



Enable Ireland Sandymount School

- Enable Ireland Sandymount caters exclusively for students with a primary physical and complex medical disabilities caused by possible brain injuries or genetic conditions which require high physical care need
- Some students present with learning disabilities, while other students are cognitively able and their barriers to learning stem from their physical disabilities/high medical needs

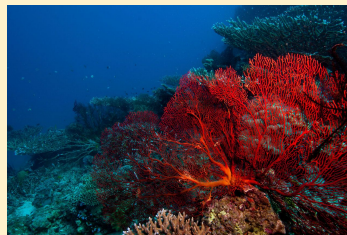
Theme: Under The Sea

Aim: Students will learn about life under water through sensory painting, construction and printing. Artworks will be created using the theme of Under The Sea and this UoL seeks to develop an awareness of shape, form, colour and texture. Each class group will create a suitable paper plate animal and all of these will be combined to create a hanging sea mobile filled with vibrant coloured sea animals, seaweed and coral shapes which will be hung in their GP hall of the school

Support Study: Ed Clark



Mood Board



Visual Aids



Fish

Learning Content

- Students observe demonstration on creating a paper plate fish and responding to visual imagery on presentation
- Students explore different textures and colours. Engages tactile and visual senses, helping to stimulate sensory processing.
- Painting and decorating the paper plates so students practise fine motor skills such as gripping paint brushes or finger painting.
- Students are encouraged to communicate their preferences for colours or decorations using various communication methods



Crab

Learning Content

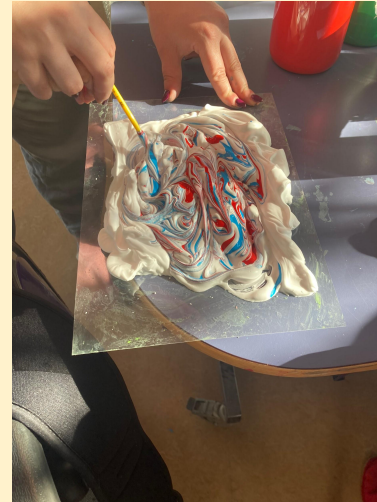
- Children will engage with various textures and sensory experiences by touching and exploring different materials, including the smoothness of shaving foam and the roughness of salt-mixed paint.
- Children will observe the process of mixing paint with shaving foam and mixing salt with paint and the texture changes
- Students will paint with brushes, fingers, or sponges and interact with shaving foam and poster paint through mixing them
- Students will be encouraged to choose their own colours for both the marbling and salt-textured painting activities



Starfish

Learning Content

- Students will engage in textured printing by pressing different textured objects (e.g., bubble wrap or sponges) onto paint-covered paper plates to create texture for the starfish.
- Students will print textures onto the paper plates with a focus on creating patterns using various colours and surface textured
- Students press textured objects onto the plates and manipulating materials like paint brushes or sponges
- Students decide what textures they would like to print with and colours they use for their starfish



Jellyfish

Learning Content

- Students will engage in a tactile way through painting, manipulating and touching paper plates and bubble wrap
- Students will paint various colours onto the bubble wrap which can then be used to print onto the body of the jellyfish which are the paper plates
- Students develop their fine motor skills through painting the varied textures of paper plates and bubble wrap and also through printing the bubble wrap or cutting the bubble wrap into the tentacles
- Children will express choice through identifying what colours and textures they will use for their jellyfish



Whale

Learning Content

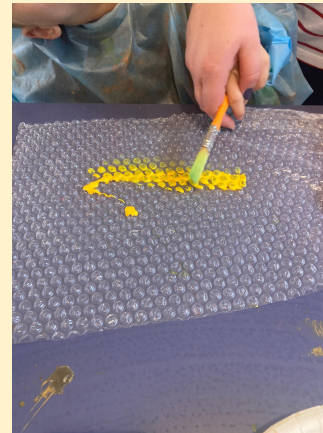
- Students will engage with various sensory materials, such as paint with different textures (e.g., smooth), and tools (e.g., brushes, sponges).
- Students will create whales using paper plates, they will work with basic shapes and patterns
- Students will use brushes, sponges, or their hands to apply paint to the paper plates, and manipulate materials to add details like fins or a tail
- Students will have the opportunity to choose colours and painting techniques for their whales, and decide how to decorate their paper plates to represent different whale features.



