Art and Design Curriculum
ART AND DESIGN CURRICULUM UNITS – FORM 1

ART 7.1  The Magic of Line
ART 7.2  A Kaleidoscope of Colour
ART 7.3  Patterns Galore
ART 7.4  Texture to See, Texture to Touch
Subject: Art and Design
Unit code and title: ART 7.1 The Magic of Line
Duration: 9 sessions of 40 minutes each (6 hours)

Strand: 1. Using Materials, Techniques, Skills and Media
Strand: 3 Evaluating and Appreciating

**OBJECTIVES**
The teacher will:

1. help the students use a limited number of ways of recording, drawing, painting, photography, computer draw and paint programmes.
2. help the student to use a range of media, in drawing, painting, printing, showing some understanding of the qualities of these and evidence of personal choice.
3. help the students to use the visual elements with guidance to make images or objects in drawing painting, modeling and constructing.
4. help the students to use appropriate vocabulary make comparisons of art and design works.

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<tr>
<td>Observing, recording, investigating <strong>Visual elements</strong>: line, colour, tone, texture, space, pattern shape form, contrast</td>
<td>The teacher should seek to further a child’s natural curiosity and excitement in learning and to encourage this positive attitude to trying and the sheer enjoyment of doing, and to promote increasing confidence and competence in activities. Pupils of all abilities should be catered for appropriately so that they develop at their own rate from their own starting point. It should be recognised that creativity is not a special gift with which some students are endowed and others are not. All have creative potential which can be developed through sensitive teaching, active encouragement and engagement. The teaching activities and experiences should maximise opportunities for all pupils to experience success.</td>
<td>Art books, digital photographs and film, postcards, cuttings from magazines, exhibition catalogues and brochures.</td>
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<td><strong>Line</strong> : angular, straight, broad, thin, broken, hard, light, circular, curved, dark, flowing, grid, outline</td>
<td><em>Looking at line:</em> Australian Aboriginal bark drawings- animal images and patterns created with line; Vincent Van Gogh’s pen and ink drawings; Islamic Art- calligraphy and linear patterns; Henri Matisse- deceptively simple line drawings; Bengali Kanthas- linear pattern and images created with running stitch; Bridget Riley- early black and white work exploring linear optical illusion; African wire sculpture; Japanese patterns from the Edo period.</td>
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<td>Man-made, natural, stimulus, media, technique, image, Sketchbook, journal, scribbling, sketching, appreciation, construction, two-dimensional, three-dimensional</td>
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Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – **Art and Design** – 2011
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<th>Teaching objectives</th>
<th>Possible teaching experiences and activities</th>
<th>Learning outcomes</th>
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<td>The teacher will:</td>
<td>These activities are suitable for use in classes with the full range of ability. Differentiation is by outcome. The teacher should circulate among the students and give individual attention, guidance and advice according to the needs at hand. Support may be needed by students in need of help so they may complete the tasks to their best ability. The attainment of a student may be gauged by discussing the task with them. There should be opportunity for pupils to talk to each other about their work approaches, their choices and decisions so they can consider this as they develop their ideas. This approach may help some pupils to understand the material and challenge others to extend their thinking. Students will develop and extend their work according to their ability and aptitude.</td>
<td><strong>Strand 1</strong> Students will: use a variety of ways of recording (drawing, painting, sketching, constructing, photography, computer draw and paint programmes.) They use these as the basis for further development in a variety of media. (Level 8) use a limited number of ways of recording, (e.g. annotating sketches, photography, computer draw and paint programmes. (level 7) attempt detail, using a given number of ways of recording (e.g. drawing, painting, sketching, modeling, constructing. (Level 6) observe and record from given sources, what is around them through (drawing, painting, sketching, modeling and constructing. (Level 5) <strong>Strand 1</strong> Students will: consider, select and use appropriately a range of media, occasionally combining some of these. They work confidently in a range of process based activities. (Level 8) use a range of media, (in painting, printing, modeling, 3 D construction, or fabric-related activities,) showing some understanding of the qualities of these and showing evidence of personal choice.(Level 7)</td>
</tr>
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help the students to use a limited number of ways of recording e.g. photography, computer draw and paint programmes, sketches | The teacher should promote observing, investigating and recording as the main research activity. The teacher should encourage students to use a number of ways of recording by compiling a visual resource bank of pictures, photos etc. The teacher should encourage the students take the initiative to do research on their own and to keep a sketchbook and/or journal where they keep notes, sketches, photos etc. The teacher guides the students to use their observation studies to enhance other Art and Design work, e.g. combining a collection of rubbings in a large panel, using a detailed drawing of a feather in a poster. The teacher encourages the students to regularly explore a range of drawing techniques using a variety of materials and the visual elements. The teacher should encourage the student how to create an image from the |  |

help the students to use a limited number of ways of recording e.g. photography, computer draw and paint programmes, sketches | These activities are suitable for use in classes with the full range of ability. Differentiation is by outcome. The teacher should circulate among the students and give individual attention, guidance and advice according to the needs at hand. Support may be needed by students in need of help so they may complete the tasks to their best ability. The attainment of a student may be gauged by discussing the task with them. There should be opportunity for pupils to talk to each other about their work approaches, their choices and decisions so they can consider this as they develop their ideas. This approach may help some pupils to understand the material and challenge others to extend their thinking. Students will develop and extend their work according to their ability and aptitude. |  |

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<td>same subject using different media so the students will become familiar with the unique characteristics of each medium. She should initiate discussion regarding selection of media and materials. The teacher plans painting activities that encourage use of a range of techniques e.g. using paint in a thin/runny way, in a thick vigorous way. The teacher provides the students with different tools such as rollers, sponges and the edge of card to explore alternative means of applying paint and making lines. Printing off various surfaces may also take place. The teacher promotes the use of a range of media when exploring line in both 2 and 3 D work. Such media may be pencil, pen, chalk, charcoal, sgraffito, wire (to make sculpture) computer software.</td>
<td>All visual elements should be tackled but the focus should be on <strong>Line</strong>. The teacher should encourage the students to study visual elements when investigating and recording from natural and man-made objects. Shells, plants, food, clockwork mechanisms, tools, bicycles should be provided so that students can explore their structure through different methods of investigating and recording e.g. drawing, painting, photography, rubbings from textured surfaces etc.</td>
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<td>The teacher encourages the students to look at the basic shapes of objects and surface decoration as well as consider the quality of line (e.g. heavy, light, broken) see vocabulary in key words.</td>
<td>The teacher shows the students how line can be used to express emotions. Students then discuss the feelings that different lines can convey - joy, sadness, peace, violence, strength, weakness, excitement etc. They express some of these emotions by drawing line using different media.</td>
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<td>A more challenging activity is for students to use mirrors to study their facial features. They describe their face in terms of line. Students then draw a linear experiment with a given range of media, demonstrating basic understanding of the uses and limitations of these e.g. the quality of paint as opposed to a drawn pencil drawing. (Level 6) select from a given range of media and use it in a free and spontaneous way showing some organization and control. e.g. mixing paint in a tray for a particular purpose. (Level 5) <strong>Strand 1</strong> Students will: show an understanding of the visual elements and use these to make images and objects. They show through discussion and application the relationship between two of the visual elements. (Level 8) use with some guidance and show progressive understanding of the visual elements through the making of images and objects. (Level 7) use the visual elements with guidance to make images or objects in drawing, painting, modeling and construction. (Level 6) control lines to make shapes and show some understanding of scale. Identify colours made through mixing the three primaries and use these to e.g. denote emphasis or make simple patterns, show distance. Students can make simple compositions or structures in 3-D. (Level 5) <strong>Strand 3</strong> Students will: be able to find out about an artist or designer</td>
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help the student to use appropriate vocabulary to make comparisons of art and design works.

self-portrait expressing an emotion eg: happy, sad, angry etc. They can then fill in with colour, textural effects etc.

**Simple Activities dealing with line**
The teacher guides or challenges the students to explore line in its own right, straight, curved, wiggly, zigzag;
The teacher guides the student to outline shapes such as circles, squares, triangles, egg shapes, natural shapes and man-made ones.
When exploring line the teacher helps the student to create direction and movement: horizontal, diagonal, vertical, meandering, branching, exploding, and spiraling.
The students may be guided by the teacher to create patterns for example by repetitions.
The teacher helps the students to create texture through scribbling and cross-hatching.
The teacher encourages the children to use line naturally in their narrative drawing for all kinds of imagery such as people, houses, trees, the sun, animals, transport etc.
Lines may be used both for outline and to show paths of movement such as when drawing hair.
The teacher helps the students to develop an awareness of the qualities of line through viewing and discussing. Children are encouraged to observe, describe and draw lines.

The teacher shows various works by different artists where the use of line predominates eg: Mondrain, Klee, Brancusi, Jackson Beardy.

Students discover the different lines in the Art Room and describe them (see vocabulary section)

The teacher should provide a selection of work for the students to view. The work can come from the locality, the past and the present and a variety of and their work by collating materials and information from several sources e.g. art reference books, postcards, or internet. They can make one or two personal statements about their own and an artist or designers’ works. They show an understanding of the use of the visual elements to support their opinions. Students show they can evaluate their own work. They show understanding of the design process, indicating modifications where appropriate.(Level 8)

be able to research information about an artist or designer and their work from supplied sources e.g. slides, digital images, school library. They can make a judgment about their own or an artist’s work using appropriate vocabulary. When talking about art works they can use appropriate vocabulary to identify and/or describe colour, lines, shapes, forms, texture and pattern. They can identify the media used to create the work and comment about the time it took to create it. They make a personal evaluation of own and others’ designs. They show some understanding of a design process.(Level 7)

with support consider and discuss information from supplied sources about a work of art, a reproduction or an artifact. They can identify and name some of the things they see in an image (people or parts of people, objects, buildings etc.) and recognise if it represents something real, imagined or tell a story. They can tell if the
cultures, Western and non-Western traditions.

The view of art provided should include not just painting and sculpture but also photography, crafts such as pottery and weaving, printmaking, and design such as clothing, buildings, and graphic design.

The teacher should also arrange visits to galleries and workshops.

