

OBJECTIVE

Use observations, experiences and imagination as a source for creating images of people.

OUTCOMES

To demonstrate achievement students can:

- recognise that artists use a variety of materials and techniques to communicate ideas, personal feelings and beliefs
- use found objects and surfaces to produce a range of textural effects
- show a willingness to discuss their artwork with others.

TEACHING NOTES

Frottage: French word for the technique of rubbing. It involves placing paper over such objects as coins, bricks, grass, wood etc. and rubbing with a soft pencil or crayon to record the texture or image.

Ask students to collect objects such as buttons, twigs, leaves and textiles for printing. You could provide a variety of sponges (size, thickness, grades). Students may prefer to tear shapes rather than cut with scissors. To enhance the depiction of the face, the collage could include such features as hair, glasses.

LANGUAGE

collage	outline	surface	texture
frottage	portrait	raised	bumpy
mark making	self-portrait	rubbing	

RESOURCES

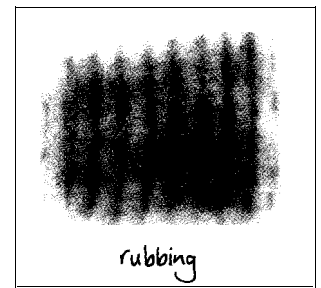
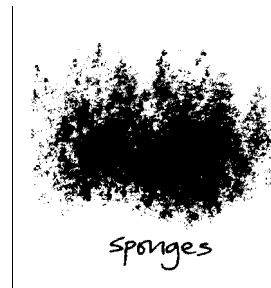
Paint and brushes
 crayons
 scissors
 glue and applicators
 large and small sheets of paper
 assorted sponges
 objects for printing

Portraits showing:
different forms e.g. drawing, painting, sculpture
different techniques e.g. pen and ink, charcoal, fresco
different styles e.g. abstract, realistic, distorted

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- identify textural qualities in and outside the classroom. *Which surfaces are rough? bumpy? smooth? soft? How does it make you feel when you touch these surfaces?*
- walk around the room in search of different objects in order to produce a frottage. Place small sheets of paper over the selected surfaces, and rub with a crayon. *Which surfaces produced better rubbings? Why do you think this is so? Describe the lines and patterns produced from the rubbings.*
- investigate printing with the found objects, as another way of recording textures and surfaces
- locate the lines and shapes in each other's faces. Make a 'sad' face. Make an 'excited' face. *What happens to the lines and shapes now? How are emotions and feelings reflected in our faces?*
- explore the shape, texture, and surface of their faces by feeling and touching
- look at portraits by other artists that show different forms, styles and techniques and describe what they see.
- make a self-portrait by selecting from their frottage and printmaking explorations (steps 2 and 3) those results which would best represent their own physical characteristics. Cut out shapes, organise and paste on to a large sheet of paper to create a collage self-portrait. Define the features with a crayon.
- use crayons to draw a background showing the student in a real place like home or school or in an imaginary place.



ASSESSMENT

Were the students able to:

- distinguish between those objects which would create a successful frottage?
- create a self-portrait by integrating different techniques into one work?
- comment on the position and shape of the facial features in their artwork?
- explain how the artwork is a representation of themselves?

EVALUATION

- Were the activities manageable by all the students?
- Did the students have enough opportunities to experience and create a range of textures?
- Were the students able to evaluate their own work?

LINKS WITH OTHER:

Visual arts activities

Create a collage portrait using cut-out magazine images and text relating to food, words, or flora.

Key learning areas

Maths: Shape may be perceived and represented as a 2-dimensional object.

OBJECTIVE

Use observations, experiences and imagination as a source for creating images of people.

OUTCOMES

- To demonstrate achievement students can:
- apply acquired knowledge to construct a well proportioned face
 - make a collograph
 - work cooperatively at work stations.

TEACHING NOTES

The collograph block (see glossary) is constructed by layering and gluing the smaller shapes on top of the larger shapes. Apply two coats of PVA glue to the dried 'block' for strength and durability. Allow to dry thoroughly before proceeding to print. An edition is a series of prints 'pulled' from a block. If the edition was a run of 50 prints, it would be recorded and signed as 1/50, 2/50 ... 50/50. The first print of the edition would be 1/50, the last being 50/50.

LANGUAGE

collograph	proportion	surface
relief	edition	texture

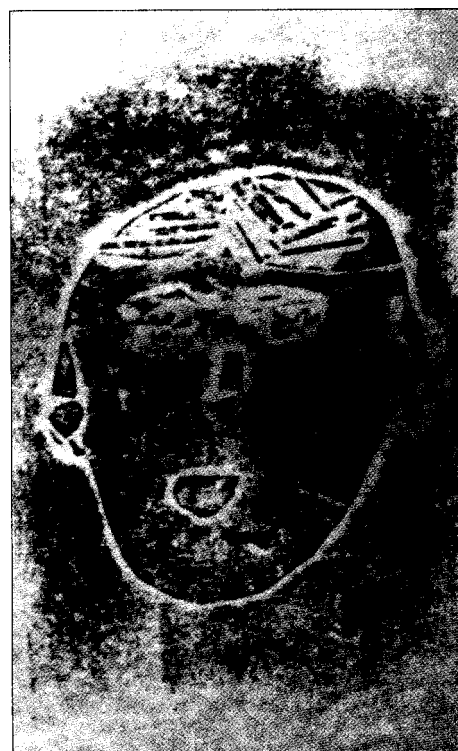
RESOURCES

variety of textured papers – thin, coarse, corrugated cardboard, sandpaper	PVA glue applicators rollers: rubber or sponge paint or block printing ink
string, seeds	

