



Date	Class Level 4-6 th	Subject Visual Art
Strand Drawing	Strand Unit Making Drawing / Looking and Responding	
Title Ocean Literacy Principles and Concepts Art Project: Our Ocean – Our Future (Canvas, Postcard and Bag project)		
Objective(s) The objective of the Ocean literacy principles and concepts art project is for students to produce drawings based on their understanding of our ocean, using marine themes based on the seven ocean literacy principles and fundamental concepts for inspiration. The drawings may be further developed into paintings and other visual art mediums. The project should incorporate an art exhibition, and may include printing of postcards and bags.		
Skills Required Awareness of • Line • Shape • Form • Colour and tone • Texture • Pattern and rhythm • Space		
Learning Objectives The child will be enabled to:		Learning Activities
<ul style="list-style-type: none"> • Make drawings based on marine themes reflecting broadening interests, experiences and feelings <ul style="list-style-type: none"> - Highlighting their ideas about the seven Ocean Literacy principles showing how they view their relationship with the sea - Highlighting the need for sustainable action towards a creating healthy ocean and ultimately a healthy planet. • In their drawings / paintings / artwork the students will explore colour with a variety of drawing instruments, media and techniques by discover ways of achieving spatial effects e.g. form, shape, position, size and distance. 		<p>KWL chart: 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"> • What do you already ‘know’ about the ocean? • What things do you ‘want’ to learn about the ocean • What did you ‘learn’ from doing your research? (this question will be returned to at the end of the activity) <p>Teacher Directed Approach: Begin the lesson with an anecdote about how the ocean is a mysterious place. Often we only know things about the ocean based on what we have experienced at the seashore or see on television.</p> <p>Ask the students to consider</p> <ul style="list-style-type: none"> - How big do they think the ocean is? - How has the ocean shaped the features on earth? - What do they think help shapes the ocean floor?



- The children will respond to the drawings and / or paintings created in the class by talking about his/her work, as well as the work of other children.

Develop skills in cross curricular lessons including:

- Plants and animals of the ocean
- Creating a sense of place and space
- Use of pictures, maps, models and globes
- Investigation skills
- Learning about people in the past who have had an influence in discovering our ocean

Other visual art strands may be introduced developing an awareness of line, shape, form, colour and tone, texture, pattern & rhythm, space. Strands may include:

- Paint & Colour
- Clay
- Construction
- Fabric & Fibre

The child will show their ocean literacy:

Ocean literacy is an understanding of the ocean's influence on you and your influence on the ocean.

An ocean-literate person:

- Understands the fundamental concepts about the functioning of the ocean.
- Can communicate about the ocean in a meaningful way.
- Is able to make informed and responsible decisions regarding the ocean and its resources.

- How does the ocean affect our weather and climate?
- How has the ocean helped to make the earth habitable?
- What is the smallest and largest animals that live in the ocean?
- What type of things do people rely on the ocean for (e.g. food, transport, medicines, leisure etc)
- How much of the ocean do they think has been explored (e.g. 5% of the ocean has been explored / New technologies are helping scientists discover 1000's of new species every year).

Investigative approach:

1. Split the class into seven groups.
2. Provide each group with one of the Ocean Literacy Principles and fundamental concepts. Note each principle has a number of concepts about the ocean (See resources below). Each group could further divide the fundamental concepts amongst each of the students.

These include:

- Ocean Principle 1: The Earth has one big Ocean with many features.
- Ocean Principle 2: The Ocean and life in the Ocean shape the features of the earth.
- Ocean Principle 3: The Ocean is a major influence on weather and climate.
- Ocean Principle 4: The Ocean made earth habitable.
- Ocean Principle 5: The Ocean supports a great diversity of life and ecosystems.
- Ocean Principle 6: The Ocean and humans are inextricably interconnected.
- Ocean Principle 7: The Ocean is largely unexplored.

3. Each group is to research their ocean principle and concept covering



questions relating to: who, what, where, when, why, how.

4. Each group must represent their findings about their ocean principle and concept as a painting on a canvas. The image should highlight the theme of “Our Ocean – Our Future”. Each canvas should include a tag line with the aim to raise awareness about our responsibility towards the ocean and its ecosystems that relates to their ocean principle.
(Students may want to draw their image on paper first and then decide as a group if one or a mixture of a few of the pictures will be drawn on the final canvas).

Talk and Discussion:

5. The canvases may be put on display in the school or in a community public space as part of an exhibition.
6. Students can select and respond to each other’s work.
7. The paintings should include a tag line and a small written piece about our ocean – our future. The students must explain their ocean principle and fundamental concept. These pieces may be given as oral presentations to develop oral language.

Additional activities may include:

Art exhibition:

Organise for the canvases to be put on display in public space (shopping malls, aquariums, county or city councils, libraries, museums, education centres etc) as part of an exhibition during local, national or international marine events such as World Ocean Day (international - 8th June), Seafest (Ireland – last weekend in July) etc.

