

**EBOOK CODE: REAU8051**



**All Primary Levels**



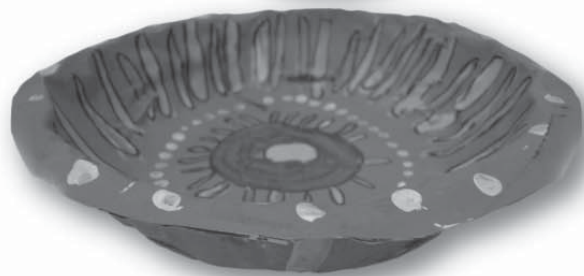
# Teaching Primary Art



**Ideas, activities and templates  
for the primary art teacher**



**By Chani Crow**



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# Teachers' Notes

As a practising Primary School Art Specialist, I know how hard it can be to regularly plan and create effective, and hopefully inspiring art projects for multiple year levels. Not only do your projects need to engage students, but they also need to teach them about the various elements of art, expose them to different artists and art vocabulary, and provide them with opportunities to be assessed. All of the projects included in this book have been created with this in mind. The projects are labelled either Junior, Middle or Senior. This is a guide only as many of the lessons can be easily modified to suit either older or younger age groups.

Lessons are linked to the broad focus areas of: Art Ideas, Art Skills and Art Responses. These broad learning areas mean that projects can be easily linked to most art curriculums.

I have tested each project in my own classroom and have made adjustments as I have taught each one to ensure that all of the projects are as user-friendly as possible. However, they by no means cover everything and should be used within a wider teaching program. It's important to also have unstructured lessons where the focus is on the process rather than the end product and where students are simply encouraged to experiment.

Throughout the book, I refer to A4, A3 and A2 paper sizes. A4 paper is equivalent to 210 x 297 millimetres, A3 to 297 x 420 millimetres and A2 to 420 x 594 millimetres.

## General Tips

- ☺ **Mounting Artwork:** A4 and A3 paper sizes are mentioned throughout the book in the following activities: 1-3, 5-7, 10-11 and 17. If you would like to mount the students' artwork completed in these activities, it is best, before you start the activity, to slightly reduce the size of the A4 or A3 drawing paper on which the children will create their artwork. This will make mounting the artwork much easier. The art piece can be centred onto A4 black paper or coloured card which will leave a border around the artwork.
- ☺ **Reducing A4 or A3 Paper:** Use a Stanley knife to trim approximately one to two centimetres off one short edge and one long edge. It is possible to trim five or six sheets of paper at once.
- ☺ **Design Sheets:** Glue design sheets to the back of mounted artwork. This makes it much easier to keep each student's work together (especially if you are using it as an assessment piece).
- ☺ Check that all students have put their name on the back of their work.

# Teachers' Notes

## Some tips for setting up your own art room

- Organisation is key to having a functional art room. Create a system for storing all art materials so that you always know what you have and where to find things. Make the items that you use regularly easily accessible and clearly label anything that is going to be stored away for a length of time.
- Find a balance between keeping useful bits and pieces, and hoarding! In most art rooms, space is precious, so only keep things that you are going to use.
- Make resources that you can keep and re-use. This is particularly important for beginning teachers or for teachers who haven't taught art before. Posters and general art displays should be laminated so that they can be wiped down. I found that making a display sheet for each project made displays more effective and much easier and they could also be reused if you repeated the project later on.
- Stretch your resources. You can find art materials in all sorts of places. Find organisations or businesses in your community that might be able to provide recycled items – these often create projects that are the most interesting.
- Photograph and archive! I try to take photographs of each project, but especially the ones that have multiple steps. Photographing artwork not only reminds you how a particular project developed, but is also a good way to share the process with other teachers and future students who may work on similar projects. Publish the photographs in the school newsletter or on the school web site.
- Don't forget to develop your own knowledge by talking to other art teachers. Find good web sites and blogs to give you inspiration for new projects.
- Enjoy what you do! This is probably the most important part of being an art teacher. Students will respond to your own attitude towards art. If you are enthusiastic and always willing to 'have a go', then they will too.

