

Art & Craft

Art Reveals God the Artist and His Creativity.

'His creation is God's artwork and is inspirational for we, who are made in His image, to be also creative according to the gifts He has given us.'

- Story of creation - **Genesis 1 & 2**
- 'All things were made by Him.' - **John 1:3**
- 'So, God created man in His own image, in the image of God He created them male and female He created them.' - **Genesis 1:27**

God anoints individuals with artistic and creative gifts and skills.

- 'See, I have chosen Bezalel, son of Uri, and I have filled him with the Spirit of God, with skill, ability and knowledge in all kinds of crafts.' - **Exodus 31:2-3**

Works of art made by man must not become objects of worship. However, works of art can express worship of God and may inspire others to worship.

- 'You shall not make for yourself an idol in the form of anything in heaven above or on the earth beneath or in the waters below.' - **Exodus 20:4**

By studying God's use of line, form and colour we learn from the variety of His skill, His designs and His beauty.

- 'One thing I ask of the Lord this is what I seek...to gaze upon the beauty of the Lord and to seek Him in His temple.' - **Psalms 27:14**
- 'He has made everything beautiful in its time.' - **Ecclesiastes 3:11**

Art and craft requires discipline and training in order to perfect certain skills and processes with different media in order to develop our gifting. We can improve through practice.

- '.....offer yourselves to God, as those who have been brought from death to life; and offer the parts of your body to him as instruments of righteousness.' - **Romans 6:13**

Art and craft conveys a message. It should be used to give glory to God; it can bring joy to others and interpret God's creation and truths.

Art and Craft is also a form which can be used to convey a prophetic message.

e.g. The artistry used in the temple communicated the holiness of God and His beauty which can also draw a response from others.

Art and Craft is a subject in which we can all express our uniqueness. Our different expressions lead us to appreciate the diverse creativity of God. There is satisfaction, excitement and fulfilment to be experienced by making our own creations.

- 'God saw all that He had made, and it was very good.' - **Genesis 1:31**

Art in the Infant Department

Truth to Teach

1. 'For by Him all things were created: things in heaven and on earth, visible and invisible...all things were created by Him and for Him.' **Colossians 1:16**
'Everything God created is good.' **1 Timothy 4:4**
God planned and created the universe in all its beauty and diversity. He is the Master Craftsman and Artist.
2. God has His purpose for all that He has made. All things ultimately exist for His glory. **Isaiah 43:7, Isaiah 45:7.**
3. 'He commanded, and they were created.' **Psalm 148:5**
Creation was affected through the power of God's spoken Word.
4. God evaluated His creation and was pleased with it.
5. God has made man in His own image, with the potential to be creative, albeit to a lesser extent.
6. Man needs instruction, encouragement, inspiration and opportunity to develop his creativity.
7. For people, being creative is a process, involving evaluation and improvement of that which is being created.
8. Being creative may also involve receiving input from others and learning how to work together as a team.
9. What has been created should be wholesome in content. It should bring glory to God and be a blessing to other people.
10. The Holy Spirit gives creative inspiration and ability as we ask Him for His help. **Exodus 31:3**

Learning for Life

1. For the children to grow in appreciation of God as Creator, Artist and Craftsman.
2. For the children to look to the Holy Spirit for inspiration and ability to be creative.
3. For the children to appreciate and learn from the works of recognised artists, craftsmen and women.
4. For the children to be introduced to different media, techniques and concepts and to be equipped to express themselves in a visual and tactile form.
5. For the children to have opportunities to develop their imagination, ideas and feelings within set parameters, and in a purposeful way.
6. For the children's aesthetic awareness to be developed, and for them to be encouraged to evaluate and respond to their own and other's work in an informed way.
7. For the children to be made aware of the positive contribution which artists, craft-workers and designers make in this world, and to value what they do.
8. For the children to become used to working well together, as on large scale projects, and to serve within the guidelines which they will have been given.
9. For the children to experience the joys (and the heartaches!) which are involved in the creative process, and to learn to be problem-solvers in this area.
10. For the children to experience the joy and sense of satisfaction, which is gained from creating something well.
11. For the children to want to glorify God and serve others with their artistic talents.