S/he should provide support for her teaching and visits through resources such as information on artists, gallery guides, and exhibition worksheets, film and photographs.

The teacher should plan and initiate individual and group discussion to encourage students to evaluate their own and others’ work. She/he should encourage the children to look at and talk about art and artifacts recognizing examples in the school and the environment.

The students should be taught to recognize the visual elements and the differences and similarities between art from different times and places. The children should be taught to recognize, the difference between reproductions and original works of art,.

The teacher should provide opportunities for students to see, listen and talk to artists, designers and craftspeople at work.

Recommendation: During lesson the teacher should consider health and safety issues e.g. use of inflammable liquids, hazardous substances (glue, lead / oil based paints) aerosol sprays, sharp edged tools; lifting and carrying heavy apparatus or materials.

Websites:
http://www.guidancecom.com/alphabet/
http://www.artcyclopedia.com/museums.html
http://www.tate.org.uk/
http://www.britishmuseum.org/research/search_the_collection_database.aspx
http://www.nationalgallery.org.uk/paintings/explore-the-paintings/30-highlight-paintings/

work is from observation, memory or imagination. When talking about art works they can use appropriate vocabulary to identify and/or describe colour, lines, shapes, forms, texture and pattern. They can make comparisons of art and design works. (Level 6) with support can look at a work of art, a reproduction or an artifact, consider it and talk about it. They can name some of the things they see in an image (people or parts of people, objects, buildings etc.) When talking about art works they can use simple vocabulary to identify and/or describe colour, lines, shapes, texture and pattern. They can indicate a few similarities and differences found in the art work or artefact. (Level 5)
<table>
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<tr>
<th><a href="http://www.artcyclopedia.com/museums.html">http://www.artcyclopedia.com/museums.html</a></th>
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<tr>
<td>Please note that all images from the resources examples may be found on the internet.</td>
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Digital Technology Enhanced Learning – Art and Design eLearning Entitlement
Unit 1 The Magic of line

Technology can raise standards in art
Technology can be used as a tool to support teachers in their everyday work especially to improve their planning, transform teaching and learning and motivate the student. Digital technology provides students with the opportunity to learn in alternative ways and can support collaboration among students. It allows pupils to access works of art by visiting virtual libraries, museums, gallery or sites. http://www.googleartproject.com/ is a web based tool created by the Google team. Google managed to collaborate with many art museums around the world. It enables students to discover artworks and roam virtually around the museums. The detail of the artwork is fantastic and students can discover and view hundreds of artworks at incredible zoom levels which are inaccessible to the normal visitor. One can even build up his or her own personalised collection.

One free software that can be used to experiment with line art is http://sketchup.google.com/download/gsu.html. It has everything a student may need to create simple line art although it can also produce complex 3D work. MS Paint  and Sumopaint http://www.sumopaint.com/app/ have simple tools that let students experiment indefinitely. First students will need to get familiar with the tools. Play with the drawing tools and experiment with grid snapping and line manipulation. Student may then start by drawing a simple straight line with the drawing tool, then select the line, keep the mouse button depressed, and drag the line into different shapes. Pre-defined shapes can be used to create a scene.

1 License available from CMeLD.
2 Public cloud. Signing up required.
3 Public cloud. No signing in required.
4 Downloadable program.
## Subject: Art and Design  
Form 1

Unit code and title: **ART 7.1 The Magic of Line**  
Duration: 9 sessions of 40 minutes each (6 hours)

Strand: 1 Using Materials, Techniques, Skills and Media  
Strand: 3 Evaluating and Appreciating

### OBJECTIVES

The Teacher will:
1. Help student experience the use of drawing, painting, photography and ICT software to create 2 Dimensional images.
2. Support student to draw, paint, print and use other tools purposefully to create images and patterns of own choice.
3. Encourage student to experiment with visual and tactile elements, texture and concrete material and construct 3 D structures.
4. Encourage student’s appreciation of images and colours, guide student to evaluate works and appreciate visual elements through Assistive technology.

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<td><strong>Visual elements:</strong></td>
<td>The teacher will encourage students to communicate ideas through the use of colour, line and 3D structures. Students will experience different textures and explore the sensory qualities of materials.</td>
<td>Digital Photographs, Cuttings from Magazines, brochures and catalogues</td>
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<tr>
<td>Primary Colour names, Pattern, Shape.</td>
<td></td>
<td>Art Tools and Materials</td>
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<tr>
<td><strong>Texture:</strong></td>
<td>ICT is a tool that can help students of all abilities experience success, giving them the confidence and enjoyment of creating their very own compositions.</td>
<td>Websites:</td>
</tr>
<tr>
<td>Smooth, rough, hard, soft, Touch, feel, surface.</td>
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<td>TUX Paint software Programme</td>
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<tr>
<td><strong>Line:</strong></td>
<td>Teaching and learning approaches may include: Individual or Group work, Teacher / LSA supported activities. Unit can be linked to Literacy, PSD and ICT</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>Straight, curved, broken, thin, thick, dark, soft, big, small.</td>
<td>During lessons the teacher should consider health and safety issues, such as, use of hazardous substances [glue, lead/ oil based paints] sharp edged tools, lifting of heavy apparatus or materials.</td>
<td>DISCO Inclusive Technology</td>
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<td><strong>Sensory approach:</strong></td>
<td></td>
<td>Cause and Effect Software</td>
</tr>
<tr>
<td>Look, touch, hold, squash, feel, soft, rough, smooth, smell.</td>
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<td>Switchit! Patterns</td>
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<td><a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a></td>
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<td>Examples of teaching activities / experiences</td>
<td>Indicators of Learning outcomes</td>
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<tr>
<td>The Teacher will:</td>
<td>Teacher will encourage students to experiment by drawing with a range of graphic tools, materials. Create own collections of drawings, pictures and photos of things they observe e.g. do drawings of friends, toys and houses. The teacher will support students to create 2 D images. Do rubbings with crayons on surfaces and these can be combined together. Students are encouraged to choose tools appropriate to their activity. Teacher will help students to use photo montage to create their own pictures, e.g. choose pictures, do scissoring and handle materials and tools to improve fine motor skills and self expression. Use of ICT will also help students to create pictures. Paint programmes can be an alternative means of expression e.g.1-2-3 Paint, some students can be supported to use ‘Cause and Effect’ software, e.g. Big Bang! Patterns.</td>
<td>Students will: Engage in drawing as a normal activity and create pictures from their imagination. (Level 4) Intentionally use colour and line to represent or symbolize an object. (Level 3) Use their materials and tools well, Cutting out skills are practised with support. (Level 2) Concentrate for a short time, reach out hand towards materials, and actively explore objects or tools. (Level 1)</td>
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<tr>
<td>1. Help student experience the use of drawing, painting, photography and ICT aids, to create 2 Dimensional images.</td>
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<tr>
<td>2. Support students to draw, paint, print and use other tools purposefully to create images and patterns of own choice.</td>
<td>Teacher guides students to match, sort and recognise colours. Encourage them to handle and experiment with textures, e.g. hessian, leaves, netting. Practise new skills such as sponge, leaf printing or mark-making. Teacher aids students to apply a technique in different contexts and create repetitive patterns by printing with raised surfaces e.g.: making a border on a greeting card. Some students will use this skill to other situations. Teacher guides students to explore media by working on the same topic, using various techniques and materials, e.g. an image of a face may be in line drawing, paint or in the form of a collage. Teacher will use techniques suited to students’ ability. Students can be aided to explore textures, practice will improve the students’ skills. They can be given an option of two colours or materials to touch, feel and choose.</td>
<td>Participate actively in print making, painting and collage making. They can recognise, identify or use symbols to describe various colours. (Level 4) Gather appropriate tools and materials, gain skills, develop ideas and take part in an activity. (Level 3) Use tools in imitation to practice new skills. With support are able to apply a familiar technique to a task. (Level 2) Actively respond by exploring Art materials and engage in activity for more extended periods. (Level 1)</td>
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3. Supports student to experiment with visual and tactile elements. Texture and concrete materials are explored, student is supported to construct 3D structures.

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<td>Teacher encourages students to build random structures and making models from imagination. Recycled materials can be used so that students enjoy and discover how to apply the shape and form of materials. Teacher helps students to explore 3D media and to make constructions. Initially teacher aids student by modelling activity in step by step manner. Students are encouraged to create their own simple constructions. Teacher supports students to touch and feel different textures, hard and soft, they are aided to choose textures and combine them into a whole. Teacher aids students to explore media, plasticene, clay, cardboard, foil, bubble wrap. Students play with it, flatten clay with rolling pin, shape and handle it. They are supported to give it form.</td>
<td>Create paintings and models from imagination. They construct and reconstruct and learn about materials. (Level 4)</td>
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<td>Supports student to experiment with visual and tactile elements. Texture and concrete materials are explored, student is supported to construct 3D structures.</td>
<td>Show they are able to handle and explore media. Use the appropriate tools according to their task. (Level 3)</td>
<td></td>
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<tr>
<td>Teacher helps students to explore 3D media and to make constructions. Initially teacher aids student by modelling activity in step by step manner. Students are encouraged to create their own simple constructions. Teacher supports students to touch and feel different textures, hard and soft, they are aided to choose textures and combine them into a whole. Teacher aids students to explore media, plasticene, clay, cardboard, foil, bubble wrap. Students play with it, flatten clay with rolling pin, shape and handle it. They are supported to give it form.</td>
<td>Through practice students know how to make marks on surface of malleable materials like plasticene. (Level 2)</td>
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<td>Supports student to experiment with visual and tactile elements. Texture and concrete materials are explored, student is supported to construct 3D structures.</td>
<td>Reach out to handle materials in more complex ways. With support participate in an activity involving rubbing or pressing a tool against a surface. (Level 1)</td>
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4. Encourage the student’s appreciation of images and colours. Guide student to evaluate works and appreciate visual elements through Assistive technology.

