

<b>Date</b>	<b>Class Level</b> Fifth and Six (also suitable for younger students)	<b>Subject</b> Visual Arts
<b>Strand</b> Fabric and Fibre		<b>Strand Unit</b> Creating in fabric and fibre Looking and responding
<b>Title</b> <b>Pressing Seaweed and creating collage artwork</b>		
<b>Objective(s)</b> Using themes from the children's seashore experience they will create collage artwork using card, dried seaweeds and other 'scraps' of fabric and fibre. The children will explore designing their artwork concentrating on line, shape, form, colour and tone, texture, pattern and rhythm, as well as space associated with seaweeds.		
<b>Skills Required</b> The children will have developed their expressive abilities using line, shape, texture and space.		
<p><b>Learning Objectives</b></p> <p><b>Note: teachers may need to generate a 'stock pile' of dried seaweed in advance. The drying process can take over a month for seaweeds to be fully dried.</b></p> <p>*Dried seaweed may also be used in combination with other visual art strands including:</p> <ul style="list-style-type: none"> <li>○ Drawing: Create seaweed keys using dried seaweed. This can be used to compliment drawing the structure and parts of seaweeds v plants.</li> <li>○ Paint and Colour: Create paintings using the colours of the seaweeds. Colour could be explored through tones and hues of one colour noting the variations in the browns, reds and greens of the seaweeds.</li> </ul> <p>The child will be enabled to:</p> <ul style="list-style-type: none"> <li>• replicate lines, shape, texture of seaweeds</li> <li>• develop their artwork using their own experience, imagination and observation.</li> </ul>	<p><b>Learning Activities</b></p> <p><b>KWL chart:</b> Begin the lesson using a KWL chart, where students can track information before and after the lesson. Ask students leading questions from the chart:</p> <ul style="list-style-type: none"> <li>• What do you already 'know' about this topic?</li> <li>• What things do you 'want' to learn about the topic?</li> <li>• What did you 'learn' from doing your research?</li> </ul> <p><b>Talk and Discussion:</b> Discuss with children the different types of seaweeds found on the seashore. Discuss the role seaweed plays in the rocky shore ecosystem and introduce the vocabulary of seaweed - holdfast, stipe, blade / frond. Compare seaweed with land plants. Use the Explorers Introduction to Seaweed Presentation to guide you and your students through some of the common features of Seaweed.</p> <p><b>Activity 1:</b> Drawing: Get the students to draw an illustration showing the difference between seaweeds and plants – see sample illustration provided: Features of Seaweeds v Land Plants.</p>	



Present some samples of seaweeds and look at the line, shape, form, texture and patterns of the seaweed. Discuss how the seaweed moves in the water. Replicate the rhythm of how seaweed moves in the water. Get the students to move their hands and arms around, in the air etc. Translate this by drawing the movement of lines to show the seaweeds rhythm.

**Activity 2:**

Paint and Colour:

Get the students to identify what colours they remember seeing on the seashore. Talk about when the tide goes out on the rocky shore there is an array of colour.

Highlight how each tidal zone has its own colour, depending on the type of seaweed that lives there.

Seaweeds are scientifically classified into three groups. These relate to their pigmentation colour:

- green seaweed
- red seaweed
- brown seaweed

Present some samples of seaweeds and discuss how the tones and hues of particular seaweed can actually vary in colour.

Get the students to “squint” their eyes while looking at a piece of seaweed and note what colours they see. For example, a piece of brown seaweed may feature many shades of browns and can also have shades of yellow, green mixed into it. Red seaweed can look pink, maroon or dark purple. Green seaweed may have hints of white, yellow and even blue making up its overall colour.