Way to Work

A programme for Art and Craft has been planned, comprising six units per year. These are

- Painting
- Colour
- Materials
- Art to Serve
- Great and Small
- God - The Master Artist

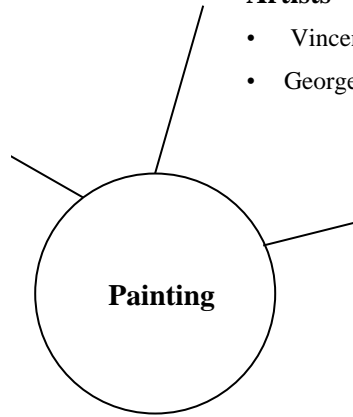
Each unit has structure, to ensure progression takes place, as well as flexibility to allow for variety and spontaneity. It is envisaged that the order of the six units will be decided on at the beginning of the school year, with reference to the year's projects, science topics and other aspects of the curriculum.

Skills

- holding a paintbrush
- different brushstrokes/use of the brush
- use of other tools and implements
- experience of a variety of paint; paint with sand or saw-dust in it; Brusho.
- colour washes
- masking out
- resist painting

Artists

- Vincent van Gogh
- Georges Seurat



Theme

- portraits
- landscapes
- from observation, e.g. still life
- from memory
- from imagination - in response to music, a poem or a story.

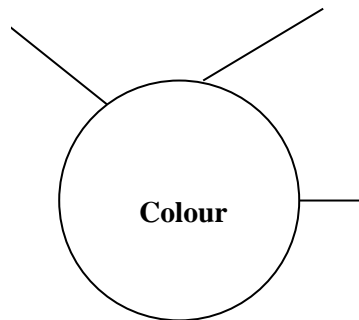
Composition and Perspective

Skills

- primary colours
- colour mixing: families of colours - shades of warm and cold colours.
- contrasting and complimentary colours; colour for effect
- limited palette
- camouflage and colour blending
- colour from observation
- colour and pattern
- colour and shape
- dyeing
- marbling
- weaving

Artists

- Pablo Picasso (e.g. blue period)
- Mary Cassatt (blending pastels)



Media

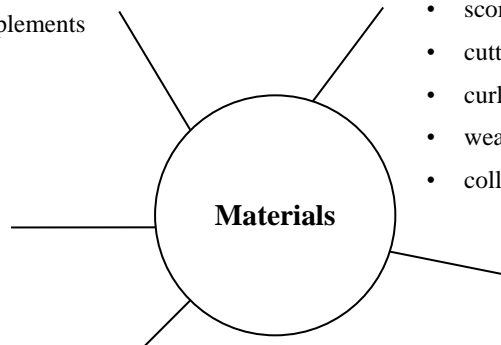
- paint (applied by brush or by printing)
- pastels
- tissue paper

Clay (including play dough, plasticine, salt dough)

- shaping, rolling flat, coiling, thumb pots.
- imprinting and use of implements
- joining
- finish

Metal, Wood, Plastic

- variety
- mixing with other media
- bark and leaf rubbings
- polystyrene print blocks



Paper

- different types of paper
- folding
- scoring
- cutting (chipping, fringing, cutting out)
- curling
- weaving
- collage (artist – David Hockney)

Fabric

- texture and colour
- collage
- weaving

Papier Mache

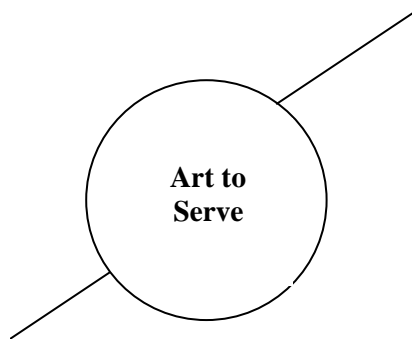
- production
- around a mould, or shaped like clay
- finish with paint, or tissue paper

The Design Process

1. Authentic purpose.
2. Ideas on materials and method.
3. Doing it!
4. Evaluation and improvement.
5. Fulfilment.

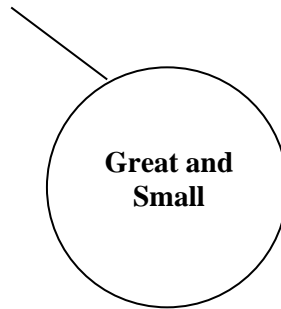
Examples of projects

- container
- 3-D card
- paperweight
- puppets
- toy



Drawing skills

- selecting the right tool:
different types of pencil; felt tips;
crayons; charcoal.
- fine observation – detail work
- small focus
- bold outlines
- contrast sketching and line drawing



