

The Northern Ireland Curriculum

Foundation Stage

Investigate and talk about colours, lines, shapes, textures and patterns

For example, children should have opportunities to:

- work with the visual elements to explore and create visual outcomes, talk about and comment on what they produce, for example, *mix and apply paint using a paintbrush*;
- explore the range of circumstances where visual elements might be encountered such as: drawing, painting, printmaking, modelling, selecting, arranging, classifying, for example, *look at pictures and spot colours and shapes within them*;
- experiment with media and processes and identify when and where different approaches generate marks which show properties of line, shape, texture, pattern etc., for example, *point to colours, shapes, etc. within their own work*.

Talk about own and other pupil's work and how the work was made

For example, children should have opportunities to:

- reflect on the experiences of making work, making comments in relation to their own work, for example, *describe the process of making a piece of work*;
- talk about work produced by other pupils, comparing their own products with what others have achieved, for example, *watch what others in the group are doing and adapt what they see being done within their own work*.

Key Stage 1

Explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas,

for example:

- use the visual elements to explore and create visual outcomes, talk about and comment on what they produce, for example, *mix and apply paint using a paintbrush to achieve a particular personal intention such as a shape of a chosen colour*;
- explore examples of the occurrence of the visual elements within the natural and man-made worlds, for example, *look at pictures and point out colours, shapes and configurations within them, then apply similar pattern recognition to observation of the real world*;
- use media and processes to identify when and where different approaches generate marks which show properties of line, shape, texture, pattern etc, for example, *use colours, shapes, etc. with growing confidence within their own work*.

Resources needed

- Lesson presentation
- Egg outline
- Design planner
- Egg art evaluation sheet
- Pencils
- Rubbers
- Colouring materials (felt tips, crayons, coloured pencils, paints)

Prior learning

Children should have experience using basic drawing and colouring tools.

Success Criteria

- I can use simple shapes, lines and colours to decorate an egg.
- I can create repeating patterns using shapes and colours.
- I can design an egg using symmetry and planned patterns.
- I can explore patterns and simple symbolic meaning in egg designs.
- I can create a themed egg design inspired by culture, nature or ideas.
- I can design a detailed egg using symbolism, refinement and personal meaning.

The Northern Ireland Curriculum

Key Stage 1

Experiment with a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction,

for example:

- choose a favoured medium for the production of an image. Make drawings, paintings and three-dimensional objects, for example, *having identified favoured strategies, develop their use over the course of successive sessions leading to a finished piece;*

Enjoy and appreciate the work of artists and designers and craft workers from their own and other cultures, using what has been viewed as a starting point for their own work.

for example:

- talk about what they have seen, giving personal responses and offering individual interpretations or reactions, for example, *say what they have liked best within a range of examples used as stimulus material and explain their choices;*

Key Stage 2

Look at and talk about the work of artists, designers and craft workers from their own and other cultures; appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making,

for example:

talk about and explain what they have seen, giving personal responses and offering individual interpretations and reactions, for example, *articulate their preferences from among a broad range of examples encountered as stimulus material and explain their choices, relate their experiences to the work of artists, designers and craft workers, past or present;*

Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas,

for example:

- recognise the occurrence of the visual elements within the natural and man-made worlds, for example, *describe the qualities of line, tone, shape, colour, texture, pattern etc. in a variety of circumstances;*

Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions,

for example:

- evaluate the experiences of making work, making considered comments in relation to their own and others' work, for example, *explain the reasons why a particular sequence was followed when making a piece of work;*

Time	Teaching ctivity	Teacher notes
10 mins	Introduce the theme of egg decoration to the children and show them the range of decorated egg images using the Lesson Presentation . Lead a class discussion using the observation questions on the slide.	<i>Use talk partners to support participation and children's confidence during the discussion activity.</i> <i>KS1 children should focus on naming colours and shapes.</i> <i>LKS2 children should discuss symmetry and repeating patterns.</i> <i>UKS2 children should discuss symbolism, cultural context, and intention.</i>
10 mins	Model planning a design using the Design Planner . Explain to the children that they should always plan their ideas before decorating and that mistakes are part of the creative process. Encourage children to be creative in their designs, there is no wrong design.	<i>You could model two different designs, simple and more detailed.</i> <i>Demonstrate that the children could start with light sketching first so that it is easier to erase and redo if required. This approach may help children that are less-confident artists.</i>
10 mins	Give each child a Design Planner and explain that they are now going to plan their egg design before decorating.	<i>Draw shapes and choose their favourite colours to fill the egg with a design.</i> <i>Plan a repeating pattern using shapes and colours.</i> <i>Use symmetrical patterns and plan individual sections.</i> <i>Think about patterns that are inspired by cultural designs and think about the meaning of the</i> <i>Plan a themed design.</i> <i>Plan a detailed symbolic design showing personal meaning.</i>

Time	Teaching activity	Teacher notes
20 mins	Give each child an Egg Outline and, using the resources provided, explain to the children that they are now going to decorate their eggs according to their plans.	<i>Whilst children are completing their designs, circulate the room prompting thinking with questions such as, 'Why did you choose these colours?', 'Can you make a repeating pattern?', 'What does this symbol mean to you?'. Record pupil voice as appropriate.</i>
10 mins	Lead the children in sharing their work through a gallery walk, partner discussion or a whole-class showcase, dependent on time and class structure. Prompt the children to reflect using the questions on the slide. As a closing activity, give each child an Egg Art Evaluation Sheet to complete.	<i>KS1 children can use the sentence starters for their reflections. KS2 children's voice could be captured.</i>

Lesson reflections / next steps / teacher notes

Assessment opportunities

- Observe children's use of colour, pattern and control during their creation.
- Analyse children's answers to questions about their design and intentions.
- Evaluate the finished outcomes against the learning objectives.

Suggestions for future learning

- For future art lessons, this could link to exploring cultural art traditions in more depth or a deeper look at a specific artist.

Home learning opportunities

- Children could design a different egg inspired by a celebration, culture or a personal idea.
- Encourage children to research eggs around the world and identify patterns and colours.