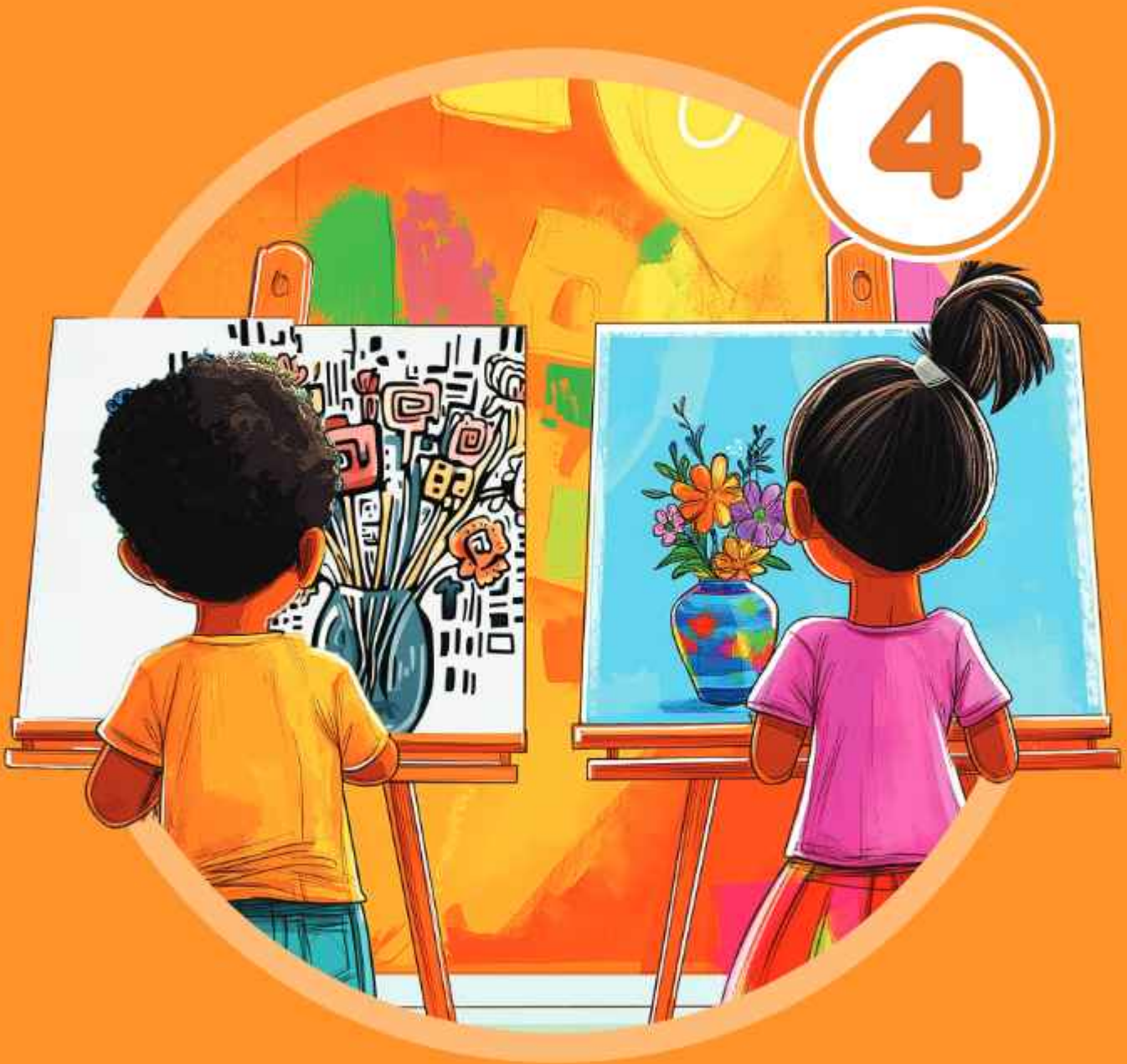


Exploring Creative Arts

4



NATIONAL
INSTITUTE OF
EDUCATION

Exploring
Creative Arts

Grade 4

This book belongs to



NATIONAL
INSTITUTE OF
EDUCATION

Exploring Creative Arts 4

Development editor:

Shirumeen Ahmed

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Preface

Creative Arts is an expression of how we view the world. Young artists learn how to express themselves by making art. The Exploring Creative Arts features a variety of accessible lessons and developmentally appropriate activities that engage students in making art and appreciating art. The book will make every art lesson fun and exciting. Students will learn to notice art that is all around them and come to appreciate it as an important part of their lives.

The approach of the series is a process-oriented one. It focusses on the teaching of techniques for specific art media (painting, drawing, print-making, sculpture and digital art), experimentation as well as on developing individual creativity. Hence, the art pieces featured in this book are meant to be sources of ideas and inspirations for students to create their own interpretations of the art pieces. Artworks by local artists have been featured to introduce students to local art, to inspire the Maldivian heritage and to encourage the artist in them.

Exploring Creative Arts is based on the developmental approach where students learn and apply techniques in a progressive manner. It also allows maximum flexibility and creativity in the use of materials. Its numerous photographs and illustrations, together with easy-to-read instructions, help visualise the sequences quickly and clearly. This is supplemented by a glossary at the end of the book.

Exploring Creative Arts is accompanied by a teacher's guide, which includes specific learning outcomes, suggested step-by-step lesson plans, worksheets and assessment tools not only for Visual Arts, but also Music and Movement and Drama. Extension activities are added to give students even more room to think out of the box and express with original ideas, and to express themselves through the use of both traditional materials and contemporary technologies. We hope that through the Exploring Creative Arts series, students can appreciate the beauty of the subject.

Integrating Key Competencies into Everyday Learning

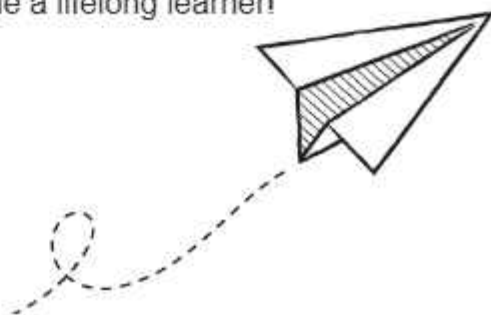
Key competencies are essential life skills that help you navigate different situations and learning experiences as a student. These skills are not just for school—they prepare you to think critically, solve problems, communicate effectively, and work well with others in all aspects of life.

As you learn new subjects, you are also developing key competencies. These skills are part of everything you do in school and beyond. Your teachers will help you understand how these competencies connect to real-life situations and why they are important. They will also guide you in recognizing your strengths and finding ways to improve.

Throughout your learning journey, you will have many opportunities to practice and strengthen these eight key competencies. Engaging in creative, collaborative, and hands-on activities will help you apply them in different ways. Learning is not just about what you study but also about how you grow and adapt.

Working with others is an important part of developing these skills. Activities that involve teamwork and problem-solving will help you build confidence, both as an individual and as a team player. The more you practice these competencies, the more prepared you will be for the future.

These skills are useful everywhere—at school, at home, and in your community. By actively using and improving them, you are preparing yourself for success in learning, relationships, and life. Take every opportunity to challenge yourself, think creatively, and become a lifelong learner!



