

Arts Education

Teacher's Guide for Class PP



Department of School Education
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Thimphu

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Forward

In today's globally competitive world, innovative thinking and creativity are essential for all school children. High quality and innovative instruction in the curriculum will develop these skills and would effectively engage and prepare future students to succeed in an entrepreneurial economy.

Arts education is one of the areas, which can really help our children to build the foundation for these basic life skills and values. Generally, Arts education includes four separate and distinct disciplines (dance, music, theatre arts, and visual arts), each with its own body of content and skills. We are introducing visual arts, the fine art and simple crafts in our schools from Classes PP to X mainly to provide our children with basic skills to help them develop motor skills, simple expression and aesthetics within the purview of the art world. The Arts Education must be viewed as a full partner in the academic community and fundamental to the total school curricula. It is one of the best ways to teach 21st century skills and transversal competencies such as creativity and innovation; critical thinking and problem solving; communication and collaboration.

Many of the motions involved in making art, such as holding a paintbrush or scribbling with a crayon, are essential to the growth of fine motor skills in young children. Making art or just talking about art, it provides them with opportunities to learn words for colours, shapes and actions. It also helps children use descriptive words to discuss their own creations or to talk about what feelings are elicited when they see different styles of artworks.

Parents and teachers need to be aware that children learn a lot more from graphic sources now than in the past. They need to know more about the real world than just what they can learn through text and numbers. Arts education teaches students how to interpret, criticize, and use visual information, and how to make choices. Young people who participate regularly in the arts are likely to be recognized for academic achievement. There are more and more studies showing that participation in the arts has an impact on student achievement and success in life.

In fact, the arts are wonderful tools for helping children learn in their most optimal way. With this, I keep my note here and good wishes to all our teachers and children and hope for all to excel in their artistic endeavour.

(Kinga Dakpa)

Director General

General Notes for Teachers

1. The activities to be done in the workbook are aligned with the Teacher's Guide.
2. The activities in the lessons are only indicative of the kinds of activities that children could do. You may give more such activities to your students.
3. Many of the activities require the teacher to prepare materials in advance. Please read the "Note(s) for the Teacher" before every lesson and prepare for the activity before conducting any activity with the children.
4. The teacher should use his/her discretion to decide whether to carry out an activity inside or outside the classroom depending on the type of activity.
5. Art work can make a room dirty. Always keep cloth pieces and water ready to do any cleaning. Carry out activities outside the workbook/classroom wherever possible.
6. Some works will need time to dry. This has to be kept in mind before going forward to the next activity.
7. You may also decide when to teach a certain lesson depending on your judgement and availability of materials.
8. Accept all children's work. Do not criticize. The quality of art is not important at this level.
9. Whenever possible, display students' works in the classroom.
10. Hold an exhibition of students' works during important occasions, or at least once a year.

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Big Arm Movement

1

It is a basic exercise of drawing lines freely without any prescribed rules. It involves the movement of the arm at one's pleasure and style. This activity enhances gross motor skills and hand- eye coordination. This activity can be done in a similar manner outside the classroom on the bare/sandy ground.

The teacher has to bring pre-drawn lines in a separate worksheet (chart paper) to the class as an example.

Materials Required:

- Newsprint paper
- Crayons/oil pastels

Objectives

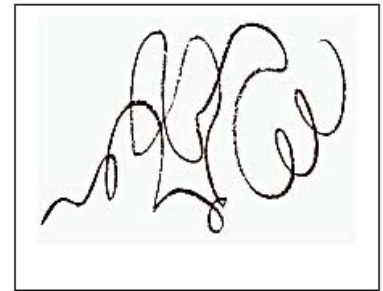
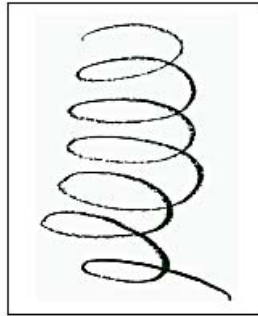
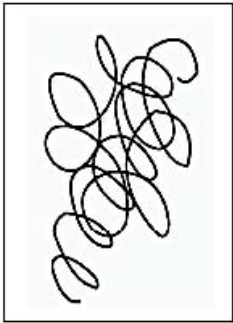
By the end of the lesson, a child will be able to:

- Draw lines freely by using Big Arm Movement technique as instructed.
- Realise that scribbling on the walls or other properties is a bad habit.

Procedure

- Teacher demonstrates Big Arm Movement on the chalkboard.
- Tape the newsprint paper on the table of each group.
- Instruct students to take turns to carry out Big Arm Movement on the same newsprint/chart paper using crayons/oil pastel.

Activities/Examples:



Alternative Activities:

- Teacher can play music, tap to create a sound or do a countdown.
- Students start to scribble as soon as they hear the sound and stop when the music/teacher stops.
- Take students outside and let them scribble on the ground.

Alternative Materials:

- Duplicating papers (join two or more papers to make it bigger)
- Chalk, sketch pens, pencils and colour pencils

Reflection:

1. Did you enjoy it?
2. Would you like to do it again?
3. Many children scribble on walls and properties. Is it a good habit to scribble on the wall?

Lines

2

Line is an element of art defined by a point moving in a space. It is a straight or a curved extension of different points. Formation of line is the basis of any drawing and sketching. This activity develops hand-eye coordination and enhances the skill of drawing fine lines.

Students trace over the dotted lines to form different lines in this activity.

