.
- Later, measure the sand you need.
- Then add spoonfuls of sand to the mixture.
- After that, mix the paint.
- Next, use a broad brush to apply the textured paint onto the paper.
- Later, add more sand if you think you like this kind of texture.
- Then, brush it onto the paper.
- Allow the paint to dry.
- Finally stick onto sugar paper.

PAINTING: TEXTURE. LESSON 1.
WORKSHEET 3. "MIXING SAND WITH STRIPES OF PAPER"

Name: _____ Date: _____

1. We are talking about the textures in the paint:

- Which colours have you mixed to do the texture?
I've mixed _____ with the sand.

- Have you added a small quantity of sand?

- Choose your answer and write it above:

Yes	I've added a small quantity of sand.
No	I haven't added a small quantity of sand.

2. Identify the surfaces. Label each stripe of paper.

- Which with stripes of paper have you produced the best texture results?

Number 1 is rougher than _____

Number 2 is smoother than _____

The number 3 is _____ than _____

The number 4 is _____ than _____

3. Consistency: Looking at your stripes of paper...

- Which texture do you think is thicker?

This is thicker than _____

- Which texture is thinner?

This is thinner than _____

- Why do you think the stripe is rougher?

- Choose your own answer and write above.

This is _____	because _____	I've added more sand.
---------------	---------------	-----------------------

This is _____	because _____	I've added less sand.
---------------	---------------	-----------------------

Write the answer: _____

4. Processes:

Order the steps with numbers:

- Use a broad brush to apply.
- Mix the paint and add PVA
- Allow the paint to dry.
- Brush onto the paper.
- Add more sand if you think you like this kind of texture.
- Pour the paint in a container.
- Then add spoonfuls of sand to the mixture.

PAINTING: TEXTURE.LESSON 1. **WORKSHEET 4."SEASCAPES"**

Name: _____ Date: _____

INSTRUCTIONS:

Read the instructions:

- First, stir the pot of PVA.
- After that, measure the PVA you need.
- Next, spread the PVA onto the sugar paper at the bottom of the piece of paper with a paint brush.
- Later, sprinkle the sand on it.
- Then, allow the paint to dry.
- Finally, do a painting about the sea at the top of the picture.

TOOLS AND MATERIALS YOU WILL NEED:

- Sand.
- PVA.
- Aprons.
- Paint colours.
- Colour cards.
- Sugar paper (Size A 3).
- Paint brush (different sizes).
- Mixing trays.
- Water pots.

PAINTING: TEXTURE.LESSON 1.
WORKSHEET 5 "SEASCAPES"

Name: _____ Date: _____

After finishing your painting ... we're going to talk and write about some aspects.

1. Answer these questions:

- How many shades of blue, green... are there?
There are _____ shades of _____ and _____.

- Where do you think the colours are darker or lighter?

- Can you tell me why some colours are darker than others?

This is because I've added more (colour) _____ and _____

This is because I've poured less (colour) _____ and _____

2. 🦋 Look at your painting:

- Give an example of your texture:
For example _____

- Where do you feel the different textures?
I feel the different texture in _____

- Is your texture smooth or rough?
My texture is _____

3. 🦋 Look at your partner's painting:

- Is your partner's painting rougher or smoother than yours? Choose your own answer:

My partner's painting	is	rougher	than	
My partner's painting	is	smoother	than	

Write the whole sentence above:

- Have you selected the appropriate quantity for your work?

4. Tick the tools and materials which you have used to do the seascape painting:

- Sand PVA aprons Scissors Sugar paper paint colours colour cards
 Paint brush water pots mixing tray Ruler



Write them above:

PAINTING: TEXTURE.LESSON 1.
WORKSHEET 6"PAINTING A TREE"

Name: _____ Date: _____

FIRST, TO DO THE TRUNK ...
READ THE INSTRUCTIONS:

1. Think ; you have to decide the place where you are going to start the trunk.
2. Spread PVA onto the paper.
3. Sprinkle sawdust or wood shavings with your fingers.
4. Allow the sawdust to dry.
5. Paint with a paint brush onto the trunk.
6. Allow the trunk to dry.
7. Varnish the trunk with the spatula.

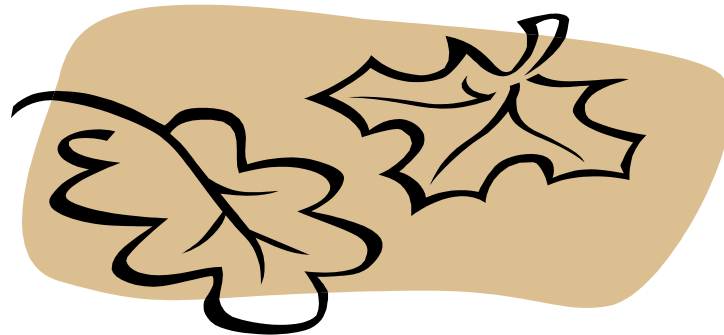
PAINTING: TEXTURE.LESSON 1.
WORKSHEET 7 "PAINTING A TREE"

Name: _____ Date: _____

TWO TECHNIQUES TO PAINT THE LEAVES: CHOOSE ONE OF THEM.

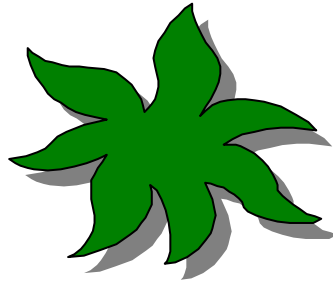
- Printing natural leaves OR
- Using erasers...

1 st 🖐️ START with the leaves:
PRINTING NATURAL LEAVES:



1. Spread colour on the leaf
2. Once, you have chosen the colours...
3. If you have to mix colours...
4. Add the paint you like
5. Spread colour on the leaf.
6. Apply the paint onto the leaf with a paint brush.
7. Press the leaf onto the sugar paper.
8. Allow the paint to dry.
9. If you wish paint with varnish using a spatula.

1 st  **START with the leaves:**
USING ERASERS TO MAKE LEAVES:



1. Use a craft knife to cut a long eraser in half.
2. Draw a leaf with a pencil or a felt tip.
3. Cut the corners if you think it is necessary.
4. With a paint brush spread the paint that you've chosen on the eraser.
5. Once you have finished push a map pin or an ordinary pin into the back of the piece of eraser. This makes them easier to hold when you print.
6. Then you can continue painting the rest of the leaves.

PAINTING: TEXTURE.LESSON 1.
WORKSHEET 8 "PAINTING A TREE"

Name: _____ Date: _____



PAINTING THE CROWN , **THE BRANCHES AND THE GROUND.**

1. Paint a patch of green and brown with paint colour and a sponge. Add the water you need for the texture you like.
2. Put the sponge onto the paper to do the crown.
3. You can try different times and, if you want, you can choose another colour, for example red.
4. Allow the paint to dry.
5. Choose the paint brush to do the branches.
6. Use the tip of the paint brush to do the branches of the tree using paint.
7. Finally, when the painting is dry, varnish it.
8. When you have finished create a frame to stick your painting.

ASSESSMENT

PAINTING.TEXTURE.LESSON 1
ASSESSMENT STS

Name: _____ Date: _____

Things I liked it about my painting:

Things I didn't like about my painting:

How well did I do?

Some of the work was too hard to do.	
I found the work easy.	
Some of the materials did not work well.	
I applied the techniques imaginatively in my paintings.	
I can mix colours with confidence,	
I can recognise the kind of texture.	
I can work with different painting techniques.	

POWER POINT
"Smooth and rough"

8. PAINTING: TEXTURE 2

LESSON 2

TIME: 5 hours

LEARNING OBJECTIVES:

- To find out how different qualities of paper will produce different rubbings.
- Apply paint to different surfaces and use tools to create marks in the paint.
- To be able to record features of an environment.

