

INTO Teacher2Teacher Webinar Series 2022

# ART IN THE PRIMARY CLASSROOM

SHÓNA KELLY





# WELCOME

Aims of this webinar:

- To inspire your art lessons
- To give you tips and tricks for a successful art lesson
- To share ideas for your lessons

# ABOUT ME

- Shóna Kelly
- Primary school teacher
- 16 years teaching
- Passion for teaching art to students
- I love integrating art into different subjects
- I believe art is accessible for **everyone**





“Creativity  
is now  
as important  
in education  
as literacy.”

Sir Ken Robinson

# INTRODUCTION

- What do you think of when you hear someone is creative?
- Do you consider yourself a creative person? If so, how?
- Sir Ken Robinson reminded us of the importance of creativity and how we as educators should encourage creativity from our students. If you have time definitely check out his Ted Talks.
- Think about the following quote from him...

*“We don’t grow into  
creativity, we grow  
out of it. Or rather, we  
get educated out of it.”*  
Sir Ken Robinson



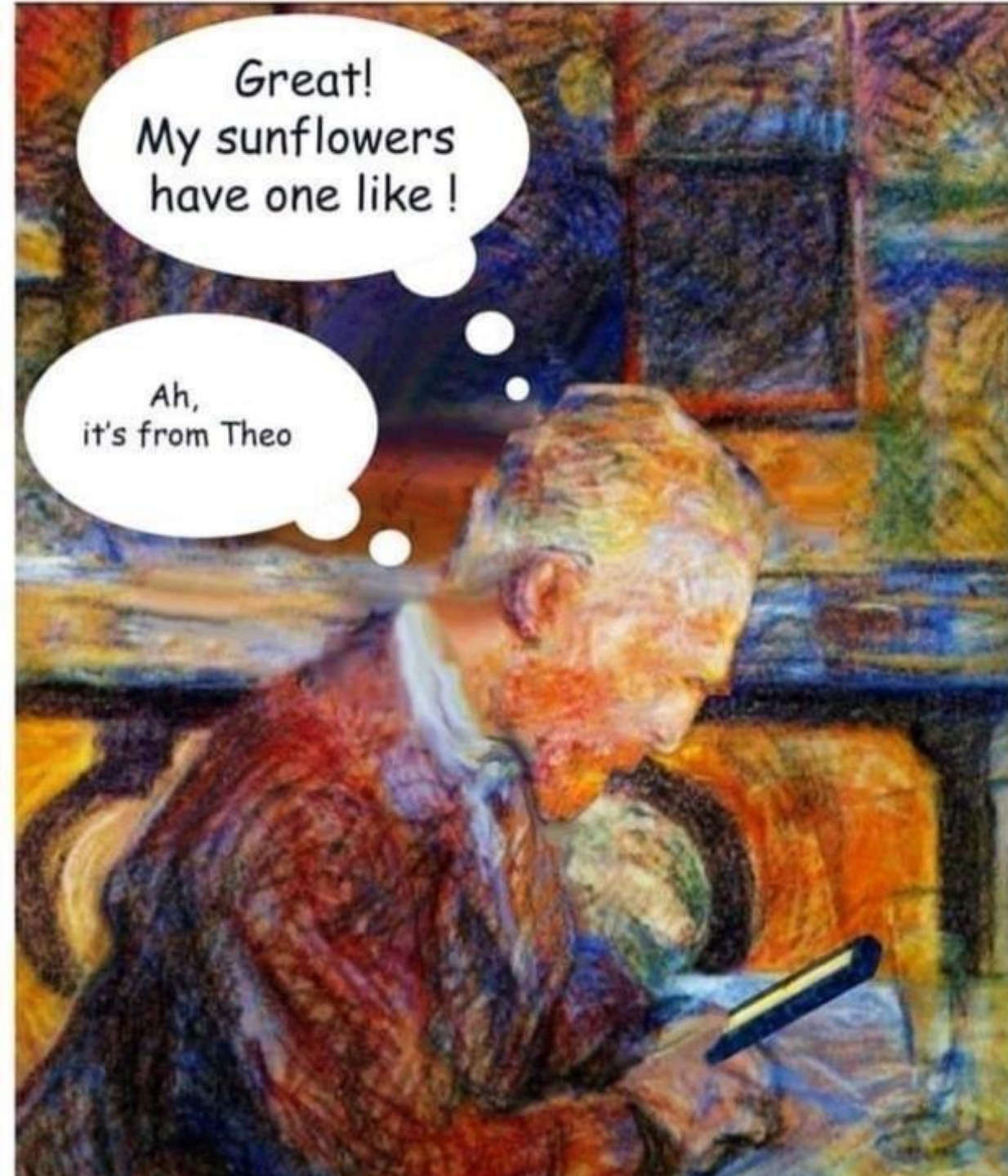




GOOD  
VIBES  
ONLY

# YOUR OWN EXPERIENCE WITH ART

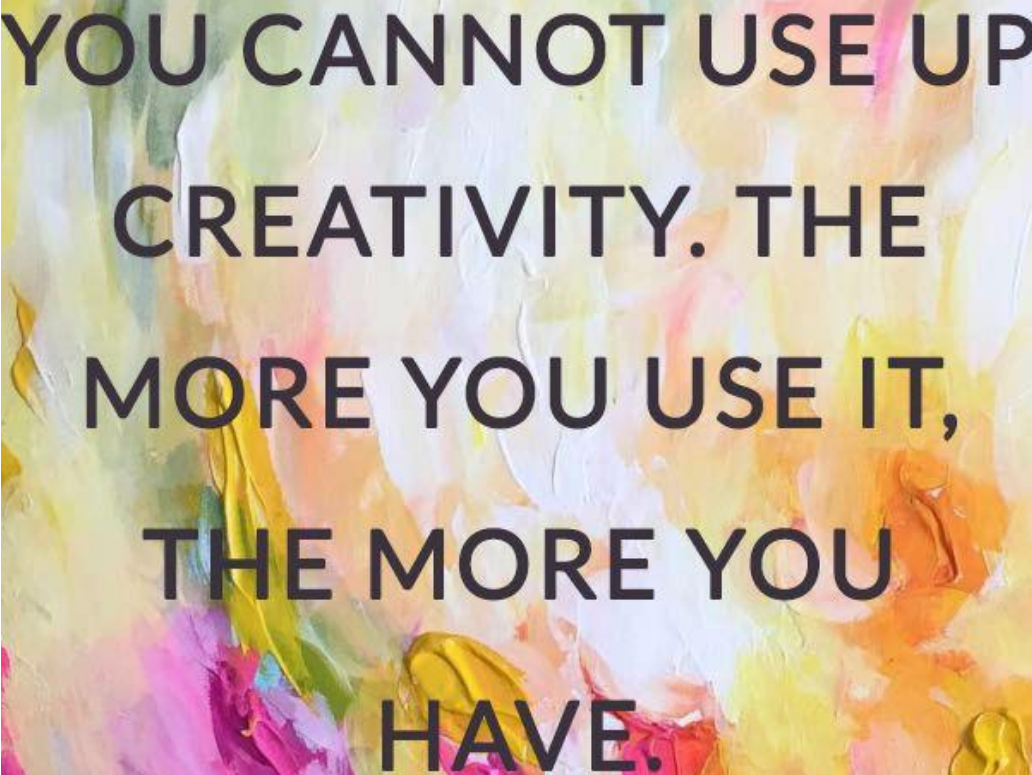
- Are you confident when teaching art? If not, can you figure out why you are not? Is it because you believe you are “no good” at it?
- Remember you have students feeling the same way about their art. What would you say to a student who tells you their finished artwork is no good and that they are “rubbish” at art? Be as kind to yourself and your artwork as you are to your students and theirs.