The Key Competencies



Practicing Islam



**Understanding
& Managing Self**



**Living a Healthy
Life**



**Relating to
People**



**Thinking Critically
& Creatively**



Making Meaning



**Using Technology
& the Media**



**Using Sustainable
Practices**

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MY ART TOOLBOX



oil pastels



palette



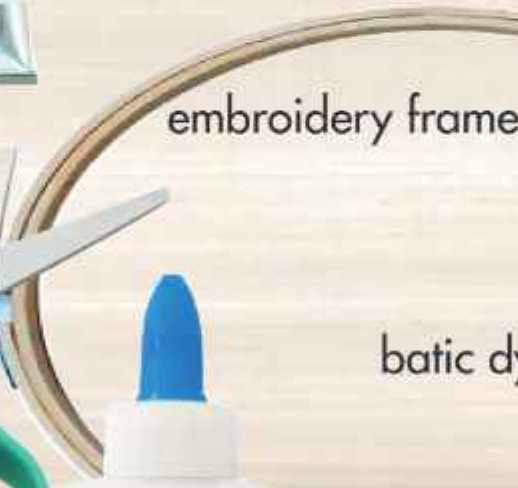
poster
paints



paint brushes



acrylic paints



embroidery frame



batic dye



scissors



glue



aluminium foil



colour
paper



black marker



newspaper



computer



rag



clay



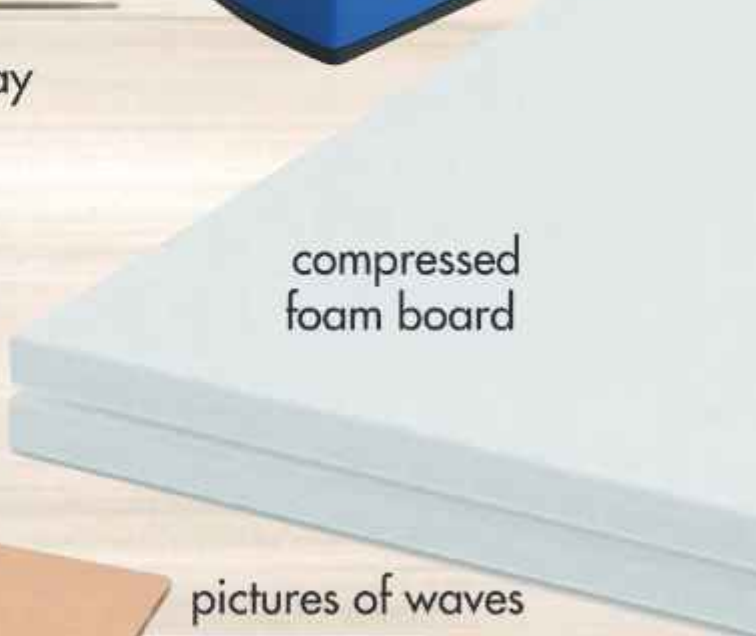
sticky tape



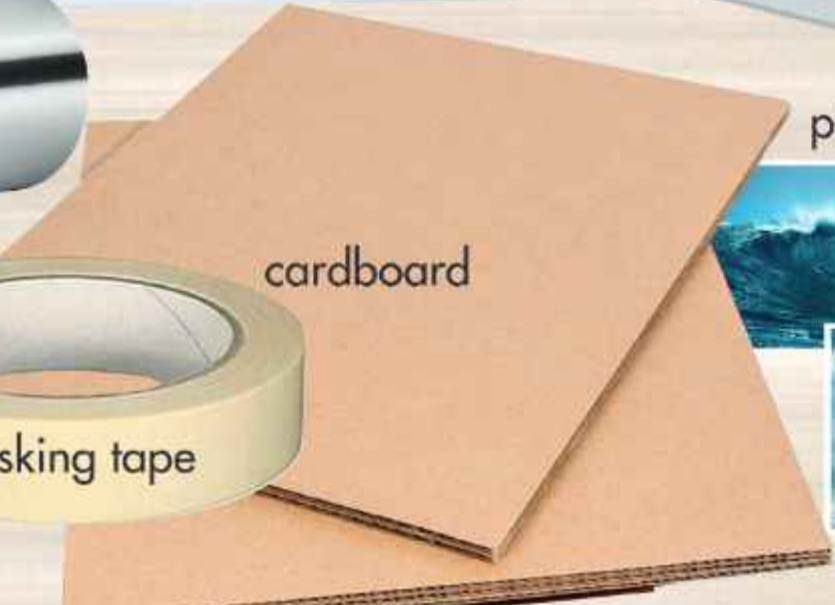
transparency sheets



cotton cloth



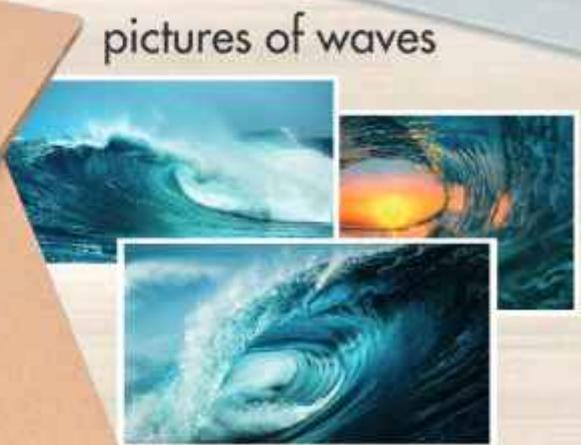
compressed foam board



cardboard



masking tape



pictures of waves

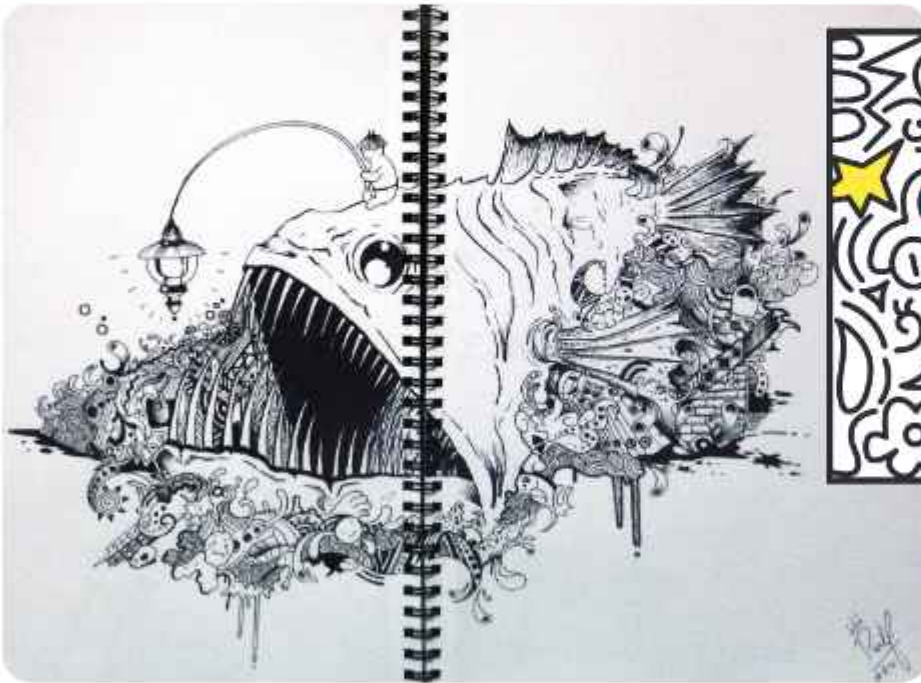
Unit 1: Doodle Art

In this unit I will:

- explain what a doodle is.
- explain what doodles can be used for.
- create a doodle toy.

Doodles are spontaneous drawings. When we doodle, we draw dots, lines, shapes and patterns that come to our mind. Usually, we don't know what the final artwork will look like.

Here are two doodles. One by Raif Siraj, a Maldivian artist. The other is by a student.



Raif Siraj. Angler, 2014. Ink on paper.



Aishath Uifa. My doodle, 2024. Ink on paper.



Think like an artist

1

What do you think Raif's artwork is about? What do you see in the artwork? Compare it with the artwork on the right. How are they similar or different?

What can we do with our doodles?

Jon Burgerman, a British artist, who is internationally recognized for his doodling, drawing and illustration. In 2009, he doodled on Mini Munny toys for a charity project in Cambodia. These toys were sold at an auction and the money raised was used to help poor children in Cambodia.



Think like an artist

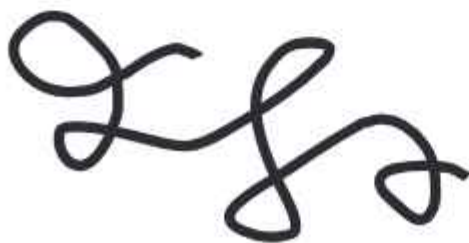
Look at this artwork by Jon Burgerman. What kind of lines, shapes and patterns do you see?



Jon Burgerman, Rare Customized Mini Munny, 2009.

Explore ideas

Now, think of a theme for your doodle. Use a pen and try doodling on your sketchbook. Be creative when you doodle. Don't worry about making mistakes. Make the mistakes part of your doodle!



Talk about Art!

Share with your classmates what you have doodled. What kind of lines and shapes did you use? Can your classmates tell what your doodle is about?

Doodle Toy

Now, create your own paper toy covered with your doodles! Use the template. Doodle on it. Then, cut it out and assemble it to make a toy!

You will need:

- Copy of the template on page 5
- Black marker
- Black pen
- Scissors
- Glue



1 Doodle on all three parts of the template.



2 Carefully cut out each part of the template. Cut along the continuous outlines only. Do not cut along the dotted lines.



3 Cut along the two short lines on the 'head' template to create the slits. Do the same for the body template.



Art tips!

To cut slits in the middle of a piece of paper, gently fold the paper, such that the short lines are also folded. Then, cut the lines across the folded edges.



3

Fold each part of the template along the dotted lines. Then, glue down sides neatly.



4

Join the different parts of the toy by slotting them into the slits that you made.



Talk about Art!

Show your toy to your classmates. Share with them what you were thinking about while you were doodling. Describe the kinds of lines and shapes you made in your doodles.



Discuss what you have learnt:

- What is a doodle?
- What can doodles be used for?

Unit 2: Me-Symbol

In this unit I will:

- learn what symbols are.
- describe symbols used in an artwork.
- create a symbol that represents myself.

Some artists use symbols in their artworks. Symbols are pictures that can be used to convey an idea, feeling or message.

The artwork below was created by a student. To create his symbol, the artist drew simplified shapes. He used thick black outlines and bright flat colours. He also added 'action lines' to show that the figure and objects are moving, similar to how actions are shown in comics. In grade 2, we have learnt that lines can be used to show movement.



Zaeky Zameel, Boy Skating, 2024. Digital artwork.



Think like an artist

What do you see in this artwork?
What can you tell about the 'person' represented in it?
Compare the artwork to the drawing below? How are they similar or different?





Zaeky Zameel. Boduberu Dance, 2024. Ink on paper.



Think like an artist

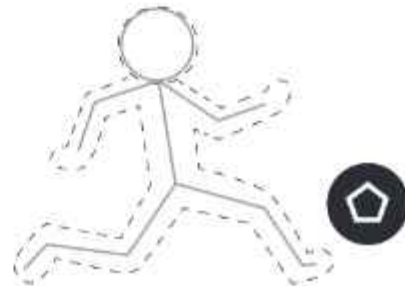
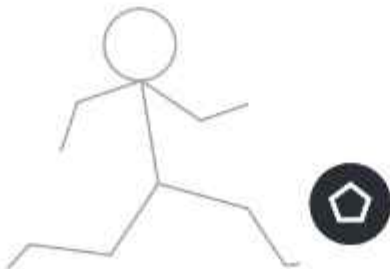
What are the figures doing? How did the artist made them look like they are moving?

Explore ideas

What symbol would you use to represent yourself?

In your sketchbook:

- Draw some objects that you think can represent your hobby or the things you like.
- Write a word that describes your personality. For example, are you cheerful or shy? Active or quiet? Now, draw pictures to represent your personality. First, using a pencil lightly draw a stick figure. Then, draw an outline as shown below. Carefully erase the stick figure.



Me-Symbol

Create a symbol that represents you in the style you have learnt in this unit.

You will need:

- Drawing block
- Poster colours
- Paintbrushes
- Black marker
- Newspaper
- Water
- Bowl
- Palette
- rag



1

Choose an object and figure from your sketchbook that best represents you. Draw them. Add a background if you wish.



2

Paint your artwork with bright flat colours. Let it dry.



3

Use a marker to outline your figure. Then, add 'action' lines.



Talk about Art!

Share your artwork with your classmates. What do you think you are trying to tell them about yourself? What other objects could you have used for your symbol?

Discuss what you have learnt:

- What are symbols?
- What can artists use symbols for?

Unit 3: Mural Art

In this unit I will:

- learn what a mural is.
- learn how a relief can be created.
- create my own relief tile design.

A mural is a huge artwork displayed on walls. Some murals are painted directly on the wall. It can also be made up of several tiled artworks that are fixed directly to the wall. Murals are usually displayed in public spaces so that many people can view them.



Ahmed Ihsaan. Kanduras, 2021. Wall putty.



Close-up of Kanduras



Think like an artist

This mural was created by Ahmed Ihsaan, a Maldivian artist. He got his idea for this artwork from the diverse marine life of the Maldives. Do you think this work is three-dimensional? Why or why not?

The mural Kanduras on page 9 is a three-dimensional (3-D) artwork. This type of mural is known as a relief mural.

A relief is created when textures or forms are added to, or carved into an artwork to make it 3-D. Here is another example of a relief mural.



Think like an artist

This mural is made up of several tiles that are fixed together onto the wall. How is this mural similar and different from Kanduras?



Think like an artist

Here is a close-up of another mural. What shapes do you see? What do these lines and shapes remind you of? From where do you think the artist has got this idea?

Explore ideas

Now, design your own tile using ideas from nature. Look for pictures of flowers, trees, animals or insects. Observe the lines and shapes that you can see in the picture. Draw your design in your sketchbook.

A Relief

Create your own relief tile by adding forms to a Styrofoam tile.



1

Refer to your design and draw it on your Styrofoam tile with a black marker.

You will need:

- Design from your sketchbook
- Styrofoam board cut into a 15cm x15cm tile.
- Black marker
- Old magazine paper or newspaper
- Water
- Bowl
- Aluminium foil
- Black and gold acrylic paint
- Paintbrushes
- Palette
- Rag



2

Tear some strips of paper. Add water to some white glue and mix. Soak the strips of paper in the mixture.



3

Press and shape some of the soaked strips of paper onto your tile design. Carefully, build your relief. Then, let your artwork dry.



4

Once it is dry, wrap a piece of aluminium foil over the top of your tile. Press the foil against the raised parts of your tile.



5

Put some white glue on the sides of your tile. Then paste the rest of the aluminium foil.



6

Paint your tile with black acrylic paint. Let it dry. Apply gold paint over the black painted surface.

Try this!

Give your relief tile a stone-line texture! Apply white glue all over your relief tile. Next, dip it into a pile of sand and allow the glue to dry. Then use a dry paintbrush to brush off the excess sand.

Combine your tile with your classmate's tiles. Put them side by side and fix them onto a wall to make a mural.

Discuss what you have learnt:

- What is a mural?
- How can we create a relief?

In this unit I will:

- learn what posterization is.
- mix and create tints and shades of a colour.
- create a posterised portrait painting.