Shark

Learning Content

- Students will experience different textures by applying and interacting with textured paint on paper plates to create shark teeth
- Students will create shark teeth using textured paint, which they will observe and understand how different textures can be used to form specific shapes and patterns
- Students will apply textured paint to paper plates and creating the details of shark teeth involves fine motor skills
- Students will have the opportunity to choose colours and textures for their shark teeth and decide how to arrange them on the paper plates



Octopus

Learning Content

- Students will use oranges and lemons to print textures onto paper plates and cardboard which will engage them various textures and scents
- Students can observe and respond to how printing with natural materials such as oranges creates organic textures and patterns
- Students will develop their fine motor skills through handling the fruit, dipping them into the paint and pressing them down onto the cardboard to print
- Students will explore choice and decision making through deciding where they will print their oranges or lemons onto their octopuses



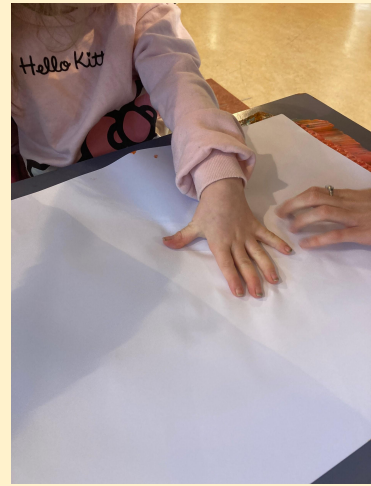
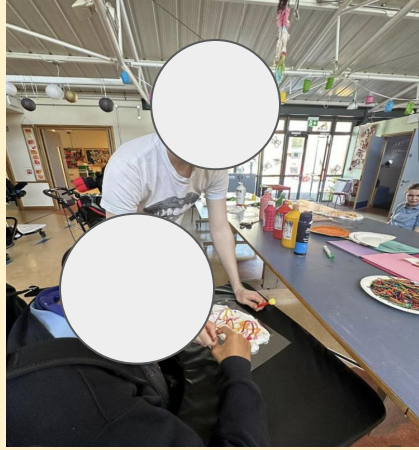
Seaweed, Coral and Shells

Learning Content

- Students will interact with various materials and textures, including bubble wrap, textured paint, marbling inks and seaweed
- Students will use bubble wrap and different types of paint to create seaweed and coral, they will observe how various textures produce different visual effects
- Students will engage in tasks such as applying paint with pipettes, pressing bubble wrap onto paper, and cutting or manipulating card to form seaweed and coral shapes
- Students will have the opportunity to choose colours, textures, and patterns for their seaweed and coral creations