- Remember most times, your students are cheering you on all the way so please try examples and demonstrations. Yes there will be the occasional critic in the class (been there!) but keep going for the students that need to see how comfortable you are at trying your best. They will learn from how you respond to your finished piece and how you react to any “happy accidents” during the process.



# VINCENT VAN GOGH

Talking point for you and your students..





YOU CANNOT USE UP  
CREATIVITY. THE  
MORE YOU USE IT,  
THE MORE YOU  
HAVE.

MAYA ANGELOU

WWW.AMIRARAHIM.COM

## AIMS OF THE VISUAL ARTS CURRICULUM

- The aims of arts education are
- to enable the child to **explore, clarify and express ideas**, feelings and experiences through a range of arts activities
- to provide for aesthetic experiences and to develop aesthetic awareness in the visual arts, in music, in drama, in dance and in literature
- to develop the child's awareness of, sensitivity to and enjoyment of visual, aural, tactile and spatial qualities in the environment
- to enable the child to **develop natural abilities and potential**, to acquire techniques, and to practise the skills necessary for creative expression and for joyful participation in different art forms
- to enable the child to see and to solve problems creatively through imaginative thinking and so **encourage individuality and enterprise**
- **to value the child's confidence and self-esteem through valuing self expression**
- to foster a sense of excellence in and appreciation of the arts in local, regional, national and global contexts, both past and present
- to foster a critical appreciation of the arts for personal fulfilment and enjoyment.