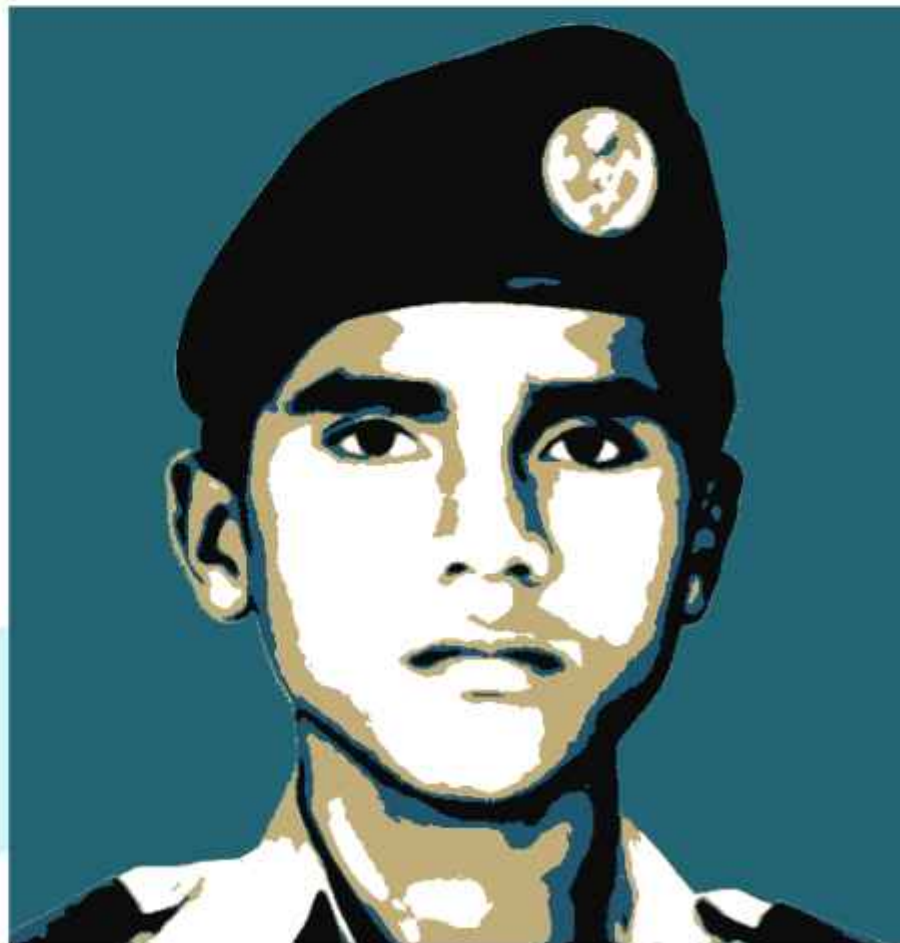
Below is an artwork created using a technique called **posterisation**. In this technique, colours or tones are not blended. Instead, they are used as separate shapes of flat colours.

This is a portrait of Shaheed (Martyr) Hussain Adam. He was a Maldivian soldier who died while defending the Maldives National Defence Force headquarters, on 3rd November 1988.



Think like an artist

How is this portrait different from the portraits you have seen before?



Shaheed (Martyr) Hussain Adam, 2024. Digital artwork.

Here is another posterised portrait. It was painted by a student.



Think like an artist

Compare this portrait with the artwork on page 13. How are they different from each other?



Lana Ahmed. Self-portrait, 2023. Painting.

How many different tones do you see in this portrait? Use the tonal chart shown below the portrait to identify them.

In the copy provided by your teacher, outline the shapes of the different tones you see. Then, number the tones from the lightest to the darkest. The first two (1 and 2) has been done for you.



Posterised Portrait

Let's paint a posterised portrait!

You will need:

- Black and white portrait image
- Pencil and eraser
- Drawing paper
- Making tape
- Paintbrushes
- Poster paints
- Palette
- Newspaper
- Water
- Rag



1 Use the posterised picture provided by your teacher. Shade the back of paper with a pencil.



2 Turn over the picture and paste it in the middle of a drawing paper with masking tape.



3 Press your pencil hard, and outline the different shapes of the tones. Then, number the tones from the lightest to darkest.



4 Remove the picture to see the outlines and numbers transferred to the drawing paper.



5

Choose a colour. Add a little black paint in the palette and mix to make a darker tone. Paint the shape(s) with the largest number.



6

Use the chosen colour to paint the shapes with the second largest number.



7

Add a little white to the chosen paint in the palette and mix to make a lighter tone. Paint the rest of the shapes in descending order of their numbers. Add a little more white paint each time to get the next lighter tone.



8

Paint the background of your artwork with another colour.

Discuss what you have learnt:

- What is posterisation?

Unit 5: Shape Up!

In this unit I will:

- observe and draw 3-D forms on a 2-D surface.
- learn how overlapping objects can be drawn.
- create an artwork of a 3-D object on 2-D surface by repeating and overlapping them.

This artwork was created carefully by observing the lines, shapes and tones of the actual object.



Erdoğan Kamar. Turkish coffee and cup, 2024.
Digital drawing.

Does the artwork look realistic and 3-D? The more accurately you can identify and draw the lines and shapes of an object, the more realistic your drawing will look!

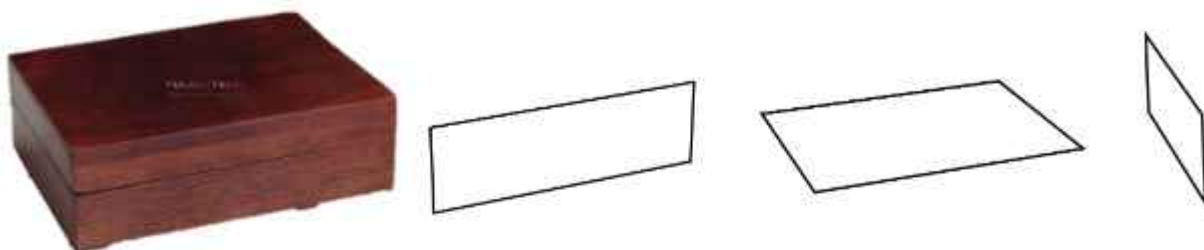


Think like an artist

Look at the rim of the cup. What shape is it?

Look at the base of the saucer. Can you describe the line drawn?

Let's learn to draw 3-D forms on a 2-D surface! Observe the 2-D shapes that make up the box on the left below.



Explore ideas

1. Put together the three shapes shown above and draw the box in your sketchbook.
2. Now, try this activity. Choose one object from below. Carefully look at lines and shapes that make up the object you have selected? Put them together and draw them in your sketchbook.



The artwork below is by Aishath Firasha, a student. She created the artwork by repeating and overlapping bowls. When we overlap objects, we place one in front of the other.



Aishath Firasha, *Bowls*, 2024. Poster colour.



Think like an artist

What are the two shapes that make up each bowl in the artwork? How can you tell that the bowls are overlapping?



Explore ideas

1. The close-up of *Bowls* on the right shows three overlapping bowls highlighted in pink. Try drawing the bowls in the same arrangement in your sketchbook.
2. Choose an object. It could be a bowl, box, mug or a foam glass. Now, let's learn to look at it carefully and draw the object in different angles. The picture below is an example.



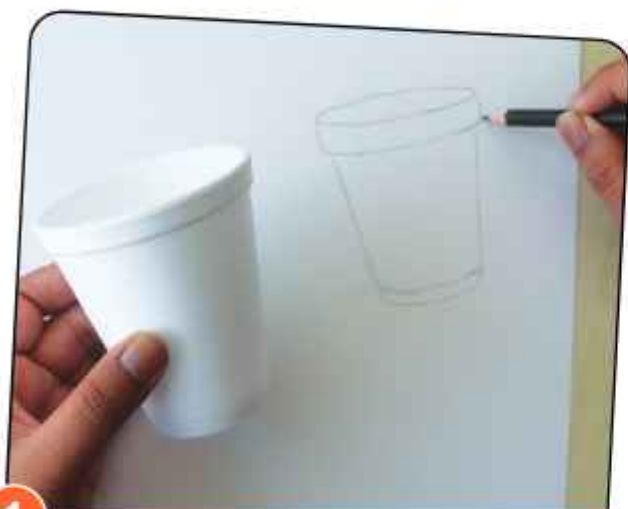
Take your sketch book, and draw the object of your choice in different angles. You will refer to these pictures to create an artwork in the activity on page 20.

3-D on 2-D

Create an artwork by repeating the object of your choice and overlapping all the repeated objects!

You will need:

- Object (e.g., a cup)
- Pencil and eraser
- Drawing paper
- Paintbrushes
- Poster paints
- Palette
- Newspaper
- Water
- Rag



1

Carefully observe the lines and shapes of the chosen object. Then, using a pencil, lightly draw the object on a piece of drawing paper.



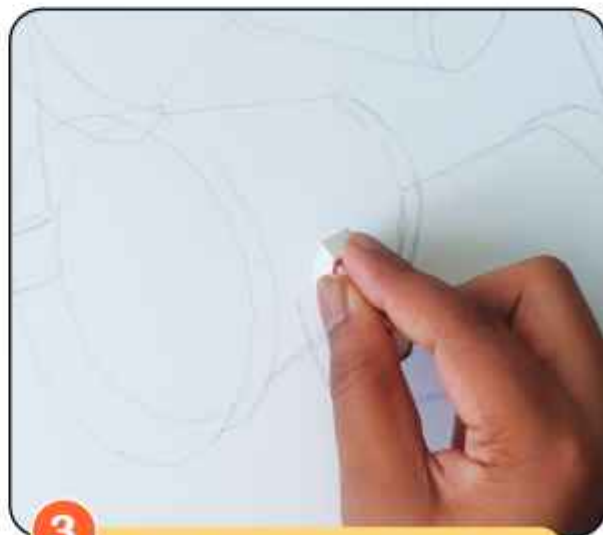
Art tips!

Draw lightly with your pencil. This will make it easier for you to erase the lines that overlap later.



2

Repeat the object at different angles and in different sizes. Overlap these drawings in your artwork.



3

Erase the lines that overlap in your artwork.



4

Paint your drawing in different colours and tones. Use darker tones to paint the inside of the objects in your artwork. Use lighter tones on the outside.



Art tips!

Use a black marker, or black, brown or white paint, to draw or paint the outlines of some of your objects.



Talk about Art!

In pairs, show your artwork to each other. Can your partner identify the shapes that make up the objects? Share with him or her how you created your artwork!

Discuss what you have learnt:

- What should be observed when drawing a 3-D form on a 2-D surface?
- How can overlapping objects be drawn?

Unit 6: Dabs of Paint!

In this unit I will:

- learn why artists create impressionistic paintings.
- explain the characteristics of an impressionistic painting.
- create an impressionistic painting.

Impressionism is a style of painting in which artists observe the changing effect of light on colours. **Impressionist** artists paint very quickly to capture what they see at a particular moment. They usually paint outdoor scenes of nature, city life and people in everyday life.

The artwork was produced by the famous French artist Claude Monet. This was one of the first piece of Impressionist artwork. It was called 'Impression, Soleil Levant' - which means 'Impression, Sunrise'.



Claude Monet. Impression, soleil levant (Impression, Sunrise), 1872. Oil on canvas.



Think like an artist

What does this painting show? During which part of the day did Monet paint this scene? Why do you think so?



Did you know?

The name 'Impressionism' came from the title of the painting by the French artist, Claude Monet.

Impressionist artists often use short and quick brushstrokes to capture a scene quickly. They paint their artwork using thick dabs of paint. This method of painting is known as the **impasto technique**.

Look at the close-up of the Impression, *soleil levant* on the right. Are the brushstrokes blended smoothly, or do they appear as dabs of paint?

Instead of using a paintbrush, impressionist artists sometimes use a painting knife to paint. They can even apply the paint straight from the paint tubes!



Mona Edulesco. Vancouver skyline, 2024. Oil on canvas.



On the left, here is another impressionist painting. This is an artwork by Mona Edulesco, a Romanian artist.



Think like an artist

What do you see in this painting? How would you describe the brushstrokes and colours used?

Explore ideas

On the next page, you will be creating an impressionist painting on the theme "Ocean Waves". Now plan your artwork. Make a quick drawing of your wave in your sketchbook. You can refer to pictures of waves for inspirations and ideas.