Materials Required:

- Workbook
- Pencil

Objectives

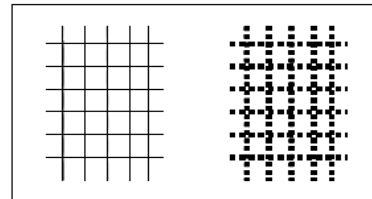
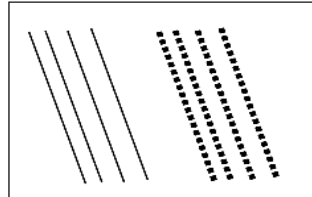
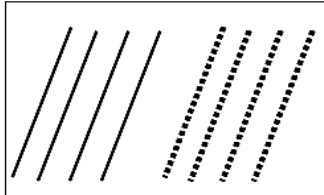
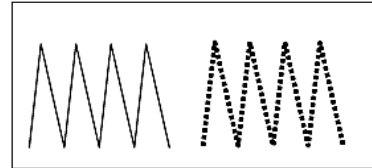
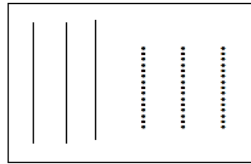
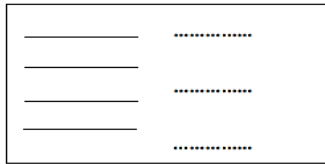
By the end of the lesson, a child will be able to:

- Draw short-straight lines by tracing over the dotted lines.
- Demonstrate finesse in drawing lines.

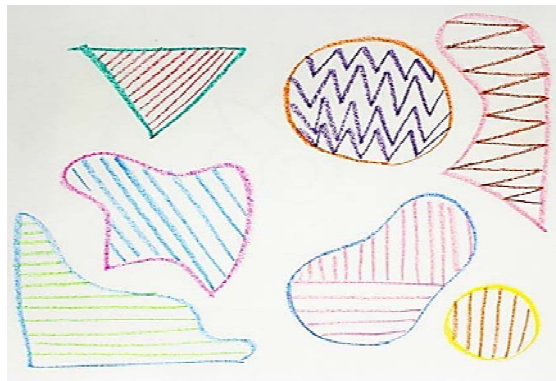
Procedure

- Teacher demonstrates drawing fine lines on the chalkboard.
- Children trace over the dotted lines carefully in their workbook.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Paper
- Crayon/oil pastel/colour pencil

Reflection:

1. What did you do in this activity?
2. Were you able to draw neat lines?
3. Can you draw lines without dots?

Observe and Colour

3

Observe and Colour refers to observing the colour of an object and colouring the outline of a picture with the same colour. Student carry out the activity as instructed in workbook. This activity helps student to develop observational skills and get exposure to different colours.

Encourage students to colour within the outline to ensure finesse.

Materials Required:

- Workbook
- Crayon/oil pastel

Objectives

By the end of the lesson, a child will be able to:

- Identify the colour of the object given in the workbook.
- Colour the outline of the object with appropriate colour as shown in the workbook.

Procedure

- Teacher demonstrates colouring the object within the outlines.
- Children apply similar colour within the given outline of the object (butter lamp).

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Colour pencil/ oil pastel

Reflection:

1. Observe your friend's coloured work and share your observations to the class.
2. Do you love colours? Show your favourite colour.

Trace and Colour

4

Trace and Colour involves student tracing over the dotted lines to form an image. Once the image is formed, let student to colour the image. Then introduce the name (Drami) and the class can talk about it.

Teacher has to bring a sample (drami) and show it to the class before students carry out their activities.

Materials Required:

- Workbook
- pastel Crayon/oil pastel

Objectives

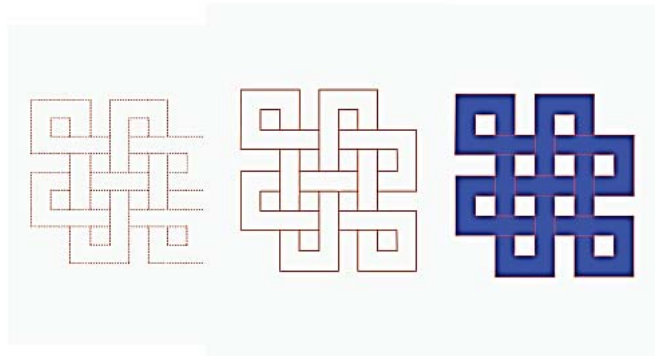
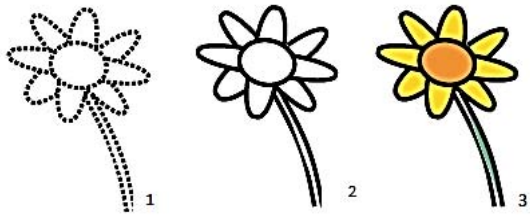
By the end of the lesson, a child will be able to:

- Trace over the dotted Drami.
- Apply colour referring the given example.

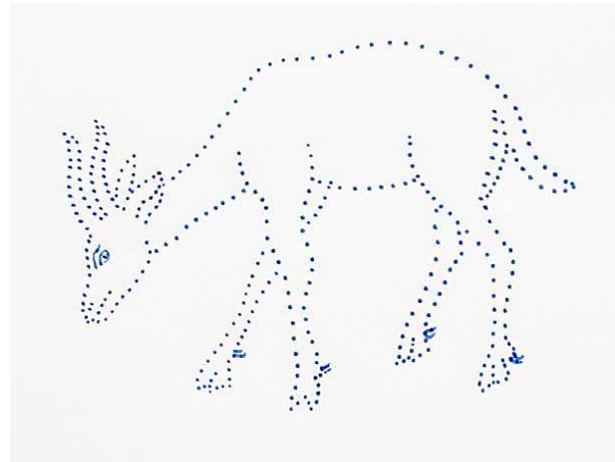
Procedure

- Show an example of traced and coloured drami.
- Trace over the dotted drami carefully.
- Students select the colour and complete the task (colouring).

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Paper
- Colour pencils
- Sketch pens

Reflection:

1. Compare activity 3 and 4 (Let children check their colouring progress)
2. Have you seen *Drami* (Endless Knot)?

Clay Work (shapes)

5

Clay work means modelling or making any shape using clay/ dough/mud. This activity provides opportunity for students to touch, feel, manipulate and create different shapes. Playing with clay helps to develop the child's muscle and improve dexterity. It also helps in expanding a child's attention span.