# ART LESSON

I have found that a successful art lesson often involves a calm teacher. This can be achieved by being prepared. It is often lack of preparation that can lead to a stressful art lesson.

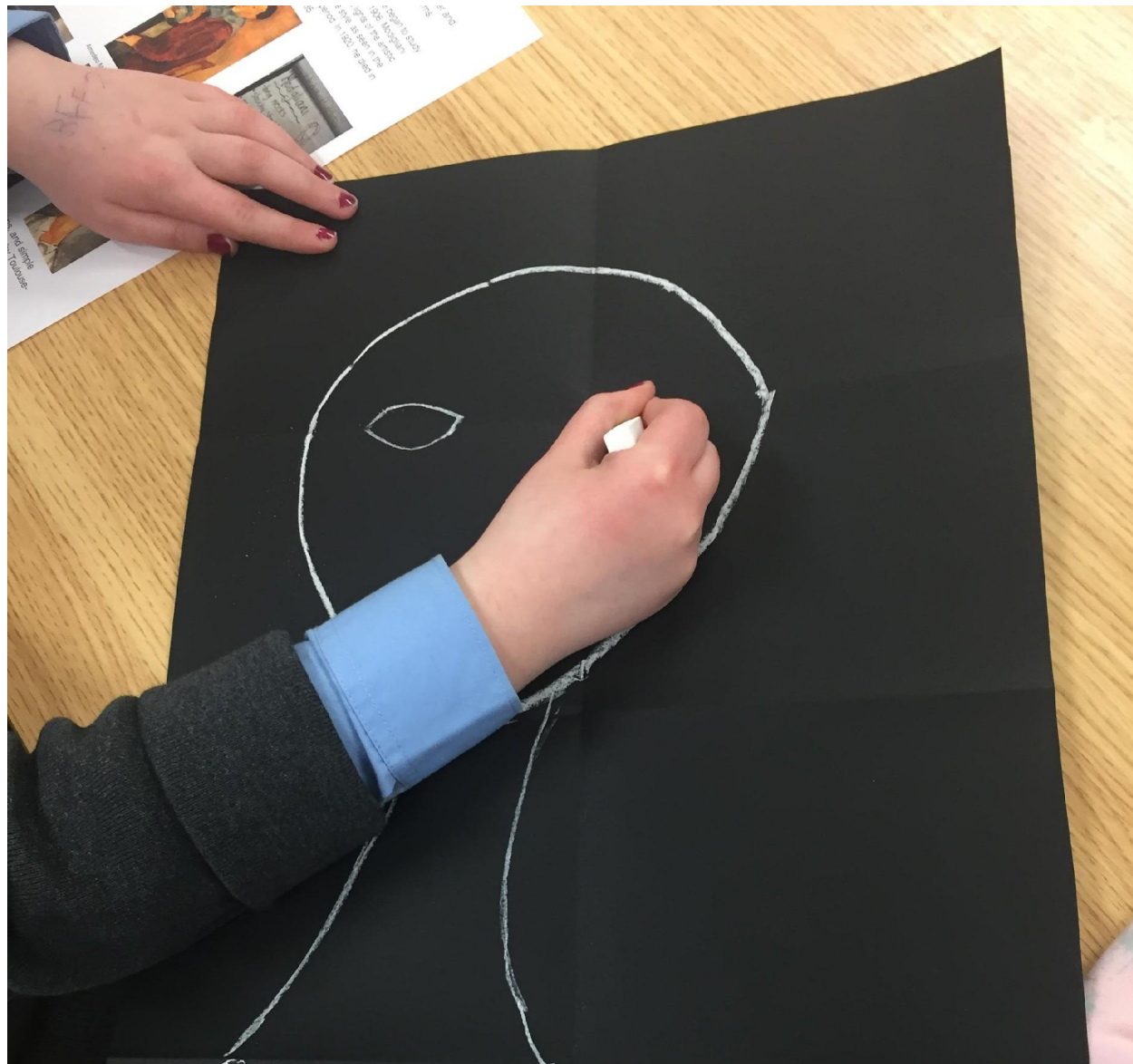
This involves

- ❖ Knowing your aim
- ❖ Having your materials
- ❖ Giving a demonstration
- ❖ Managing time (Have cut off and remind children as you go how long is left)
- ❖ Extension Activities
- ❖ Have tidy up routine





# DRAWING



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# **DRAWING: “IT’S JUST SHAPES, LIKE MS KELLY TOLD US!”**

For EVERY class level, drawing in the curriculum involves 2 strand units.