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<td>Teacher guides students to communicate ideas, feelings, happenings and stories through their pictures. They explore and enjoy use of own fingers, hands and tools e.g. crayons, chalk, brushes, marker pens. Teacher uses leading questions to support student to comment about their own and others' work. Their like or dislike of a picture / structure. Teacher encourages students to speak about colours, e.g: red. A variety of red objects/toys is presented. Students sort magazine pages in shades of red from a few others. Pieces are mounted together on a chart. Teacher increases enjoyment of colours and observation skills by using animations and images for users requiring a visual stimulus, such as Assistive Technology software ‘Disco’ to stimulate students’ attention.</td>
<td>Carry out activities with enjoyment and comment about their own work. (Level 4)</td>
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<td>Encourage the student’s appreciation of images and colours. Guide student to evaluate works and appreciate visual elements through Assistive technology.</td>
<td>Join in or comment in some way about an activity. Students with limited communication express themselves through visual communication cards. (Level 3)</td>
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<td>Use basic communication skills to express preference for activities, identify and point to a favourite colour. (Level 2)</td>
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<td>Encourage the student’s appreciation of images and colours. Guide student to evaluate works and appreciate visual elements through Assistive technology.</td>
<td>Participate in activities for more extended periods, can enjoy patterns and animations of ICT programmes. (Level 1)</td>
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Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – Art and Design – 2011
Subject: Art and Design
Unit code and title: **ART 7.2 A Kaleidoscope of Colour**
Duration: 9 sessions of 40 minutes each (6 hours)

**Unit code and title:** ART 7.2 A Kaleidoscope of Colour

**Duration:** 9 sessions of 40 minutes each (6 hours)

**Strand:**
- **1** Using Materials, Techniques, Skills and Media
- **2** Expressing Feelings, Ideas, Thoughts and Solutions
- **3** Evaluating and Appreciating

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### OBJECTIVES

The teacher will:

1. help the student to convey feelings, ideas and emotions, real or imagined in two and three dimensions and show a personal response to what is seen
2. help the student to produce images which show understanding of the qualities of visual elements and their use.
3. help the student to show an ability to plan ahead, select, organize and control materials in order to solve a specified problem or task.
4. help the student to use appropriate vocabulary make comparisons of art and design works.

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### Key Words

- **Expression**, expressing, feelings, emotions, ideas, response, thoughts.
- **Design**, plan, organize, problem task, solution, comparison.
- **Visual Elements** line, colour, tone, texture, space, pattern shape form,
- **Colour**: bright, cold, contrast, dark, deep, dull, hue, light, pale, pastel, pallet, pigment, primary, prism, rainbow, secondary, shades, shape, tints, warm, complementary.

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### Points to note

The teacher should seek to further a child’s natural curiosity and excitement in learning and to encourage this positive attitude to trying and the sheer enjoyment of doing, and to promote increasing confidence and competence in activities. Pupils of all abilities should be catered for appropriately so that they develop at their own rate from their own starting point. It should be recognised that creativity is not a special gift which some students possess and others do not. All have creative potential which can be developed through sensitive teaching, active encouragement and engagement. The teaching activities and experiences should maximise opportunities for all pupils to experience success.

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### Resources

- Colour displays or collections in ‘colour boxes’. Games where colours are sorted, colour charts from paint shops, a range of names for different colours, colourful material, beads, leaves of different shades of green etc.
- Looking at colour – Paul Klee: expressive colour in simple structures; Cave painting: natural pigments; Guatemalan embroidery: bright colours, complementary, contrast; Mondrian: primary colours in geometric structures; ‘Les Fauves: Fauvism, exaggerated expressionist colour; Impressionists: the effect of light, weather and atmosphere on colour; Seurat: Pointillism, optical mixing of dots of pure colour; Matisse: flat decorative colour
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<td>These activities are suitable for use in classes with the full range of ability. Differentiation is by outcome. The teacher should circulate among the students and give individual attention, guidance and advice according to the needs at hand. Support may be needed by students in need of help so they may complete the tasks to their best ability. The attainment of a student may be gauged by discussing the task with them. There should be opportunity for pupils to talk to each other about their work approaches, their choices and decisions so they can consider this as they develop their ideas. This approach may help some pupils to understand the material and challenge others to extend their thinking. Students will develop and extend their work according to their ability and aptitude. The teacher should promote observing, investigating and recording as the main research activity. The teacher encourages the pupils to regularly explore a range of drawing techniques using a variety of materials and the visual elements with special emphasis on colour. Materials for drawing may be a range of pencils H, HB, 2B, 3B etc, charcoal, chalk, pastels, wax, pen and ink, felt tip, biro, brushes using ink, paint etc.</td>
<td>Strand 2 Students will: demonstrate understanding of the use of visual elements. They do this in a wide range of activities, e.g. drawing, painting, sketching, constructing, photography and film. They will evaluate ideas in response to a design brief. They select the most appropriate response to a design brief. They can produce a sample. They will use a range of visual methods to express feelings and ideas. They attempt perspective, realistic colour and tone. They use abstraction to express fantasy and imagination, occasionally using images from the mass media. (level 8) produce images which show further understanding of the qualities of the visual elements. They use the visual elements with thoughtfulness in drawing, painting, modelling and constructing. They suggest by drawing, by a visual presentation and/or by simple models, at least one possible solution to a design problem. They produce a solution to a design problem. Students show an increased interest in representing what is seen and imagined. They use a range of visual devices to attempt realism for example in the use of space, colour, detail and pattern. (level 7) produce images which show some understanding</td>
</tr>
<tr>
<td>Strand 2</td>
<td>The teacher should encourage students to create images and objects in response to events and places which have been observed or experienced. They can draw, paint, print, make collages or create objects and forms from fantasy and imagination. The stimuli for the work may be experiences in music or drama (i.e. the creative arts subjects) or the broader curriculum thereby developing more awareness to what is seen. The teacher makes reference to all the Visual Elements in this unit to show the student the direct expressive power of these elements with special emphasis on Colour. The teacher may utilize the beneficial features of colour which can be a great source of enjoyment as well as provide a powerful language to express responses to the world. When tackling colour the teacher should provide a range of paints to suit the needs of the students: finger paints, powder, ready mix, blocks, watercolour and ink. The teacher encourages the pupils to use the primary colours (red, yellow, blue) which are pure colours and cannot be mixed from other pigments. Secondary colours (orange, green and violet) mixed from two primary ones will complete the six part colour circle. The teacher shows the students how to create ‘Shades’ or ‘tints’ by adding black or white to primary or secondary colours. The teacher should discuss colours which harmonise and make ‘Colour families’ (e.g. cool blues and green) and which are next to each other of the visual elements. They use the visual elements in drawing, painting, modelling and constructing. They show an ability to plan ahead. They show an ability to select, organise and control materials in order to solve a specified problem or task. Students convey feelings, ideas and emotions, real or imagined in two and three dimensions. They also show personal response to what is seen. (level 6) create paintings; models and constructions form imagination and observation. They solve problems or tasks by selecting and organising two and three dimensional material from a given range. Students paint/draw a personal picture. They begin to represent space and distance. They use colour to express emotions. Students show expression of personal ideas as part of visual/tactile response to the environment. (level 5)</td>
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<tr>
<td>Strand 1</td>
<td>Students will: consider, select and use appropriately a range of media, occasionally combining some of these. They work confidently in a range of process based activities. (Level 8) use a range of media, (in painting, printing, modeling, 3 D construction, or fabric-related activities,) showing some understanding of the qualities of these and showing evidence of personal choice. (Level 7) experiment with a given range of media, demonstrating basic understanding of the uses and</td>
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**Strand 1**

help the student to produce images which show understanding of the qualities of visual elements and their use.

**Strand 2**

help the student to show an ability to plan ahead, select, organize and control materials in order to solve a specified problem or task.
on the colour circle.

The teacher should also help the students recognize complementary colours which are opposite each other on the colour circle and provide a contrast to each other (e.g. red and green, blue and orange, yellow and violet).

The teacher should provide students with experiencing colour in a wide range of media to become sensitive to its expressive qualities and be able to recognize and name each colour in its many hues in the environment.

Children who have never experienced ‘free painting’ should be given the opportunity to paint using fingers and with brushes at the easel. It is best to provide primary colours plus white, although other colours can be added to extend the experience. Sometimes just two colours, (e.g. red and blue) should be used to encourage further experimentation. The teacher should provide opportunities to explore warm and cold colours, colour related to mood, weather and seasons.

Through teacher/student discussion the teacher should lead the students to understand how to tackle a design task; and how to collaborate in planning an outcome to a specified remit. The teacher should lead pupils to produce a work from previously observed, recorded, and collected information, sketches, photographs, found objects. The teacher could lead the student to plan, research and construct a large model will provide a stimulus for such an activity. An example could be designing a toy shop, a school playground that incorporates an ‘adventure area’; designing the set for a theatre event at the school. Such activities will lead to a consideration of suitability of materials, scale, and function, estimates of time required, use of decoration, limitations of these e.g. the quality of paint as opposed to a drawn pencil drawing. (Level 6) select from a given range of media and use it in a free and spontaneous way showing some organization and control. e.g. mixing paint in a tray for a particular purpose. (Level 5)

**Strand 3**

Students will:

- be able to find out about an artist or designer and their work by collating materials and information from several sources e.g. art reference books, postcards, or internet. They can make one or two personal statements about their own and an artist or designers’ works. They show an understanding of the use of the visual elements to support their opinions. Students show they can evaluate their own work. They show understanding of the design process, indicating modifications where appropriate. (Level 8)

- be able to research information about an artist or designer and their work from supplied sources e.g. slides, digital images, school library. They can make a judgment about their own or an artist’s work using appropriate vocabulary. When talking about art works they can use appropriate vocabulary to identify and/or describe colour, lines, shapes, forms, texture and pattern. They can identify the media used to create the work and comment about the time it took to create it. They make a personal evaluation of own and others’ designs. They show some understanding of a design process. (Level 7)

- with support consider and discuss information from
Strand 3
help the student to use appropriate vocabulary make comparisons of art and design works.

lettering and pattern.