For this activity, the teacher will instruct students to bring clay/mud/dough from their homes. After this activity, students will have to clean their work place and wash their hands properly.

Materials Required:

- Clay/dough/mud
- Poster/water colour
- Brushes
- Palette
- Water

Objectives

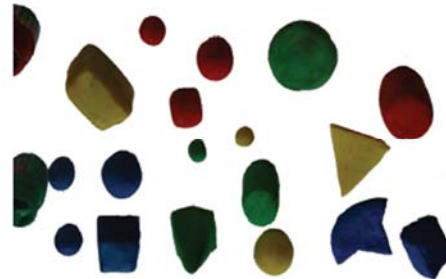
By the end of the lesson, a child will be able to:

- Model simple shapes using clay/mud/dough.
- Colour their models.

Procedure

- Instruct students to make any shapes with clay/mud/dough.
- Paint their clay works using water/poster colour.
- Observe peer art works and provide constructive feedbacks by moving around.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Plasticine or play dough

Reflection:

1. Did you enjoy playing with clay?
2. What should you do with your dirty hands?
3. What are we going to do with your clay works?

Frottage (Rubbing)

6

Frottage is a technique of creating a design by rubbing (with pencil/coloured pencil or crayon) over an object placed underneath the paper. We can use interesting surfaces such as wall, floor, doors, rocks, and leaves etc. to create a fun art piece. Using this technique, students can create prints and texture of objects.

Teacher should collect varieties of materials with different textures to be used in the class.

Materials Required:

- Work book
- Colour pencils/pencils
- Leaves
- Coins
- Fabric/objects with corrugated surface

Objectives

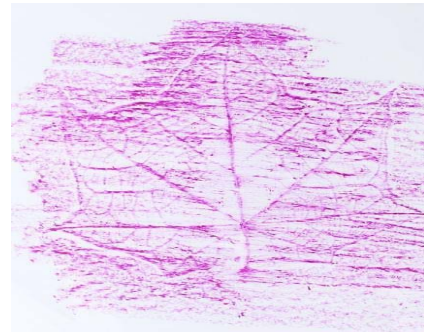
By the end of the lesson, a child will be able to:

- Rub over materials to capture different textures.

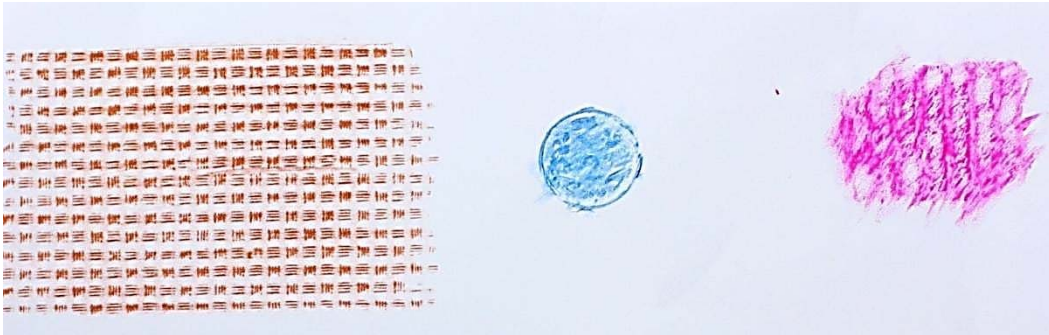
Procedure

- Place the object (example- coin) on a flat surface.
- Place a paper or page on an object.
- Press the paper from the top to prevent the object from moving.
- Rub over the object using pencil/crayon till the print is created on the paper/workbook.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Corrugated cardboards
- Wiremesh
- Comb

Reflection:

1. Is there any interesting thing in your house that can make frottage art?

Cotton Printing (*Bumpa*)

7

It is a type of printing which requires soaking of cotton in a colour and dabbing them on an outline shape. We can use any medium of colour for this activity. However, water colour is preferred owing to its availability. It provides an opportunity to use new tools and techniques of printing. It will encourage creativity and develop their power of imagination.

Teacher will have to ask students to bring cotton balls from their homes if it's not available in the school. After the activity, let the art work dry before students close their workbook. Ensure proper disposal of used cotton balls

Materials Required:

- Cotton
- Poster or water colour
- Palette
- Brushes
- Water
- Workbook

Objectives

By the end of the lesson, a child will be able to:

- Make prints using cotton within given outline shape.

Procedure

- Demonstrate cotton printing to students.
- Show the students to dip half/tip of the cotton ball.
- Allow students to dip cotton and make print in their work book.

Activities/Examples:



Alternative Activities:

- Teacher can design different worksheet for students to practice.

Alternative Materials:

- Cloth piece
- Sponge
- Tissue/napkin paper
- Fabric paints

Reflection:

1. Did you enjoy?
2. What else can you do with cotton ball other than print?

Finger Printing

8

Finger printing is a technique of creating prints using an impression of the inner surface of the finger on a surface. We can use finger prints creatively for this lesson on paper. This activity will help students in developing sensory integration of touch and feel.

The teacher must ensure that students fold their sleeves before doing this activity as it involves dipping finger(s) in paints. Students will have to wash their hands after the activity.