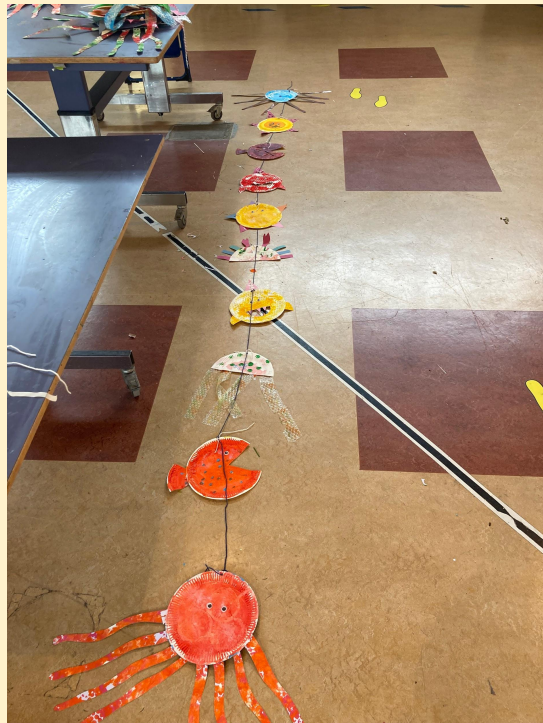
Artists at work



Installation



Progress work



'Finished' mobile



Evaluation

- Great experience that was thoroughly enjoyable throughout
- Found the school to be supportive and got good feedback from teachers and SNAs
- Principal was also very supportive in terms of materials and time allocation
- Engagement of SNAs with tasks often determined the learning content for students
- Found it difficult at times due to lack of SNA attendance
- Students responded strongly to sensory materials like the seaweed and oranges
- Working large scale was also enjoyable for students
- The more materials in general the better engagement
- Students love trying new things and experimenting especially with texture
- Construction at times was too much for some students but some students who generally had less physical restrictions engaged well with this target
- Very happy with all work undertaken across UoL
- I wish the work was fully installed by the end but the issues with the wire were not on my end
- Could have applied a better structure sequence at the end
- Probably on my end I didn't communicate the specifications of the installation well enough

Inclusive UOL

Project Title: Creative Clay

Theme: Nostalgia

Aim: Students will create a slab built ceramic vessel using the theme of ‘Nostalgia’. Students will develop a resolved design composition through identification of primary source objects for observation drawing, experimentation with clay materiality and through combining visual clay elements of various sizes and textures. The folk art of ‘memory jugs’ as well as the German ‘Bartmann jug’ will be combined in a design that features the students face as well as representation objects connected to personal hobbies, memories and places they’ve been. Grayson Perry will serve as a contemporary support study artist. Students will engage with form, texture and scale

Timeline: 8 (1 hour) classes (2 each week for four weeks)

School: St David’s Greystones

Class Profile: 2nd Years, 15 students mixed ability

Strand: Art

Sketchbook: Students will draw from primary source objects of their choosing, they will bring in printed photos of memories that cannot be physically brought into the classroom. Students can include various techniques to develop the compositions for their vessels such as collage and monoprinting

Learning Outcomes:

Critical and Visual Language

- 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge
- 1.2 respond to an artwork using critical and visual language

Drawing

- 1.6 use drawings to communicate their personal outlook or understanding

Visual Culture and appreciation

- 1.7 examine the method of a number of artists and the artwork they created
- 1.8 discuss examples of historical and contemporary visual art

Art Elements and Design Principles (AEDP)

- 1.10 identify the use of art elements and design principles within an artwork
- 1.11 consider the use of the art elements and design principles in their own artwork

Media

- 1.14 use media to create their own artwork

Teaching Methodologies: Presentation, Demonstration, Terminology explanation, One to one explanation and reinforcement of learning, uploaded links into google classroom, visual thinking strategies, scaffolding, differentiated instruction, experiment led discovery

Teaching Strategies: Higher and lower order questioning, Visual displays and aids during lesson, Scaffolding, Differentiated Instruction, Questioning and Discussion, Peer Feedback, Think-Pair-Share and Choice-Based Learning

Success Criteria

Learners ...

- Incorporate objects, symbols, or designs that represent meaningful memories or personal experiences. Success is achieved if the artwork reflects a clear and thoughtful connection to the student's own sense of nostalgia.
- Experiment with and apply a range of materials (e.g., clay, found objects, beads, paint) and techniques (e.g., collage, sculpting, attaching objects) to create their memory jug. Success is shown when students successfully combine different media to create a cohesive artwork.
- Reflect each student's unique style and creative interpretation. Success is measured by the degree of originality in how students approach the theme, choose materials, and arrange the elements in their jug in conjunction with their
- Develop a sense of craftsmanship for their work, ensuring that objects are securely attached, paint or other decorations are applied neatly, and the overall structure is stable and aesthetically pleasing. Success is evident when the final piece shows care and precision in its execution.

Link to SEN placement

Both projects emphasize texture, shape, and form, which can be explored similarly. In the SEN placement, students used different materials to create sensory and tactile experiences, which can be replicated in the Memory Jugs By encouraging the use of textured objects or materials that hold personal meaning.

The shape and form of the objects in the SEN placement were key to creating recognizable sea-creatures. In a mainstream setting students consider how different forms and shapes can communicate personal memories (e.g., a specific object's shape that represents an important event or memory).

Both my SEN placement and this proposed inclusive UOL focus on ideas of personalization and inclusivity in a wider group. On my SEN placement students responded to general prompts related to sea creatures in unique and differentiated ways. In mainstream setting students could uniquely identify elements that are meaningful to them to create their memory jugs