Ocean Wave

Now make an impressionist style painting of a wave.

You will need:

- Sketchbook
- Drawing paper (A4 size)
- Acrylic paint
- Butter knife
- Newspaper
- Paintbrushes
- Palette
- Water
- Rag



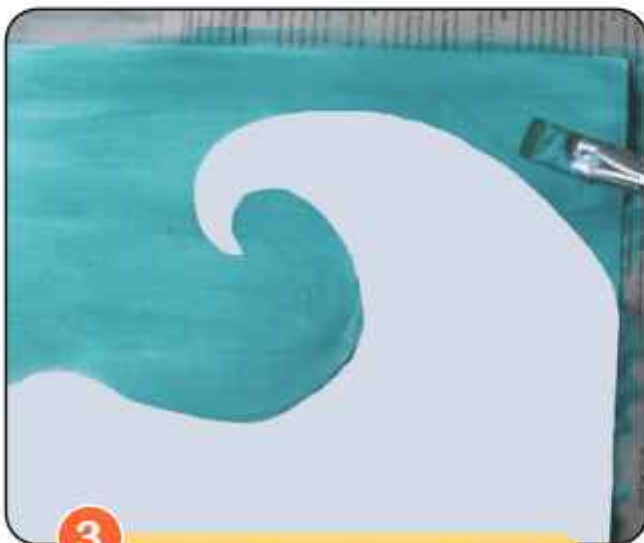
1

Refer to the drawing on your sketchbook. Lightly transfer your sketch on to the A4 size paper.



2

Choose the colours you need. Squeeze them onto the palette.



3

Quickly cover the background with a flat colour.



4

Use quick brushstrokes to dab the paint onto the shape of the wave.



5

Use the popsicle stick to apply more paint. You may add more white paint if needed.



6

When you are finished keep it to dry.



Talk about Art!

Compare your painting with your classmates'. Share with them your experience in creating your impressionistic painting. Were you successful? Why or why not?

Discuss what you have learnt:

- Why do artists create impressionistic paintings?
- What are the characteristics of an impressionistic painting?

Unit 7: Printed Landscapes

In this unit I will:

- learn what landscapes are.
- learn what a monotype is.
- create a monotype and explain how a monotype can be made.

The artwork below is a landscape print by Edgar Degas, a French artist. Dega used the impressionistic painting style to create the painting for this print as it allows him to paint quickly.



Hilaire-Germain-Edgar Degas. Landscape, 1987. Monotype, plate.

Landscape prints are prints that show views of nature or scenery, such as sky, mountains, trees, rivers and ponds. If you were to print an imaginary landscape, what would you include in your painting?



Think like an artist

Although Dega's prints are about landscapes, they are not of a particular place. He created them from his imagination. He called his prints 'imaginary landscapes'.

Look at his artwork above. Describe what you see in it.

Here is a landscape print by an Canadian artist, Janet Gunderson.



Janet Gunderson. Asian Landscape Monoprint Art Print

The printing technique used by both Degas and Janet is known as monotype printing. In this technique, a picture is first painted on a smooth surface, such as glass. Before the paint dries, a piece of paper is pressed onto the wet surface. The print that is transferred onto the paper is known as a monotype.



Think like an artist

Describe the brush strokes and colours used in this artwork. Do you think the original painting from which this print was created was painted quickly or slowly? How can you tell?

The term 'mono' means 'one'. This type of print is called a monotype, because we can get one unique print from this technique.

On the next page, you will be creating a monotype of an imaginary landscape. First, look at the pictures below for inspiration and ideas. You can also look at your own pictures.



Explore ideas

Now, plan your imaginary landscape. Make a quick drawing of it in your sketchbook!

My Imaginary Monotype

Now, let's turn your imaginary landscape into a monotype!

You will need:

- Drawing from your sketchbook
- Drawing paper
- A-4 sized transparency sheet
- Poster paints
- Paintbrushes
- Palette
- Newspaper
- Water
- Rag



1

Refer to the drawing on your sketchbook. Choose the paint colours that you would like to use. Squeeze them onto the palette.



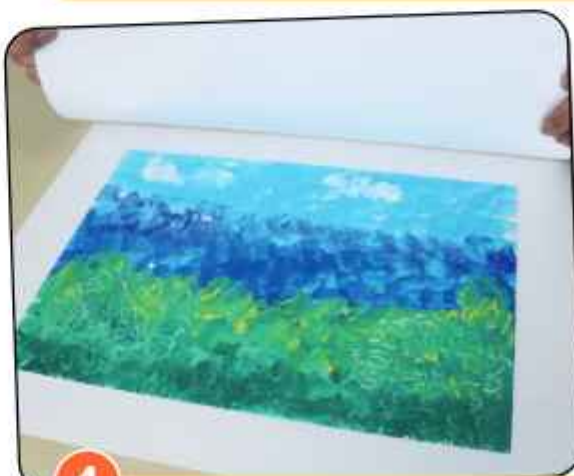
2

Use the impressionistic style to paint your landscape on the transparency sheet. Use quick brushstrokes to dab the paint onto the sheet.



3

Use the wooden tip of your paintbrush to scrape lines and textures on your artwork.



4

When you finished painting, place a piece of drawing paper on top of your artwork. Press down firmly.



5

Use your palms to press down evenly on the drawing paper to get a complete print.



6

Slowly peel off the drawing paper to reveal your monotype.



Talk about Art!

Describe to your classmates what your imaginary landscape is about. Share with them your experience in creating your monotype. Did you discover any other ways of creating textures in the process?

Discuss what you have learnt:

- What are landscapes?
- What is a monotype?
- How can a monotype be created?

Unit 8: Rythmic Art

In this unit I will:

- learn why artists create rhythm in their artworks.
- create an artwork to show rhythm.
- describe how I have created rhythm in my artwork.

The artwork below was created by Ando Hiroshige, a Japanese painter and printmaker. He lived during the 16th century. Ando was known for his landscape prints. This artwork is part of his most famous print series called *The Fifty-three Stations of Tokaido*. Ando created **rhythm** in the artwork below by repeating lines, shapes, colours and objects. He uses rhythm to guide our eyes around his artwork.



Ando Hiroshige, Okazaki, from *The Fifty-three Stations of Tokaido*, 1831-1834. Woodblock print.

We have seen an example of rhythm in 2-D art on the previous page. Now, let us look at how rhythm can be created in 3-D art. Look at the artwork below.

This pop-up book was created by Robert Sabuda, an American pop-up book artist. It is about the story of 'Alice's Adventures in Wonderland. Have you heard of this story before?



Robert Sabuda. Alice's Adventure in Wonderland Pop-up book with Signed Bookplate, 2003. Pop-up book.



Think like an artist

Look at how the artist arranged the playing cards in the artwork. In which direction are the cards 'flying'?

Do you think the rhythm produced by the cards is fast or slow? What other words can you use to describe this rhythm?

Rhythm in art is just like rhythm in music. Both have one thing in common- repetition!

On the next page, you will be making a pop-up card! First, think of some ideas to help you design the pop-up card.

Explore ideas

1. Choose an occasion that the cards will be used for. Write a greeting or message for the card on your sketch book.
2. Think of some objects or images related to the chosen occasion. They could be party decorations, gifts or even food! Draw the objects in your sketch book.

Pop-up Surprise!

Now, create your pop-up card! You will be repeating the objects you have drawn on the sketchbook to create rhythm in your design.

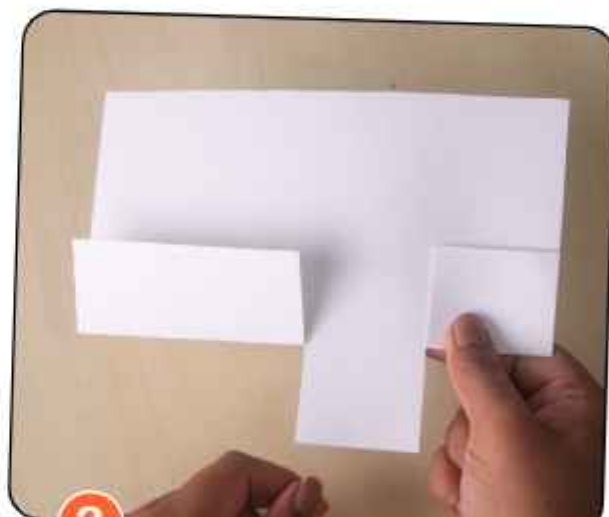
You will need:

- Drawing from sketchbook
- 2 thick craft paper A4-sized (different colours)
- Scissors
- Pencil and eraser
- Oil pastels or crayons
- Glue



1

Fold a piece of drawing paper in half. Cut two lines of about 4 cm each across the folded edge. The first cut should be exactly in the middle. The other cut should be about 5 cm to its right or left.



2

Fold the two outer flaps upwards. Do not fold the middle flap.



3

Unfold the flaps and open the card.



4

Push the two outer flaps towards the inside of the card. You will get two step-like folds.



5 Fold the drawing paper again, keeping the step-like folds inside. Cut two more lines of about 3 cm each, across the folded edges on the right and left.



6 Fold the two outer flaps upwards. Do not fold the middle flap.



7 Unfold the flaps and open the card. Push the two flaps created on each side towards the inside of the card. They should form four more step-like folds.

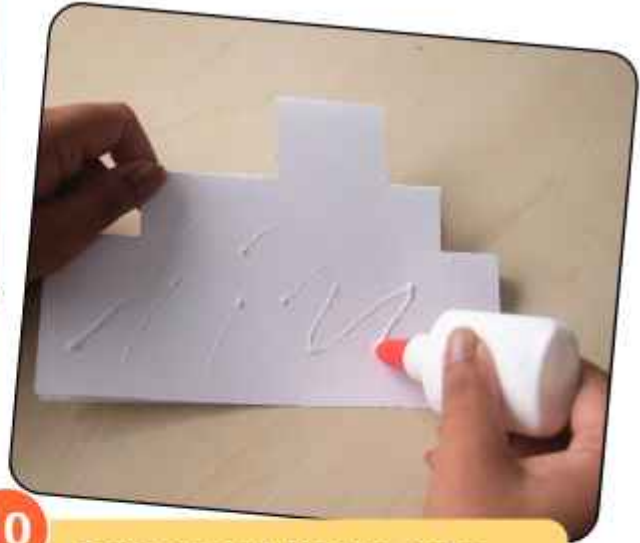


8 Choose the objects that you have drawn on your sketchbook. You need to repeat them to create rhythm. Draw as many as you need on another piece of drawing paper.



9

Colour and cut out the objects you have drawn. Arrange the cut-outs to create rhythm. Glue them onto the folds in the card.



10

Fold your card. Put glue on the back of it.



11

Fold a coloured paper in half. Paste your pop-up card on it. Then write your greeting on the card.



Talk about Art!

In pairs, show your pop-up card to each other! Explain to your partner how you created rhythm in your artwork.

Discuss what you have learnt:

- Why do artists create rhythm in their artworks?
- How can artists create rhythm in their artworks?

Unit 9: Drawing with Scissors

In this unit I will:

- learn what a cut-paper collage is.
- create a cut-paper collage.
- describe how an object can be represented in a cut-paper collage.

The artwork below is a cut-paper collage by Henri Matisse, a French artist. To make his collage, Matisse would cut shapes freehand out of coloured paper. This means he simply used a pair of scissors to cut out the shapes without drawing them on the paper.



Henri Matisse, The Sheaf, 1953. Gouache paper, cut and pasted.



Think like an artist

What do the shapes in the collage look like to you? How did Matisse arrange the shapes in the collage?

Matisse called this method of cutting out shapes freehand 'drawing with scissors'.