See pages 28-29 for more general tips on how to set up a functional art room and see page 55 for a list of basic art room materials.

I would like to thank the staff and parents of Highgate Primary School for their support in the production of this book. Most importantly, I would like to thank all of my students who inspire me daily.

**Chani Crow**

**Age Group:** JUNIOR

**Focus:** Art Skills/Art Ideas

**Time:** 5 x 50 minute lessons

## ■ Materials

- Plastic plate
- Vegetable oil
- Newspaper (pre-cut strips)
- Diluted PVA glue (half water/half PVA glue)
- Container for glue mix

## ■ Lesson 1

Step 1: Tell students that over the course of two lessons, they will create a basic plate mold by pasting at least four to five layers of newspaper strips onto a plastic plate. Show them example 1 on page 16.

Step 2: Demonstrate how to spread vegetable oil over the inside of the plastic plate (this is so that you can later remove the papier-mâché mould without it sticking to the plate).

Step 3: Show students how to take pre-cut strips of newspaper and dip them into a container of diluted PVA glue and layer them onto the inside of a plastic plate. Ensure that the newspaper strips are sufficiently covered in glue and that they lie flat against the plate, but not so much that they leave a pool of glue.

Step 4: Once students have seen the process, they can begin to cover the insides of their plates with oil, including the outer rim, and cover their plates with four to five layers of newspaper.

## ■ Materials

- Papier-mâché plate
- Newspaper (pre-cut strips)
- Diluted PVA glue
- Container for glue mix

## ■ Lesson 2

Step 1: Give students time to completely cover their papier-mâché plates with newspaper. (Depending on the age of your class and how long their art lesson is, they may need a whole second session.)

Step 2: Once the papier-mâché process is complete the plates will need to be left to dry for a few days. Ideally they should be removed from the plastic plates after a day or two then turned upside down so that the bottom of the papier-mâché can also dry out.

## ■ Materials

- Design Sheet (page 17)
- Papier-mâché plate
- Acrylic paint
- Paint brushes
- Pencil
- Coloured pencils

## ■ Lesson 3

Step 1: Photocopy the Design Sheet on page 17 for each student.

Step 2: Provide a number of different colours of acrylic paint for the students to choose from.

Step 3: Each student needs to paint the inside and rim of their plate with one solid colour, it may need more than one coat of paint to achieve this. Show them example 2 on page 16.

Step 4: Once the students have completed their paintings and are waiting for them to dry, they can work on their plate designs on their Design Sheets. If you are working with older students, encourage them to create a fairly intricate design, however they should avoid using fine detail that they will struggle to reproduce on their actual plates. Show them the Students' Art Gallery on page 16. Allow them approximately 15 – 20 minutes to complete their Design Sheets.

# Papier-Mâché Plates

## ■ Materials

- Papier-mâché plate
- Acrylic paints
- Paint brushes

## ■ Lesson 4

Step 1: Using their completed Design Sheets from Lesson 3, students should begin painting their designs onto their plates. Encourage older students to use a number of colours and to try blending two or more colours together. Each student should also paint the inside and rim of the plate.

## ■ Materials

- Papier-mâché plate
- Acrylic paints
- Paint brushes

## ■ Lesson 5

Step 1: Each student should paint the outside and bottom of the plate using the same background colour as the inside of the plate.

**Optional:** To varnish the inside of the plate, paint on an even more diluted mix of PVA and water (75% water and 25% PVA glue).

## ■ How to Create Papier-Mâché Plates



- ☺ **Tip 1:** Organisation is the key to this project running smoothly. Make sure that you pre-cut LOTS of newspaper and have a large air tight container of pre-mixed glue.
- ☺ **Tip 2:** If possible, have lots of adult helpers! This is quite a messy project and students will need assistance with the pre-cutting of newspaper strips, the refilling of glue containers and end of session clean up.
- ☺ **Tip 3:** I have found that extra large plastic plates make quite good glue mix containers. They are reusable and allow students to lay their newspaper strips down flat into the glue.