They are:

- Making drawings
- Looking and responding

Within these strand units are words and phrases like “experiment”, “discover”, “draw imaginative themes using inventive pattern and detail”, “express”, “explore”, “draw from observation.” Is it any wonder why so many children LOVE art. These words and phrases are so inviting. So, why are some students lacking in confidence when it comes to drawing?

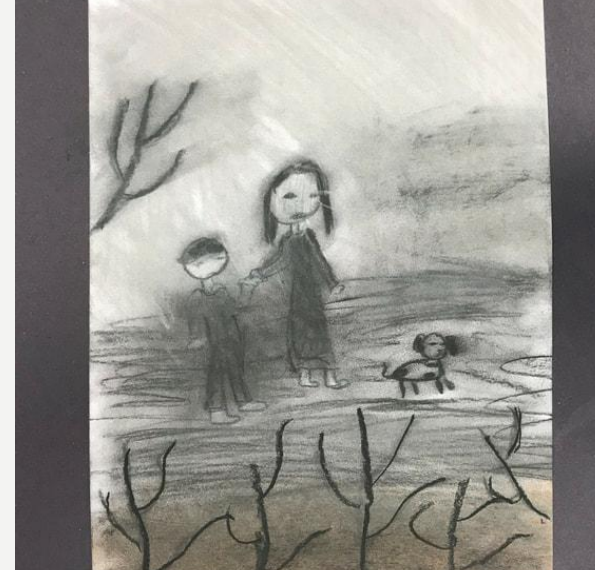
National Drawing Day





# WHERE TO START?

Give your students drawing opportunities. Yes, it is that simple. We so often give lovely, elaborate art lessons which is great but sometimes they just need an opportunity to draw. They can draw something in the room, their pencil case, something from memory, a place, shapes. The more they draw the more chance they get to find their unique style.



# KATHY BARBRO

“I believe anyone can learn how to draw ... better. They just need a little help getting started, that’s all.”

Kathy is an amazing artist who provides step by step drawings for you and your students. I have used Kathy’s drawings with 1<sup>st</sup> and 5<sup>th</sup> class and they results were amazing. I love her quote at the top of this slide. I believe too that everyone can draw. It is important to give students and people in general some tools and tips and tricks to help to improve their drawing skills and more importantly their confidence. I have found that reluctant artists in my classes responded so positively to Kathy’s step by steps.