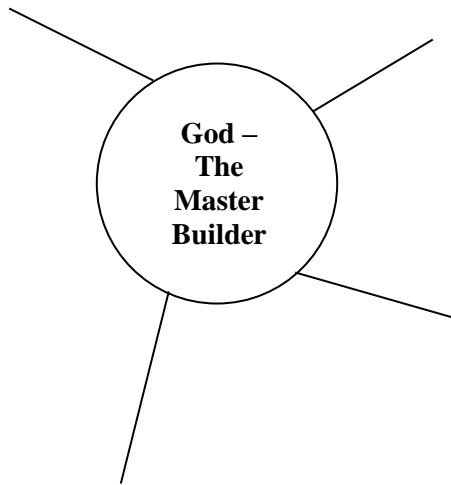
Artists

Joseph Mallord, William Turner,
Albrecht Durer

Appreciating God as Artist

1. Select an aspect of creation.
2. Use real examples or photographs to appreciate God's handiwork.
3. Look at how people have portrayed this, including artists from different cultures.

Select examples from different spheres: painting, sculpture, fabric design, crockery, architecture.
4. Try out selected techniques.



Project Links

- Creation
- God's Heart for the Nations

Items to feature a design

- wrapping paper
- a duvet cover
- a jumper
- a plate

Getting Inspired

1. Acknowledge need of the Holy Spirit.
2. Apply knowledge and experience gained from studying the work of others.
3. Develop own design on the same theme.

Art in the Junior Department

Truth to Teach

Colossians 1:16 'For by Him all things were created; things in heaven and on earth, visible and invisible...all things were created by Him and for Him.'

1 Timothy 4:4 'Everything God created is good.'

God planned and created the universe in all its beauty and diversity. He is a Master Craftsman and artist.

1. God has His purposes for all that He has made. All things ultimately exist for His glory. **(Isaiah 43:7, Isaiah 45:7)**
2. Creation was affected through the power of God's spoken word. **(Psalm 148:5)**
3. God evaluated His creation and was pleased with it. **(Genesis 1)**
4. God has made man in His own image, with the potential to be creative.
5. Man needs instruction, encouragement, inspiration and opportunity to develop his creativity.
6. Our work should be wholesome in content; it should bring glory to God and blessing to other people.
7. The Holy Spirit gives creative inspiration and ability as we seek His help. **(Exodus 31:3)**

Learning for Life

1. Our desire is for the children to grow in appreciation of God as the Creator, Artist and Master Craftsman.
2. For the children to look to the Holy Spirit for inspiration and the ability to be creative.
3. That the children would learn to appreciate and learn from the works of recognised artists and people skilled in different crafts.
4. For the boys and girls to be introduced to different media, techniques and concepts, thereby being equipped to express themselves in a visual and tactile form.
5. For the children's aesthetic awareness to be developed and for them to evaluate and respond to their own and other people's work in an informed way.
6. For the children to experience the joys and challenges involved in the creative process thereby learning to be problem-solvers in this area.
7. For the boys and girls to develop team work as they work on group projects as well as on individual tasks.
8. The children will hopefully seek to glorify God and serve others with their creative skills.

Way to Work

Most junior classes have a one-hour art lesson each week. Some groups also have a DT lesson.

The programme for Art and Craft comprises of six units. Each unit has structure to ensure progression is taking place but there is room for spontaneity and variety. Often the term's projects or Science topics provide inspiration for the Art lessons.

The six units are: -

- a) Drawing
- b) Colour
- c) Painting
- d) Materials
- e) Design
- f) God, the Master Artist

To ensure that progression is taking place a record chart indicating the skills and techniques covered by the various classes will be passed from teacher to teacher at the end of the Summer Term.

Art Unit 1 - Drawing

Skills: -

Use of pencils, charcoal, inks, pastels, crayons.

Zooming in using a view finder

Drawing from different viewpoints

Faces and feelings

Using tone for shadow and folds

Perspective and dimension

Using grids to scale up and down

Distortion and reflections

Patterns

Portraits

Movement

Indoor real-life sketches

Outdoor real-life sketches

Other skills:

Artists: -

Cezanne, Renoir, Monet, Lowry, Rembrandt, Durer, Holbein, Illuminated manuscripts, e.g. Lindisfarne Gospels.