The teacher should arrange visits to galleries and workshops. Support should be provided through resources such as information on artists, gallery guides, and exhibition worksheets, film and photographs. The teacher should plan and initiate individual and group discussion to encourage pupils to evaluate their own and others’ work. The teacher should provide opportunities for pupils to see and listen to artists, designers and craftspeople at work. The teacher should widen the range of resources in encouraging pupils to investigate the use of the visual elements by providing posters, slides, photographs, catalogues and reference books. The teacher should provide printed materials in Maltese or English so that students can carry out their own research into artists and designers. Teacher support should encourage pupils to relate their findings to their own experiences and work. The teacher should ask the pupils to consider and comment upon a wide range of artists’ and designers’ products. S/he should encourage them to identify similarities and differences. e.g. ‘Are today’s kettles like the kettles of long ago?’ , ‘Do the landscapes of Van Gogh look like the townscapes of L. S. Lowery?’ ‘Is the front page of the daily newspaper similar to the front page of the school magazine?’

Recommendation: During lessons the teacher should consider health and safety issues e.g. use of inflammable liquids, hazardous substances (glue, lead / oil based paints) aerosol sprays, sharp edged tools; lifting and carrying heavy apparatus or materials. Websites:
http://www.artyfactory.com/sitebody/gallery2.html
http://www.artcyclopedia.com/museums.html
Please note that all images from the resources examples may be found on the internet.
supplied sources about a work of art, a reproduction or an artefact. They can identify and name some of the things they see in an image (people or parts of people, objects, buildings etc.) and recognise if it represents something real, imagined or tell a story. They can tell if the work is from observation, memory or imagination. When talking about art works they can use appropriate vocabulary to identify and/or describe colour, lines, shapes, forms, texture and pattern. They can make comparisons of art and design works.( Level 6)

with support can look at a work of art, a reproduction or an artefact, consider it and talk about it. They can name some of the things they see in an image (people or parts of people, objects, buildings etc.) When talking about art works they can use simple vocabulary to identify and/or describe colour, lines, shapes, texture and pattern. They can indicate a few similarities and differences found in the art work or artefact.(Level 5)
Digital Technology Enhanced Learning – Art and Design eLearning Entitlement
Unit 1 The Magic of line

Technology can raise standards in art
Technology can be used as a tool to support teachers in their everyday work especially to improve their planning, transform teaching and learning and motivate the student. Digital technology provides students with the opportunity to learn in alternative ways and can support collaboration among students. It allows pupils to access works of art by visiting virtual libraries, museums, gallery or sites. http://www.googleartproject.com/ is a web based tool created by the Google team. Google managed to collaborate with many art museums around the world. It enables students to discover artworks and roam virtually around the museums. The detail of the artwork is fantastic and students can discover and view hundreds of artworks at incredible zoom levels which are inaccessible to the normal visitor. One can even build up his or her own personalised collection.

One free software that can be used to experiment with line art is http://sketchup.google.com/download/gsu.html. It has everything a student may need to create simple line art although it can also produce complex 3D work. MS Paint and Sumopaint http://www.sumopaint.com/app/ have simple tools that let students experiment indefinitely. First students will need to get familiar with the tools. Play with the drawing tools and experiment with grid snapping and line manipulation. Student may then start by drawing a simple straight line with the drawing tool, then select the line, keep the mouse button depressed, and drag the line into different shapes. Pre-defined shapes can be used to create a scene.

1 License available from CMeLD.
2 Public cloud. Signing up required.
3 Public cloud. No signing in required.
4 Downloadable program.
Subject: Art and Design  
Unit code and title: ART 7.2 A Kaleidoscope of Colour  
Unit Duration: 9 sessions of 40 minutes each (6 hours)

Strand 2: Expressing feelings, ideas, thoughts and solutions  
Strand 3: Evaluating and Appreciating

OBJECTIVES

The Teacher will:
1. help student to produce an image that expresses feelings, ideas and emotions, real or otherwise in themselves and others.
2. support student to create pictures or objects in response to what they observe in their environment
3. guide student to experiment with a variety of materials to be able to select appropriate materials according to the task
4. encourage student to describe, talk, or use alternative means of communication to express likes and dislikes about Art works

<table>
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<tr>
<th>Key words</th>
<th>Points to note</th>
<th>Resources</th>
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</table>
| Visual elements:  
Primary Colour names,  
Secondary colour names,  
Pattern, Shape  
Texture:  
Smooth, rough, hard, soft,  
Touch, feel, surface  
Line:  
Straight, curved, broken, thin,  
thick, dark, soft, big, small. | Teaching and learning approaches may include: Individual or Group work,  
Teacher / LSA supported activities. Unit can be linked to Literacy, PSD, History and  
ICT  
ICT is a tool that can help students of all abilities experience success, giving them the confidence and the sheer enjoyment of creating their very own compositions.  
During lessons some students may seem less involved, nonetheless they can cooperate in shared activities with support from the teacher, LSA and peers. Participation in Art activities can sometimes be an end in itself.  
During lessons the teacher should consider health and safety issues, such as, use of hazardous substances [glue, lead/ oil based paints] sharp edged tools, lifting of heavy apparatus or materials. | Digital Photographs, Cuttings from Magazines, brochures and catalogues  
Art Tools and Materials  
Websites:  
TUX Paint software Programme  
Assistive Technology  
Inclusive Technology  
www.primaryresources.co.uk  
Clicker 5  
Clicker Paint  
DVDs and Videos  
Boardmaker Plus |
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<th>Teaching objectives</th>
<th>Example of teaching activities / experiences</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Teacher will:</strong></td>
<td>The Teacher can guide student to use a variety of media to produce works that are self expressive. This can be linked to Visual Symbols depicting emotions, (Visual Communication symbols - Board Maker Plus). Student is encouraged to observe different facial expressions and speak about them.</td>
<td>Students will:</td>
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<tr>
<td>Help student to produce an image that expresses feelings, ideas and emotions, real or otherwise in themselves and others.</td>
<td>Assist student by providing textures and 3 D materials that can be glued together. Support student by modelling the step by step process of sticking two surfaces together. Prompt and encourage student to be adventurous in choice of materials and colours utilized.</td>
<td>Carry out drawings that express and communicate ideas, feelings or personal interests. (Level 4)</td>
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<td>Lessons may be linked to PSD, Music lessons or a History Project e.g. Facial expressions depicted in Roman Mosaics.</td>
<td>Involve themselves to communicate their ideas by choosing a particular colour or material to represent their image. (Level 3)</td>
</tr>
<tr>
<td><strong>Support student to create pictures or objects in response to what they observe in their environment.</strong></td>
<td>Teacher supports student by providing a choice of paints that suits student’s needs, ready-mixed paint, powder paint or finger paints. Guides student to use paints, colours and pick the appropriate tools. Pictures created can be linked to Projects, objects observed or events</td>
<td>Show they are able to apply a familiar skill by manipulating and shaping materials to produce the required effect. (Level 2)</td>
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<td>Teacher gives student a variety of cut out paper or fabric shapes in different colours and sizes. Students are encouraged to play and experiment with these shapes. Choose preferred shapes to make up a desired composition (Paper or fabric Collage) by gluing pieces to background.</td>
<td>Respond to options with actions or gestures by touching or feeling a texture, choosing one colour rather than another. (Level 1)</td>
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<td>Teacher teaches students to identify the three Primary colours. Students are initially asked to sort out coloured magazine paper. Teacher demonstrates how to create an image in monochrome of</td>
<td>Engages in drawing from observation about events in student’s life. (Level 4)</td>
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<td></td>
<td>Can involve themselves in communicating ideas and events through their use of colours. (Level 3)</td>
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<td>Show a preference to carry out an activity and use materials well, to get desired effects. (Level 2)</td>
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<td>Can remember learned responses overtime and through practice will learn to expect the next step in an activity. (Level 1)</td>
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</tbody>
</table>
Guide student to experiment with a variety of materials to be able to select appropriate materials according to the task

Teacher can support student by teaching the use of various techniques, such as printing with raised surfaces, with rollers, cut outs from different media. Reference can be made to ATZEC ART for inspiration. Students’ imagination can be stimulated by observing such patterns or other patterns in their environment.

Teacher aids student to communicate their ideas and events through the use of colour and line. Teacher guides student to select materials according to their tasks.

Teacher can use ICT software to help students with limited mobility to create their own compositions. Paint programmes, like Clicker Paint can be another means of creating images that can be printed out for the student.

Create paintings, constructions from imagination and use given materials with some evidence of planning. (Level 4)

Can work in two dimensions to symbolize an object and can use the right tool for the work involved. (Level 3)

Show they are able to apply a technique that they are acquainted with. (Level 2)

May anticipate known events and respond by picking one tool or material rather than another. (Level 1)

Encourage student to describe, talk, or use alternative means of communication to express likes and dislikes about Art works

Teacher presents PPP to show a number of ART works depicting simple subjects e.g. animals, persons, nature, Teacher initiates discussion, with student, and encourages student to pick out some similarities and differences in the pictures. Student is asked to pick out favourite one and give a reason for the choice.

Teacher asks students to pick out a favourite picture from their own portfolio. Student is asked to say what he/she likes about the picture and to make simple comment about other students’ work. The Chosen pictures are mounted and put on display.

Teacher can use digital photos, slide show of pictures of objects with interesting shapes in the environment, Teacher assists student to use Clicker 5 programme or other modes of communication to express what they observe in the photos. Student can do Matching, Sorting or True and False exercise about the subject.