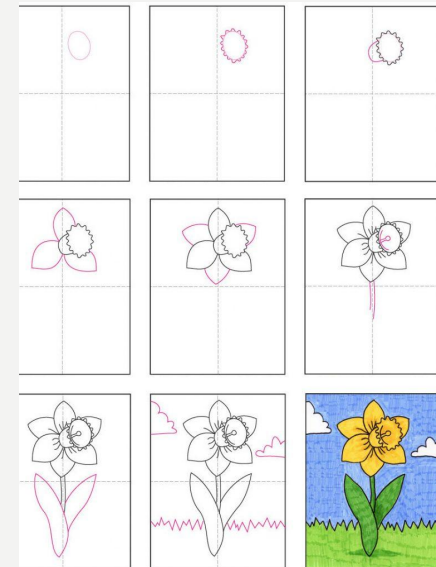
\*\*\*Individuality

You can find Kathy on Instagram @artprojectsforkids

Or check out her website <https://artprojectsforkids.org/>

# EXAMPLE FROM KATHY'S STEP BY STEP DRAWINGS

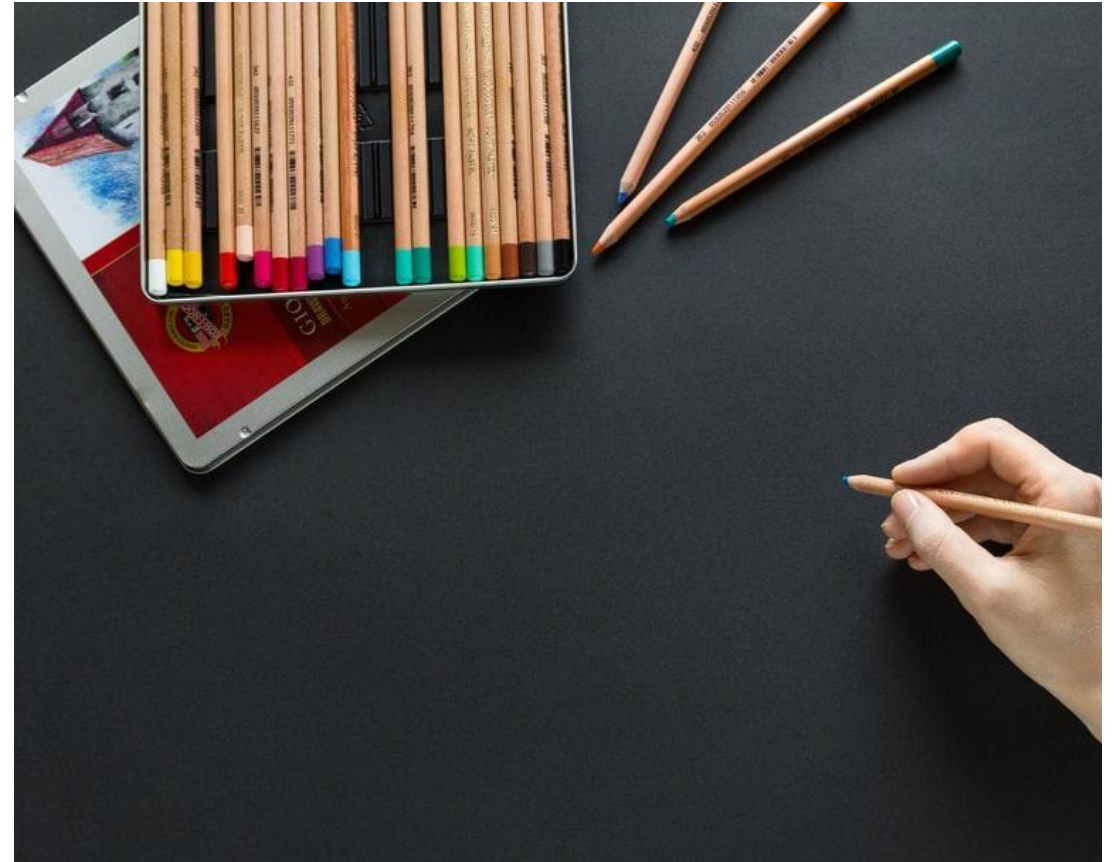
I link art and poetry a lot with my classes (all levels) Here, a class were studying the beautiful poem “I wandered lonely as a cloud” also known as “Daffodils” by William Wordsworth. When I saw Kathy had a daffodil step by step drawing, I knew this would be perfect. You can see that although the steps are the same, each daffodil is unique to the artist. A way of ensuring this is to give the students a range of options of materials to decorate and colour with. Here, some used chalk while others used sharpies.





# DRAWING FROM OBSERVATION

- This is what I love to do myself. I enjoy drawing and painting from observation more than making things up. That is just a personal preference. Others love the freedom of imagination.





# “REAL LIFE” OBSERVATIONAL DRAWING

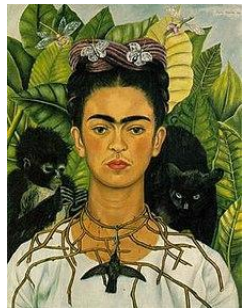
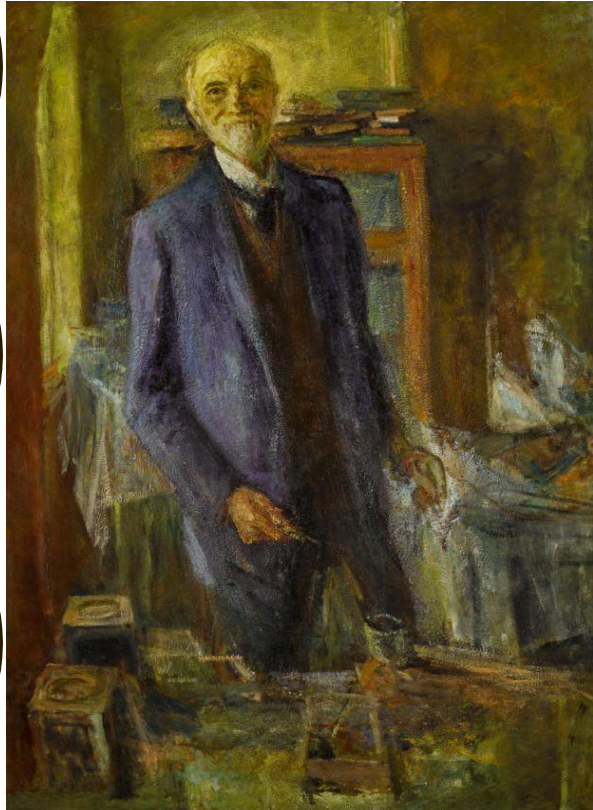
- Real life drawing
- Sunflowers
- Talk and Discussion





**TA DA!**





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# PORTRAIT ARTIST OF THE YEAR!