Art Unit 2 - Colour

Skills: -

Warm and cold colours

Tertiary colours

Complimentary colours

Colour wheel

Colour washes

Tones

Pastels

Camouflage and colour blending

Dyeing

Marbling

Weaving

Patterns

Use of tissue to create different shades

Other skills:

Artists: -

Constable, Goldsworthy, Moore, Cezanne, Mackintosh, Turner.

Art Unit 3 - Painting

Skills: -

Water colour

Different paints, Brusho

One colour paintings

Use of different brushes

Use of different papers

Stencilling

Spraying

Printing

Use of rollers, sponges, etc

Colour washes

Portraits

Still life

Landscapes

Wax resist

Other skills:

Artists: -

Kandinsky, Morris, Impressionists, Dutch Masters, Moore, Piper, Constable, Picasso, Japanese art, e.g. Utamoro, Hokusai. Cave paintings

Art Unit 4 - Materials

Materials: -

Paper and card
Corrugated paper
Papier Mache
Wire models
Clay - thumb, coil pots, tiles
Fabric, sewing
Metal, foil
Wood
Modroc
Plastic
Collage
Tie and Dye
Batik
String pictures
Salt dough
Two-dimensional work
Three-dimensional work
Other materials:

Artists: -

Hockney, Fassett, Moore, Goldsworthy, Art Nouveau, Michelangelo, Ethnic art, Rodin, Roman mosaics.

Art Unit 5 - Design

Designing: -

Two-dimensional work

Three dimensional models

Cards for occasions

Making gifts

Puppets

Use of mathematical nets to make containers

Hats, masks, costumes, scenery

Other design ideas:

Artists: -

Architects old and modern, car design development, costume through the ages.

Art Unit 6 - God, the Master Artist

Appreciating God as Artist: -

Selecting an aspect of creation

Use of videos and photographs

Foreign artists' interpretation of creation

Patterns in creation

Camouflage in creation

The Holy Spirit as inspirer of creativity

Working with natural materials, e.g. cones, stones, plants, furs, seeds

Variety in creation, e.g. trees, insects

Artists: -

Constable, Van Gogh, Monet, Klee, Klimt, O'Keefe, Leonardo da Vinci, Rousseau

Sample Lessons on Art Unit 2 – Colour

Truth to Teach

Heart Concept: The colours of creation are a reflection of God's love of unity (primary colours) and diversity (secondary colours).

1. There are three primary colours which cannot be made. These could be compared to the Trinity of Father, Son and Holy Spirit, each of whom works to complement the others.
2. Colours blend together to make new colours or complement one another, bringing out the best in another colour. We, similarly, need to work together as God's children to bring out the best in each other.

Way to Work

1. The children will learn about the primary colours and experiment with them.
2. Secondly, the children will move on to the secondary and complementary colours.
3. The third focus will be warm and cold colours.
4. The children will spend time looking at the tones of colours in pictures.
5. The children will use the skills acquired to create their own pictures.

Learning for Life

1. For the children to appreciate that colour reflects God's nature.
2. For the children to use the skills learnt in their art work.

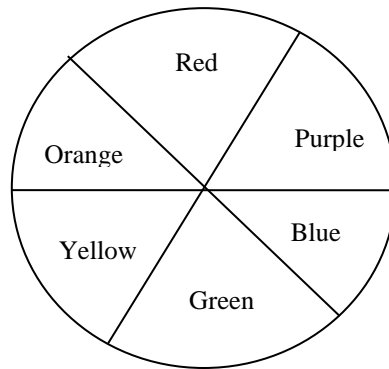
Week 1

Truth to Teach

God is a triune God - Father, Son and Holy Spirit - but each has His own identity and role, yet works to complement the others for a common purpose. Similarly, the primary colours cannot be made but they complement one another and work together to make other colours.

Way to Work

1. By question and answer, seek to establish what the children already know about the primary colours.
2. Introduce the idea that the primary colours reflect God's nature.
3. Introduce the secondary colours. (Blend colours either side of it)
4. Let the children make colour wheels by blending.



If time allows, let the children experiment blending and recording colours. e.g. Blue + White = Light blue

Learning for Life

The children should have a greater appreciation of the variety in God's creation and a greater confidence in using a wider range of colours in their art work.

