

## Drawing Lesson with 1<sup>st</sup> to 2<sup>nd</sup> Classes

### ‘Houses and Homes’

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**Curriculum Strand:** Drawing (Visual Arts Curriculum p.30)

**Objective:** *Make drawings based on his/her personal life with a growing sense of spatial relationships (p.30)*

**Linkage:** *Paint and Colour > Make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale (p.50)*  
*Clay > Work inventively with cubes or oblongs of clay and add details to suggest a solid structure (p.36)*

**Integration Possibilities:**

*SPHE: Identify and talk about those who live at home and recognise that homes and families can vary (p.31)*

*Geography: Develop an awareness and appreciation of different types of homes in the locality and in other areas (p.38)*

*Oral Language: Become increasingly explicit in relation to people, places, times, processes and events by adding elaborative detail to what he/she describes and narrates (p.29)*

*History: Explore and record aspects of the lives of people when his/her grandmother were young (p.28)*

*Gaeilge: Focail cháilitheacha a úsáid (p.43)*

*Mathematics: Identify and discuss the use of 2-D shapes in the environment (p.49)*

#### **Developing this Activity in Class:**

**Materials Needed:** Drawing paper  
Pencils (2B, 4B)  
Colouring pencils, crayons, pastels, markers

**Stimulus:** “Do you ever go to visit your relatives? Do they live near you? Are their homes the same as yours? Are they town or country homes? What can you see near their homes? Are they bigger/ smaller? What shapes can you see when you look at the homes? Can you walk to their homes? Describe a relative’s home.”

**Activity:** Having discussed and described the various types of homes, the children make a drawing, adding as much detail as they can remember. Encourage the children to talk about their drawings, describing what they are putting into their pictures, informally mentioning foreground and background. Allow the children to choose their own colouring instruments; it could be a mixture of the above. When they have finished the drawings, they sign their names, just as artists do!

#### **Evaluation/Looking and Responding:**

This will be happening as the children work. When they have finished give them time to discuss their drawings. This could be done with the ‘Artist’s Chair’, where children take turns to show and describe their drawings. They might like to ask questions of each other. Display the children’s drawings in the classroom or corridor.

Encourage the children to respond to drawings and paintings such as ‘The Magrot House’, ‘The Yellow House’ and ‘Houses at Auvers’ by Van Gogh, ‘House and Farm at Jas de Bouffan’ and ‘House and Trees’ by Paul Cezanne.

**ICT Possibilities:** Using the Paint programme on the computer, the children could draw their pictures, print them off and staple them together to form a 'Book of Houses and Homes'.

**Using the I Am An Artist DVD:** The *Drawing* programmes on the DVD offer opportunities to listen to the children responding to their own works in the 'Artist's Chair'.

**Other Notes:** You might like to take the children outside into the school yard to look at and discuss the shapes of houses in the neighbourhood.

**Relevant Artists:** Vincent Van Gogh  
Paul Cezanne  
(Other artists you think relevant)

**Relevant Websites:** Paintings by Paul Cezanne  
<http://www.ibiblio.org/wm/paint/auth/cezanne/land/>  
  
*The Magrot House* by Van Gogh  
<http://www.nga.gov/cgi-bin/pimage?73099+0+0>  
  
Collection of Van Gogh's Paintings  
[http://www.bc.edu/bc\\_org/avp/cas/fnart/art/vangogh.html](http://www.bc.edu/bc_org/avp/cas/fnart/art/vangogh.html)