Portrait Artist of the Year!

Examples of famous portraits and better yet if you have completed any, show them yours.

Diverse range

It's all only shapes!





# TOP TIP!

- Add value to the student's work by creating a frame for their work and a little label. I always ask the students for their artist signature too. The framing can be done themselves in older classes. The labels you can save and edit for different artwork. On the previous slide you can see how it made the portraits extra special.





# PAINTING



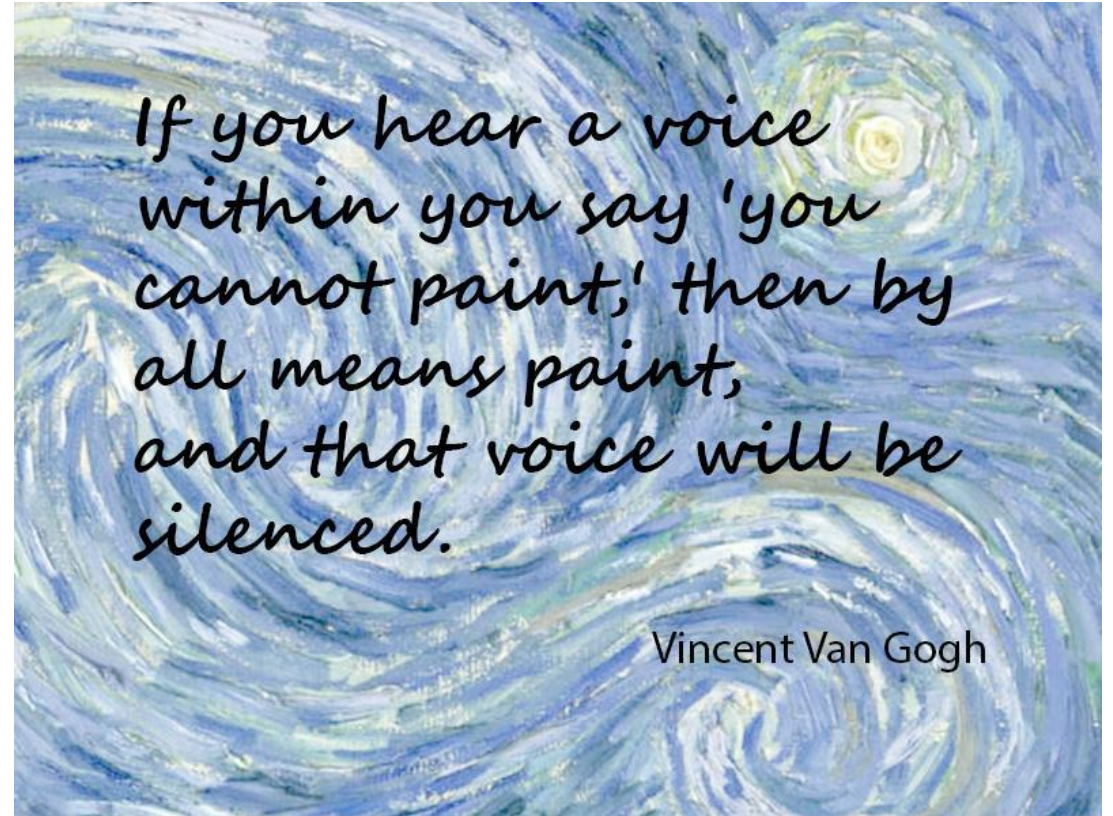
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# PAINTING

Strand Units:

- Painting
- Looking and responding

Again words and phrases like “express”, “make”, “explore”, “express his/her imaginative life and interpret imaginative themes using colour expressively”



# COLOURS

- A simple starting point is to have a lesson focusing on colour.
- Get students to create a painting using only 1 colour.
- Have them mix colours and see if they can create a new colour! This poem is excellent.
- Remind them of primary and secondary colours.

## Mixing Colours

By Eric Finney

Mix red and blue for purple

Mix red and white for pink

Mix red and black and yellow

And you'll get brown, I think.

Why don't you mix some colours?

Mix two or three or four

You might just mix a colour

No one's ever mixed before!



# PAINTING LESSON IDEAS

There are so many amazing painting ideas available!

## TOP TIP!

Use artists as inspiration for your lessons. Find artists you like and that may not be as familiar to students. Think outside the box.





# LESSON IDEA: CHRISTY BROWN





**THE  
STUDENTS  
WERE ONLY  
GIVEN THREE  
COLOURS**

## TOP TIP!

- Include information about and pictures of the artist you are studying in your displays. It's great when the students can say things like "oh yes we have done that artist before" or (my favourite) when a seven year old student says "this artist's work is like Renoir's Ms Kelly."