ACTIVITIES

- 1.- "Fishes and butterflies"
- 2.- "Rubbing natural things"
- 3.- "Free painting with sand paper"

<p>ACTIVITIES</p>	<p>1. “Fishes and butterflies”: The teacher encourages children to bring photos of fishes and butterflies. The teacher collects them. The children should be encouraged to take time to look at and talk about what they see in the photos. The children stick the photos in two big sugar sheets of paper. They do worksheet 1. The teacher shows them how to use sketching techniques on a piece of the paper, how to sketch on the side of the pencil lightly so that drawings can be painted over with colour wash and still be seen. Teacher’s notes 1. The children have to do sketches of the pictures in a white piece of paper. Encourage children to keep looking at the simple sketches in their sketchbook to help them remember ideas. The teacher shows the children how to do this activity with wax. The children have worksheet 2 with instructions. Teacher’s notes 1. The children can choose their photos to represent their paintings or they can do their paintings creatively. They stick the worksheets on the sketchbook. The whole class talks with the teacher about their paintings, the results of the textures and the surfaces. The teacher asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her.</p>		
<p>COMMUNICATION</p>	<p><u>Language of learning</u> Colours: all colours, paler (colour), deep (colour), bright (colour), spattered. <u>The surface and texture:</u> Rougher, smoother. <u>Consistency:</u> Thin, thick, watery, runny. <u>Processes used:</u> Draw, mix, add, paint, and fill in, resist, using, dip, hold, flick, spread, bind, overlap. <u>Tools and materials:</u> Paint brush (bristles)., sugar paper, watercolour , aprons, wax crayons, tracing paper, water pots, pencils, rubbers.</p>	<p><u>Language for learning</u> <u>Contrasting:</u> is different ... but.... <u>Time sequence/process</u> First. Then. After that, next, later.Finally. <u>Comparing: (texture)</u> This is smoother than..../ This surface... The ...is rougher than.../ The surface.... The ...is thicker than.../ The ...is thinner than...</p>	<p><u>Language through learning</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>

ACTIVITIES	1. “Fishes and butterflies (CONT.)”:	
COMMUNICATION	<p>Language of learning <u>Others:</u> fins (of the fish), body, wings (of the butterflies), patterns, dots, outlines, above.</p>	<p>Language for learning <u>Describing:</u> Processes used: Draw, mix, add, paint, fill in, using, dip, hold, flick, and allow the paint to dry, spread, bind, and overlap. <u>Comparing colours:</u> The ... is brighter than... The... is deeper than.... Describing colours they have chosen</p>
GROUPING	<p>Whole group. Individual.</p>	
TEACHER’S RESOURCES	<p><i>The Usborne Book of <u>ART skills</u></i>. ISBN0 74604746 0. Teacher’s notes 1. Worksheet 1. Worksheet 2. http://www.aquariumbcn.com/AQUARIUM/multimediaphp. <i>Essentials Painting Companion. Tegan Sharrad.</i> ISBN 1-84573-219-7 Eagle edition.</p>	
MATERIAL	<p>The sketchbook. Worksheets. Wax crayons. Watercolour, pencils, rubber. Paper, sugar paper. Paint brushes, aprons. Photos. Tracing paper. Water pots.</p>	

ACTIVITIES	<p>2.-“Rubbing natural things”: The teacher asks the children to bring natural objects. Choose a range of textures/ materials/surfaces with class interaction. The children observe and explore the natural objects and touch them. They do a display. They classify a range of natural things into labelled texture groups and name the things. The teacher shows label words (teacher’s notes 2). Children do worksheet 3. The teacher shows how to hold down a piece of paper with different materials: wax crayons and chalk to create an even rubbing. The teacher shows the children how different papers (surfaces) will create different rubbings. Children have worksheet 4 with instructions; they practice making rubbings on small pieces of paper: normal paper, tracing paper and sugar paper... They stick them onto the sketchbook. Children choose objects, papers to make rubbings of them. Finally, they choose one rubbing to do it on one big piece of paper. When dry feel the quality and discuss the textures created. The whole class talks with the teacher about their paintings, the results of the textures and the surfaces. The teacher asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her.</p>		
COMMUNICATION	<p><u>Language of learning</u> <u>Classifying:</u> How many kinds of ... are there? Who can classify..? <u>Illustrating:</u> Give me an example (of this). <u>Giving reasons:</u> Who can tell me why? <u>Listing.</u> What comes first/next? <u>Description:</u> Colours Surface and texture: Rougher, smoother, bumpy, hard, soft. <u>Technique:</u> Rubbing</p>	<p><u>Language for learning</u> <u>Classifying:</u> There are (three) kinds of ... They can be divided into (three) categories <u>Illustrating:</u> For example... <u>Giving reasons</u> This is/was because... <u>Listing</u> First, second, third, fourth.. Finally/last. <u>Description:</u> This is (colour). It has different shades of (colour)</p>	<p><u>Language through learning</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>

ACTIVITIES	2.-“ Rubbings natural things (CONT.)”:	
COMMUNICATION	<p><u>Language of learning</u> <u>Describing:</u> Processes used: Rub, choose, put, <u>Tools and materials</u> Tracing paper, sugar paper, normal paper (white paper), glue, wax crayons, chalks.</p>	<p><u>Language for learning</u> The surface is hard/soft/smooth/rough The object is hard/ soft/ smooth/rough/bumpy. <u>Describing:</u> Processes: I “Rub, choose, put” <u>Tools and materials</u> Tracing paper, sugar paper, normal paper (white paper), glue, wax crayons, chalks. <u>Comparing: (texture)</u> This is smoother than...../ This surface... The ...is rougher than.../ The surface.... The ...is thicker than../ The ...is thinner than...</p>
GROUPING	Whole group. Individual.	
TEACHER’S RESOURCES	Teacher’s notes 2. Worksheet 3. A book: <i>Key Stage TWO SCIENCE. The Science Coordination Group. Richards Parsons. ISBN 1 84146 250 0</i> Worksheet 4	
MATERIAL	The sketchbook, natural objects. Tracing paper, sugar paper, normal paper, Glue, wax crayons, chalks.	

<p>ACTIVITIES</p>	<p>3.- “Free painting with sand paper”: The teacher shows children sand paper, talks with them about it and asks them what the surface is like. They observe it and explore it. The teacher asks them to think about what kind of picture they could do with sand paper. The teacher shows the children different tools and they explore them. The teacher tells the children about acrylics and its quick drying characteristic. The teacher shows them different techniques with acrylics: Teacher’s notes 3. The children have to do sketches with the paint on a piece of “normal paper” and they have to choose which tools they are going to use to paint or after painting: combs, paint brushes, palette knife, spoons. They experiment with them. They do a painting, with the sand paper and talk about their choices. The teacher talks with the children about their paintings and the children give descriptions. The teacher asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom have to wait and listen to him/her. They do a display with their paintings.</p>		
<p>COMMUNICATION</p>	<p><u>Language of learning</u> Colours: all colours, paler (colour), deep colour), bright (colour) <u>The surface and texture</u>: Rougher, smoother. <u>Consistency</u>: Thin, thick <u>Giving reasons</u>: Who can tell me why?, What is/was the reason for that? <u>Predicting</u>: What will happen...? <u>Hypothesising</u>: What will happen, if... happens? <u>Listing</u> How many...?</p>	<p><u>Language for learning</u> <u>Comparing: (texture)</u> This is smoother than.... / This surface.. The ...is rougher than... / The surface.... The ...is thicker than... / The ...is thinner than... <u>Giving reasons</u>: This is/was because, When ... happens, (then) ... will happen. <u>Predicting</u>: I think / predict that... will happen. <u>Hypothesising</u>: If... happens, ... will happen (future, certain) <u>Listing</u> There are three reasons / types. First, second, etc...</p>	<p><u>Language through learning</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>

ACTIVITIES	<u>3.- “Free painting with sand paper (CONT.)”:</u>
GROUPING	Whole group. Individual.
TEACHER’S RESOURCES	Assessment students. Teacher’s notes 3. <i>Essentials Painting Companion. Tegan Sharrad. ISBN 1-84573-219-7 Eagle edition.</i>
MATERIAL	The sketchbook, normal paper, acrylics, glue, paint brushes (different), water pots, Spoons, palette knife, combs.

TEACHER'S RESOURCES

Teacher's notes

PAINTING: TEXTURE.LESSON 2

TEACHER'S NOTES 1.“WAX RUBBINGS”

These activities follow on from colour mixing. The children will build on the skills of colour mixing by adding materials to the paint and mixing them to create texture.

The important thing, in my opinion, is to encourage children to try out their mixtures on different papers and different materials or tools like: watercolour, wax crayons...so that they have the possibility to feel more confident with their work.

The purpose is also to enjoy the activity and to show the children how to work on the surface to create textures...

If the teacher needs some information about some pictures of the sea, it's possible to go to the website: <http://www.aquariumbcn.com/AQUARIUM/multimedia>.

From Barcelona's Aquarium. There are not too many pictures but it is a possibility.

PAINTING: TEXTURE.LESSON 2
Teacher's notes 2 "WAX RUBBINGS"

The teacher gives the children labels to classify the natural objects and to prepare the display: If the teacher thinks it is necessary,he/she can give these labels to the children, they can cut them down or stick them onto the sketchbook to record the activity.

LOOKING AT THE OBJECTS:



NATURAL MATERIALS come from UNDERGROUND

NATURAL MATERIALS come from LIVING THINGS.

THE TEXTURE IS

IT IS SMOOTH

IT IS ROUGH

THEY ARE SMOOTH

THEY ARE ROUGH.

THE SURFACE

THE SURFACE IS HARD.

THE SURFACE IS BUMPY.

THE SURFACE IS SOFT.

PAINTING: TEXTURE.LESSON 2

Teacher's notes 3 "Free painting with sand paper"

THE ACRYLIC PAINT:

- This kind of paint dries very quickly and to do this activity it is important that children do sketches in a "normal piece of paper" before using the sand paper. They will explore acrylic paint.
- It's interesting because it allows you to paint over another colour without problem.
- You can get useful information from *Acrylics and some techniques*:

WITH REFERENCE TO:

Essentials "Painting Companion". Tegan Sharrard. ISBN 1-84573-219-7 Eagle Editions.