Here are more examples of cut-paper collages done by two students.



Masha Mohamed. Untitled, 2024.
Cut-paper collage.



Maleeha Shareef. Untitled, 2024.
Cut-paper collage.



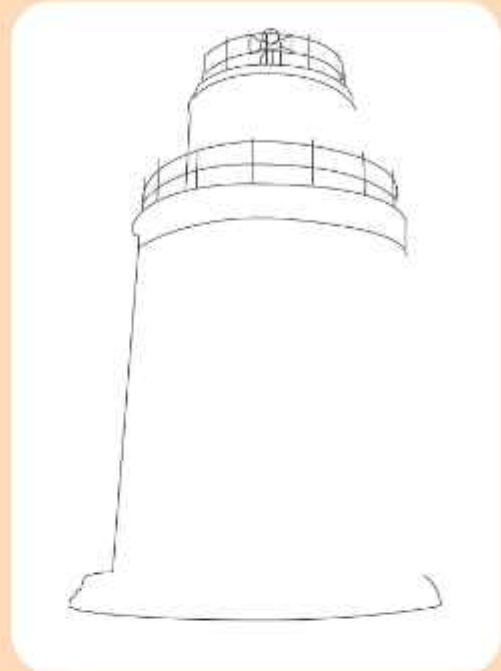
Think like an artist

What objects can you identify in each of these cut-paper collages?

Which objects in each collage seem closer to you? Which seem further away? How can you tell?

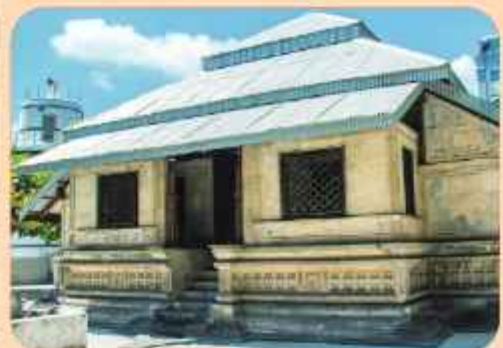
What do you think each collage is about? Why do you think so?

In the activity on the next page, you will be making a cut-paper collage of tourist attractions in the Maldives! Before you begin, look at the shapes the make up the Minaret (Munnaaru) in the picture below. Then, complete the drawing of it given by your teacher.



Explore ideas

You can look for more pictures of tourist attractions in the Maldives. Below are some examples.



Shapes of Maldives

Now, create your very own cut-paper collage of tourist attractions in the Maldives! For this activity, you will cut shapes freehand from construction or origami paper.

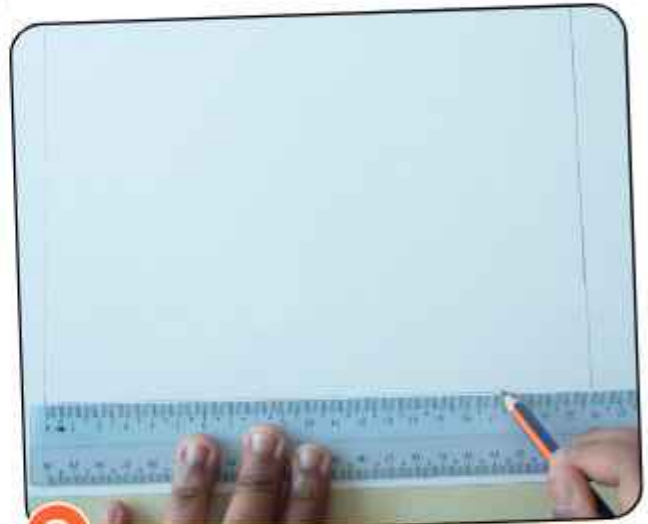
You will need:

- Drawing paper
- Construction and/or origami paper
- Scissors
- Glue



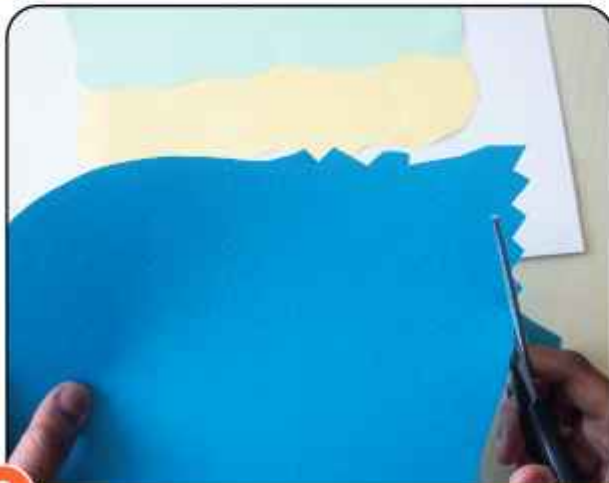
1

Look for one or more pictures of tourist attractions in Maldives. You can combine the shapes of the various objects in the picture(s) to make your collage.



2

Draw a large rectangle or a square on a piece of drawing paper. This will guide you when you are arranging the shapes in your collage later.



3

Cut out a large shape to make the background of your artwork. It should fit nicely inside, or be slightly larger than the rectangle or square you drew in step 2.

Try this!

Cut out organic shapes for the background and/or surroundings of your collage. For example, you can cut out shapes with wavy or zig-zag edges.



4

Identify the shapes that make up the objects in your chosen picture(s). Then, cut out those shapes freehand from construction or origami paper.



5

Arrange the shapes to form the objects in your collage. Glue them onto the background that you have created.



6

Make some objects smaller and some bigger. This helps make some objects appear closer and others further away from the viewer. You can overlap your objects as well!

You don't have to make your collage look exactly like your picture(s). Instead, try to create rhythm when arranging the objects in your collage!

Discuss what you have learnt:

- What is a cut-paper collage?
- How can an object be represented in a cut-paper collage?

Unit 10: Roly-Poly Sculptures

In this unit I will:

- learn what a basic form is.
- create a sculpture of an animal.
- explain how basic forms can be used to create sculpture.

This sculpture below is by Jeff Koons, an American artist. What does the sculpture remind you of?



This sculpture is more than three meters tall! It also comes in four other colours- yellow, magenta, violet and blue.



Think like an artist

How would you describe this sculpture? If you could touch the sculpture, do you think it would feel hard or soft? Why do you say so?

Jeff Koons, Balloon Rabbit (Red), 1995. Mirror-polished stainless steel with transparent colour coating.

Look at the two sets of clay pieces below. How are they different from each other?



Picture A



Picture B

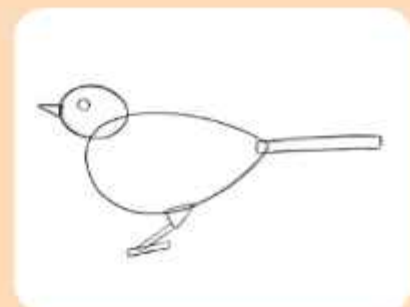
Now, look at the sculpture, **Balloon Rabbit (Red)** again. If you were to make a similar sculpture using clay, which one of the sets would be more suitable to use? Why do you think so?

Koons used rounded forms to create **Balloon Rabbit (Red)**. Can you identify the basic forms in the picture on the right!



Explore ideas

On the next page, you will be making a mini sculpture of an insect or bird. First, draw your insect and bird using basic shapes in your sketchbook. You will refer to these shapes to help you make the basic forms for your sculpture later.



In the Garden

Now, create a sculpture of your chosen animal or bird using clay.

You will need:

- Drawing from your sketchbook
- Clay



1

Refer to the basic shapes you drew on your sketch book. Start by making the different parts of the sculpture using basic forms.



2

Combine the different parts. Press the clay pieces gently together to join them.



3

Add other details to make your sculpture look more interesting.

Try this!

Get into groups of three or four. Make some mini sculptures of trees, flowers, insects etc. Arrange these sculptures, together with the birds you and your friends have just created, to make a mini garden.

Discuss what you have learnt:

- What are basic forms?
- How can they be used to create a sculpture?



Unit 11: Cartoon Characters

In this unit I will:

- explain what a character design is.
- explain what a composite shape is.
- create a character using basic shapes.

What is your favourite cartoon character? Have you ever thought how Mickey Mouse or Tom and Jerry was created?

Think about the cartoon characters that you have seen on television shows, movies or computer games. These were created by a cartoonist. The process of creating the look and personality of a cartoon character is called **character design**.



Think like an artist

What are some of the shapes that make up the character on the left?

A cartoon character is usually designed for a purpose. For example, it can be for a cartoon show, comic strip, mascot, story book or poster. Look at the poster below.



Raya Ahmed. A Pet is Not a Toy, 2024. Digital Illustration.



Think like an artist

Is the design of the character suitable for the poster? Does it help to pass the message of the poster effectively? Why do you say so?



Hussain Ihwan. Kyle and Lulu, 2018. Digital Illustration.

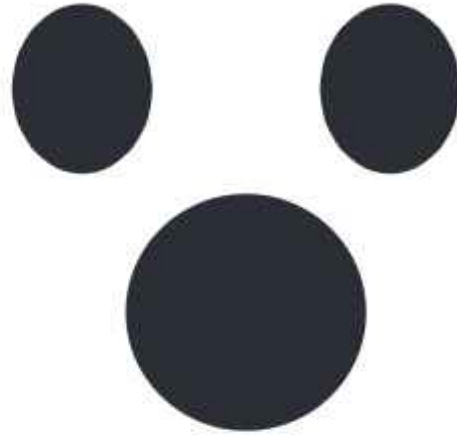


Did you know?

Kyle and Lulu is an animated cartoon series in Dhivehi created by a Maldivian artist, Hussain Ihwan.

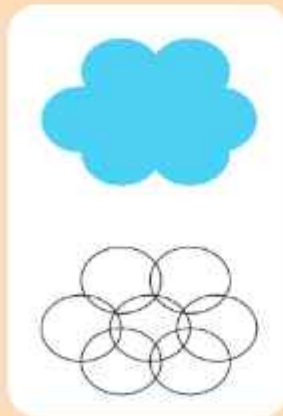
Characters can be drawn by hand or on computer. When designing a character, it is important to know how to balance and combine basic shapes.

Look at the three black circles here. A famous cartoon character was designed by combining these circles together. Can you guess which character I'm talking about?



Explore ideas

1. When we combine shapes, we form a composite shape. Look at the composite shapes below. Can you draw the basic shapes that make them up in your sketchbook? The first one has been done for you.



2. Imagine that the Maldives Animal Welfare (NGO) has asked you to design a poster. The theme of the poster is, 'Be kind to animals'. Draw a character that you will use for the poster in your sketchbook.

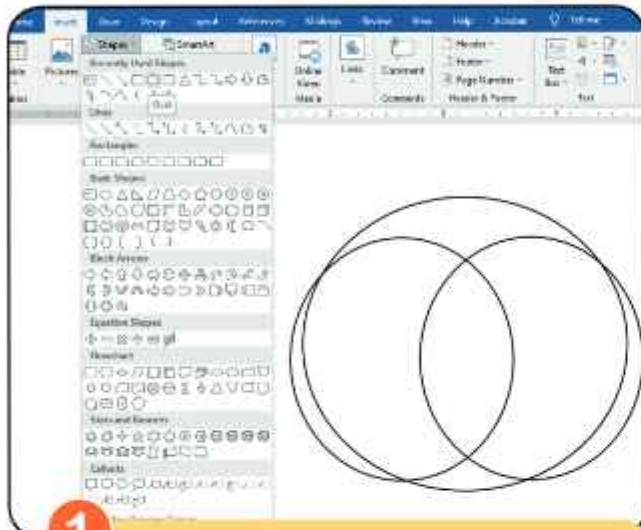
Use basic shapes to form composite shapes. Then, add facial expressions to give your character a personality.