## Students' Art Gallery



**Mauwa** – Year 2 - Highgate Primary School



**Nuay Yee Win** – Year 2 - Highgate Primary School

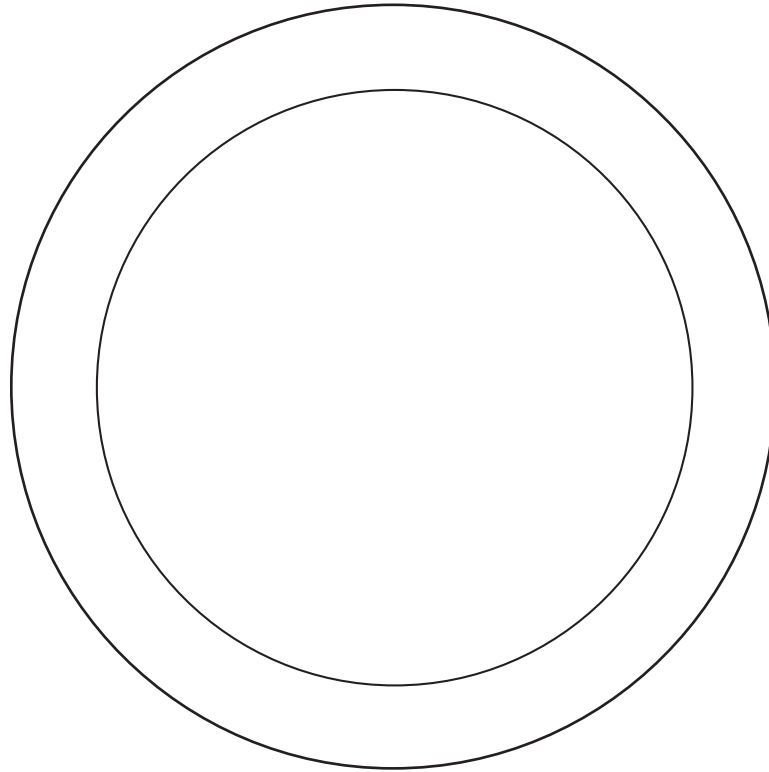
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Room/Class:

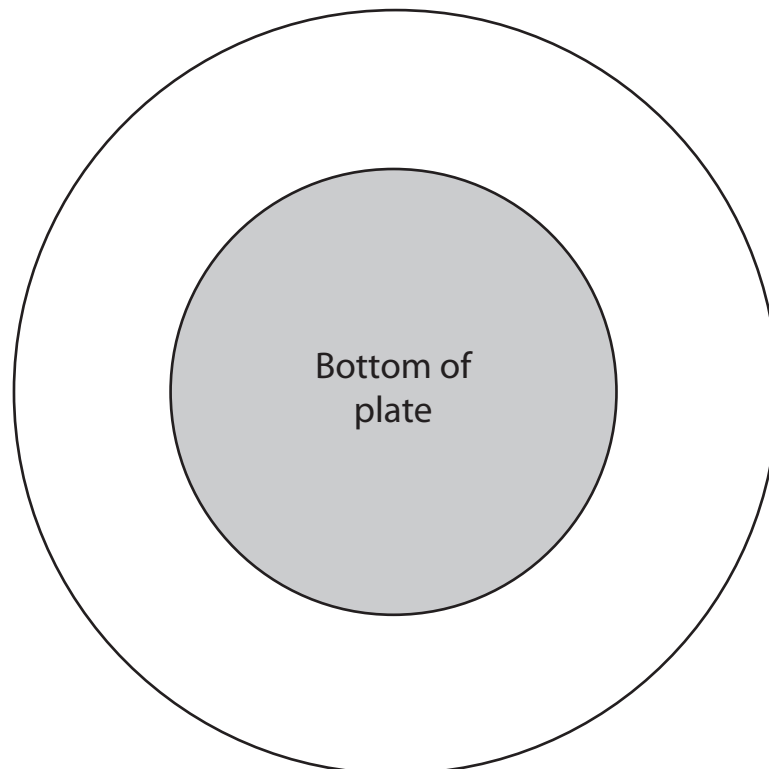
# Papier-Mâché Plates



Design the inside and rim of your plate.