- "It's quick-drying characteristic is usually an advantage but it can also present problems." "With acrylics you have to work quickly, adjusting the colour by overprinting and optical mixing instead of trying to move the colour around on the picture surface. Acrylic can be made to look exactly like watercolour but it doesn't handle or feel like watercolour while you are using it. Also, acrylic washes are insoluble once dry.
- Making Texture: "There are few limitations when making texture with acrylic paint. You can apply the paint thickly with a brush, palette knife or any other suitable implement. Acrylics dry quickly enough to enable you to continue building up the layers almost indefinitely- some acrylic artists work almost in relief, their work taking on such a heavily impastoed surface that it can only be described as a three-dimensional art form. Once the paint is committed to the support and starts to dry, it cannot easily be moved or changed.

About the activity with the children:"Free painting with sand paper"

The aim is for the children to create their own textures and to become familiar with different kinds of surfaces.

It's not necessary to use the paintbrush and painting knife to make textures and surface patterns. The acrylic can be mixed with almost any substance and it will take on the texture of that substance (Sand, sawdust, rice...) to produce a gritty or granular surface.

The technique of SCRATCHING:

Any sharp object or tool can be used for scratching or etching lines. Only acrylic paint allows this technique, which has to be applied while the paint is still wet (very important).

We can also use a comb or anything else capable of making an imprinted texture in wet modelling paste.

The objective is to become familiar with the surface with sand paper and experiment and discover our own techniques.

The technique of IMPASTO:

“Impasto is a word used to describe the thickness of the paint applied to the **canvas.**” But we ,as teachers, **can’t afford the expensive cost** of using canvas with our children. “When this is so heavy and thick that the paint stands out from the surface and the brush or knife marks can be clearly seen it is referred to as being heavily impastoed.”

Knife Impasto: A palette or painting knife that creates solid wedges of colour with a characteristic ridged effect.

Brush impasto: Acrylic paint can be applied thickly with a brush.

The technique of SCUMBLING:

Colour can be applied to change and break up an area of paint without completely covering it over. This can be important when a colour theme has been established in a picture, yet a change of tone or colour becomes necessary in one area and you want to do this without destroying the overall harmony of composition.

A **scumbled** surface is an irregular one, where the brushstrokes are in evidence and where the underlying colour shows through – usually in tiny flecks and dashes. The strokes can be long and parallel or short.

The technique of DRYBRUSHING:

This is also used to apply broken colour over another, flat, under colour. Here the paint should be fairly stiff, and only a trace of the opaque colour picked up with the end of the brush. This is applied lightly across the picture surface and will pick up the texture of the support provided that the paint underneath is thin enough. Because the colour is used opaquely, dry brush can be applied light over dark or dark over light with equally successful results.

Worksheets

PAINTING: TEXTURE.LESSON 2
WORKSHEET 1 “FISHES AND BUTTERFLIES”

Name: _____ Date: _____

The whole classroom has brought photos of butterflies and fishes.
 Can you see the animals? Some of them are very different. This is nice. Nature is not monotonous.

1. What are they? Make a list below:

- a. I can see a _____
- b. I can see a _____
- c. I can see a _____
- d. I can see a _____

2. Looking at the fishes and butterflies...

We are going to take notes about the pictures and we're going to describe the main features of these pictures. Read and circle the answer:

1.

The fish outlines	are	thin
		thick

Write the answer: _____

2.

The fishes have different	shades of	(colour)

Write the answer: _____

3.

The butterflies have different	shades of	

Write the answer: _____

4.

The butterflies have different	shades of	

Write the answer: _____

PAINTING: TEXTURE.LESSON 2 WORKSHEET 2 “FISHES AND BUTTERFLIES”

Name: _____ Date: _____

INSTRUCTIONS:

Read the instructions once you have chosen the painting: Fishes or butterflies.

For the fish:

1. Draw an outline of some fish with a pale yellow wax crayon. Add eyes, fins and some patterns on the bodies.
2. Mix some orange watercolour paint and paint part of each fish. Don't worry if you overlap the outline a little.
3. Mix paler yellowy-orange, paint and fill in the rest of the fish. The wax crayon lines will resist the paint.

For the butterflies:

Use the same technique to paint butterflies, like these instructions:

1. Paint some thin stripes on some parts of the fish, using bright red paint. Add some little red or blue dots to some of them.
2. For the spattered effect, dip your paintbrush into some deep blue paint. Hold the brush above the paper.
3. Flick the bristles of the brush with a finger. The paint will spatter dots over the paper. Do this again and again.

**PAINTING: TEXTURE.LESSON 2
WORKSHEET 3 “WAX RUBBINGS”**

Name: _____ Date: _____

- READ:

1.-SOME THINGS ARE MADE OF NATURAL MATERIALS:

a/ Some NATURAL MATERIALS come from UNDERGROUND: For example:

- Precious metals and stones.
- Rocks.
- Metals.
- Etc.

b/ Some NATURAL MATERIALS come from LIVING THINGS. For example:

- Wool.
- Leather.
- Cotton.
- Silk.

2.- SOME THINGS ARE MADE OF SYNTETIC (MAN-MADE) MATERIALS:

For example:

A shirt (nylon polyester). A football ball (plastic) etc...

- LOOKING AT THE OBJECTS: CLASSIFY.

- How many kinds of objects are there?

There are (number)_____ kinds of _____

- They can be divided into (number) _____ categories.
- Give me one example of this.

For example _____

For example _____

For example _____

- Give me an example of a hard surface

For example: _____

Write its name: _____

- Give me an example of a soft surface

For example: _____

Write its name: _____

- Look for a bumpy surface and write its name: _____
Draw one picture

- Give me an example of a rough and a smooth texture.

PAINTING: TEXTURE.LESSON 2 WORKSHEET 4 “WAX RUBBINGS”

Name: _____ Date: _____



INSTRUCTIONS

1. Choose the type of paper: sugar paper, normal paper and tracing paper.
2. Select the natural object.
3. Choose the tool: wax crayons, chinks.
4. Put the paper over the object.
5. The object is underneath the paper.
6. Rub the crayon over the object

Assessment

PAINTING. TEXTURE. LESSON 2
ASSESSMENT . STS

Name: _____ Date: _____

- Things I liked it about the activities

- Things I didn't like about my paintings

- Can I talk about texture in terms of rough, smooth?
- Can I suggest ways of improving my own work?
- Am I able to select materials for mixing into the paint?
- Am I able to recognise different qualities of paper and differentiate the surfaces?
- Am I happy with my work?
Why?

9. PAINTING: SHAPE

LESSON 1

TIME: 4 hours

LEARNING OBJECTIVES:

- To know the shapes associated with some natural objects.
- To use observational skills to create a painting.
- To compose pictures with some shapes.

ACTIVITIES:

1. - "A Display: The shapes in nature".
2. - P.p "Shapes in nature".
- 3.- "Scratched patterns":

ACTIVITIES	<p>1. “A Display: The shapes in nature”</p> <p>The teacher asks the children to bring natural objects with a strong evidence of shape. The children observe them and touch them. The teacher shows the main shapes of natural objects and talks with the children about them. They give descriptions. The teacher asks children to classify some natural things according to worksheet 1 (In groups of 5 children) and talks with them about top tips: Worksheet 1. During the second part, the teacher asks questions to help them to do the classification. The teacher observes and moves from group to group. The teacher (and the children) takes photos of all the activity. All the class and the teacher talk about the shapes. The teacher asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her. Optional Activity: Teacher’s notes 1.</p>		
COMMUNICATION	<p><u>Language of learning</u></p> <p><u>Defining:</u> What is it? What are they? /What is the name of .? What do we call this?</p> <p><u>Classifying:</u> How many kinds of... are there?</p> <p><u>Exemplifying:</u> Who can give an example (of this)?</p> <p><u>Contrasting:</u> What is the difference between.. and...?</p> <p><u>Summarising:</u> What have we said/learned?</p> <p><u>Listing:</u> How many...?</p>	<p><u>Language for learning</u></p> <p><u>Defining:</u> ...is called. / We call this....</p> <p><u>Classifying:</u> There are (three) kinds/forms of...</p> <p><u>Exemplifying:</u> One example of this is..</p> <p><u>Contrasting:</u> ...is different from....</p> <p><u>Summarising:</u> So, what we have said is</p> <p><u>Listing:</u> There are....</p> <p><u>Description:</u> This is like a ... This is a... (shape)/ This is like a (shape).</p>	<p><u>Language through learning</u></p> <p>Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>

ACTIVITIES	1. "A Display: The shapes in nature" (CONT.):	
COMMUNICATION	<u>Language of learning</u> <u>Description:</u> Which is the main shape? Shapes: Round, rectangle, square, triangle and oval. <u>Giving opinions:</u> What do you think about..?/ What is your opinion...?	<u>Language for learning</u> <u>Giving opinions:</u> In my opinion.... / I think...
GROUPING	Whole class. Groups of 5 children.	
TEACHER'S RESOURCES	Teacher's notes 1. Worksheet 1 (A 3).	
MATERIAL	Natural things. Digital camera.	