Design a character!

Now, create a cartoon character digitally. You can use the character that you designed on your sketchbook or a new one.

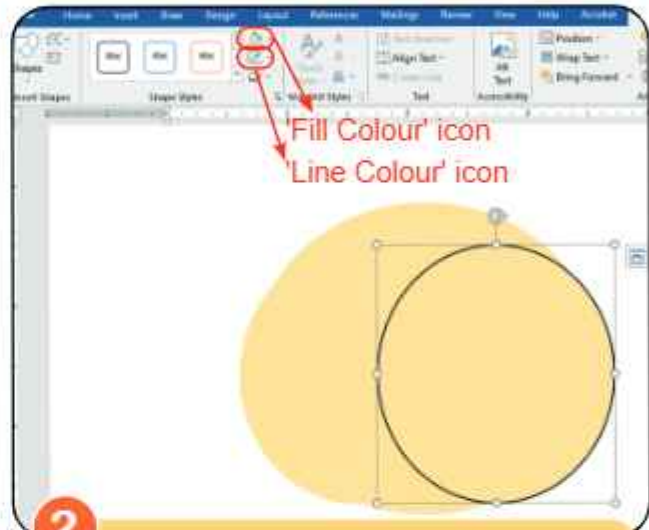
You will need:

- Drawings of characters from your sketchbook
- Computer
- Microsoft Word



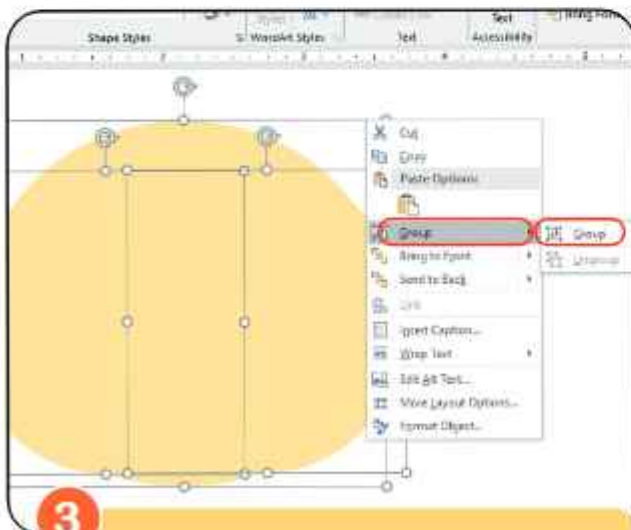
1

Click the 'Insert', 'Shapes' to choose the basic shapes you need to design your character. Then, combine the basic shapes that form the 'head' of your character.



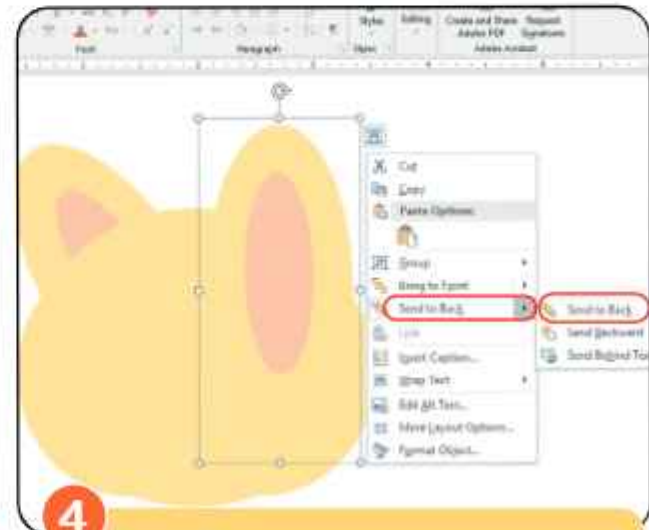
2

Colour the shapes by clicking on the 'Fill colour' icon. Then select all the shapes and click on 'Line Colour', 'No Line'.



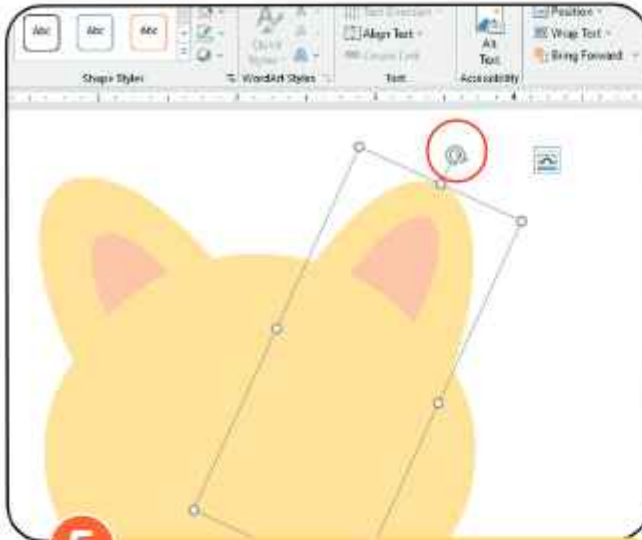
3

Group the shapes that form the 'head' of your character. To do this select the relevant shapes and do a right-click. Then, select 'Group', 'Group'



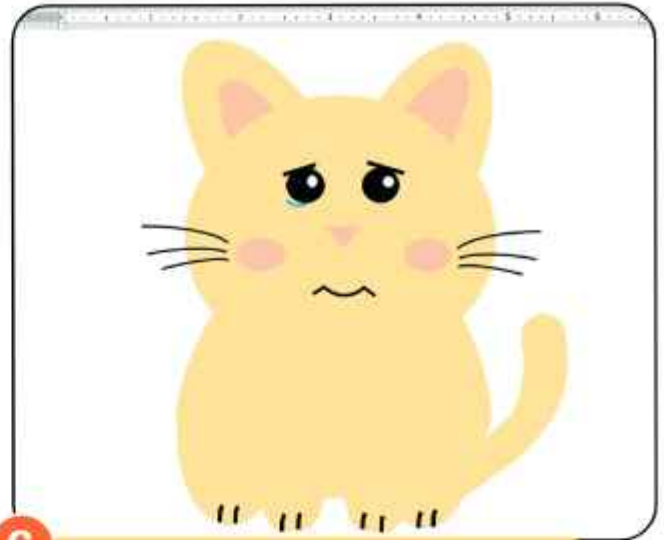
4

Add more shapes to form the other parts of the face or the body. To place a shapes behind another, select the shapes and do a right-click. Then select 'order' and 'send to back'.



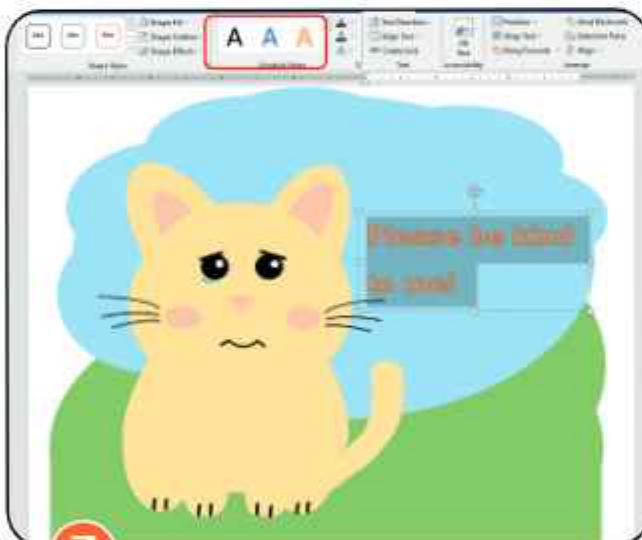
5

Rotate your shapes by clicking and dragging the white arrow handle at the top of each shape.



6

Add facial expression and other details to your character to create its personality. Build your character part by part! Group the parts together.



7

Use your character for a poster. Add a message using 'WordArt'. You can also design the background using other composite shapes.



Talk about Art!

Print out the character that you have designed. In pairs, look at each other's character.

Can you tell what basic shapes your partner combined to create the different parts of his/her character? Describe the facial expression of your partner's character. Does the character help to pass the message of the poster effectively?

Discuss what you have learnt:

- What is a character design?
- What is a composite shape?
- How can basic shapes be used to create a character?

Unit 12: Decorative Textures

In this unit I will:

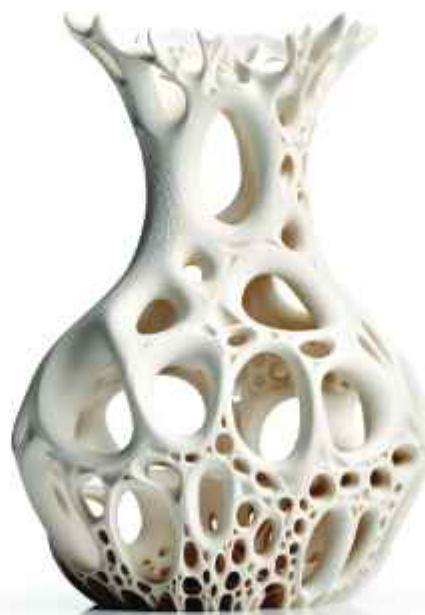
- explain what a ceramic is.
- explain the different ways ceramics be decorated.
- create a ceramic artwork using clay.

Ceramics are objects made of clay. The clay objects are hardened in a **ceramic kiln** at very high temperatures. A ceramic kiln is a special oven lined with bricks. Artists who make ceramics are called **ceramicists**.

Ceramicists **decorate** their ceramics to make them look more interesting and attractive. They can do so by adding details such as lines, dots and textures. Let's look at how these two ceramicists decorated their ceramics!



Aishath Amna Ali. Coral's embrace, 2023. Stoneware.



Think like an artist

What details can you see on these two ceramics? Do they look interesting?

Ceramicists sometimes carve details onto their ceramics. **Carving** is a technique of cutting into, or cutting away parts of an object.

Look at the ceramics on page 50. To create textures, Amna carved lines and shapes while the other artist carved circles.

Let's look at two more ceramics.



The ceramics above were created by joining two pinch pots together. A **pinch pot** is created by using our fingers to pinch the clay into a bowl or pot-like form.



Think like an artist

How do you think the textures on these ceramics were created? What kind of tools do you think the artist has used?

We can carve and create textures using a variety of tools. Can you match each texture on the left to the tool that could have been used to create it?



Explore ideas

Think of other tools or objects that you can use to create interesting textures on ceramics. List them in your sketch book.

Pinch Pot

Now, make a simple pinch pot in the shape of a bowl. Then, decorate it with textures!

You will need:

- Clay
- Tools (toothpick or fork)
- Poster paints
- Paintbrushes
- Palette
- Newspaper
- Water
- Rag



1

Roll some clay into a ball that is about the size of a TT ball. Press your thumb into the centre of the ball and create a base that is about 1cm thick.



2

Use your thumb, index and middle fingers to pinch the clay along the sides as shown. Rotate the clay as you pinch it, so that the sides are even. You have just created a pinch pot!



3

Gently pat the bottom of your pinch pot on the table to create a flat base. You can also add 'legs' or handles to it.



4

Choose a tool to create textures on your pinch pot. Then, put it in the fridge and let it harden.



5

Paint your pinch pot once it has hardened.



Discuss what you have learnt:

- What are ceramics?
- In what ways can ceramics be decorated?
- What are some tools that can be used to carve textures onto clay?

Unit 13: Fantasy Landscape

In this unit I will:

- learn what a fantasy landscape is.
- learn ways to recreate objects.
- create my own fantasy landscape.

Look carefully at this painting. What is unusual about the objects in it?