"A true artist is not one who is inspired, but one who inspires others."

-Salvador Dali

# COLLABORATIVE ART

- I love doing artwork that becomes a team effort. This encourages the students to give their best effort as they know their piece is an important part of the finished masterpiece.

Vincent van Gogh.

- I saw this idea online (@artclasscurator on Pinterest) where students were in charge of one section of a picture. I loved the idea so tried it with *The Starry Night*.
- I measured our Van Gogh's 'Starry Night' with a grid so that I had 32 pieces of the painting. Each child was given a piece and painted what they saw in their piece on A4 card. At the end we put all 32 together out in the corridor as a mural! I wrote the number for each piece on the back of each and a T for the top so we knew where and which way each piece went! For activities like this be over prepared! It's more work but well worth the extra effort...





# THE STARRY NIGHT



**I ALSO DID A  
MONET  
VERSION THE  
FOLLOWING  
YEAR**





# STUDY OF AN ARTIST, INDIVIDUAL WORK

- [www.ducksters.com](http://www.ducksters.com)
- More than 1 option
- Choice
- Copies
- LOOK
- Backgrounds
- Own version





# CLAUDE MONET

# CLAY

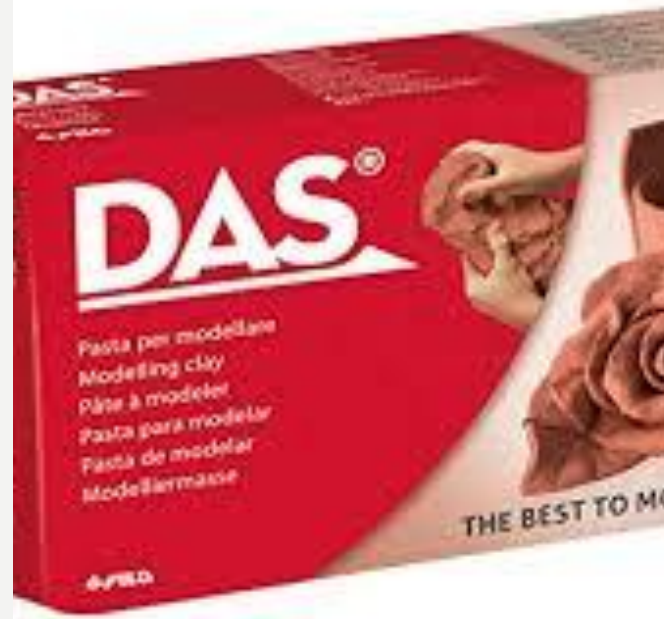
- Clay in the curriculum
- Resources for clay
- Organisation of clay lessons
- Techniques for using clay
- Tidy up!
- Using clay throughout the year: Thematic lesson ideas
- Using famous artists for clay lessons: Ideas
- Ideas online





# RESOURCES FOR CLAY

- DAS
- Fimo
- Standard Clay
- Papier Mache
- Tools
- HANDS
- Matchsticks
- Forks, combs, textures
- Artists
- Placemat/laminated A4 card
- Rolling pin
- Blunt knife





# TECHNIQUES FOR USING CLAY

- Free play time
- Marla
- Start simple
- Use hands
- Create textures
- Matchsticks for attaching parts
- Patch ups
- Using water



# FAMOUS ARTISTS FOR INSPIRATION

- Alexander Calder, Calder's Circus, 1926-31
- Yayoi Kusama, Flowers That Bloom Tomorrow
- Rowan Gillespie, Famine
- Frida Kahlo, Me and My Parrots
- Martin Bulinya



# Process mini Monet video





# PRINT

- “Print-making extends the child’s range of expression. Print-making activities provide additional opportunities for developing awareness of the interrelationships between **shapes and colours** and the impact they can have, and for **experimenting with pattern**. They also draw attention to the use of print in **everyday objects** and help to expand understanding of the image-making processes in evidence in the **child’s surroundings**.” ~ Visual Arts Curriculum



# EXAMPLES





# CONSTRUCTION

- Explore and experiment with the properties and characteristics of materials in making structures.
- Make imaginative structures.
- make drawings from observation to analyse the structures of buildings and the natural structures of plants.
- Look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints)
- Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole.
- Look at and talk about his/her work and the work of other children.