ACTIVITIES	<p>2.-P.p “Shapes in nature”</p> <p>The teacher shows the children a p.p. The children have to observe the pictures and do an activity (Worksheet 2). The teacher suggests the idea that natural objects may have irregular shapes. The children express their opinions. The teacher talks with the children and they comment on their observations. The children ask and answer questions during the activity and after looking the p,p. The teacher asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her. The children have to stick the worksheet 2 onto the sketchbook.</p>		
COMMUNICATION	<p><u>Language of learning</u></p> <p><u>Classifying:</u> How many kinds of shapes are there?</p> <p><u>Illustrating/Exemplifying</u> What is an (example) of this?</p> <p><u>Contrasting:</u> What is the difference between. . . and. . . .?</p> <p><u>Giving reasons</u> Who can tell me why?</p> <p><u>Summarising:</u> What have we said/learned? What are the main points we have made?</p> <p><u>Listing:</u> How many . . . ?</p> <p><u>Giving opinions:</u> What do you think about..?/ What is your opinion...?</p> <p><u>Description (comparatives):</u> About shapes,</p>	<p><u>Language for learning</u></p> <p><u>Classifying:</u> There are (three) forms of...</p> <p><u>Illustrating/ Exemplifying:</u> One example of this is .../ For example.../For instance.</p> <p><u>Contrasting:</u> ... is between.... From...</p> <p><u>Giving reasons</u> This is / was because. . .</p> <p><u>Summarising:</u> So what we have said is.</p> <p>The main points we have said are</p> <p><u>Listing:</u> There are (number) . . .</p> <p><u>Giving opinions:</u> In my opinion.../ I think...</p> <p><u>Description (comparative):</u> This is a .../ These are like.... It has... (Shapes).</p>	<p><u>Language through learning</u></p> <p>Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>
GROUPING	Individually Whole class		
TEACHER’S RESOURCES	Worksheet 2. Power point “Shapes in nature”		
MATERIAL	Pencil or pen.		

ACTIVITIES

3.- “Scratched patterns”:

The teacher **talks** with the children about the natural things which the children brought in the first session (“A Display: The shapes in nature”). They **organise** the display again.

The teacher **explains** “scratched patterns” and **shows** the children how to do it.

The teacher **talks** about the process and the technique of “Scratching”.

The children (in groups of 5) have to choose the things they want to **observe** and **represent** in their paintings. The teacher gives worksheet 3.

And the children **do** paintings individually. (Teacher’s notes 2: Important).

The teacher **talks** about their paintings and **asks** them their own opinions and the partners’ opinions.

The teacher **asks** the children to **use** a technique to participate in the dialogue: The child **who has a stone or shell** is the person who is talking and the rest of the classroom has to wait and listen to him/her.

Optional activity: Scratched patterns can be done in different sessions making other choices.

At the end of this unit the teacher gives the children Assessment 1.

They do an exhibition of the paintings.

COMMUNICATION

Language of learning

Classifying:

How many kinds of shapes are there?

Illustrating/Exemplifying

What is an (example) of this?

Contrasting:

What is the difference between. . . and. . . ?

Listing:

How many . . . ?

Giving opinions

What do you think about..?/ What is your opinion...?

Description and Comparison:

What does it look like?

Language for learning

Classifying:

There are (three) forms of...

Illustrating/ Exemplifying:

One example of this is .../ For example.../For instance.

Contrasting:

... is between....from...

Listing:

There are (number) . . .

Giving opinions

In my opinion.... / I think...

In my opinion the partner’s painting is....

Description and Comparision:

This ... is like a square....

This...has lines and. it’s (round)

This looks like a.... (shape)

Language through learning

Language comes out both through the spontaneous comments of the children and the language used in the class activities

ACTIVITIES	3.- “Scratched patterns” (CONT.):
GROUPING	Groups of 5. Whole class. Individually
TEACHER’S RESOURCES	Worksheet 3. Teacher’s notes 2. <i>“The Usborne Book of Art skills” Fiona Watt.</i> ISBN 0 7460 4746 0 <i>An introduction to OIL PAINTING”</i> In Association with the ROYAL ACADEMY OF ARTS. Ray Smith. The DK (Dorling Kindersley) Art School. ISBN 0-7513-0648-7 Assessment.
MATERIAL	(The sketchbook). Cartridge paper (or sugar paper or any stronger paper). Chopsticks (or something to scratch: a blade, a painting knife, a carpenter’s pencil, you can also: Whittle the end of an old paintbrush for sgraffito effects). Oil pastels, black acrylic. Water pots, paint brushes (different sizes). Glue, pencil.

TEACHER'S RESOURCES

Teacher's notes

TEACHER'S NOTES 1.

PAINTING: SHAPE. LESSON 1

- After doing the activity the teacher can go over the steps again with the children.
- All the information can be shown in the class as a display with all the materials and some labels.
- The children can classify the labels with all the natural objects and they can organise the display.
- Here are some examples of this:

SHAPES



TOUCH  Find out how you respond to touch. Stroke the hand gently with your fingertips.

Look and observe



- **The steps which the children have followed:**

We observed carefully

We discussed with our partners.

We compared our different natural things.

We compared our shapes

We discussed with our partners about the shapes

- This title can be shown in the display of the whole activity:

Shiii! Listen to the sound of nature

TEACHER'S NOTES 2.

PAINTING: SHAPES .LESSON 1

ABOUT THE ACTIVITY:

- In this activity the children will have to work on a horizontal or vertical surface.
- Demonstrate each step again and provide close supervision as children embark on shapes.
- Encourage the children to become more confident and skilled in handling the painting and the shapes.
- To help the children feel more confident, the teacher can ask them to do some quick sketches on normal paper before working on the sugar paper, If this optional activity is done,so then it can be stuck onto the children's sketchbook.

ABOUT THE TECHNIQUE:

From: "An introduction to OIL PAINTING" In Association with the ROYAL ACADEMY OF ARTS.

*Ray Smith. The DK (Dorling Kindersley) Art School.
ISBN 0-7513-0648-7*

The oil painting:

"Nowadays a relatively recent product is the oil stick, which is basically oil paint in stick form. This allows you to draw with the oil paint as though it were pastel or a piece of charcoal. It has a smooth, creamy feel and it is possible to work into a wet colour and still retain the colour of the stroke you are making."

"Sgraffito:

It is an old method of drawing into a layer of wet paint to produce a line drawing of an image or a detail. When you scratch through the layer of wet paint you should reveal a new colour underneath, whether it is another layer of dried paint has been applied with a painting knife and the blade of the knife then used as the drawing instrument. You can use all kinds of tools for this technique: a screwdriver, for instance, will give a line similar to that made by drawing with a carpenter's pencil. Many artists whittle the end of an old paintbrush for sgraffito effects as the softer wood is less likely to damage the canvas."

The acrylic paint:

- We worked with this paint in Texture Lesson 2.
- This kind of paint dries very quickly.
- Acrylic paint allows this technique, which has to be applied while the paint is still wet (very important)..
- From this book it can be useful to Know about *Acrylics and some techniques:*

WITH REFERENCE TO:

Essentials "Painting Companion". Tegan Sharrard. ISBN 1-84573-219-7 Eagle Editions.

- "It's quick-drying characteristic is usually an advantage but it can also present problems." "With acrylics you have to work quickly, adjusting the colour by over painting and optical mixing instead of trying to move the colour around on the picture surface. Acrylic can be made to look exactly like watercolour but it doesn't handle or feel like watercolour while you are using it. Also, acrylic washes are insoluble once dry.
- Making Texture: "There are few limitations when making texture with acrylic paint. You can apply the paint thickly with a brush, palette knife or any other suitable implement. Acrylics dry quickly enough to enable you to continue building up the layers almost indefinitely- some acrylic artists work almost in relief, their work taking on such a heavily impastoed surface that it can only be described as a three-dimensional art form. Once the paint is committed to the support and starts to dry, it cannot easily be moved or changed".

The technique of **SCRATCHING**:

Any sharp object or tool can be used for scratching or etching lines. Acrylic paint allows this technique which has to be applied while the paint is still wet (very important).

Worksheets

PAINTING: SHAPES.LESSON 1
WORKSHEET 1 “THE SHAPES IN NATURE”

Name/s: _____
Date: _____

1 st part: Classify

IT HAS THE SHAPE OF A CIRCLE	IT HAS THE SHAPE OF A RECTANGLE

IT HAS THE SHAPE OF A SQUARE	IT HAS AN OVAL SHAPE

LIKE A TRIANGLE	OTHERS:.

OTHER SHAPES	OTHER SHAPES

TOP TIPS

- NEVER TAKE AWAY WILDLIFE OR PLANTS FROM THEIR HABITAT.
- TAKE YOUR LITTER HOME WITH YOU, ESPECIALLY PLASTIC AND RING HOLDERS FROM CANS AS THEY ARE POSE A REAL DANGER TO WILDLIFE.

PAINTING: SHAPES.LESSON 1
WORKSHEET 2. POWER POINT: "SHAPES IN NATURE"

Name: _____ Date: _____

👁 While you are looking at the pictures (the slides) answer the next questions. There are 5 slides.