Show interest when looking at photographs, prints, slides and their own art work or work of others. (Level 4)

Can join in and remark in some manner on a particular picture, photo or activity. (Level 3)

Show they prefer a certain activity and are able to use a skill appropriately to produce a desired effect. (Level 2)

Can show that they enjoy and appreciate an activity by initiating interactions with persons who are supporting them. (Level 1)
Teacher prepares pots with ready-mixed paints, student is given option of choosing two favourite colours, student’s first choice can be from three primary colours (red, yellow, blue) while second choice will be from three secondary ones (orange, green, violet). Student is supported to fill in a pattern with two contrasting paints.
Subject: Art and Design
Unit code and title: ART 7.3 Patterns Galore

Duration: 9 sessions of 40 minutes each (6 hours)

Strand: 1 Using Materials, Techniques, Skills and Media
Strand: 3 Evaluating and Appreciating

<table>
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<td>The teacher will:</td>
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<tr>
<td>1. help the students use a limited number of ways of recording, drawing, painting, photography, computer draw and paint programmes.</td>
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<tr>
<td>2. help the student use a range of media, in drawing, painting, printing, showing some understanding of the qualities of these and evidence of personal choice.</td>
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<tr>
<td>3. help the students to use the visual elements with guidance to make images or objects in drawing painting, modeling and constructing.</td>
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<tr>
<td>4. help the students to use appropriate vocabulary make comparisons of art and design works.</td>
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<tr>
<td>Observing, recording, investigating <strong>Visual elements</strong> line, colour, tone, texture, space, pattern shape form, contrast</td>
<td>The teacher should seek to further a child’s natural curiosity and excitement in learning and to encourage this positive attitude to trying and the sheer enjoyment of doing, and to promote increasing confidence and competence in activities. Pupils of all abilities should be catered for appropriately so that they develop at their own rate from their own starting point. It should be recognised that creativity is not a special gift which some students possess and others do not. All have creative potential which can be developed through sensitive teaching, active encouragement and engagement. The teaching activities and experiences should maximise opportunities for all pupils to experience success.</td>
<td>Art books, digital photographs and film, postcards, cuttings from magazines, exhibition catalogues and brochures. Looking at pattern: (In Art) Islamic patterns in architecture, calligraphy, carpets and book illustrations; Indian miniature painting; Costume and Textile Arts from a variety of cultures: Japanese Kimono tradition, Indian, African, Guatemalan. Architectural crafts: wrought ironwork, ceramic tiles, mosaic; William Morris (In Nature) rock formations; insects: butterflies, moths, ladybirds, caterpillars; mollusks: snails, shells; flora; flowers, leaves, trees; fish, birds, animals, patterns observed under a microscope</td>
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<tr>
<td><strong>Pattern:</strong> arabesque, border, counter change, decorative, geometric, grid, half-drop, irregular, natural, regular, repeat, rhythm, rotation, symmetrical, tessellation, Man-made Sketchbook, journal, scribbling, sketching, appreciation, construction, two-dimensional, three-dimensional</td>
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<tr>
<td>Teaching objectives</td>
<td>Possible teaching experiences and activities</td>
<td>Learning outcomes</td>
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| The teacher will:                                                                 | These activities are suitable for use in classes with the full range of ability. Differentiation is by outcome. The teacher should circulate among the students and give individual attention, guidance and advice according to the needs at hand. Support may be needed by students in need of help so they may complete the tasks to their best ability. The attainment of a student may be gauged by discussing the task with them. There should be opportunity for pupils to talk to each other about their work approaches, their choices and decisions so they can consider this as they develop their ideas. This approach may help some pupils to understand the material and challenge others to extend their thinking. Students will develop and extend their work according to their ability and aptitude. The teacher should promote observing, investigating and recording as the main research activity. The teacher should encourage students to use a number of ways of recording pattern by compiling a visual resource bank of pictures; photos etc. (see examples in the Resource section). The teacher should encourage the students take the initiative to do research on their own and to keep a sketchbook and/or journal where they keep notes, sketches, photos etc. The teacher guides the students to use their observation studies of pattern to enhance other Art and Design work, e.g. combining a collection of rubbings in a large panel, using a detailed drawing of a butterfly in a poster. The teacher encourages the students to regularly explore a range of drawing techniques using a variety of materials and the visual elements. | Strand 1  
Students will: use a variety of ways of recording (drawing, painting, sketching, constructing, photography, computer draw and paint programmes.) They use these as the basis for further development in a variety of media. (Level 8) use a limited number of ways of ways of recording, (e.g. annotating sketches, photography, computer draw and paint programmes.)(level 7) with guidance, attempt detail, using a given number of ways of recording (e.g. drawing, painting, sketching, modeling, constructing. (Level 6) observe and record from given sources, what is around them through (drawing, painting, sketching, modeling and constructing. (Level 5) Students will: consider, select and use appropriately a range of media, occasionally combining some of these. They work confidently in a range of process based activities.(Level 8) a range of media, (in painting, printing, modeling, 3 D construction, or fabric-related activities,) showing some understanding of the qualities of these and showing evidence of personal choice.(Level 7) experiment with a given range of media, |
help the students to use a range of media in drawing, painting, printing, showing some understanding of the qualities of these and evidence of personal choice.

The teacher should encourage the student use different media to create an image from the same subject. This way the students will become familiar with the unique characteristics of each medium. Such media may be pencil, pen, chalk, charcoal, sgraffito, wire (to make sculpture), clay, computer software. She/he should initiate discussion regarding selection of media and materials. The teacher plans painting activities that encourage use of a range of techniques e.g. using paint in a thin/runny way, in a thick vigorous way. The teacher provides the students with different tools such as rollers, sponges and the edge of card to explore alternative means of applying paint and making patterns.

The teacher should encourage the students to study visual elements with special focus on Pattern when investigating and recording pattern from natural and man-made objects. The teacher should provide examples of patterns found in natural and man-made objects to show that it is the repetition of lines shapes and colours that create these patterns. The teacher encourages the students to explore patterns made by the result of growth structures, natural forces, of the need of living things to attract or disguise. The teacher helps the students to recognize patterns in the man-made world that are accidental, functional, or a combination.

More challenging activities:
The teacher may organize drawing and painting experiences to extend appreciation of a variety of cultural forms of surface decoration. This may take place by observation work from a wide variety of patterned papers, textiles and artifacts. A viewfinder may be used to focus on a manageable area. The teacher should provide opportunities for the student to understand pattern by designing patterns for a variety of needs, in real contexts, e.g. wrapping paper, wall papers, furnishing fabrics, curtains, book covers, clothes, puppets, boxes, folders etc. The teacher should provide opportunities to link pattern making to Mathematics and Design Technology. The teacher should encourage the student to explore more complex pattern demonstrating basic understanding of the uses and limitations of these e.g. the quality of paint as opposed to a drawn pencil drawing. (Level 6)

select from a given range of media and use it in a free and spontaneous way showing some organization and control. e.g. mixing paint in a tray for a particular purpose. (Level 5)

Students will:
show an understanding of the visual elements and use these to make images and objects. They show through discussion and application the relationship between two of the visual elements. (Level 8)
use with some guidance and show progressive understanding of the visual elements through the making of images and objects. (Level 7)
use the visual elements with guidance to make images or objects in drawing, painting, modeling and construction. (Level 6)
control lines to make shapes and show some understanding of scale. Identify colours made through mixing the three primaries and use these to e.g. denote emphasis or make simple patterns, show distance. Students can make simple compositions or structures in 3-D. (Level 5)
or designers’ works. They show an understanding of the use of the visual elements to support their opinions. Students show they can evaluate their own work. They show understanding of the design process,
systems with string, potato, stencil relief printing, or on a computer paint programme. Shells, plants, food, clockwork mechanisms, tools, bicycles should be provided so that students can explore their structure through different methods of investigating and recording e.g. drawing, painting, photography, rubbings from textured surfaces etc. The teacher encourages the students to look at the surface decoration as well as consider the quality of pattern (e.g. decorative, irregular, geometric etc.) see vocabulary in key words. The teacher should offer opportunities to recognise analyse and create simple pattern structures.

**Simple activities:**
Printing with found objects e.g. corks, cotton-reels, small bits of sponge; hand, foot and finger printing; sorting and arranging activities all contribute to simple pattern experience. Awareness of surface patterns may be enhanced through rubbings, experimenting with dyes (tie and dye) embossing, collage. Paper may be used, folded and cut to create repeated, overlapping regular patterning. The teacher may provide cut and coloured cardboard shapes for the children to organize and create their own patterns.

The teacher guides the student to outline shapes such as circles, squares, triangles, egg shapes, natural shapes and man-made ones and through the repetition of these create their own patterns. Patterns may also be created by repetition of shape, line, and/or colour.

The teacher encourages the children to use patterns naturally in their narrative drawing for all kinds of imagery such as people’s clothes, houses, churches, trees, flowers, animals, etc.

The teacher should provide a selection of work for the students to view. The work can come from the locality, the past and the present and a variety of cultures, Western and non-Western traditions.

The view of art provided should include not just painting and sculpture but also photography, crafts such as pottery and weaving, printmaking, and design such as indicating modifications where appropriate.

**Strand 3**
Students will:
be able to find out about an artist or designer and their work by collating materials and information from several sources e.g. art reference books, postcards, or internet. They can make one or two personal statements about their own and an artist or designers’ works. They show an understanding of the use of the visual elements to support their opinions. Students show they can evaluate their own work. They show understanding of the design process, indicating modifications where appropriate. (Level 8)
be able to research information about an artist or designer and their work from supplied sources e.g. slides, digital images, school library. They can make a judgment about their own or an artist’s work using appropriate vocabulary. When talking about art works they can use appropriate vocabulary to identify and/or describe colour, lines, shapes, forms, texture and pattern. They can identify the media used to create the work and comment about the time it took to create it. They make a personal evaluation of own and others’ designs. They show some understanding of a design process. (Level 7)
with support consider and discuss information from supplied sources about a work of art, a reproduction or an artefact.
help the student to use appropriate vocabulary to make comparisons of art and design works.

clothing, buildings, and graphic design.

The teacher should also arrange visits to galleries and workshops. S/he should provide support for her teaching and visits through resources such as information on artists, gallery guides, and exhibition worksheets, film and photographs.

The teacher should plan and initiate individual and group discussion to encourage students to evaluate their own and others’ work. She/he should encourage the children to look at and talk about art and artefacts recognizing examples in the school and the environment.

The students should be taught to recognize the visual elements and the differences and similarities between art from different times and places.

The children should be taught to recognize, the difference between reproductions and original works of art.

The teacher should provide opportunities for students to see, listen and talk to artists, designers and craftspeople at work.

Recommendation: During lessons the teacher should consider health and safety issues e.g. use of inflammable liquids, hazardous substances (glue, lead / oil based paints) aerosol sprays, sharp edged tools; lifting and carrying heavy apparatus or materials.

Websites
http://www.guidancecom.com/alphabet/
http://www.tate.org.uk/
http://www.britishmuseum.org/research/search_the_collection_database.aspx
http://www.nationalgallery.org.uk/paintings/explore-the-paintings/30-highlight-paintings/
http://www.artcyclopedia.com/museums.html

Please note that all images from the resources examples may be found on the internet.