# EXAMPLES

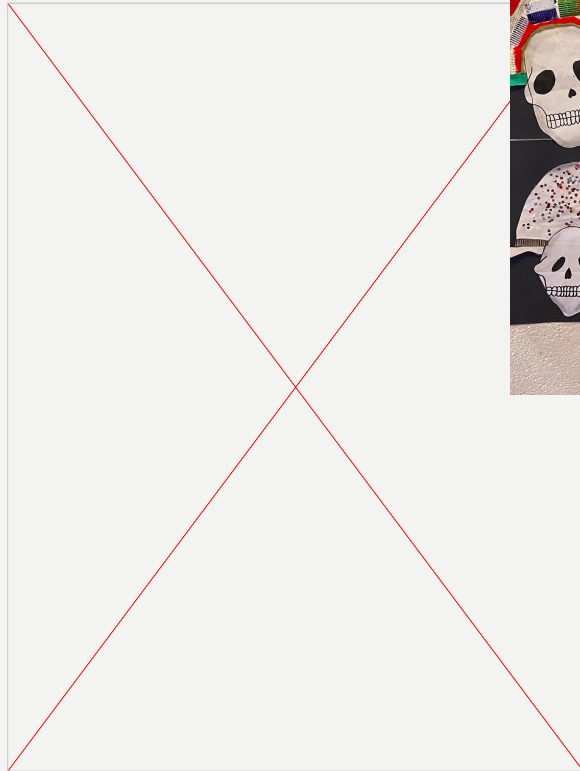
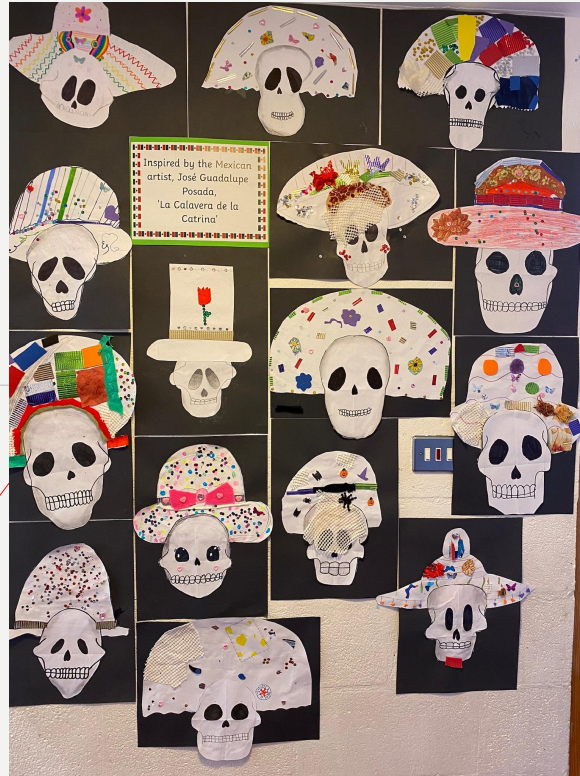


# FABRIC AND FIBRE

- Explore the possibilities of fabric and fibre as media for imaginative expression.
- Make simple collages.
- Invent a costume.
- Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities.
- Look at and talk about his/her work and the work of other children.
- Make small inventive pieces with fabric and fibre.
- Make soft toys, emphasising individuality and variety.
- Invent a costume for a character from a story or use fabric as a stimulus for an exotic costume design.



# EXAMPLES



I REALLY  
LIKE WHAT YOU  
ARE DOING,  
KEEP UP THE  
GOOD WORK

**SOMETHING  
TO THINK  
ABOUT!**

How are you displaying the children's work?



A wide-angle, high-angle photograph of a grand, ornate concert hall. The hall features a high, vaulted ceiling with intricate architectural details and a large, multi-tiered chandelier hanging from the center. The seating is arranged in a semi-circle, with rows of seats visible on both sides. In the center of the hall, an orchestra is performing on a raised platform. The musicians are seated and playing various instruments, including violins, violas, cellos, and double basses. The lighting is dramatic, with the stage area being brightly lit and the audience seating areas being dimly lit. The overall atmosphere is one of a formal and prestigious musical event.

**TOP TIP!**

**MUSIC!**

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# THANK YOU!

Thank you so much for attending this webinar. I absolutely loved putting this all together. Huge thank you to Maeve for asking me to do this. I could talk about art for days (don't worry this is definitely the last slide.) I hope you got inspiration and ideas from this presentation.



CHILDREN ARE  
NATURALLY  
CREATIVE.  
IT IS OUR JOB  
TO GIVE THEM  
THE FREEDOM,  
MATERIALS  
& SPACE  
TO LET THEIR  
CREATIVITY  
BLOSSOM  
TO ITS FULL  
POTENTIAL.

# Q & A