1st slide:

1. - What shapes can you see?

I can see _____ in the magnifying glasses.

2.- Name the shapes: _____

2nd slide

1.- What *shapes* does this tree have?: _____

2.- Is every side of the tree of the same *length*?:

3.- Look at the borders:

- Does the tree have *corners*?: _____

- Circle the correct answers:

The *borders* are: flat, round, irregular.

4.- What shape is the crown?:

3rd slide

1.- What shape is the tree?: _____

2.- Do you think this tree has a curvilinear shape?: _____

3.- Can you see lines? : _____

4th slide

1.-Write true (T) or false (F)

- The bamboo is like a rectangle.
- The bamboo has corners.
- The bamboo has four sides.
- The coconut is round.
- The pine is irregular.
- The pine has straight sides like the square.

5th slide

1.- Observe the bark;

Is the bark rectangular? _____

2.- Observe the stone:

Is the stone a bit irregular? _____

Is it round? : _____

Does it have corners?: _____

PAINTING: SHAPES.LESSON 1
WORKSHEET 3 "SCRATCHED PAINT AND PASTELS"

Name: _____ Date: _____

INSTRUCTIONS:

1. - Use different oil pastels to draw patches of colour on a piece of sugar paper (or stronger type of paper). Make sure that the patches join together.
2. - Mix a little water with black acrylic paint, but don't make it too thin. Cover the oil pastel completely with the paint.
3. - Leave the paint until it is almost dry. Then, use a chopstick or some stronger tool to scratch lines, revealing the pastel underneath.
4. - Scratch several more lines on the paint, then scratch lines across to make a large grid. Scratch a border, too.
5. - Draw a simple outline of a bird in part of the grid. Add curved lines for feathers, a wing, an eye and a beak.
- 6.- If you make a mistake, paint some of the black acrylic paint on top and let it dry a little before scratching on it again.

Assessment

PAINTING.SHAPES. LESSON 1 **ASSESSMENT STS**

Name: _____ Date: _____

- Things I liked it about the activities:

- Things I didn't like about my paintings:

- Can I recognize some shapes?
- Am I able to select shapes to do my painting?
- Can you name the tools we have used?
How many tools can you name?
- Am I happy with my work?
Why?
- Can I suggest ways of improving my own work?

POWER POINT

Shapes

10. CELTIC ART

LESSON 1

TIME: 5 hours

LEARNING OBJECTIVES:

- To learn to recognise Celtic Art.
- Talk about Nature in Celtic Art...
- Use observation and then imagination to paint.

ACTIVITIES:

- 1.- “Looking at pictures”
- 2.- “A Celtic Painting”
- 3.- “Celtic Culture”
- 4.- “My own Celtic Painting”

ACTIVITIES	<p>1.- “Looking at pictures”: The teacher shows Celtic Pictures from the website: http://www.celtic-clipart.co/uk (Gallery: Animals and Nature) The teacher describes some pictures and asks the children some questions. The teacher encourages the children to guess some points in Celtic Art. The children do Worksheet 1 while they are looking at the pictures. They talk about the pictures. The teacher asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and listen to him/her.</p>		
COMMUNICATION	<p>Language of learning <u>Classifying:</u> How many kinds of... are there? <u>Illustrating/Exemplifying:</u> What is one example of this? <u>Summarising:</u> What we have said/ learned... What are the main points we have made? <u>Description:</u> <u>Colours:</u> bright colours, dark/light, russet, gold. <u>Shapes:</u> spirals, circles, squares, diagonals. <u>Natural elements:</u> lion, bird, snake, tree, dragon, peacock.</p>	<p>Language for learning <u>Classifying:</u> There are... types of... <u>Illustrating/Exemplifying:</u> For example <u>Summarising:</u> So what we have said is... The main points we have made are... <u>Description.</u> Colours. Shapes. Natural elements.</p>	<p>Language through learning Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>
GROUPING	Whole group		
TEACHER’S RESOURCES	<p>http://www.celtic-clipart.co/uk (Cari Buziac) (Gallery Animals and Nature). Teacher’s notes 1 (“Celtic Art” <i>The methods of Construction</i>” George Brain.Constable ISBN -13 978-0-09-476900-7 ISBN-10 0-09-476900-1). Worksheet 1.</p>		
MATERIAL	Sketchbook (Optional).		

ACTIVITIES	<p><u>2. “A Celtic Painting”:</u> The teacher explains the activity (Teacher’s notes 2). The children read worksheet 2 and they stick it onto the sketchbook. The children do a Celtic painting with a temple (pattern):From http://www.celtic-clipart.co.uk/ (Free Ware: Colouring Book) In the classroom they do a display. The teacher talks with the students about their paintings. The teacher asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom have to wait and listen to him/her.</p>		
COMMUNICATION	<p><u>Language of learning</u> <u>Giving reasons:</u> Why? Give me a reason for that. <u>Summarising:</u> What we have said/ learned... What are the main points we have made? Time _____ sequence: What happened/happens?</p>	<p><u>Language for learning</u> <u>Giving reasons.</u> This is / was because. <u>Summarising:</u> So what we have said is.. The main points we have made are... <u>Time sequence:</u> First, then, after that, next, finally</p>	<p><u>Language through learning</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>
GROUPING	<p>Individually. Whole group.</p>		
TEACHER’S RESOURCES	<p>http://www.celtic-clipart.co.uk/ (<i>Colouring Book</i>) Artist: <i>Cari Buziac</i>. Teacher’s notes 2 (<i>The Book of Kells. Painting Book. Aidan Meehan</i>. Published by Thames & Hudson. ISBN 500-28146-7). Worksheet 2.</p>		
MATERIAL	<p>Colouring Book. The sketchbook (optional). Sugar paper A 3 or A 4. Tempera, paint brushes, water pots, varnish, container. Eggs.</p>		

ACTIVITIES	<p>3. "Celtic Culture": The teacher introduces the students to the Celts through an interactive map: http://resourcesforhistory.com/map.htm The children have to play with the interactive map. The teacher tells the children about the Celts. The teacher shows the children part of a DVD and they have to observe some pictures from: ("The Book of Kells") The teacher encourages the children to take notes while they are looking at the pictures and listening to the DVD. The teacher helps the children to guess about Nature in Celtic Art. The teacher talks with the children and summarises the main points of this activity.</p>		
COMMUNICATION	<p>Language of learning <u>Classifying:</u> How many kinds of... are there? <u>Illustrating/Exemplifying:</u> What is one example of this? <u>Summarising:</u> What we have said/ learned... What are the main points we have made? <u>Description:</u> <u>Colours:</u> bright colours, dark/light, russet, gold. <u>Shapes:</u> spirals, circles, squares, diagonals. <u>Natural elements:</u> lion, bird, snake, tree, dragon, peacock.</p>	<p>Language for learning <u>Classifying:</u> There are...types of... <u>Illustrating/Exemplifying:</u> For example <u>Summarising:</u> So what we have said is... The main points we have made are... <u>Description.</u> Colours. Shapes. Natural elements.</p>	<p>Language through learning Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>
GROUPING	<p>Individually. Whole group.</p>		
TEACHER'S RESOURCES	<p>Website: http://resourcesforhistory.com/map.htm (Interactive Map of the Roman Empire and Celtic Lands). Teacher's notes 3. DVD "<i>The Book of Kells</i>". Trinity College. Dublin</p>		
MATERIAL			

ACTIVITIES	<p>4.- “My own Celtic Painting”</p> <p>The teacher talks with the children about the main points in Celtic Art. The teacher shows how to do the activity Teacher’s notes 4. The teacher organises a display with printed pictures from the website. The children have to do their owns paintings with imagination but if they need help they have the pictures. Previously, they can try their own drawings on worksheet 3 and stick them on their sketchbook. The teacher talks with the children about their productions. They do a display in the Gallery place. The teacher asks the children to use a technique to participate in the dialogue: The child who has a stone or shell is the person who is talking and the rest of the classroom has to wait and to listen to him/her. The children do worksheet 4.</p>		
COMMUNICATION	<p><u>Language of learning</u> <u>Classifying:</u> How many kinds of... are there? <u>Illustrating/Exemplifying:</u> What is one example of this? <u>Summarising:</u> What we have said/ learned... What are the main points we have made? <u>Description:</u> <u>Colours:</u> bright colours, dark/light, russet, gold <u>Shapes:</u> spirals, circles, squares, diagonals, <u>Natural elements:</u> lion, bird, snake, tree, dragon, peacock.</p>	<p><u>Language for learning</u> <u>Classifying:</u> There are.. types of... <u>Illustrating/Exemplifying:</u> For example <u>Summarising:</u> So what we have said is... The main points we have made are... <u>Description.</u> Colours. Shapes. Natural elements.</p>	<p><u>Language through learning</u> Language comes out both through the spontaneous comments of the children and the language used in the class activities</p>

ACTIVITIES	4.- “My own Celtic Painting” (CONT.):
GROUPING	Individually. Whole group.
TEACHER’S RESOURCES	Assessment teacher. Teacher’s notes 4. http://www.celtic-clipart.co/uk (Cari Buziac) (Gallery Animals and Nature), printed pictures. Worksheet 3. Worksheet 4.
MATERIAL	Tempera, paint brushes, water pots, varnish, container. (Optional :Eggs). The sketchbook. Sugar paper A 4.