Materials Required:

- Poster or water colour
- Papers
- Brushes
- Water

Objectives

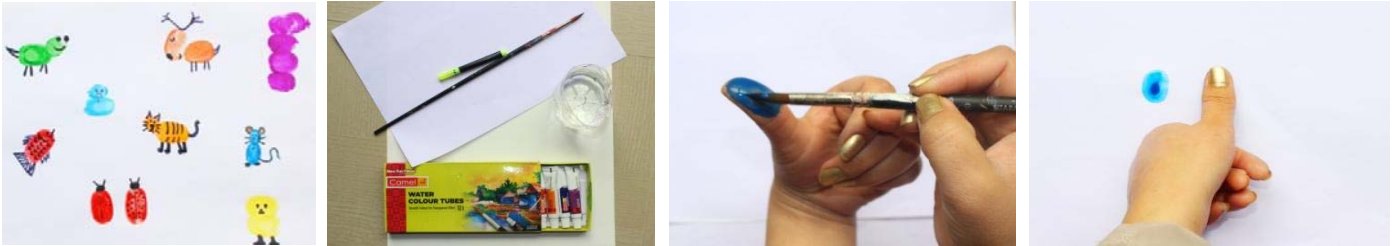
By the end of the lesson, a child will be able to:

- Make prints using finger(s).
- Use finger prints to create forms and shapes.

Procedure

- Demonstrate a few finger print arts.
- Instruct students to make their own finger print art.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Ink pad
- Sponge
- Ink

Reflection:

1. How many finger print arts did you make?
2. Which one is your best? Tell us about it?

Vegetable or Fruit Printing

9

It is a method of making prints using vegetables or fruits. It can be done either by dipping or applying colour directly on the cut surface of vegetable or fruit and stamping it onto the paper in random or ordered patterns. Printing consists of many fun activities for students which can trigger student's senses for innovation and creativity.

Ask students to bring locally available fruits or vegetables a day before the activity. Teacher must cut the vegetables or a fruit before the class begins. (Lady Fingers and bitter gourd make better prints)

Materials Required:

- Workbook
- Poster/watercolour
- Brushes
- Palettes
- Vegetables or fruits
- Cutter knife(only for teachers)

Objectives

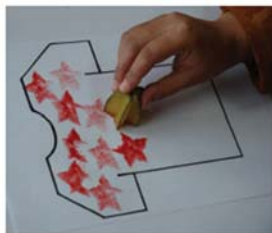
By the end of the lesson, a child will be able to:

- Make vegetable or fruit prints in the given outline.
- Dispose the used vegetables in the proper place (degradable).

Procedure

- Demonstrate dipping and applying colours on the surface of the cut vegetable or fruit.
- Demonstrate stamping on the outline.
- Students stamp vegetables or fruit on their work book.
- Dispose the used vegetables in the designated place.

Activities/Examples:



Alternative Activities:

- Teacher can make outlines of different images.
- Use different vegetables and fruits.

Alternative Materials:

- Ink
- Papers
- Fabric colour
- Cloth piece

Reflection:

1. Did you enjoy the prints that you have made?
2. What other materials can you use to make such prints?
3. What should we do with the used vegetables or fruits?

Paper Plane

10

Paper plane refers to making a simple craft by folding a sheet of paper to create a toy. It is a part of origami. Origami is an art of paper folding, which is often associated with Japanese culture. In modern usage, the word “origami” is used as an inclusive term for all folding practices, regardless of their culture of origin. Making a paper plane requires patience and an ability to fold paper. It brings excitement in other learning modalities such as visualization and kinaesthetic through hands-on experiences.

Materials Required:

- Coloured paper/papers or origami papers
- Glue

Objectives

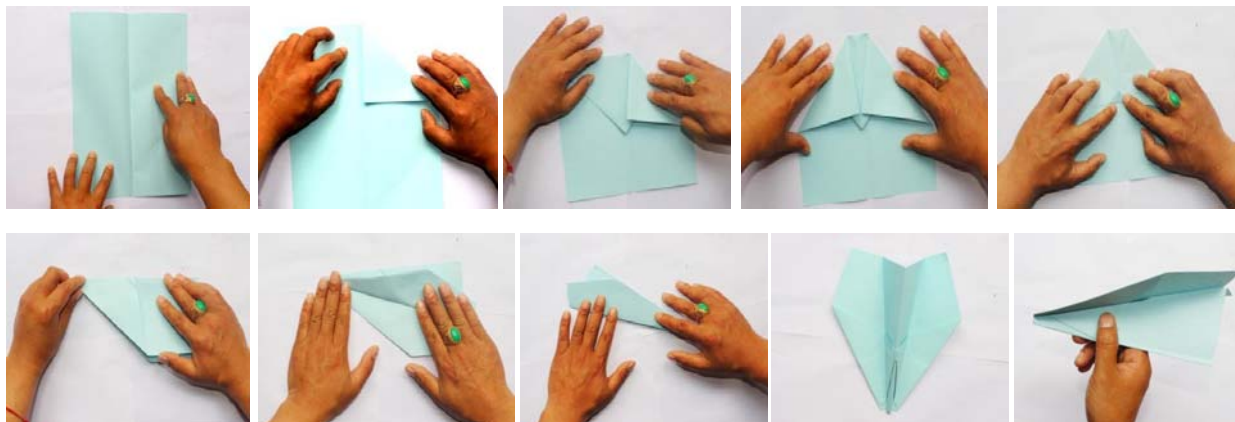
By the end of the lesson, a child will be able to:

- Fold paper to make paper planes using paper or waste paper.