Vladimir Kush. Metaphorical Journey, 2001. Giclee on canvas.

This painting is by Vladimir Kush, a Russian artist. He likes to paint dream-like and fantasy landscapes.



Think like an artist

Can you describe the objects in the painting? Do they look realistic? How would it be like to live in a place like this? Why do you think so?

Now, look at the close-up image of the artwork Metaphorical Journey on page 55. Compare the objects circled in red and photos on the right. What are the similarities and differences between them?



Close-up of Metaphorical Journey



Look at how Kush re-created the clouds to resemble a hot-air balloon. He 'moulded' them to form a round shape that looks like a balloon!



Think like an artist

What are the similarities and differences between Kush's imaginary objects and the ones in the photographs above?

Explore ideas

Collect pictures of things you like. Choose one object from the pictures. Re-create it to resemble something else. Draw it in your sketchbook



You can change the sizes and position of the chosen object. You can also combine few objects to make your drawing.



4

Erase the pencil drawings you made in step 2.



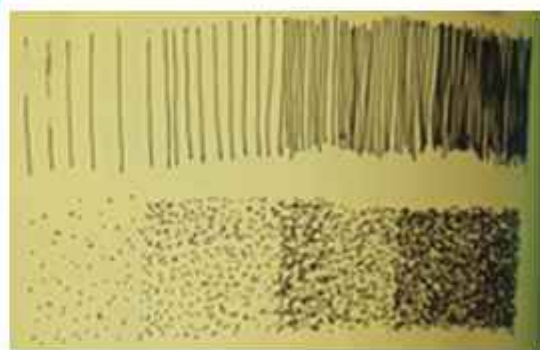
5

Use watercolour to paint your drawing.



Try this!

Add tones to your artwork using lines or dots. To show darker tones, draw the lines or dots closer together.



Discuss what you have learnt:

- What is a fantasy landscape?
- How can an object be re-created in an artwork?

Unit 14: Shaping Space

In this unit I will:

- explain what positive and negative spaces are.
- create a sculpture using shapes to create form and spaces.

We have learnt positive and negative spaces in 2-D artworks. In this unit, we will look at positive and negative spaces in 3-D artworks.

Look at the artworks below, by Kendra Hanley, New Zealand. The artist has put holes in her sculptures to see how form and space affect each other.



Kendra Hanley. Wave, Oamaru Stone.



Kendra Hanley. Rhapsody, Oamaru Stone.

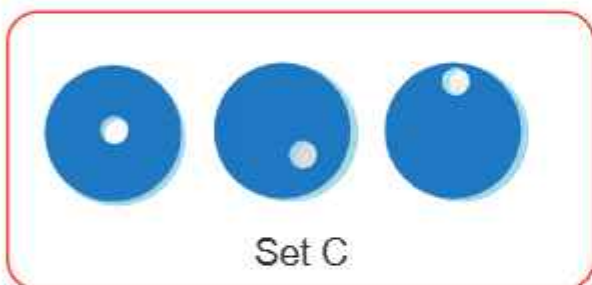
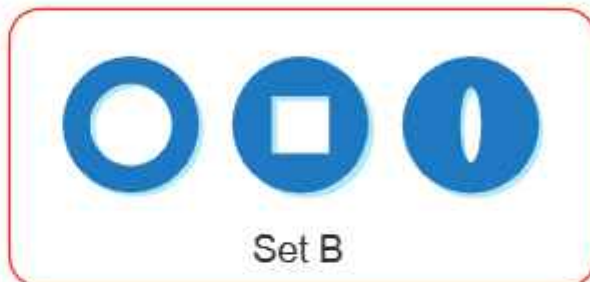
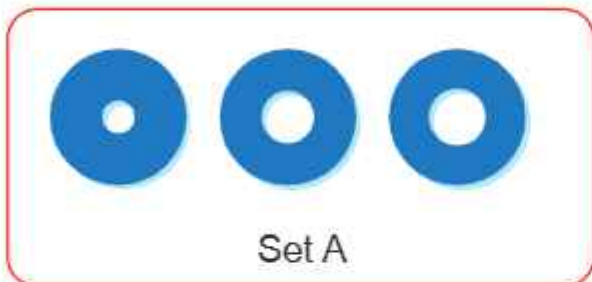


Think like an artist

Compare the two artworks above. Where are the positive spaces and negative spaces? How did the artists create the negative spaces?

We have seen how Hanley used form and space in her sculptures. Now let's explore how changing the negative space can affect the positive space.

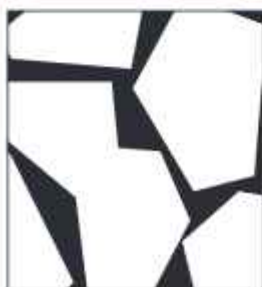
Look at the three sets of forms below. Discuss in pairs, how the negative spaces are different in each set. Is it shape, size or position?



Think like an artist

How would you describe the negative spaces created in this sculpture?

Which picture below shows the piece of metal from which the shapes were used for the sculpture?



Abstract Metal Sculpture 2

Cardboard Sculpture

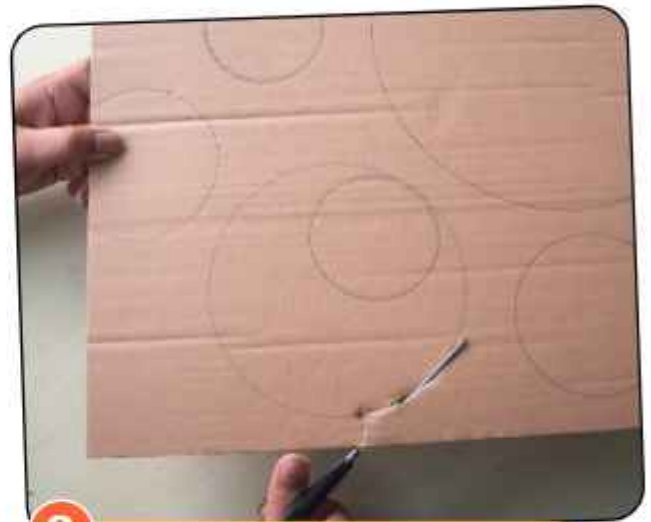
Create a 3-D sculpture using cardboard shape cutouts to show form and space. Work in groups of four or five.

You will need:

- Cardboard
- Scissors
- Marker (optional)



1 Draw a shape on a piece of cardboard. Repeat it in different sizes.



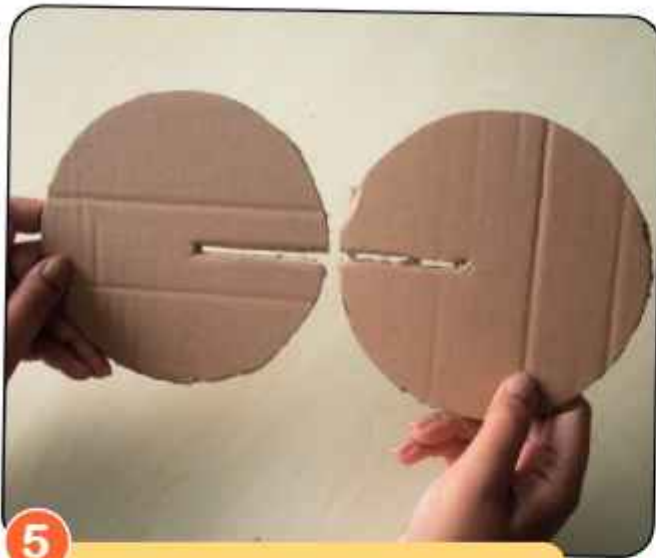
2 Cut out the shapes from the cardboard.



3 Draw a few lines to divide the leftover cardboard piece into a few parts. Cut along the lines.

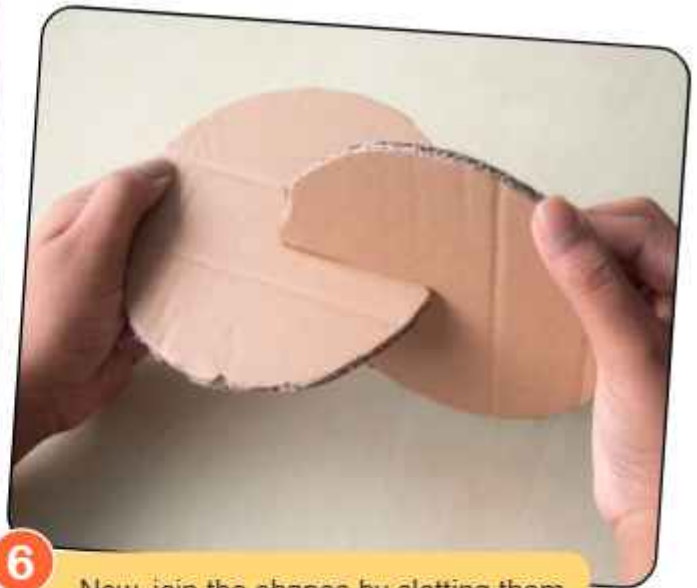


4 Plan an arrangement for the sculpture using the shapes that you have cut.



5

Agree on an arrangement and cut slits into the shapes.



6

Now, join the shapes by slotting them into the slits.



7

Find a way to make your sculpture stand. You may choose to paint your sculpture and/or add patterns to it.



Talk about Art!

Show your sculpture to another group. Discuss where the negative spaces were created. Did your group face any difficulty putting the shapes together or making your sculpture stand? What did your group do to solve it?

Discuss what you have learnt:

- What are positive spaces and negative spaces?
- In what ways can positive and negative spaces affect each other?

In this unit I will:

- explain what symmetry is.
- learn how symmetry is used in an artwork.
- create a symmetrical pattern.

Artists use symmetry to create balance in their artworks. It ensures that the lines, shapes and colours in an artwork are evenly distributed. The Islamic designs below show the use of symmetry.



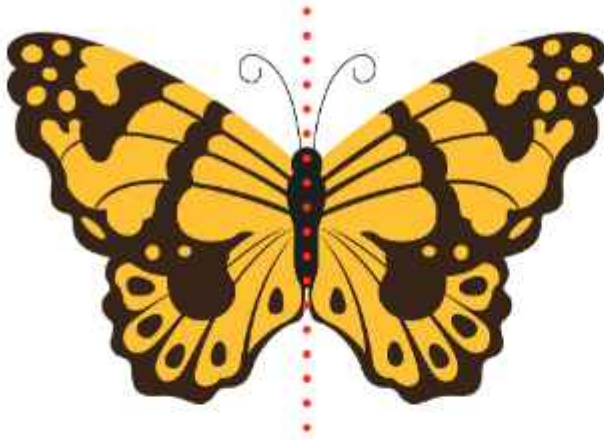
Owen Jones. The grammar of ornament.

**Think like an artist**

What do you think gave the artist the ideas for the patterns in his artwork?

How do you think he created the patterns in his artworks? Did he rotate, reflect, scale and/or stretch the shapes?

An object is **symmetrical** when one half of it is a mirror image of the other half. The line that divides an object into two identical halves is called the **line of symmetry**.

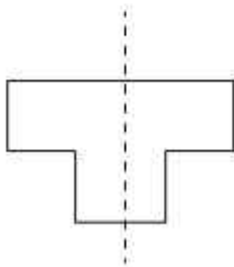


Look at the butterfly on the left. When we divide it in half, we can see that the right side of the butterfly is a mirror image of the left side.

Look at the objects below. Which is symmetrical? Which one is not symmetrical?



Draw the mirror image of the drawings given below in your sketchbook. The first one has been done for you.



Symmetrical Patterns

Let's design a pattern for a tile using symmetry.