TEACHER'S RESOURCES

Teacher's notes

PAINTING. CELTIC ART.LESSON 1

TEACHER'S NOTES 1

- I am conscious that Celtic Art is complex but I'm interested in introducing it to the children a little.

In spite of its complexity, Celts were enthusiastic about celebrating the four seasons and about the way they lived celebrating nature.

Their footprints have arrived to the present.

Personally I'm interested in Celtic Culture and working as a FLA in United Kingdom I have found out been that Celtic Art is still alive in this country, more than in Spain, in different ways: jewellery, patterns in clothes, music, pictures

- It has been very difficult to find some pictures through internet because the information that you can get is endless and I had to be very careful with the authors because of the **copyright**.

Finally I found the website <http://www.celtic-clipart.co/uk> where an artist Cari Buziac has reproduced their paintings and the techniques that Celts used to paint.

- The aim of this activity is to recognise Celtic Art through pictures.

In this first activity we can show pictures from the website <http://www.celtic-clipart.co/uk> where an artist, **Cari Buziac**, has reproduced their paintings. Each picture has a comment about the technique.

- I have preferred to look at and read some books, and from *CELTIC ART, The methods of construction. George Bain* I got some points that I hope can be useful!

□ Spirals:

"The spiral, as a symbol, as an ornament, had a beginning at the dawn of man's intellect. With some exceptions, the constructions by insects, birds and animals are made by circular motions. The circle has been considered as man's first step in art.

Also it is every child's beginning in drawing.

There is information of the beginning of the use of spirals as an ornamental and magical art that highly developed key patterns, engraved on mammoth ivory, found in the Ukraine and in Yugo- Slavia, and are dated from 25,000 BC to 15,00 BC. Key patterns are really spirals in straight lines and man had to travel long in time before he "invented" the square."

□ Key patterns:

Some authors, like J. Romilly Allen, think that the biggest difference between classical patterns and those used by the Christian Celts of Britain and Ireland, can be the introduction of diagonal lines.

This diagonal cross is the basic construction of many key pattern panels and interlacing knotwork panels of Pictish art.

According to J. Romilly Allen he described Celtic key patterns as a series of diagonal lines forming various kinds of Chinese-like patterns. These ornaments are generally introduced into small compartments, a number of which are arranged to form the large initial letters and borders, or tessellated pages, with which the first manuscripts are decorated."

"There are other symbols that are the total of living things.

Man, animal, bird, reptile, fish, insect and plant are all on the Book of Kells.

The plant or tree symbol of life emerging from a pot is to be found on some of the Pictish ornamented cross-lab stones.

Zoomorphics:

Zoomorphic ornaments are those based upon the forms of animals, birds and reptiles.

Anthropomorphic ornaments are those based upon the forms of the human body.

They are usually in conjunction with spiral ornaments and the leg-joints and rib-forms of the animals in ornamental rendering have spiral terminal treatments.

This peculiar manner of expressing the forms and movements of animals may be seen in the metal work of the 5000 BC to 3000 BC period of culture of the city of Ur.

The Celtic “Tree of Life”:

“There is a pagan and, later, a Christian symbol and its use was a religious one and not merely decorative:

The Celtic “Tree of Life” is used by the author to name this symbol

It completes the total of created life, the seven created beings of Celtic World, Plant, Insect, Fish, Reptile, Bird, Animal and Man.

The British and Pictish Christian Churches of Pelagius believe that God gave seven faculties to man, Sight, Smell, Taste, Hearing, Feeling, Good and Evil.

Prototypes of the Celtic “Tree of Life” growing from pots in the manner of those of the Pictish stones of East Scotland and of the Book of Kells were very difficult to find from all available works on Asiatic and European ornaments.

POSSIBLE QUESTIONS THAT THE TEACHER CAN ASK THE CHILDREN ABOUT THE PICTURES:

- How do you think the picture was made?
- Do you think that it is old or new?
- What might it be used for?
- Have you seen anything like this before?
- What can you see in the picture?
- What colours can you see?
- Can you see lines/colours/ textures/ shapes in these pictures?
- Are there any people in the picture?
- Are some areas of the picture lighter/ darker/ than others?
- How does the picture feel?

PAINTING. CELTIC ART.LESSON 1 **TEACHER'S NOTES 2 "A CELTIC PAINTING"**

From :The Book of Kells. Painting Book. Aidan Meehan. Published by Thames & Hudson.

“Tempera was the paint used in the Book of Kells. Pigments are mixed with egg yolk or egg white to make tempera colours.

Designer's gouache is like tempera, fast-drying and as easy to use.

It is a solid, opaque paint.: You can brush one coat over a dry undercoat, the two will not mix. So you can change your mind as you paint. You cannot rework watercolour paint.

Closer to tempera, acrylic is reworkable, but also dries waterproof, so never let it dry in the brush. Clean brushes with alcohol. To make it semi-transparent, mix clear acrylic medium.

You can add a little colour to this glair for very transparent effects.

To apply glaze as in the Book of Kells, first lay a thin wash of yellowed glair over the drawing. Let it dry, then coat with clear varnish. When dry, lay a second colour on top of the glaze, such as a thin pink over yellow to make orange”

PAINTING. CELTIC ART.LESSON 1 **TEACHER'S NOTES 3. CELTIC CULTURE**

HISTORY:

From: CELTIC ART Miranda Aldhouse Green. The Everyman Art Library. ISBN 0297-83365-0

THE CELTIC IDENTITY

“From about 500 BC, first Greek and later Roman historians mention peoples living in a large area of non- Mediterranean Europe as Celts.

The earliest allusions to Celts by such Greek historians as Herodotus (c.485-c.425BC) in the 5 th century BC were followed by later authors, such as Polybius (c.200-c.118BC) and Livy (59BC-AD 17), who discuss the expansion of the Celts from their Central European homelands during the 4th and 3rd centuries BC.

From such documentary resources, we learn of the presence of Celts in Spain, France, Italy, Greece and Asia Minor, specifically central Turkey.

“**The Celts in Spain** fell under the shadow of Rome from the 2nd century BC; and the Celtic heartland known by the Romans as “Gaul” (modern France, Switzerland, Belgium, and part of western Germany) was conquered and annexed by the Romans under Julius Caesar in the mid-1st century BC. “

“**Britain is not referred to as Celtic** by ancient authors, but Caesar recognised the close similarities between Britain and Gaul in 55-54 BC, for instance in their political organisation. Tacitus (AD 55-120), Dio Cassius (AD 155-230), and other historians chronicled the conquest of Britain, which took place between AD 43 and 84.”

THE NATURE AND FUNCTION OF CELTIC ART:

“.. However, this very **lack of written communication** in Celtic society may have elevated Celtic art into a kind of visual language, containing messages (sometimes in an enigmatic code) that were meaningful to the artist, the costumer, and-perhaps- to the gods. Celtic art was also intimately related to the objects which it decorated, so people were used to seeing art as part of their everyday lives.”

.. **“In Celtic society it is virtually impossible to make a distinction between art and decoration.** Each ornamented object was individually crafted, whether with a complicated image or simple pattern. Moreover, decoration may have been closely associated with symbolic expression, and a major aim of this book is to come to some understanding of the links between Celtic society and an art which was active rather than passive and which may have played a major part in communication.

The context of Celtic art is a crucial factor in understanding its meaning. By this I mean not only the vehicle for the art- the neckring, shield, or tankard- but also the archaeological and social context. The findspot (place of discovery) of a decorated object in a tomb, a hoard, a bog, or a shrine may provide important clues as to the interpretations of its function and symbolism. For example, the deliberate depositing in water of ceremonial armour such as the Battersea Shield, which was found in the River Thames, has implications for its function as part of ritual activity. It is possible to recognise a recurrent practice of casting high-status military equipment into rivers, lakes and marshes, a practice which took place throughout Celtic (and indeed pre-Celtic) Europe and ranged widely over time. These finds were arguably placed in water as offerings to supernatural powers and may sometimes, indeed, have been made especially for such a purpose. If this is so, then the motifs and symbols with which they are decorated may have had a specific religious meaning. ·

“The other, and related, feature of Celtic art which adds to its obscurity is its apparently non-representational nature.

Human, animal, and vegetal (based on plants) motifs are present, but Celtic artists tended to veer away from realism, and naturalism was sacrificed to the love of pattern and form.

However, copying from life is only one aspect of realistic expression. In their apparently abstract motifs and designs, Celtic artists may have been representing other truths which were perceived to operate in the world of the mind and spirit, and which were real to them”.

Finally, we should say something about the genesis and influences of Celtic art. Its beginnings are recognised as roughly coeval with the earliest, Hallstatt, Iron Age culture. But it must owe something to preceding Bronze Age traditions, and indeed it is possible to see some of these earlier influences recurring in the themes of Celtic Iron Age art. External influences also played a large part in the development of Celtic art. Artists did not operate within a cultural vacuum but had access to a wide range of ideas belonging to other cultures, from which they borrowed freely. Traditions from Italy, Greece and the Near East were all absorbed, adopted, and adapted into the repertoire of Celtic art, but in such a vigorous, dynamic manner that these foreign motifs were transformed into something new and entirely Celtic”.