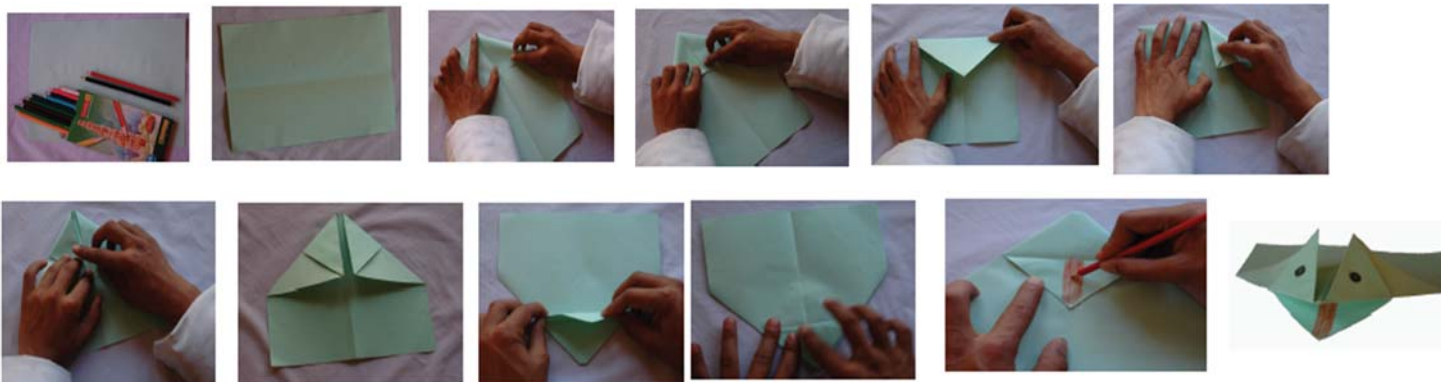
Procedure

- Step by step demonstration as shown in the pictures.
- Take students outside to fly their paper plane.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Waste paper
- Magazines

Reflection:

1. Whose plane could fly higher? Why do you think so?
2. Will you be able to make paper plane tomorrow?

Cut and Paste (Tiger)

11

This is one form of collage that requires cutting of paper and pasting on the given outline. This particular activity requires the teacher to cut tiger stripes as shown in the picture before the class begins. This activity helps students to learn skills such as gluing, sticking and organizing the art work.

Teacher should cut the strips using black magazines or black chart paper in advance.

Materials Required:

- Workbook
- Glue (stick or liquid)
- Black paper strips
- Scissors (for teachers)

Objectives

By the end of the lesson, a child will be able to:

- Paste given paper strips within the outline of the tiger.

Procedure

- Demonstrate applying glue and pasting paper strips to create tiger stripes.
- Students apply glue and paste paper strips to create tiger stripes.

Activities/Examples:



Alternative Activities:

- Outlines can be used.
- Example- Black Necked Crane, Snow leopard, fruits vegetables etc.

Alternative Materials:

- Magazines
- Coloured paper
- Chart paper

Reflection:

1. Which other animals have you seen with stripes?

Tear and Paste

12

It is a collage that does not involve cutting. Papers are torn and pasted to create collage/art work. This activity helps children to learn skills such as gluing, sticking and tearing of papers in desired size and shape. This activity also provides opportunity for creative thinking and reusing waste papers (old magazine or newspaper).

Allow students to decide their own collage, so the topic provided should not be taken as prescriptive.

Materials Required:

- Old magazines
- Colour paper
- Glue (stick or liquid)
- Workbook

Objectives

By the end of the lesson, a child will be able to:

- Tear and paste paper (old magazine or newspaper) to create a collage.
- Manage their own waste.

Procedure

- Show an example of Tear and Paste collage.
- Give think-time to decide what they want to make.
- Students tear coloured paper of their choice and glue them
- Sort out usable papers from the waste for future use
- Let children talk about their collage.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Scrap paper
- Tissue paper

Reflection:

1. Display their art works and let them talk about it
2. Gallery walk

Curves

13

A curve is a line with bends without any sharp angles. It is the basis for all the drawings or sketching. Curve lines express fluid movement and they can be calm or dynamic depending on how much they curve. This activity will develop hand-eye coordination and enhance the skill of drawing fine lines.

Encourage students to draw different curves.

Materials Required:

- Workbook
- Pencil

Objectives

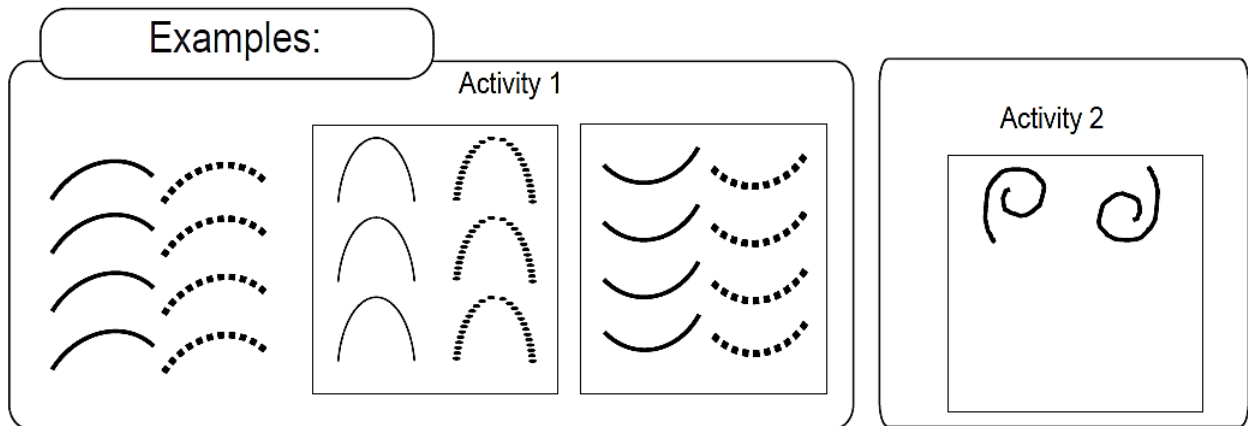
By the end of the lesson, a child will be able to:

- Trace over the dots to create curves.
- Draw simple curves.

Procedure

- Teacher demonstrates finesse while connecting the dots.
- Students connect dots to create curves carefully.
- Draw curves of their own in a separate sheet without using dots.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Papers

Reflection:

1. Observe and identify the curves (lines) in their environment.

Tracing

14

Drawing around an object to get a 2-D outline of that object is called tracing. Although there are other types of tracing, this activity is focused on tracing around an object. It is a fun activity that requires students to hold the object firmly for proper tracing. It enhances their dexterity and hand-eye coordination.