They can identify and name some of the things they see in an image (people or parts of people, objects, buildings etc.) and recognise if it represents something real, imagined or tell a story. They can tell if the work is from observation, memory or imagination. When talking about art works they can use appropriate vocabulary to identify and/or describe colour, lines, shapes, forms, texture and pattern. They can make comparisons of art and design works. (Level 6)

with support can look at a work of art, a reproduction or an artefact, consider it and talk about it. They can name some of the things they see in an image (people or parts of people, objects, buildings etc.) When talking about art works they can use simple vocabulary to identify and/or describe colour, lines, shapes, texture and pattern. They can indicate a few similarities and differences found in the art work or artefact. (Level 5)
Digital Technology Enhanced Learning – Art and Design eLearning Entitlement

Unit 7.3 Patterns Galore

Investigating and making art

There is a range of computer tools that can be used both as paint programs and drawing programs. (Ref to the visual spatial learner). Image manipulation software can be used to create electronic collages while digital photography helps the student explore photographic processes digitally. Repeat patterns can be investigated with the simplest of software such as MS Paint. Digital video cameras can be used to explore and edit movement and digital still images, drawings or clay models can be used to create animations. Students can also be helped to investigate the impact of technology on the work of contemporary artists. Students can also be helped to understand how digital media is used by some artists to create their art in the age of digital culture.

Using materials techniques, skills and media

Students can play around with regular shapes on http://illuminations.nctm.org/ActivityDetail.aspx?ID=35\(^1\) rotating, copying, and flipping on two axis their basic designs. Tessellations can also be easily created by using the free form select, cut and paste in MS Paint which comes free with Windows. The same program can be used to create and experiment with arabesque patterns using the brush, select and copy tools. http://www.artlandia.com/products/SymmetryWorks/sampler.html\(^3\) is a pattern sampler which gives the students the possiblity to see in action 17 types of symmetry that can be employed to create surface patterns.

1 License available from CMelD.
2 Public cloud. Signing up required.
3 Public cloud. No signing in required.
4 Downloadable program.
Subject: Art and Design
Unit code and title: ART 7.3 Patterns Galore!
Strand: 1 Using Materials, Techniques, Skills and Media  Strand: 3 Evaluating and Appreciating
Duration: 9 sessions of 40 minutes each (6 hours)

<table>
<thead>
<tr>
<th>Key words</th>
<th>Points to note</th>
<th>Resources</th>
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</thead>
</table>
| **Visual elements:**       | The teacher will explore ways to differentiate teaching strategies, according to individual needs, to develop skills needed that will take students to the next step of the curriculum.  
ICT is a tool that can help students of all abilities experience success, giving them the confidence and enjoyment of creating their very own compositions.  
Teaching and learning approaches may include: Individual or Group work, Teacher / LSA supported activities. Unit can be linked to Literacy, PSD and ICT  
During lessons the teacher should consider health and safety issues, such as, use of hazardous substances [glue, lead/ oil based paints] sharp edged tools, lifting of heavy apparatus or materials. | Digital Photographs, Cuttings from Magazines, brochures and catalogues  
Art Tools and Materials  
**Websites:**  
Paint software Programmes  
Assistive Technology  
Inclusive Technology  
Cause and Effect-via Animated Patterns  
Switchit! Patterns  
Clicker Paint!  
WWW.primaryresources.co.uk |
<p>| <strong>Primary Colour names, Pattern, Shape</strong> |                                                                                                                                   |                                                                                                                                                           |
| <strong>Line:</strong>                  |                                                                                                                                                                                                 |                                                                                                                                                           |
| Straight, curved, broken, thin, thick, dark, soft, big, small. |                                                                                                                                                                                                 |                                                                                                                                                           |</p>
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Example of teaching activities / experiences</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher will:</td>
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<tr>
<td>1. Support students to record through drawing, painting, digital photography, computer draw and paint programmes.</td>
<td>Teacher can guide students to be aware of patterns in their immediate environment e.g. a pattern on the cover of a book, a pencil case, school diary or pencil. An enlarged photo of the object, can be printed out can be, teacher explains that it is a repetition of lines, shapes and colours. Students can choose to record this by attempting to give their own interpretation by drawing the pattern, and choosing whether to do it in paint, chalk or crayons.</td>
<td>The students will:</td>
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<tr>
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<td></td>
<td>Students use a limited number of ways of recording, through painting, drawing and computer aided programmes. (Level 4)</td>
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<td>Students can control their action to achieve a result and work in two dimensions to intentionally symbolize an object or event. (Level 3)</td>
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<td>Students can repeat an activity to refine their skills and use materials to get a desired effect. (Level 2)</td>
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<td></td>
<td>Students may respond to options and choices with a tool or an object e.g. may press tool or painted hand against a surface, by copying an adult’s action. (Level 1)</td>
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<tr>
<td>2. Assist students to use different media in drawing, painting, printing and photography, that show individual choice of expression.</td>
<td>Teacher encourages printing with common objects e.g. large corks, cotton reels, jablo or potato cut-outs. Students develop understanding that patterns can be created by repetition of these prints or by making a sequence of different prints. Students can also be guided to draw by making simple marks on a paper with coloured pens, e.g. small diagonal green strokes, to represent grass, connected V strokes, for sea waves. This can be particularly helpful for students with limited imagination skills. Using a structured approach to a drawing can make them feel more confident to start off their drawing exercise.</td>
<td>Show they can observe and carry out drawings to communicate their personal interests in a spontaneous way. (Level 4)</td>
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<td>Can choose colours and ways of applying techniques purposefully. (Level 3)</td>
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<tr>
<td></td>
<td></td>
<td>Can show they have preferences for certain activities and can express themselves by beginning to carry them out. (Level 2)</td>
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</tbody>
</table>
Teacher can develop in students more awareness of patterns, by providing PPP and/or print outs of close-up photos of patterns in nature e.g. of wing of a butterfly, caterpillar, ladybird. These can be printed out in bold lines, or simple line representation. Teacher encourages students to pick tools and choose colours, so that they can make choices for themselves.

May anticipate activities teacher is planning and respond by reaching out hand to touch prepared materials or grasp tools like paintbrush or sponge. (Level 1)

### 3. Encourage students to use the visual elements to create images and constructions from a range of media.

Teacher guides students to understand how patterns may be created from different materials, e.g. paper, fabric, recycling of packaging materials. Students are encouraged to use repetition of such shapes and to glue them to background to create raised effect. Students work can be assembled together to create a large collective class collage.

Teacher guides students to use patterns for the creation of borders around pictures. A thick bold outline can be drawn around picture for students to follow. Frame may be created by gluing pre-cut geometric paper shapes, circles, squares, triangles, diamond.

Students can also cut out their own shapes by folding paper and having an adult to hold their papers while cutting out. Some students can be guided by having an outline in transparent glue applied around the border of the picture. This is left to dry to create a raised transparent border around the picture, that the students will feel.

Teacher guides students to observe photographs of objects with patterns on them. Students are asked to comment about them in simple sentences. They learn to use the appropriate vocabulary to identify their shapes e.g. circle, square, triangle, oval and also refer to the form of line e.g. curved, straight or zigzag.

Teacher may also link lesson to History Unit (Beyond History) and refer to Spiral Patterns seen at Tarxien Temples. Students can be supported to create a raised composition (Base-relief) by providing textures and a range of 3D materials that can be glued together.

### 4. Develop in students the ability to appreciate and make some evaluations on pattern in the natural and man-made environment.

Teacher guides students to use patterns for the creation of borders around pictures. A thick bold outline can be drawn around picture for students to follow. Frame may be created by gluing pre-cut geometric paper shapes, circles, squares, triangles, diamond.

Students can also cut out their own shapes by folding paper and having an adult to hold their papers while cutting out. Some students can be guided by having an outline in transparent glue applied around the border of the picture. This is left to dry to create a raised transparent border around the picture, that the students will feel.

Teacher may also link lesson to History Unit (Beyond History) and refer to Spiral Patterns seen at Tarxien Temples. Students can be supported to create a raised composition (Base-relief) by providing textures and a range of 3D materials that can be glued together.

### Levels

- **Level 1**
  - Can copy hand movements of teacher or LSA e.g. dabbing sponge into paint and doing task while teacher/LSA is modelling activity.
  - Can tear pieces of paper and can handle materials well. Can follow and repeat directions and repeat skill in imitation of adult.
  - May anticipate activities teacher is planning and respond by reaching out hand to touch prepared materials or grasp tools like paintbrush or sponge.

- **Level 2**
  - Can copy simple patterns or shapes and achieve a desired result by using appropriate tools.
  - Can tear pieces of paper and can handle materials well. Can follow and repeat directions and repeat skill in imitation of adult.

- **Level 3**
  - Can copy simple patterns or shapes and achieve a desired result by using appropriate tools.
  - Can make some comments about their own work or regular activities.

- **Level 4**
  - Can copy simple patterns or shapes and achieve a desired result by using appropriate tools.
  - Can make some comments about their own work or regular activities.
Teacher can create PPP or printouts of patterns. Students comment about their likes and dislikes about them. They need to be given time to respond, while teacher/LSA look out for what students try to do or say. The teacher can try Big Bang Patterns! Software with some students to encourage a response.

Educational trips or School outings can be recorded through digital photos. Photos will include close-ups of patterns in stonework of buildings visited (e.g. linked to History curriculum). A school follow up can involve a discussion of places and of shapes observed and recorded. Students will be able to connect the pictures of the patterns seen to the enjoyable memory of the outing.

| Patterns or work created by other students and point out what they like in them. (Level 3) | Will show they can sort shapes and colours and evaluate how they can choose one instead of another and use it accordingly. (Level 2) | Can point to desired picture or material, turn it in their hands to explore it. (Level 1) |
Subject: Art and Design
Unit code and title: **ART 7.4 Texture to See, Texture to Touch**
Strand: 1 Using Materials, Techniques, Skills and Media
Strand 2: Expressing Feelings, Ideas, Thoughts and Solutions
Strand 3: Evaluating and Appreciating

**OBJECTIVES:**
The teacher will:
1. help the student to convey feelings, ideas and emotions, real or imagined in two and three dimensions and show a personal response to what is seen.
2. help the student to produce images which show understanding of the qualities of visual elements and their use.
3. help the student to show an ability to plan ahead, select, organize and control materials in order to solve a specified problem or task.
4. help the student to use appropriate vocabulary make comparisons of art and design works.