Design the outside of your plate.



**Age Group:** JUNIOR

**Focus:** Art Ideas/Arts Skills

**Time:** 2 x 50 minute lessons

## ■ Materials

- Example pictures of sunsets
- A3\* drawing paper  
\*see page 4
- Chalk pastels
- Tissues

## ■ Lesson 1

Step 1: Show students examples of sunsets and talk about the different colours that they can see. If they have not previously used chalk pastels, then it is a good idea to demonstrate to the class how you can use your finger or a tissue to blend pastels together.

Step 2: Students should begin their pieces by creating the background for their city silhouette. Using an A3\* piece of drawing paper, the students need to first draw a horizon line approximately halfway up their page. From there, they need to draw their sun and its reflections, and colour the entire page with chalk pastels (see example 1 on page 22).

☺ **Tip:** *This can be very messy. It is a good idea to have wet cloths/wipes ready to wipe down tables, and a bucket or sink of soapy water for students to wash their hands when they are finished.*

## ■ Materials

- Example pictures of city skylines in silhouette
- White or light coloured pencil
- A3\* black paper  
see page 4
- Scissors
- Glue stick
- Background pieces completed in Lesson 1

## ■ Lesson 2

Step 1: Show the students examples of pictures of city skylines in silhouette. Discuss how buildings can be different shapes and sizes.

Step 2: Using a white or light coloured pencil, students need to draw the outline of their city skyline onto an A3 piece of black paper (see example 2 on page 22).

☺ **Tip:** *Tell the students to start their skyline just under halfway up the side of their black paper and to make sure that their buildings are different sizes and shapes.*

Step 3: Once students have drawn the outline of their skyline, they need to carefully cut along the line.

☺ **Tip:** *Demonstrate cutting out the skyline to make sure that students don't cut out each individual building.*

Step 4: Using a glue stick, each student needs to glue his/her silhouette onto the chalk pastel sunset (see example 3 and Students' Art Gallery on page 22). Younger students may need help to make sure that their silhouettes and the sunset pages line up.

☺ **Optional:** *Using the white or light coloured pencil, students can draw the windows of each building.*



# City Silhouettes

## ■ How to Create City Silhouettes



In Lesson 1 students create the background using chalk pastels on A3 drawing paper.

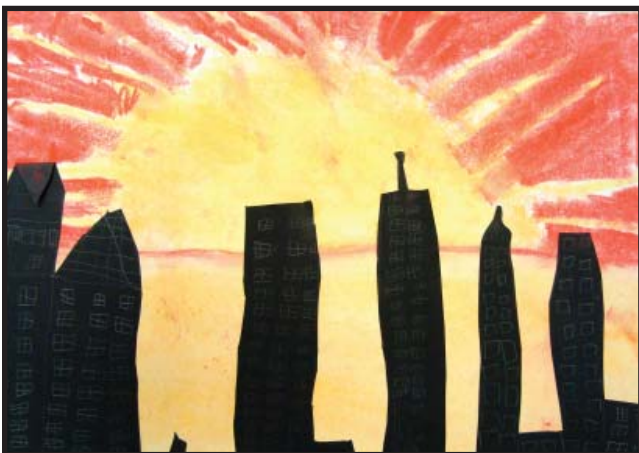


In Lesson 2 students draw the outline of the city skyline onto a piece of A3 black paper, then carefully cut out the skyline.



To complete the city silhouette students glue the skyline onto the chalk pastel background.

## Students' Art Gallery



**Kendrick** – Year 2- Highgate Primary School



**Angel** – Year 2- Highgate Primary School