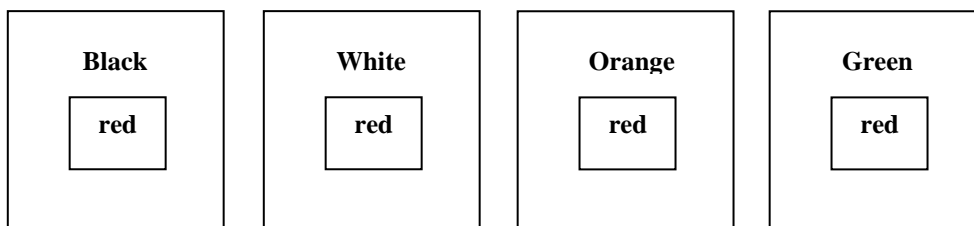
Art unit 2 - Introducing Complementary Colours

Truth to Teach

Complementary colours work together to bring the best out in each other. God wants us to work together to bring the best out in each other.

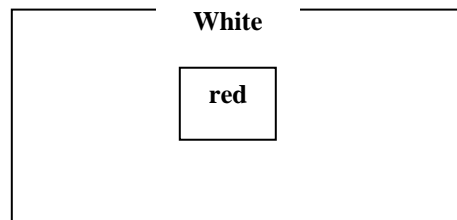
Way to Work

1. Review the work done last week.
2. Introduce the idea that colours will change according to the colours surrounding them.
3. Take four small squares of red paper and place them in the middle of four different coloured backgrounds. (Black, White, Orange, Green)



Ask the children what they notice. (The backgrounds affect the colour of the red. The green background will make the red look the brightest because green and red are complementary colours.)

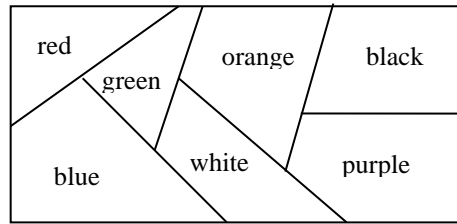
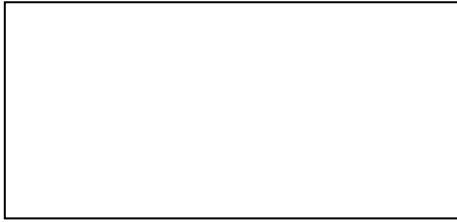
4. Complementary colours bring out the best in each other. A colour always looks stronger when its complementary colour is next to it.
5. Look at the colour wheel, explaining that the complementary colours are those that lie opposite each other on the wheel.
6. Try the following experiment to reinforce the complementary colours. Arrange a square of red paper on a large piece of white paper.



Stare hard at the red square for a few seconds then remove the red square and keep looking at the white paper. A square of the complementary colour green should be seen. Repeat with blue/yellow, etc.

7. Let the children paint patches of coloured dots in a pattern formation, placing complementary colours together.

Alternatively, let the children paint bands or blocks of colours.



Learning for Life

Just as colours work together to complement one another, so we, as people, should work together to bring the best out of one another.

Art Unit 2 - Warm and Cool Colours

Truth to Teach

God is a God of unity and diversity. The range of colours in creation reflect God's diversity. Every colour is unique with different qualities and each is to be appreciated, just as God appreciates us in our uniqueness.

Way to Work

1. Review work covered in previous weeks.
2. Ask the children to think about a warm day in a warm country they may have visited. Which colours come to mind? Repeat for a cold day.
3. Show pictures of summer and winter scenes, noting the colours.
4. Introduce the idea of warm and cool colours. The colours we use will affect the feeling of the picture. Show the children the effect of adding red to grey to create a sense of warmth, contrasted with adding blue to grey.
5. Let the children create a cool coloured pattern then a warm coloured pattern.
6. Discuss when and how could we use these colours in our pictures.

Learning for Life

Just as we appreciate the different qualities in colours so we must appreciate the different qualities in each other.

Art Unit 2 - Creating a Picture Using a Variety of Colours

Truth to Teach

God made us in his image to be creative and to reflect the wonder of his creation.

Way to Work

1. Review the main teaching points on colour.
2. Explain that we are to use our knowledge of colours and the creativity which God has placed within each of us to create a picture using pastels or paints. (One could be done each week or one picture could take two weeks).
3. The theme of their pictures could be Colours in Creation. It may help to look at the pictures of certain artists first.
4. Pray for the Holy Spirit to give inspiration to each child.
5. Let the children share their pictures and the ideas behind the colours they have chosen. Some may like to write a few lines explaining their picture.

Learning for Life

Hopefully, the children will have understood more about the range of colours and the qualities that each one can bring to a picture. The children should also appreciate the creativity in each one of them.