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- draw a portrait, emphasising the proportions, shapes, qualities of lines and placement of facial features. Mimic different facial expressions, then
- manipulate and organise media by cutting, tearing, rolling, folding, layering shapes of fabric, paper, cardboard, string to create a raised (relief) image of their friends' faces
- glue these shapes to thick cardboard and dry thoroughly
- coat the block with PVA and dry thoroughly
- apply paint evenly to the raised surface of the collograph with a rubber roller, sponge roller, or sponge
- place cartridge paper onto the coated, textured surface and rub, applying firm, even pressure
- peel print away from block and leave to dry. Repeat the process to produce an edition
- appraise their work and that of others, recognise the qualities and characteristics of successful works, offering suggestions for improvement of the less successful prints.



ASSESSMENT

- Were the students able to:
- design and make their own relief image?
 - manipulate shapes, materials and equipment to create a print?
 - confidently appraise the works of others?

EVALUATION

- Did you encourage students to expand their art vocabulary by using correct terminology in their conversations?
- Were students given precise instructions about the steps and processes of print making? Did you demonstrate how to use the materials and equipment?
- Were the artworks displayed for appraisal?

**LINKS WITH OTHER:
Visual arts experiences**

Colours can express moods and feelings;
hand-colour the printed images with edicol dyes.

OBJECTIVE

Use observations, experiences and imagination as a source for creating images of people,

OUTCOMES

To demonstrate achievement students can:

- perceive and evaluate the use of shape, line and space to create a three-dimensional work
- express ideas using qualities of line
- experience the enjoyment and challenge of working three-dimensionally.

TEACHING NOTES

Explain what 3D means.
 This activity encourages students to use their problem-solving skills to discover ways of attaching facial features to the oval frame. Parts may be attached by gluing, stapling, tying and wrapping. Pieces may be held in position with paper clips while the glue sets.
 Faces may be displayed from a hoop or wire across the room.

LANGUAGE

s-dimensional	wrapping	curling	tearing
contour	pleating	twisting	
tying	fringing	crumpling	

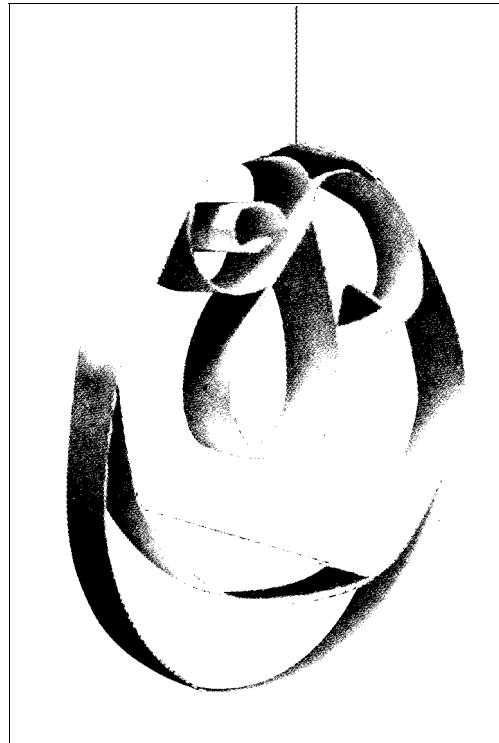
RESOURCES

variety of paper (thickness, colour, texture)	glue and applicators
strips of cardboard	paper clips
scissors	hole punch
stapler	wool, string, cotton, thread

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- explore their face by running their finger over and around their forehead, nose, chin, cheek and ears
- describe the shape, size, texture, direction of their facial features and structure. *Where can you feel straight, curved, short, long lines?*
- draw a continuous line on paper
- look at their drawings and discuss the effects
- experiment with paper-joining techniques and construction (twisting, curling, folding, tearing, and crumpling)
- staple one long strip (3 cm wide) of cardboard to make an oval face shape
- select different papers to cut, construct and attach ears, nose, mouth, and hair to this basic shape
- compare the continuous line drawings with the sculptures *What are the similarities and differences?*
- discuss the completed work by describing the steps, their experiences, the challenges, what they discovered and learned. Explain what makes their work three-dimensional.
- write an imaginative story about being 'suspended in space'.



ASSESSMENT

Were the students able to:

- explore the expressive quality of line?
- use a variety of skills and techniques to construct a face and its features?
- discuss their artwork?

EVALUATION

Did the students feel confident to attempt their own designs?
 Was enough hanging space available to display students' work?

**LINKS WITH OTHER:
 Visual arts activities**

Make wire sculptures based on continuous line drawings

Key learning areas

Science: The senses