### Key Words

| **Expression**, expressing, feelings, emotions, ideas, response, thoughts. |
| **Design**, plan, organize, problem task, solution, comparison. |
| **Visual Elements** line, colour, tone, texture, space, pattern shape form, contrast |
| **Texture**, coarse, furry, feathery, rough, silky, smooth, matt, soft, waxy, glossy, wet, slimy, scratchy, hard, prickly. |

**Points to note**
The teacher should seek to further a child’s natural curiosity and excitement in learning and to encourage this positive attitude to trying and the sheer enjoyment of doing, and to promote increasing confidence and competence in activities.
Pupils of all abilities should be catered for appropriately so that they develop at their own rate from their own starting point. It should be recognised that creativity is not a special gift which some students possess and others do not. All have creative potential which can be developed through sensitive teaching, active encouragement and engagement.
The teaching activities and experiences should maximise opportunities for all pupils to experience success.

**Resources**
A collection of natural and man made objects with interesting surface texture e.g. empty sea urchin shells, corn on the cob, fake fur, plastic, silk, hessian, seeds, feathers etc.
Looking at texture- **Painting**: the techniques of realism, illusions of textures, of metal, glass, fur, textiles, fruit etc, can be studied in Dutch still-lives, Chardin and Titian.
**Sculpture**: Elizabeth Frink, Barbara Hepworth, Henry Moore, African Sculpture, Benin bronzes.
**Collage**: Cubist collages of Braque, Picasso and Kurt Schwitters.
**Black and White Photography**: Bill Brandt, Ansel Adams
**Crafts**: Baskets, woven and knitted textiles, clay objects, carved wood etc.
<table>
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<tr>
<th>Teaching objectives</th>
<th>Possible teaching experiences and activities</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will:</td>
<td>These activities are suitable for use in classes with the full range of ability. Differentiation is by outcome. The teacher should circulate among the students and give individual attention, guidance and advice according to the needs at hand. Support may be needed by students in need of help so they may complete the tasks to their best ability. The attainment of a student may be gauged by discussing the task with them. There should be opportunity for pupils to talk to each other about their work approaches, their choices and decisions so they can consider this as they develop their ideas. This approach may help some pupils to understand the material and challenge others to extend their thinking. Students will develop and extend their work according to their ability and aptitude. The teacher should promote observing, investigating and recording as the main research activity. The teacher encourages the pupils to regularly explore a range of drawing techniques using a variety of materials and the visual elements. Materials for drawing may be a range of pencils H, HB, 2B, 3B etc, charcoal, chalk, pastels, wax, pen and ink, felt tip, biro, brushes using ink, paint etc. The teacher should encourage students to create images and objects in response to events and places which have been observed or experienced.</td>
<td>Strand 2 Students will: demonstrate understanding of the use of visual elements. They do this in a wide range of activities, e.g. drawing, painting, sketching, constructing, photography and film. They will evaluate ideas in response to a design brief. They select the most appropriate response to a design brief. They can produce a sample. They will use a range of visual methods to express feelings and ideas. They attempt perspective, realistic colour and tone. They use abstraction to express fantasy and imagination, occasionally using images from the mass media. (level 8) produce images which show further understanding of the qualities of the visual elements. They use the visual elements with thoughtfulness in drawing, painting, modelling and constructing. They suggest by drawing, by a visual presentation and/or by simple models, at least one possible solution to a design problem. They produce a solution to a design problem. Students show an increased interest in representing what is seen and imagined. They use a range of visual devices to attempt realism for example in the use of space, colour, detail and pattern. (level7)</td>
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<tr>
<td>Strand 1</td>
<td>Strand 2</td>
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<tr>
<td><strong>help the student to produce images which show further understanding of the qualities of visual elements and their use.</strong></td>
<td><strong>help the student to show an ability to plan ahead, select, organize and control materials in order to solve a specified problem or task.</strong></td>
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<tr>
<td>They can draw, paint, print, make collages or create objects and forms from fantasy and imagination. The stimuli for the work may be experiences in music or drama (the creative arts subjects) or the broader curriculum thereby developing more awareness to what is seen.</td>
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<td>The material to create 3 dimensional work may be a) malleable materials such as dough, plasticine, clay papier-mâché, cardboard, wire etc. b) resistant materials, such as carving-soap, plaster etc, c) construction material such as card, wood, wire, junk modeling materials d) kits such as Lego, meccano etc.</td>
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<tr>
<td>The teacher makes reference to all the visual elements in this unit to show the student the direct expressive power of these elements with special emphasis on Texture.</td>
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<tr>
<td>The teacher encourages the pupils to look at and handle, sort and discuss, objects and materials with different surface textures pointing out that surface texture of things can be experienced through touch as well as sight.</td>
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<tr>
<td>The teacher may organize for objects to be explored unseen to intensify tactile experience, hidden in a bag or box or using a blindfold.</td>
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<tr>
<td>The teacher may choose subjects for drawing which avoid pattern and colour to focus more strongly on textural response. The teacher should point out that surface textures and qualities are most important in sculpture and crafts where things are made to be handled.</td>
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<tr>
<td>The teacher encourages the students to recreate texture in clay or suggest texture through illusion in drawing and painting. Textured objects may be incorporated into art through collage and direct impressions through clay, wax rubbings, printing and casting, or recorded in photography.</td>
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</tr>
<tr>
<td>Through teacher/student discussion the teacher should lead the students to produce images which show some understanding of the visual elements. They use the visual elements in drawing, painting, modelling and constructing. They show an ability to plan ahead. They show an ability to select, organise and control materials in order to solve a specified problem or task. They convey feelings, ideas and emotions, real or imagined in two and three dimensions. They also show personal response to what is seen. (level 6)</td>
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<td>create paintings; models and constructions form imagination and observation. They solve problems or tasks by selecting and organising two and three dimensional material from a given range. Students paint/draw a personal picture. They begin to represent space and distance. They use colour to express emotions. Students show expression of personal ideas as part of visual/tactile response to the environment. (level 5)</td>
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<tr>
<td><strong>Strand 1</strong></td>
<td><strong>Strand 2</strong></td>
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<tr>
<td>Students will: use a variety of ways of recording (drawing, painting, sketching, constructing, photography, computer draw and paint programmes.) They use these as the basis for further development in a variety of media. (Level 8)</td>
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<tr>
<td>use a limited number of ways of ways of recording, (e.g. annotating sketches, photography, computer draw and paint</td>
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</tbody>
</table>
Strand 3
help the student to use appropriate vocabulary make comparisons of art and design works.

understand how to tackle a design task; and how to collaborate in planning an outcome to a specified remit.

The teacher should lead pupils to produce a work from previously such as observed, recorded, and collected information, sketches, photographs, found objects.

The teacher could lead the student to plan, research and construct a large model will provide a stimulus for such an activity. An example could be designing a toy shop, a school playground that incorporates an ‘adventure area’ designing the set for a theatre event at the school. Such activities will lead to a consideration of suitability of materials, scale, and function, estimates of time required, use of decoration, lettering and pattern.

The teacher should arrange visits to galleries and workshops. Support should be provided through resources such as information on artists, gallery guides, and exhibition worksheets, film and photographs.

The teacher should plan and initiate individual and group discussion to encourage pupils to evaluate their own and others’ work.

The teacher should provide opportunities for pupils to see and listen to artists, designers and craftspeople at work.

The teacher should widen the range of resources in encouraging pupils to investigate the use of the visual elements by providing posters, slides, photographs, catalogues and reference books.

The teacher should provide printed materials in Maltese or English so that students can carry out their own research into artists and designers. Teacher support should encourage pupils to relate their findings to their own experiences and work.

The teacher should ask the pupils to consider and comment upon a wide range programmes.(level 7) with guidance, attempt detail, using a given number of ways of recording (e.g. drawing, painting, sketching, modeling, constructing. (Level 6) observe and record from given sources, what is around them through (drawing, painting, sketching, modeling and constructing. (Level 5)

Strand 3
Students will:
be able to find out about an artist or designer and their work by collating materials and information from several sources e.g. art reference books, postcards, or internet. They can make one or two personal statements about their own and an artist or designers’ works. They show an understanding of the use of the visual elements to support their opinions. Students show they can evaluate their own work. They show understanding of the design process, indicating modifications where appropriate.(Level 8)

be able to research information about an artist or designer and their work from supplied sources e.g. slides, digital images, school library. They can make a judgment about their own or an artist’s work using appropriate vocabulary. When talking about art works they can use appropriate vocabulary to identify and/or describe colour, lines, shapes, forms,
of artists’ and designers’ products. S/he should encourage them to identify similarities and differences. e.g. ‘Are today’s kettles like the kettles of long ago?’ , ‘Do the landscapes of Van Gogh look like the townscapes of L. S. Lowery?’ ‘Is the front page of the daily newspaper similar to the front page of the school magazine?’

Recommendation: During lessons the teacher should consider health and safety issues e.g. use of inflammable liquids, hazardous substances (glue, lead / oil based paints) aerosol sprays, sharp edged tools; lifting and carrying heavy apparatus or materials.

http://desktoppub.about.com/od/elements/l/aa_texture2.htm
http://www.britishmuseum.org/research/search_the_collection_database.aspx
http://www.nationalgallery.org.uk/paintings/explore-paintings/30-highlight-paintings/
http://www.artcyclopedia.com/museums.html
http://www.elisabethfrink.com/art.php
http://www.barbarahepworth.org.uk/
http://www.zyama.com/benin/pics.htm
http://www.artchive.com/artchive/B/braque.html

Please note that all images from the resources examples may be found on the internet.

texture and pattern. They can identify the media used to create the work and comment about the time it took to create it. They make a personal evaluation of own and others’ designs. They show some understanding of a design process. (Level 7)

with support consider and discuss information from supplied sources about a work of art, a reproduction or an artefact. They can identify and name some of the things they see in an image (people or parts of people, objects, buildings etc.) and recognise if it represents something real, imagined or tell a story. They can tell if the work is from observation, memory or imagination. When talking about art works they can use appropriate vocabulary to identify and/or describe colour, lines, shapes, forms, texture and pattern. They can make comparisons of art and design works. (Level 6)

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**Digital Technology Enhanced Learning – Art and Design eLearning Entitlement**

**Unit 7.4 Texture to see, Texture to touch**

**The Digital Culture and Art & Design**

Digital production techniques in visual media: Digital art is used in advertisements and special effects in film-making. Digital art can be computer generated or produced by scanning images, drawn images using painting or drawing software. Artworks can be considered digital painting when created using software.