ART AND THE ARTIST IN CELTIC SOCIETY:

“A vital concern in any attempt at understanding Celtic art is the artists themselves: who they were; how they were organised; how they chose their designs; and their status within society as a whole.”

Celtic society, 700 BC- AD 600

“Pagan Celtic society was a heroic society, essentially similar to that described in Homer’s Iliad, in which a warrior-elite exercised power and in which complex patron-client relationships must be envisaged. In the earliest phases of Celtic life, as represented in the archaeological record by the Hallstatt (earliest Iron Age) tradition, we have a picture of a highly stratified society where the top level enjoyed spectacular wealth and prestige.

The 6th century BC. Centralisation of Celtic Europe, illustrated by the apparent manipulation of resources, rich graves, and large strongholds, began to break down at the time of Celtic expansion east and west. This expansion was at its most developed during the 4th and 3rd centuries BC. The movement of people and ideas, chronicled by Classical historians, led to the development of more local centres which were established from Britain to Romania.

“A heroic ideal still dominated Celtic society, however, and symbols of honour and authority were still eloquently displayed by high-status metalwork”

TO HAVE AN IDEA ABOUT THIS BOOK..., THEN IF YOU ARE INTERESTED SEE the reference about the book.

PAINTING. CELTIC ART.LESSON 1
TEACHER'S NOTES 4
"MY OWN CELTIC PAINTING"

The previous notes and the time to look at the work are intended to give children an insight into the world of Celtic Art and how works are made.

Once we've introduced the resources for painting, tell the children that they are going to make pictures using patterns like those they have seen and discussed.

The teacher will need some printed pictures to show the children and they are going to do a display. Pictures from the website: <http://www.celtic-clipart.co/uk> from Cari Buziac.

Display the pictures along the Gallery place.

Children have different rhythms and different abilities, so they can try their drawings as many times as they need, in worksheet 3, to help them feel more confident.

Worksheets

PAINTING:CELTIC ART.LESSON 1. **WORKSHEET 1**

Name: _____ Date: _____

1. - How many kinds of shapes are there?

There are . . . types of shapes.

2. - What is one example of interlacing?

For example _____

3. - What is one example of spirals and circles?

For example _____

4. - Observe the third slide "Bird medallion".

Give me one example of bright colours: _____

One example of bright colours is _____

5. - Look the seventh slide "Dragon fire".

Give me one example of bright and dark colours.

One example of bright colour is _____

One example of dark colour is _____

6. - Play with your memory!

Can you write the names of some animals and plants you have seen on the pictures?

PAINTING:CELTIC ART.LESSON 1.
WORKSHEET 2 “ A CELTIC PAINTING”

Name: _____ Date: _____

Before starting the painting:

- Choose one of the pictures.
- Think what kind of colours you prefer: dark colours or light colours.
- Prepare the tempera.
- Add the tempera to the egg yolk in a container.
- Mix them.
- You can brush one coat over a dry undercoat, the two will not mix.
- To do layers of translucent colours use a varnish.
- Take the varnish and add a little colour to it.
- Allow it to dry.

PAINTING:CELTIC ART.LESSON 1.
WORKSHEET 3“ A CELTIC PAINTING”

Name: _____ Date: _____

Before starting the painting:

You can try your drawings as times as you need to feel more confident!

Don't worry if you make mistakes or if you don't feel happy, try again in another space of this worksheet.

Take a pencil and try different drawings.

When you feel happy with your drawing choose the one you like best.

PAINTING: CELTIC ART. LESSON 1.
WORKSHEET 4. “ MY OWN CELTIC PAINTING”

Name. _____ Date: _____

Are you able to select and use different thicknesses of paint brushes?

Can you talk about your work with reference to colour, shape and patterns?

Things I liked about my design:

Things I did not like about my painting:

Assessment

PAINTING.CELTIC ART. LESSON 1 **ASSESSMENT**

Group: _____ Date: _____

- Can they recognize some points of Celtic Art?
- Are they able to select shapes and colours to do their paintings?
- Do they feel more confident with their trying?
- Can they suggest ways of improving their own work?

Painting. Celtic Art. Lesson 1. Assessment.

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BIBLIOGRAPHY

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1. BOOKS

CLIL in Catalonia, from Theory to Practice, APAC 2005. ISBN 93-3162227 “The CLIL approach allows the organisation of the teaching-learning of the linguistic and non-linguistic subject matter by breaking open fixed compartments and encouraging the transfer of learning strategies from one area to the other”

“AN INTRODUCTION TO OIL PAINTING”. *In Association with the Royal Academy of Arts. Ray Smith. The DK (Dorling Kindersley)* ISBN: 0-7513-0648-7

It is useful and interesting for enthusiastic beginners. Offers the widest choice of specific subjects- from acrylic figure to oil portrait, and from pastel still life to watercolour landscape.

“ Art of Different Cultures”. *Lilian Coppock. Belair.* ISBN 0-94788-240-5. An imprint of Folens Publishers. Folens : www.folens.com Ages 5-11.

Imaginative arts and crafts from around the world.

Explores Textiles, Drawing, Painting and Three-dimensional work. (Very expensive)

“Art of Recycling”. *Hilary Ansell. An imprint by Folens Publishers.* ISBN 0-94788-235-9.

Inspirational ideas for art and design using reclaimed materials. Ages 5-11. The Belair world of Display series adopts a cross-curricular approach to the primary curriculum through art, design and display. The book provides valuable ideas for creative display and engaging practical activities linked to popular primary themes. www.folens.com I liked it a lot!

“Celtic Art. The methods of construction”. **George Bain.** Constable London. www.constablerobinson.com

ISBN -13 978-0-09-476900-7 (hardback), ISBN -10 0-09-476900-1 (paperback).

This new edition includes eight pages of colour illustrations.

“George Bain clearly demonstrated in his classrooms, to judge from pupils’ work here illustrated, that through practice and application in his methods of constructing decoration, anyone with the initial interest can release this innate interest to beautify and mark out the impress of their individuality that has been a quality in man since the Neolithic times of the cave artist”

“It is interesting to know that the 1st impression was in 1951.

Twenty-fifth impressions 2004 (I’ve got it).

This elementary text book is prepared specially for use in elementary and secondary schools.”

The problem with this kind of material is that the copyright, you I’m not able to use for the project only as a consult.

Celtic Art. *Miranda Green.* ISBN 0-297-83365-0. *Published in Great Britain in 1996 by George Weidenfeld & Nicolson Ltd. The Orion Publishing Group, Orion House.* National Museums and Galleries of Wales Colleges Newport and Cardiff. It’s interesting about the Celts’ History and Celtic Art.

“Collage. Mastering Art”. *Franklin Watts.* ISBN 0-7496-4957-7 In the Mastering Art series, a professional artist introduces the materials , and discusses and illustrates the basics of each subject before moving on to more advanced creative concepts. This series is designed for beginners

Bibliography: Books

“Collage Sourcebook. Exploring the Art& Techniques of Collage”.Layout and Production Susan Raymond.

Published in the UK in 2004 by Apple. www.apple-press.com ISBN 1-84092-465-9 It is a fantastic book, very creative and it shows different techniques: Paper collage, fabric, appliqué, Frottage, Monoprinting....

And there are the works of some artists with good photos; they share their inspirations with creativity and they show how collage can enhance your art-work as you use this amazing process to express and explore your hopes, dreams and visual aesthetics.

“ Craft with Nature in a weekend”, Dorothy Wood. A David & Charles Book. Its website www.davidandcharles.co.uk ISBN 0-7153-17711-3.

It's a good craft shop stock with a huge variety of natural materials .For easy reference, the projects and ideas are divided into five groups each of them using materials from a different environment: the beach, garden, and kitchen, woodland and exotic locations. It provides clear step-by-step instructions.

“Craft Workshop. Shells”. Mary Maguire. Photography by Peter Williams. Published by Southwater. ISBN 1-84215-587-3.

I liked it a lot. The projects in this book employ a range of craft Techniques. Shellcraft is at last a breaking free from the negative associations of seaside souvenirs and it is becoming popular with innovative designers and craftspeople. Beautiful objects in their own right, shells are a versatile art material that combines well with other natural objects.