This activity is best carried out in groups to enable them to take turns in using the objects for tracing. Teacher has to collect traceable objects before the class begins. However, avoid giving sharp objects like nails, knife, broken glass objects and blades.

Materials Required:

- Workbook
- Pencils
- Colour pencils

Objectives

By the end of the lesson, the child will be able to:

- Trace objects which are available with pencil or colour pencil

Procedure

- Teacher demonstrate tracing around few objects with pencil.
- Divide the materials for groups.
- Let students trace around the objects taking turns.
- Colour or make patterns within the traced picture.

Activities/Examples:



Alternative Activities:

- Students can use their hands and household items for tracing.

Alternative Materials:

- Paper
- Sketch pen
- Charcoal

Reflection:

1. Do you like this activity? Why?
2. Identify 2-D and 3-D shapes.

Colour Work

15

Colour Work refers to colouring of shapes within the given outline using primary colours. Primary colours are colours that can be combined to make a useful range of colours which cannot be created by mixing other colours. Primary colours consist of Red, Blue and Yellow (RBY).

Colour is a part of human life which helps to describe and form visual images of nature and surrounding. Similarly when they are exercising their imagination while creating stories, colour is an important part of the descriptive techniques.

Class PP students will be introduced to primary colours through this activity. Teachers can focus on identification of primary colours in this activity.

Materials Required:

- Crayon/oil pastel
- Workbook

Objectives

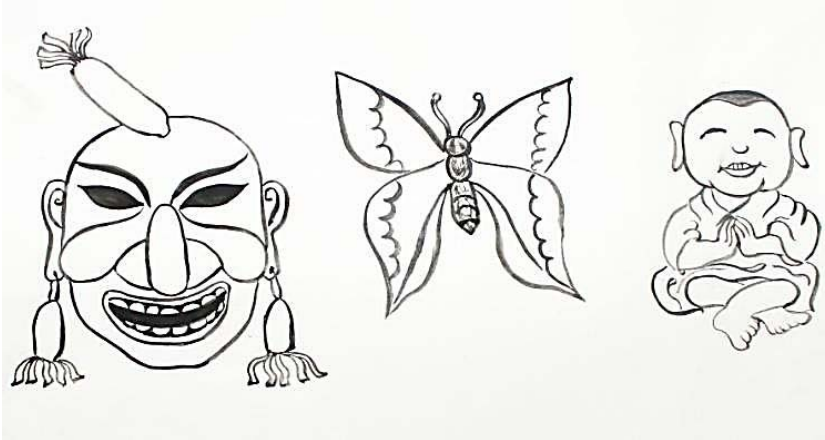
By the end of the lesson, the child will be able to:

- Identify primary colours. (Red, Blue, Yellow)
- Colour the pictures given in the workbook.

Procedure

- Name the primary colours. (Red, Green and Yellow)
- Colour the outline shapes using primary colours.

Activities/Examples:



Alternative Activities:

- Provide outlines for students to colour

Alternative Materials:

- Sketch pens
- Colour pencils
- Paper

Reflection:

1. Identify the objects with primary colours in the classroom.

Printing with Leaves

16

Printing with Leaves is another form of print work, where leaves are used as a medium. It is a fun and easy printing activity for students of all ages. Leaf printing is also a great scrapbooking idea or a way to enhance gift wrap, cards and other paper crafts. It helps students learn about shapes, colour, colour blending and fall season of leaves.

Teacher may have to arrange additional paper for printing.

Materials Required:

- Workbook
- Poster/water colour
- Brushes
- Palette
- Leaves

Objectives

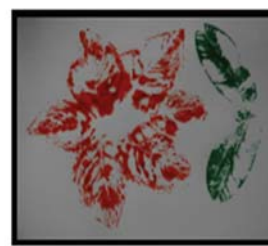
By the end of the lesson, the child will be able to:

- Make prints using fallen leaves.

Procedure

- Collect different kinds of leaves (both teacher and students).
- Instruct them to colour on one side (usually back side) of leaf and stamp it onto the paper.
- Students select colours to make leaf impression on their workbook.
- Let the work dry well.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Ink and fabric colour

Reflection:

1. Why did we collect fallen leaves?

Chalk Rub

17

Chalk Rub is an activity of creating images of the stencil by rubbing chalk on its edges. Students get an opportunity to try with different media to make art, thus encouraging visual analysis and concentration.

Teacher has to cut different stencils before the activity. The stencil paper should be thicker than the usual paper so that the rubbing will be possible for a better image. If coloured chalk is not available, a white chalk can be soaked in colour ink and let it dry.

Materials Required:

- Colour chalk
- Workbook
- Stencil

Objectives

By the end of the lesson, the child will be able to:

- Rub the edges of the stencil with coloured chalk.

Procedure

- Place the stencil over another piece of paper/workbook.
- Rub the edges of the design with chalk.
- Remove the design to see the image created.
- Exchange stencil with peers to create more images.

Activities/Examples:



Alternative Activities:

- Teacher can make some more stencils.

Alternative Materials:

- Paper
- Charcoal
- White chalk(use a coloured background)

Reflection:

1. What other materials can we use for chalk rub?

Paper Fan

18

Paper Fan is a craft made by folding a sheet of paper. It is a form of origami which helps students to stimulate creativity, enhance attention and sequencing skills.

Students can use their paper fans for cooling purposes for fun.

Materials Required:

- Used paper
- Glue

Objectives

By the end of the lesson, the child will be able to:

- Fold paper to make paper fan.
- Develop basic paper crafting skills.

