

<b>Date</b>	<b>Class level</b> Junior Infants & Senior Infants	<b>Subject</b> Visual Arts
<b>Strand</b> Print	<b>Strand Unit</b> Making Prints, Looking and Responding.	
<b>Title</b> Creating Underwater Handprints of Marine Animals under the Sea		
<b>Objective(s)</b> The aim of the lesson plan is for children to compose simple shapes and textures of marine animals in the sea using hand prints. They will be enabled to experiment, repeating and combining hand and thumb prints to create an underwater scene and marine animals. They will respond to the prints created in the class by talking about his/her work, as well as the work of other children.		
<b>Skills Required:</b> Fine motor skills, dexterity, Visuomotor skills.		
<b>Learning objectives</b>  The child should be enabled to:  Make and arrange hand and thumb prints to create an underwater scene.  Look and respond to his/her own work and that of others.		<b>Learning activities</b>  <b>Talk and Discussion</b> Discuss examples of simple print design in everyday use - posters, wallpaper, fabrics with simple repeat or other design, packaging, wrapping paper. Read and discuss the stimulus story "Tiddler" by Julia Donaldson. Show and discuss images of hand print pictures e.g. caterpillar. Discuss possibilities for creating fish families and marine animals, such as: clownfish, mackerel, octopus, squid, crabs, jellyfish and starfish. Stimulus pictures available by searching 'marine animal handprints' on the internet.  <b>Pair Work/Group Work</b> Plan and co-operatively create an underwater scene. Complete the process of hand and finger printing individually, in pairs and/or in groups. Multi-coloured creatures can be created effecting by using stripes of different coloured paint on the hand and gluing googly eyes. Arrange the prints, glue, and attach to a blue wash background.

	<p><b>Looking and Responding:</b> Look at and respond to his/her own work as well as the work of the other students.</p> <hr/> <p><b>Resources:</b></p> <p>Story book: “Tiddler” by Julia Donaldson.</p> <p>Examples of the use of prints to create pictures e.g. hand print to create a fish. A range of good examples can be located online by searching “Children’s Hand Print Sea Creatures”.</p> <p>Wrapping paper, wall paper, A3 art paper – showing prints.</p> <p>Paint Brushes Water Scissors and googly eyes Glue sticks Background scene-blue wash</p> <p><b><i>(HINT – wet wipes for clean up)</i></b></p>
<p><b>Differentiation:</b> By task, learning outcomes, teacher support and grouping.</p>	
<p><b>Assessment:</b> Teacher observation, teacher designed tasks, oral feedback, pupil work samples.</p>	
<p><b>Linkage and Integration</b></p> <p>English: Phonic work- Elicit from the children the initial sound for each creature they have created</p> <p>Maths: Positional awareness of creatures in the underwater scene. Ask students to use such words as above, below, beside, under to describe the position of the animals in the ocean.</p> <p>SESE: Show children two contrasting pictures-clean beach/littered beach. Describe the differences between them and choose which beach they would like to visit and why.</p>	