SUPPLIERS:

- **UNITED KINGDOM:**

Eaton's Shell Shop
30 Neal Street
London WC2H 9UE
Tel (071) 379 6254
Shells and raffia mat

Billingsgate Fish Market off Trafalgar Way
London E 14
Scallop Shells

- **AUSTRALIA:**

Sydney Speciment Shells
99 New Illawarra Road
Bexley North
Sydney
Tel: (02) 9554 4314

Australia Shells
1 Payneham Road
College Park
SA 5069
Tel: (08) 83620433
Westralian Shells
3 Gunee Road
City Beach
WA 6015
Tel: (0) 385 8084

CONSERVATION SOCIETIES:

- **UNITED KINGDOM:**

Marine Conservation Society
9 Gloucester Road
Ross-on- Wye
Herefordshire
HR9 5B U

- **AUSTRALIA**

Australian Marine
Conservation Society
PO Box 49
Moorooka
Queensland 4105

“Educación emocional PROGRAMA PARA EDUCACION PRIMARIA” (6/12 años) Agnès Renom Plana. (Coordinadora de la Obra) GROU (Coordinado por Rafael Bisquerra). Monografías escuela española. PRAXIS. ISBN 84-7197-792-3

Miembros del GROU que han participado: Manuel Álvarez, María Jesús Agulló, Rafael Bisquerra, Gemma Filella, Èlia López, Isabel Paula, Núria Pérez, Agnès Renom, Feli Rodríguez, Montse Talavera y Cecilia Vargas.

e-mail:educación” praxis.es www.praxis.es

It is an interesting book where you can be introduced to emotional education. I have liked it a lot.

“ Learn to paint and draw”. ISBN 1-40545-627-2. A complete guide to drawing and painting techniques. This is a **Parragon Book**. This edition published in 2005.

“The book of Kells” . Bernard Meehan. ISBN 0-500-27790-7. Ed. Thames and Hudson Ltd, London 1994.

It's very interesting. It's an illustrated introduction to the Manuscript in Trinity College Dublin (Ireland). It has 117 illustrations, 110 in colour.

” The Book of Kells “is the most spectacular of a group of manuscripts created in Ireland and northern Britain between the seventh and tenth centuries, a period when Irish monasticism was in the vanguard of Christian Culture.

Bibliography: Books

This edition includes the most important of the fully decorated pages plus a series of enlargements showing the almost unbelievable minuteness of the detail- spiral and interlace patterns, human and animal ornament- a combination of high seriousness and humour.”

In my opinion, the book is very interesting to know and understand the Celtic art but it also helps you personally.

It's very interesting for introducing the Celtic art to the children through:

Letters that have pictures with illustrative features about animal, human figures and animals decoration ,some features related to the Great Mother Nature.

It's possible to look for the book published by: <http://www.alfredom.com>

This publisher has a beautiful CD. “The Illuminated Manuscripts Project. A treasure Trove of Masterpiece Illuminations for your art projects”. It says Free Illuminated Manuscripts Graphics. Free download for personal (non commercial) and educational use. (All download are in zips files).

I've contacted the publisher about using these Cds for the project, but it hasn't been possible because of the license , you have to pay the publisher, then they are not free. It's a shame because they are lovely! They are very expensive.

“The book of Kells” PAINTING BOOK. Aidan Meehan.Thames Hudson.

Printed in Spain. ISBN 0-500-28146-7 “These are original studies of animal ornaments drawn from the world-famous Book of Kells by Aidan Meehan will inspire you to try out your own painting techniques and colour schemes” ..” On each page the folio number of the Book of Kells from which the design has been derived is given so you can relate it to the original manuscript and its colour schemes ...”

It has been used as reference since I can't use the paintings because of the copyright. I have tried to contact the author. But it hasn't been possible.

My nature craft book: Cheryl Owen. Published by Salamandar Books Ltd., ISBN 1-85600-018-4

It's a beautiful colourful craft book which features over 35 imaginative and fun projects for everybody to make using natural materials. It is provided with instructions and step-by-step drawings which show us clearly how each project is made.

“My world of Science”: Find out about the full range of Heinemann Library resources at: www.heinemann.co.uk/l/library

My world of Science introduces simple science topics using everyday situations and objects that children can recognize in the world around them. It is very simple but it has been interesting to know how teachers introduce this topic in Nursery, Reception and Year 1. The informative text (very simple), the glossary and the index have been useful for the language they use:

1. **Smooth and Rough.** Heinemann First Library. _ISBN: 0-431-13743-9. This book contains large, colourful photographs, a simple informative text, and a glossary and an index. Smooth and rough looks at the difference between smooth and rough materials, and gives examples of how we use smooth and rough things in everyday life.
2. **Shiny and Dull.** Heinemann First Library. ISBN 0-431 -13744- 7. Shiny and Dull looks at the difference between shiny and dull objects, and shows how shiny and dull things can be useful in everyday life.

"Pastels from scratch. Paul Taggart. Sandcastle Books.

ISBN: 0-95552478-3-7 The author is able to impart detailed instructions on materials and demonstrate the most basic of techniques, as well as those that can only be passed on visually. When combined with exercises and stage-by-stage compositions. It has been very useful.

"Stamping made easy, David & Charles Craft Book. Series Editors : Susan & Martin Penny ISBN 0-7153-0565-4

It's an essential guide to a wide range of craft subjects. It is packed with eye-catching projects presented in a modern easy-to-follow and practical way, with templates and step-by-step instructions.

Notes: There're 4 books in this collection: Silk Painting, Glass Painting, and Stencilling.

"Starting Points in Art", Marilyn Barnes. Belair. ISBN : 0-94788-290-1.

Written by experienced authors, the books provide valuable ideas for creative display and engaging practical activities linked to popular primary themes. This book has instructions that are easy to follow and the materials required are basic. For more information about Belair world of Display you can visit www.folens.com.

"Start to learn Pastel Techniques, Drawing and Painting course"

Autor: Josep Casals, Artists Badalona Ballestà, Rogelio Urgell, Julia Romero. Editor Nacho Asensio. Coordination text : Rosa Tamarit. Printed in Spain: Ferré Olisina S.A ISBN 84-96099-60-1

E mail: atriumgrou.org website: www.atriumbooks.com ISBN : 84-96099-60-1

It's a useful book for learning Pastel Techniques.

"The Encyclopedia of Watercolour Techniques" Hazel Harrison.(2nd edition). ISBN 0-742-7949-7 www.play.com

"Watercolours from scratch. Paul Taggart. Sandcastle Books. ISBN 0-9552478-0-2

Paul Taggart knows that the best way to help someone learn a new skill, is through alternative approaches. There are also exercises and stage-by-stage compositions and a series of projects. It is very useful and practical.

2. DVD-ROM :

“The book of Kells”. Trinity College Library Dublin. 2006 Board of Trinity College Dublin. www.bookofkells.com.

“It’s the first digitised version of “The book of Kells” to have been authorised by Trinity College Dublin and has been produced by a partnership of Trinity College Library and X Communications. It includes images of all 340 folios of the manuscript. Featuring narrations by Olivia O’ Leary and Stephen Ream the history of the manuscript is told, with decorative and symbolic themes clearly explained.” It’s an interesting DVD and I got at Trinity College, Dublin. It is possible to order in this website. Library Shop: [www.tcd.ie/Library /shop/](http://www.tcd.ie/Library/shop/)

Bibliography DVD

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3. WEBSITES:

BIRMINGHAM SCIENCE MUSEUM. Events and Activities.

“Thinktank”www.thinktank.ac/education

<http://www.celtic-clipart.co.uk> (Pictures: Gallery Animals and Nature). Author Cari Buziach. Copyright 2005.

I recommend this website because it's very interesting; There's the explanation from the author about their work's art, his paintings. And there are different topics. It's worth to see if you are interested on Celtic Culture.

<http://www.celtic-clipart.co.uk> (Colouring Book) Cari Buziach. Copyright 2005. The Artist says: “made 12 colouring book pages of unicorns, mermaids, waterbabies and snowflakes for my nieces, and figured you folks might enjoy them too, so I've posted them up here for you to download and colour if you like. :-) You may download, share and print as many copies as you like, **so long as the copyright note at the bottom of each page is included.** Have fun! :-) “

<http://www.jennifercollier.co.uk/>: A contemporary Artist from Manchester. (UK).

<http://resourcesforhistory.com/map>. (Interactive Map of the Roman Empire and Celtic Lands.)

Map showing the lands of the Celts and the Romans. It's interesting to show to the children.

DICTIONARY ON LINE

Dictionary on line: www.m-w.com

Merriam- Webster online.

CURRICULUM.

All the exemplar Key Stage 1 and 2 schemes of Work : www.standards.dfes.gov.uk/schemes
www.qca.org.uk

CURRICULUM UK

<http://www.takeonepicture.org.uk>

<http://www.curriculumonline.gov.uk>

Fax : 020 7747 2431

Email:education-london.org.uk

THE NATIONAL GALLERY, Trafalgar Square, London WC2N 5DN.

<http://www.nationalgallery.org.uk>

Bibliography: Websites

[Escribir texto]

WOLVERHAMPTON Art Gallery(STAFFORDSHIRE) :

<http://www.Wolverhamptonart.org.uk>

I had the great possibility to visit it and it has been very useful for me. The topic was “The senses of the person” It’s an active museum for everybody, not only for children. I enjoyed it a lot.

The website states: “Sensing sculpture provides a unique way to discover art. By using touch, smell, sound, sight and environment to explore the forms, methods, materials and meanings of sculpture visitor will gain a new perspective into this art form”

E-mail: info wolverhamptonart.org.uk

Bibliography: Websites

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