Procedure

- Teacher demonstrates making paper fan.
- Instruct students to carefully apply glue on inner part of the fan to join the parts.
- Try using the fan for fun.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Waste paper
- Newspaper
- Chart paper
- Fevicol

Reflection:

1. Try joining two-three of the fans.

Joining Dots

19

It is a form of puzzle that has a sequence of numbered dots. When all the dots are connected to form lines, an outline of an object or shape is revealed. This activity has a surprise element and gives students joy upon discovering the image. It also enhances hand-eye coordination and numbering exercises.

Ensure students draw lines following the numbers without using rulers.

Materials Required:

- Workbook
- Pencil

Objectives

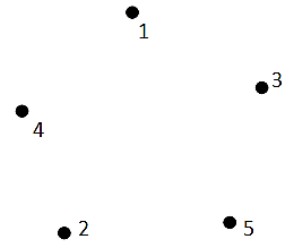
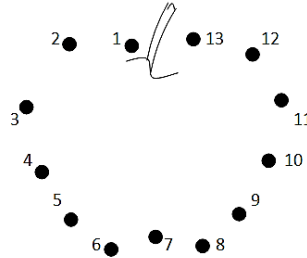
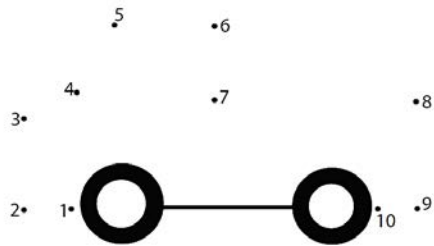
By the end of the lesson, the child will be able to:

- Connect the numbered dots in sequence to create images.

Procedure

- Instruct students to connect the dots as per the number sequence in their workbook.

Activities/Examples:



Alternative Activities:

- Teacher can make worksheets for students.

Alternative Materials:

- Colour pencils
- Crayon
- Sketch pens

Reflection:

1. Encourage students to make similar activities for their friends to try out.

Read and Colour

20

Read and Colour is an activity that requires students to read the given colour names and colour accordingly. It will help to recapitulate the primary colour names. This is a traditional Bhutanese motif called Sew Meto usually seen on Bhutanese houses.

Provide additional papers for children to draw and colour for those students who finish this activity early.

Materials Required:

- Work book
- Colour pencil or crayons

Objectives

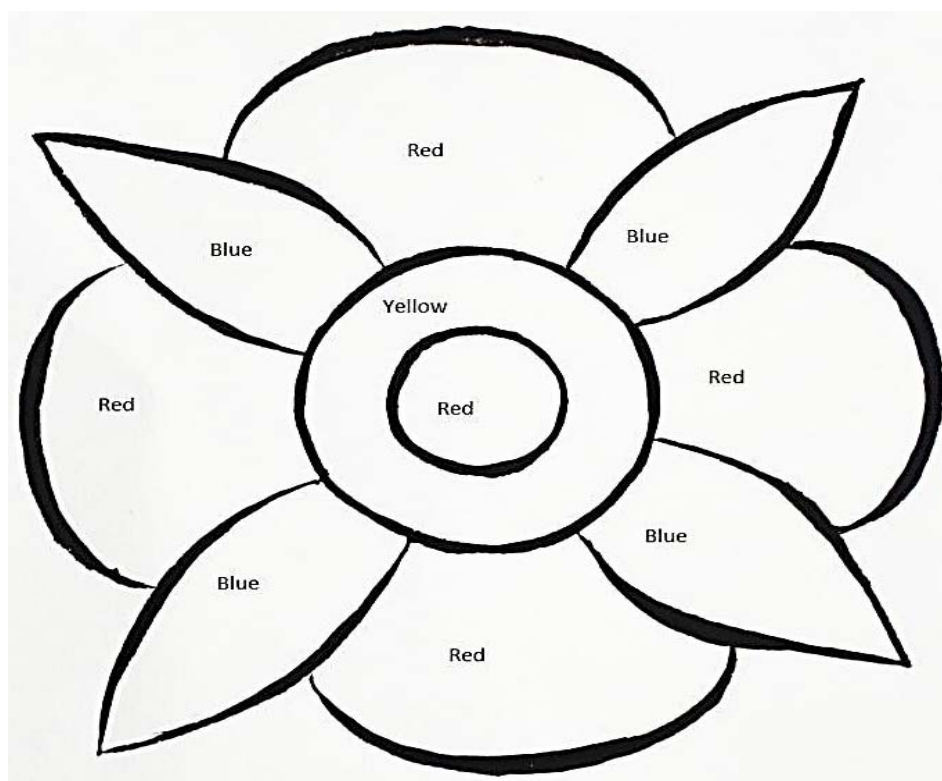
By the end of the lesson, the child will be able to:

- Read and colour within the given outline accordingly.
- Learn a simple Bhutanese motif (Sew Meto).

Procedure

- Introduce simple Bhutanese motif (Sew Meto).
- Read colour names given in the workbook.
- Students colour Sew Meto in their workbook.

Activities/Examples:



Alternative Activities:

- Students draw pictures and colour their drawings using primary colours.

Alternative Materials:

- Drawing books
- Oil pastels
- Water colour

Reflection:

1. Did you see this flower anywhere?
2. Accordingly, the teacher talks about the Bhutanese motif briefly.

Clay Work

21

Clay work means modelling or making vegetables and fruits using clay/dough/mud. This activity provides opportunity for students to touch, feel, manipulate and create vegetable or fruit models. Playing with clay helps to develop the child's muscle and improve dexterity. It also helps in expanding a child's attention span, visualization and develops interpretative skills.

For this activity, the teacher will instruct students to bring clay/mud/dough from their homes. After this activity, students will have to clean their work place and wash their hands properly.

Materials Required:

- Clay/dough/mud
- Water colour
- Brushes
- Palette

Objectives

By the end of the lesson, the child will be able to:

- Make vegetables and fruits models using clay/mud/dough.
- Name a few vegetables and fruits.

Procedure

- Students make the dough/mud/clay malleable by kneading, pounding and squashing
- Instruct students to make models of vegetables and fruits
- Colour their art works.