Digital photography: Digital photography and digital printing is now an accepted medium of creation by major Museums. Many international Museums are starting to collect digital art. Photographs can be manipulated by software with a final image that does not bear any resemblance to the original photo.

Computer Art: 2D and 3D computer graphics can be generated on the computer using a graphics tablet and stylus instead of the traditional media.

Digital artists: Some digital artists’ websites that can be accessed:

- San Base: [http://www.sanbase.com/art/about.html](http://www.sanbase.com/art/about.html)
- Ryan Bliss: [http://ryanbliss.com](http://ryanbliss.com)
- David Em: [http://www.davidem.com/01_art/0_art_lead_page/art_lead.html](http://www.davidem.com/01_art/0_art_lead_page/art_lead.html)
- Scott Snibbe: [http://www.snibbe.com](http://www.snibbe.com)
- Ronald Davis: [http://www.irondavis.com/a_art/a00_art_index.html](http://www.irondavis.com/a_art/a00_art_index.html)

**Expressing feelings, ideas, thoughts and solutions**

Sumo Paint 3.2 [http://www.sumopaint.com/app](http://www.sumopaint.com/app) has enough functions to let students experiment with colour and textures with enough combinations to offer millions of different possibilities. Students can play with different brushes, opacity, flow, colour and blending modes. Then they apply filters or effects to different layers.

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1 License available from CMelD.
2 Public cloud. Signing up required.
3 Public cloud. No signing in required.
4 Downloadable program.
Subject: Art and Design
Unit code and title: ART 7.4 Texture to See, Texture to Touch
Strand 2: Expressing feelings, ideas, thoughts and solutions
Strand 3: Evaluating and Appreciating

Unit Duration: 9 sessions of 40 minutes each (6 hours)

OBJECTIVES

The Teacher will:
1.1 Help students to respond and express their feelings and ideas in two or three dimensions.
2.1 Give students opportunities to apply the visual elements in images they produce.
3.1 Increase students' knowledge of Art materials, when using them in two or three dimensional tasks.
4.1 Help students appreciate Art and Design works, by exploring, experimenting and commenting about materials.

Key words
- Feelings
- Cold
- Colour
- Model
- Materials
- Line
- Marks
- Mask
- Warm
- Paper
- Tools
- Paint
- Texture
- Shapes

Points to note
- Teaching and learning approaches may include: Individual or Group work, Teacher / LSA supported activities. Art supports many areas of the curriculum. Unit can be linked to Literacy, PSD, History and ICT
- It is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally.
- ICT is a tool that can help students of all abilities to experience success, please refer for more information on e-learning, to the last page of the SEN Units.
- It is essential that the development of the individual's artistic pursuits be seen in the long term. Students should enhance their desire to be artistically creative in their own lives.
- During lessons the teacher should consider health and safety issues, such as, use of hazardous substances [glue, lead/ oil based paints] sharp edged tools, lifting of heavy apparatus or materials.

Resources
- Digital Photography,
- Cuttings from Magazines,
- Brochures and catalogues
- Art Tools and Materials
- Websites: www.primaryresources.co.uk
- British Museum website
- Board maker Plus
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<th>Example of teaching activities / experiences</th>
<th>Indicators of Learning outcomes</th>
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<td>The Teacher will:</td>
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| 1.1 Help students to respond and express their feelings and ideas in two or three dimensions. | Teacher can speak about *feelings* by discussing emotions in Visual Communication symbols (Board maker Plus). Lesson may be linked to PSD or History topic of Ancient Greece. Can show pictures of dramatic Greek masks (Department of Greek antiquities British Museum) and discuss, how features on a face can make a Greek mask look comic or tragic. A 3 dimensional *mask*, can be created by fixing pre-cut *shapes* or junk material on a paper plate as a follow-up.  
Teacher can involve students in gaining experience in the use of colour, as an expression of moods and feelings. Can help students to discover that certain colours convey warmth or coldness, e.g. can discuss colours which give a *cold* feeling e.g. greens and blues. The following exercise can be done. A paper is covered in glue wash (2 parts water, 1 part glue). Torn pieces of tissue paper in cool colours are placed to cover it and covered again with glue wash. This can be done until the page is covered in cool coloured paper.  
This can be followed by an activity on *warm* colours. Warm colour pictures e.g. sunsets, can be discussed. Students sort magazine pictures in warm colours-orange, yellow, red and separated from cool colours. Students will tear pages, arrange and on a page and a warm collage can be created. | Students will:  
Communicate ideas, feelings, happenings and stories through imagery. They carry out two and three dimensional work through a process of trail and improvement. *(Level 4)*  
Involve themselves in communicating ideas and events through the use of a colour and line. Their choice of colours and techniques is purposeful. *(Level 3)*  
Show they are able to apply a familiar technique to a task. Can show preferences for activities and begin to carry out simple processes. *(Level 2)*  
Remember learned responses over more extended periods, they explore materials in increasingly complex ways. *(Level 1, A3i.2)* |
| 2.1 Give students opportunities to apply the visual elements in images they produce. | Students’ imagination can be stimulated by direct observation. When this is not possible the teacher should refer to real photographs. Some students will be able to remember things from the past, drawing and painting can thus be based on things that the student knows about.  
The teacher can help students to express their ideas and to plan their pictures. Students learn to communicate their ideas and events through their use of *colour* and *line*. Projects or lessons may be linked to History topic of Ancient Egypt or past events, e.g. students may be asked to draw food items that people in ancient Egypt used to eat. Students can observe the actual food items, whilst drawing them. | Use given materials with some evidence of planning to solve simple 2-D tasks. Engages in drawing from observation or about events in student’s life. *(Level 4)*  
Work in two dimensions to intentionally represent or symbolise an object. Students involve themselves in communicating ideas and events through their use of colours and line. *(Level 3)* |
Teacher can provide students with simple opportunities and choices. Very limited choice needs to be offered to some students, e.g. between two or three possibilities initially, so as not to confuse, gradually the possibility of choice should be increased. As students’ ability to make marks on a paper and to choose between colours increases, their pictures will reflect what they find interesting and important.

Show preferences for activities, and begin to carry out simple processes. Actively strive to reach out and show an intention to create. (Level 2)

Can remember learned responses over increasing periods of time and may anticipate known events, through repetition of activity. (Level1, A3ii.4)

3.1 Increase students’ knowledge of Art materials, when using them in two or three dimensional tasks.

Teacher can include student with class peers in the planning and construction of a large model. Students can be involved in collecting information by taking photographs. When model is being constructed students can be involved in the assembly of some parts of the model or its’ decoration by simple patterns.

Teacher supports students by providing a choice of materials to suit their needs. Students need to be given access to use ready-mixed paint, finger paints, wax crayons, felt pens and collage materials.

Simple organisational skills like picking the tools required can be established by keeping art materials in the same place. The teacher can direct students to fetch Art materials themselves.

Comb painting is a good method to use with some students who find the use of small tools challenging. They will however be able to grasp and control large ones. Large cardboard combs can be used instead of paint brushes. Combs can be cut by making several broad teeth with fairly large spaces in between. They are best used with very thick paint, to create a raised effect when painting is dry. Students can later explore the finished effect through their sense of touch.

Investigate and experiment by drawing with a range of graphic tools, materials and surfaces. They recognise colour, create paintings, patterns from imagination and use given materials with some evidence of planning. (Level 4)

Gain skills, develop ideas and use materials and processes, working in two dimensions, can use the right tool for the work involved. (Level 3)

Be able to apply familiar techniques to a task, they are acquainted with. They start anticipating an activity and participate with others. (Level 2)

Participate in shared activities with less support, student attempts to suggest a procedure to create something new. (Level 1,A3i.4)
4.1 Help students appreciate Art and Design works, by exploring experimenting and commenting about materials.

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<th>Teacher presents PPP to show works of art depicting simple subjects, e.g. students can observe paintings showing trees in autumn or winter. Teacher can initiate discussion, and makes observations using the keywords <strong>line</strong> and <strong>texture</strong> when describing the subject.</th>
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<td>The following exercise may be done with some students and these materials are necessary, brown tissue <strong>paper</strong>, transparent acetate and cold water paste. Students can initially be guided to simply explore the paste powder and water separately, then mix both together and note change that comes about. Can explore and tear tissue paper, immerse in glue and place on acetate, while shaping into a tree skeleton. When dry, trees can be peeled off from acetate and students are asked to feel tree skeletons.</td>
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<td>The teacher can help some students by spending time talking about an activity, about what they have done and what has happened as a result and by pointing out their achievements. Students can be prompted to give a name to the creative work or object they make.</td>
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<td>Teacher can help students to explore and experiment with materials, so time needs to be allowed for students just to play with materials. Students may simply need to enjoy manipulating materials e.g. just handling clay without minding what they make. The teacher needs to be sensitive and appreciative of students’ success.</td>
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<th>Observe, describe and talk about art. Show interest when looking at PPP, their own art work or work of others. (Level 4)</th>
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<td>Engage in a preferred activity or exercise and join in describing picture by using simple words. Can comment in some way on a particular activity. (Level 3)</td>
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<td>Show preferences for certain activities and begin to carry out simple processes. Start developing their knowledge of the process of making e.g. gathering resources for a particular exercise. (Level 2)</td>
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<td>Attempt to imitate unfamiliar actions. Show they enjoy and appreciate an activity by initiating interactions with persons who are supporting them. (Level 1, A3i.3)</td>
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