**Activity 3:**

**Pressing seaweeds for collage**

1. Students and / or Teacher: Collect a range of seaweeds from the seashore. Try and find seaweeds that show different colours, texture and shapes which are located at the various zones. Wash the seaweed prior to pressing to remove any excess sand, shells etc.
2. Split the class into groups to use basins of water. Take turns to put the seaweed into a

- basin filled with fresh water. Float the seaweed in the water until it opens up fully.
3. Each student should write their name (in crayon) on the sheet of A4 paper they are using. Slip the A4 sheet of paper in the water underneath the seaweed. While still submerged, arrange the seaweed with the paint brush so as all the parts are visible.
  4. When they are satisfied with the presentation of the seaweed pull the sheet from the top out of the water. Tip the paper to drain off the water. Once you lift the paper, make sure you don't disturb the seaweed. The seaweed should secure itself to the sheet. (Seaweed has a natural gelatinous coating that acts like a glue). Place the wet paper and seaweed on the right hand side of an opened newspaper. Place a sheet of the nappy liners / absorbent paper (kitchen towel) on top the seaweed.
  5. Fold the newspaper over the seaweed and absorbent. Then press the seaweed between newspaper and weigh it down with a heavy object e.g. bricks, books etc. To help the seaweed dry out quickly and prevent it going mouldy, replace the dry newspaper sheets every one to three days. Leave pressing for at least 10 - 14 days until the seaweed is dry. If you have a hot press – this will speed up the process of drying out.

#### **Activity 4: Seaweed cards or Seaweed collage poster**

1. Making a collage poster or seaweed special occasion card (.e.g. birthday, thank-you, happy holiday etc), hand out the students dried seaweed. It is advisable to have a stockpile of extra dried seaweed that can be used by the students.
2. Some of the seaweeds may peel off the paper and can then be glued to the main card. If not cut around the dried seaweed.
3. Get the students to use the dried seaweed to create a picture representing their experience or memories of the seashore? This may be a representation of their favourite seashore animal, the seashore and ocean etc. A range of additional collage materials may be introduced – but should not be the dominant feature of the artwork.
4. The card or collage should also include a message about their experience on the

seashore. This may be by a short rhyme or poem or a statement.

### **Activity 5: Seaweed keys**

Alternatively, use the dried seaweeds to make seaweed keys.

When the seaweed is dry, label the page that the seaweed is stuck on with the following information:

- the date it was collected
- the location where it was found
- type of seaweed it is
- Label the holdfast, blade, and stipe on your seaweed.
- Compare the differences/similarities with a common land plant.
- The page should also the student's name, class and date the key was produced.

### **Looking and responding:**

After completing the artwork, put the posters, cards or keys on display for the students to look at and respond. Discuss how the seaweeds have been used in the pictures, what inspired the children to create the pictures, highlight their experiences, imagination and observation. Read out the rhymes, poems or key messages that support the artwork.

Complete the KWL chart to highlight the seaweed learning experience.

### **Resources**

- KWL chart
- Explorers Introduction to Seaweed Presentation.
- Drawing and painting materials, paper, etc
- Seaweed samples for pressing - keep moist in a bucket of salt water until pressing. It should not be left for too long to use in the art class as it will start to smell.
- Materials for pressing seaweeds:
  - Basins with fresh water
  - Newspapers
  - A4 sheets of paper
  - Paint brush – for moving seaweed
  - Nappy liners (if available) / absorbent sheets

	<ul style="list-style-type: none"> <li>• Collage materials including cardboard (or cards / envelopes), glue etc, other items including sand, shells etc.</li> </ul>
<p><b>Differentiation</b> Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.</p>	
<p><b>Assessment</b> Students: KWL chart (What I know, What I want to know, What I learned) Examine learning outcomes before and after e.g. knowledge, understanding, skills. Evaluation: Reflect on learning experiences that lead to the outcomes e.g. attitudes, enjoyment, as well as motivation to learn about the subject.</p>	
<p><b>Linkage and Integration</b> English: Writing, Oral language – emotional and imaginative development through language History: History of Seaweed in Ireland Science: Living Things – plant and animal life Geography: Natural Environments – the local natural environment</p>	

**Features of Seaweed (Algae) v Land Plants**