Postcards / Canvas bags:

Take high resolution photographs of the images on the canvases and crop to size. Tip: remember to photograph the images straight. Organise for the images of to be printed with a local printer as:



	<ul style="list-style-type: none"> - Postcards for the students / and or school to distribute to a wider audience (including parents, environmental campaign, people of influence etc). - Canvas bags with images of the artwork. This may be done as part of an event and be distributed to parents and / or decision makers at the event. If printing at a local printers – see if a class tour can be organised to see how materials are printed. - Each bag may include a customised message from the class / students about their project. A return slip could be included in the canvas bag for the person to write back to the class about their thoughts about the ocean. This is a great way to encourage the community to engage with the students by sending a personalised message back to the class about the artwork and our ocean. <p>Resources</p> <ul style="list-style-type: none"> • KWL chart • Ocean Literacy Principles and Fundamental Concepts: http://oceanliteracy.wp2.coexploration.org/brochure/ • 'Your Ocean - Your Future' posters based on the Ocean Literacy principles and fundamental concepts @ Other Resources @ www.explorers.ie • Teachers resources including PowerPoint presentations relating to themes about our ocean @ www.explorers.ie
<p>Differentiation Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.</p>	
<p>Assessment Students: KWL chart (What I know, What I want to know, What I learned) Teacher observation and questioning: Mind Mapping 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>	



Linkage and Integration

Science: Living Things / Environmental awareness and care

Geography: Human Environments – living in the local community – people at work (e.g. the marine industries) / Natural environments – the local and natural environment, seas of my country, weather, climate and atmosphere, planet earth / Environmental awareness and care

History: Story from lives of people in the past that have made discoveries or created new inventions and technology to help discover the ocean / Ocean myths and legends.

English: Write a summary of an Ocean Literacy Principle with a particular audience in mind. Compile a new word list – test understanding and spellings.

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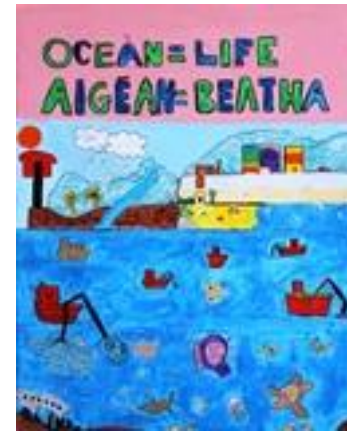
Examples of the Ocean Literacy Art Project: Our Ocean – Our Future: Canvases



Ocean Principle 1: THE EARTH HAS ONE BIG OCEAN WITH MANY FEATURES;



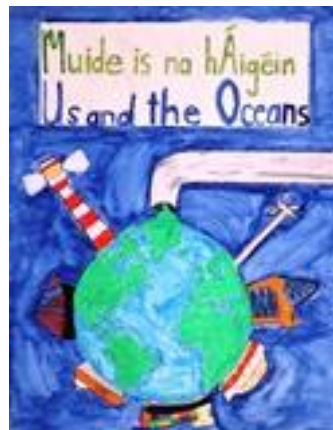
Ocean Principle 2: THE OCEAN AND LIFE IN THE OCEAN SHAPE THE FEATURES OF EARTH;



Ocean Principle 3: THE OCEAN IS A MAJOR INFLUENCE ON WEATHER AND CLIMATE;



Ocean Principle 4: THE OCEAN MADE EARTH HABITABLE;



Ocean Principle 5: THE OCEAN SUPPORTS A GREAT DIVERSITY OF LIFE AND ECOSYSTEMS;



Ocean Principle 6: THE OCEAN AND HUMANS ARE INEXTRICABLY INTERCONNECTED



Ocean Principle 7: THE OCEAN IS LARGELY UNEXPLORED

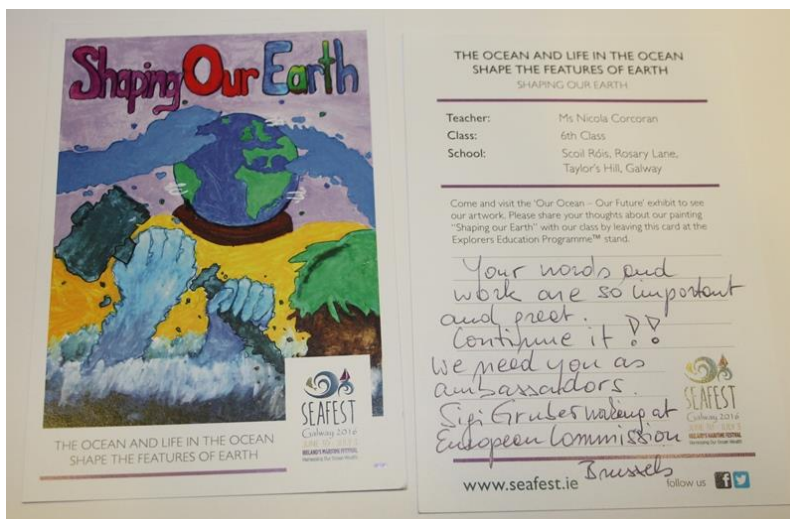
* The artwork shown in this lesson plan was produced by students from Scoil Rois, Taylors Hill, Galway, Gaelscoil de Hide, Oranmore and Garrafauns National School, Co. Galway as part of the Explorers Education Programme™ for Harnessing Our Ocean Wealth conference and Seafest 2016.

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Examples of the Ocean Literacy Art Project: Our Ocean – Our Future: Postcards and messages from people who attended the Harnessing Our Ocean Wealth conference in Galway in July 2016*.



An example of a bag with a printed image of one of the Ocean Literacy paintings completed by a class in Galway. These bags were given to people who attended the conference Harnessing Our Ocean Wealth in 2016. Each person received a card in the bag, where they were asked to write a message to the school children.



This is an example of one of the cards that was returned to the students... all the way from Brussels.

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