Activities/Examples:



Alternative Activities:

- Students can make any household objects.

Alternative Materials:

- Plasticine or play dough
- Poster colour

Reflection:

1. Discuss what we can do with their clay art.
2. Give a small talk on valuing art works and not treating them like garbage.

Imprinting

22

Imprinting is a mark or print made on clay/dough/mud by pressing on it with objects. This is another clay work which does not require making models. Clay is instead used as a tool for imprinting. Seeing the created imprints, the students will experience visual delight and encourage further exploration.

Students can use a spoon or ruler to cut the shapes for safety reasons (Class PP students will not be given sharp objects like knife, scissors etc.).

Materials Required:

- Clay/mud/dough
- Imprinting objects (keys, spoon, erasers, chalk, etc.)
- Brushes
- Water colour
- palette

Objectives

By the end of the lesson, the child will be able to:

- Cut the kneaded clay/mud/dough into desired shapes
- Imprint objects onto the clay/mud/dough.

Procedure

- Roll the kneaded clay/mud/dough on the table to make it flat.
- Cut out with desired shapes.
- Use the objects provided to make imprints on the clay/mud/dough.
- Paint the imprints.
- Have a gallery walk.

Activities/Examples:



Alternative Activities:

- Make butterflies and imprint on their wings.

Alternative Materials:

- Bottle cap
- Coins
- Leaves
- Twigs
- Stone

Reflection:

1. What things from your kitchen can be imprinted?
2. What should we do with your art work?

Nature collage

23

Nature collage is an activity where students have to create an original art piece using locally sourced natural materials. It is a fun outdoor activity which encourages them to take notice of natural materials in their environment. It is also a fun way to incorporate nature into art lessons.

Students can be taken for a brief nature walk to collect materials. After the activity, the materials can be taken back to where they were brought from in case the teacher decides the class will not use glue. The teacher has to bring prepared examples of nature collage.

Materials Required:

- Thick cardboard (for support)
- Locally available materials (leaves, feathers, sticks, stones, etc.)
- Glue (optional)

Objectives

By the end of the lesson, the child will be able to:

- Create collage using locally available natural materials.
- Learn about their immediate environment.

Procedure

- Show examples of nature collage.
- Students gather materials from in and around the school.
- This activity can be carried out in group, pair or individually.
- Use the gathered items to create a collage .(encourage originality)
- Conduct a gallery walk and give constructive feedback

Activities/Examples:



Alternative Activities:

- Materials can be stuck into a mound of clay or sand to form a collage.

Alternative Materials:

- Dry grass, tree barks
- Pine, cone, shells
- Grains
- Flowers.

Reflection:

1. Do a gallery walk and provide constructive feedback

Doodles are simple drawings that can have concrete representational meaning or may just be composed of random and abstract lines. Doodling activity will help students to explore different patterns and lines to produce creative art pieces. Doodling is a good brain exercise which helps students spur creative insights and feelings.

Teachers can refer to the internet to explore more examples about doodle art and ensure students see lots of examples. However, discourage copying and focus on creating original doodle pieces.

Materials Required:

- Workbook
- Pencil
- Crayons

Objectives

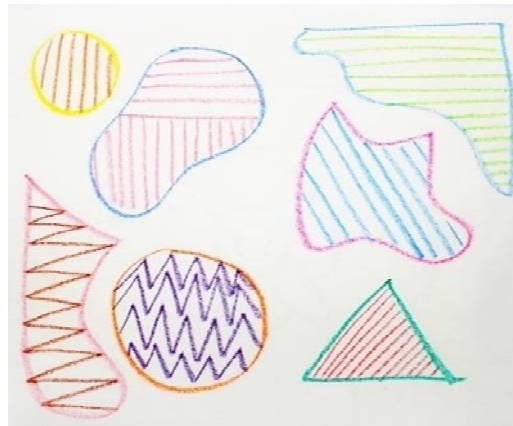
By the end of the lesson, the child will be able to:

- Use lines, shapes and patterns to create doodle art within an outline
- Enhance creativity.

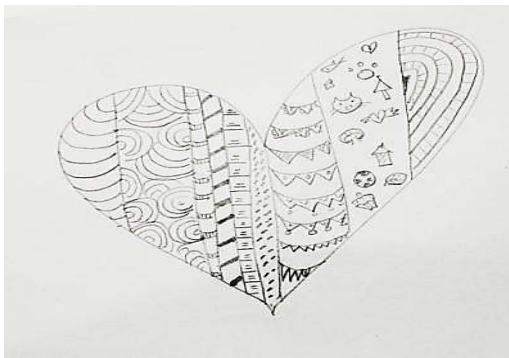
Procedure

- Students draw an outline as desired .
- Use lines, shapes or both to make patterns in the outline.
- Students can use crayon, pastel and colour pencil to make the design attractive.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Paper
- Drawing book
- Sketch pen
- Oil pastel

Reflection:

1. Did you have fun doing this? Do you think you can do this at home?

Me and My Family

25

A family is defined as a specific group of people living together. An example of family is a set of parents living with their children. Although this is the accepted definition, family can also include pets and relatives. This activity incorporates family in art lessons thus making learning personal.

Accept any kinds of family drawing they portray. Do not criticize their art works.

Materials Required:

- Workbook
- Pencil
- Crayon/oil pastels

Objectives

By the end of the lesson, the child will be able to:

- Draw a picture of themselves with their families
- Colour their family picture.

Procedure

- Draw themselves with their family members
- Paint or colour the pictures
- Display or exhibit their art piece.

Activities/Examples:



Alternative Activities:

- Teacher can ask students to draw and colour on themes such as Blessed Rainy Day, My Birthday, etc

Alternative Materials:

- Drawing book
- Paper
- Water colour
- Colour pencils

Reflection:

1. Allow students to share about their family art work to the class voluntarily.