

ART & DESIGN

Teacher's Guide: GRADE 7 - Week 2

(A) Media exploration - stenciling (paper folding to create simple designs)

Theme: Environment

(B) Competency, Element, and Performance Criteria

C 7.1: Creative expression with stenciling - paper folding and paper cutting:

Use paper folding and paper cutting to express ideas, feelings, and emotions creatively.

Element 1

Performance Criteria:

Level 1

- Understand and use art elements and principles of design in creating patterns and designs through paper folding.

(C) **Purpose of activity:** This activity enables students to understand printing using a simple stencil

(D) Learning Outcomes

By the end of the lesson, students will be able to:

- Understand sets of complementary colours
- Apply complementary colours in printing
- Create prints using a stencil

(E) Resources and materials:

Paper, stencils prepared in previous class, water colour, sponge, paint brushes, palette, old newspaper, a colour wheel, visual aids of paintings and designs with complementary colours.

(F) Teaching Trajectories/Implementation guidelines

Activity 1:

- Carry out a recap of previous lesson where stencils were created using paper folding and cutting.
- Check students' stencils and provide assistance to students who could not create the stencil.
- Use a colour wheel as well as visual aids to explain sets of complementary colours. Explain how the students will also use complementary colours during the printing activity.

- Demonstrate how to print using a stencil highlighting the importance of the following:
 - covering the working area using newspaper to keep the space clean.
 - holding the stencil firmly so that it does not move during the printing process.
 - using a thick consistency of paint (not too liquid) to obtain a good print.
 - using a sponge for a uniform application of paint on the stencil.
 - not overloading the sponge with paint to avoid the paint smudging under the stencil.
 - neatness during printing to obtain an appropriate output.
 - exploration of complementary colours during experimentation.
 - how patterns can be created by repeating the print on paper.
- Ask students to work in pairs or groups of 3 to experiment printing in different colours using stencil.
- Remind students about safety guidelines when using paints.
- Monitor the classwork and provide individual attention and personal assistance as and when required.
- Once the experiments are carried out, ask students to produce a final pattern on paper using printing using stencil.

(G) Assessment

- Display the prints and carry out a class discussion about the outcome. Allow students reflect on their own as well as their peers' prints.
- Facilitate the class discussion by prompting students through questions which will allow them to reflect on the outcome.

(H) Extension of activity (further ideas)

The students can also use more than one stencil to create a pattern. For example, they can use their stencil and that of a peer to produce more creative patterns.

TEACHING RESOURCES

Video links

<https://www.youtube.com/watch?v=C6ZmVeVWt4k7>

Examples of designs in complementary colours



