

<b>Date</b>	<b>Class level</b> Third Class and Fourth Class	<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> Underwater World of the Ocean Fabric and Fibre Collage		
<b>Objective(s)</b> The aim of the lesson plan is for children to be enabled to explore and discover the possibilities of fabric and fibre as medium for imaginative expression, designing and make a collage based on the “Underwater World of the Ocean”. They will respond to the lighthouses 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.		
<b>Learning objective(s)</b>  The child should be enabled to:  Explore and use a variety of fabric and fibre to create a collage “The Underwater World of the Ocean”.  Describe the piece of work and respond to the work of the other children.		<b>Learning activities</b>  <b>Talk and Discussion:</b> Discuss images of the underwater world of the ocean, seashore or rockpools, and the variety of creatures that inhabit these habitats. Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities. Identify smooth, rough, coarse, stiff, warm, cool, thinly or thickly woven, textured, colour and pattern.  <b>Pair Work/Group work:</b> Working collaboratively plan, design, layer and create a fabric and fibre collage based on the selected theme.  <b>Hands On Approach:</b> Needlework, gluing, covering, folding.  <b>Looking and Responding:</b> Looking at and talking about his/her work and the work of other children. Specific reference is to be made to the qualities of the materials and tools chosen and materials with which he/she liked to work.

	<p><b>Resources:</b></p> <p>A selection of fabric and fibre -soft, rough, coarse, stiff, warm, cool, thinly or thickly woven, textured, colour and patterned.</p> <p>Glue,</p> <p>Sewing needles.</p> <p>Thread, wool, googly eyes, and buttons</p>
<p><b>Differentiation</b> Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.</p>	
<p><b>Assessment</b> Teacher observation and questioning.</p>	
<p><b>Linkage and Integration</b> English: Procedural Writing: Ask the students to write the steps they used to create their under water world. Gaeilge: Labhairt Feidhm Teanga Is Maith liom/ ní maith liom. Is maith liom an t-iasc/ Ní maith liom na cloche. Visual Art: Ask the students to research other images under the heading “Marine underwater world”. Discuss what colour is dominant in these pictures.</p>	