You will need:

- Drawing paper
- Pencil & eraser
- Ruler
- Tracing paper
- Poster colours
- Paintbrushes
- Newspaper
- Water
- Rag



1

Draw a 10cm x 10cm square on the top right corner of shape.



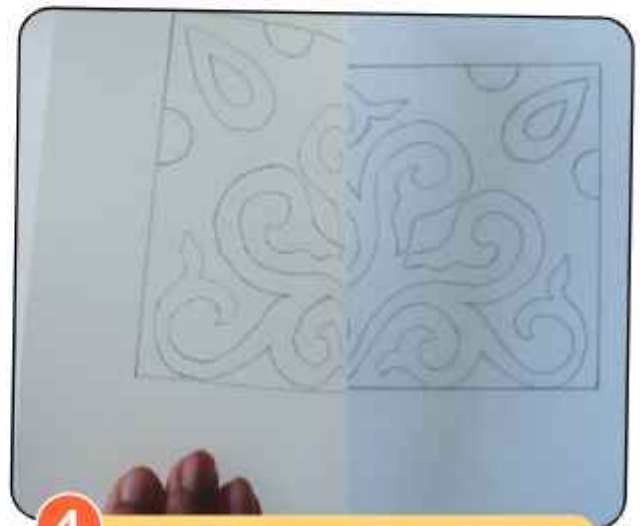
2

Draw your design in the square. Make sure it touches the edges.



3

Place a tracing paper over your design. Trace all the lines including the outline of the square onto it.



4

Flip the tracing paper onto the left as shown.



5 Match the edges of the two squares as shown above. Trace over your drawing on the tracing paper.



6 Next, flip the tracing paper downwards and repeat step 5.



7 Then, flip the tracing paper to the right and do the same. Your design is now complete.



8 Paint your design. Make sure that the colours you use are symmetrical too.

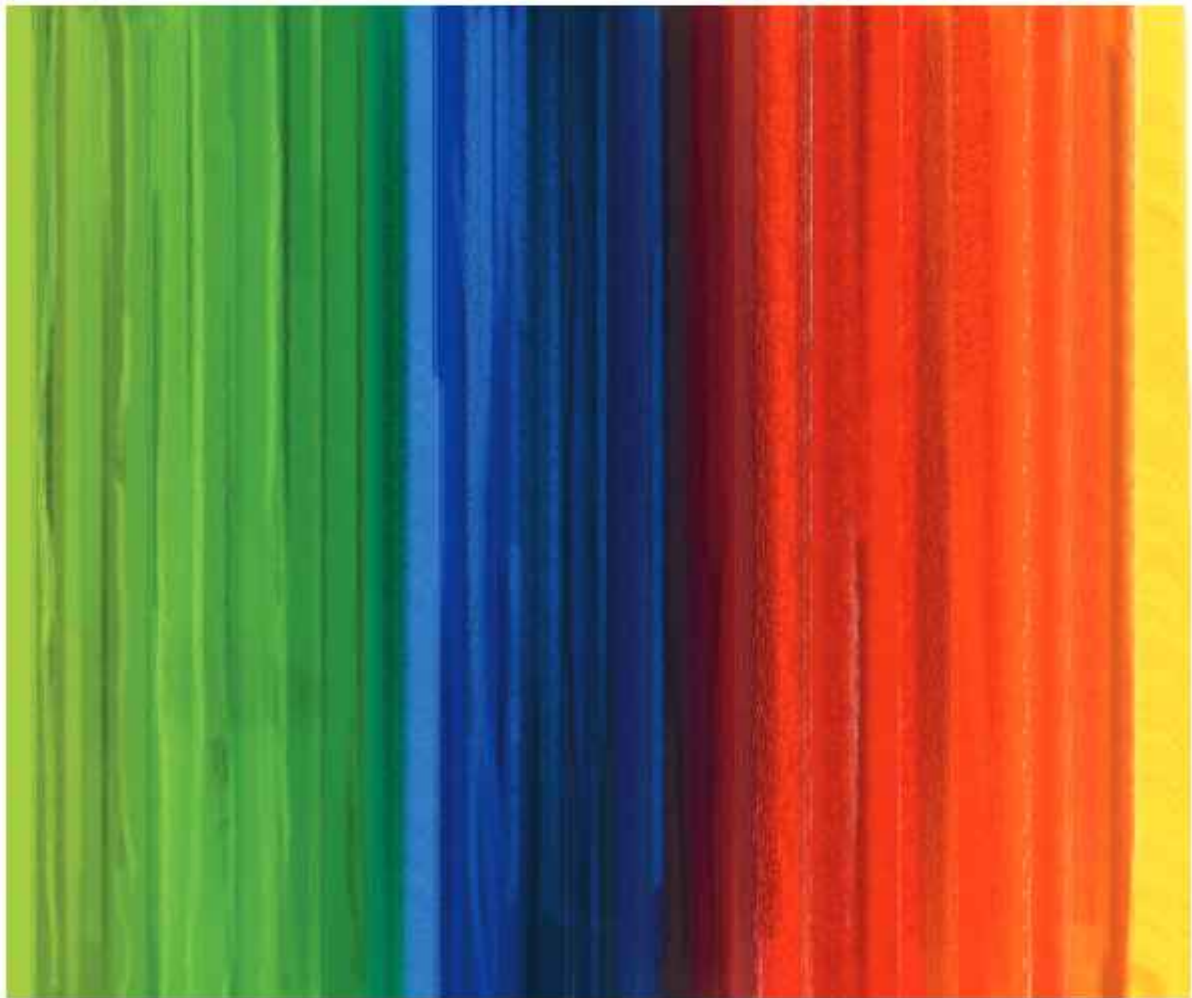
Discuss what you have learnt:

- What is symmetry?
- How can symmetry be used in art?

In this unit I will:

- learn what intermediate colours are.
- learn which colours are mixed to make intermediate colours.
- create a batik like painting using colour mixing.

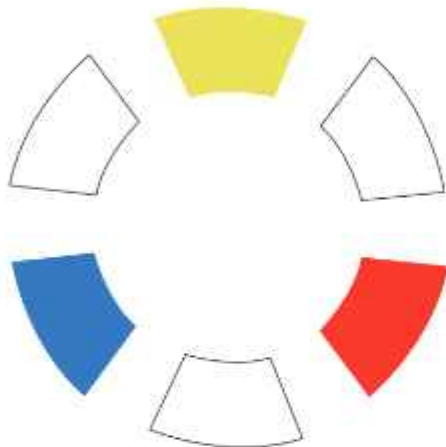
You have learnt about primary and secondary colours in grade 1. Look at this painting below. How many colours can you see?



Can you identify the primary and secondary colours in this artwork? Which colours in the artwork are warm and which are cool?

In grade 2, we have learnt about mixing primary colours to get secondary colours. Revise what you have learnt by telling your partner the correct number that will fill the empty parts of the colour wheel.

Mixing Primary Colours

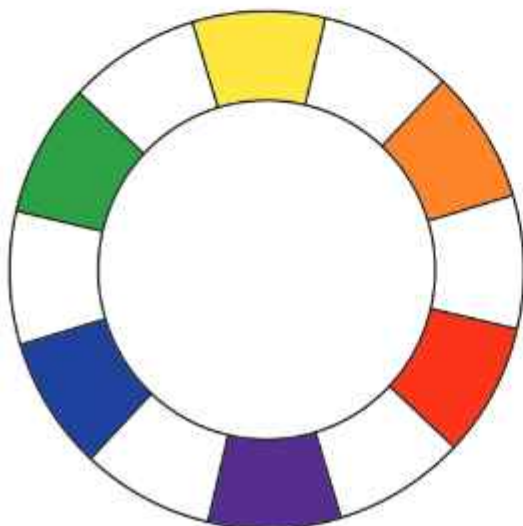


Secondary Colours

- 1 Violet
- 2 Green
- 3 Orange

Mixing Primary and Secondary Colours

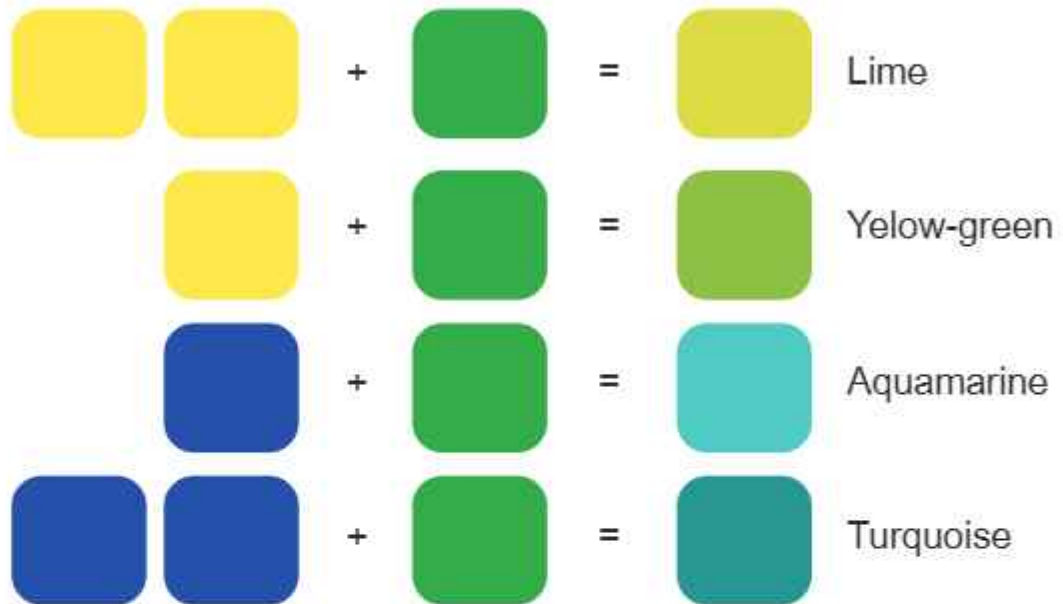
When we mix a primary colour with the secondary colour next to it on the colour wheel, we get an **intermediate colour**. An intermediate colour is placed in between the primary and secondary colours that created it. Can you tell your partner the correct number that will fill the empty parts of the colour wheel.



Intermediate colours

- | | |
|---|---|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

We can get different intermediate colours by mixing different amounts of primary and secondary colours. The diagram below shows some examples. Look at the different intermediate colours obtained when we add different amounts of yellow or red to orange.



Look at the pictures below. What intermediate colours will be obtained when the two colours in each picture are mixed with the amounts shown? Discuss in pairs and share the answer within the group.



Colour Expressions

Now, explore mixing colours to create a batik-like painting.

You will need:

- Cotton cloth
- Emroidery frame
- Batik dye
- Paintbrushes
- Dye fixer
- Newspaper
- Water
- Rag



1

Stretch the piece of cloth. Dab some water onto the cloth using a paintbrush. Make the cloth slightly damp.



2

Paint dyes of only primary colours on the damp cloth. Let the dye spread and mix to form secondary and intermediate colours. Then, allow the cloth to dry.



3

Paint lines and shapes on the coloured cloth to create a design. Let the paint dry for at least half an hour. Then, rinse your cloth.

Discuss what you have learnt:

- What are intermediate colours?
- Where are intermediate colours placed on the colour wheel?

In this unit I will:

- learn what a koadi is.
- create an object using coconut leaves.
- describe how coconut leaves can be used to make things.

Coconut leaf weaving is used to make the bodumas and koadi during Eid festivals. Look at the birds and fish below.



Birds and fish

**Think like an artist**

What does these objects remind you of? How are they created?



The coconut leaves can be trimmed, rolled, folded, plaited and woven to make various shapes and objects. They are used to make useful and decorative items. Look at the image of 'koadi' below. What objects can you identify on it? How are the objects arranged?

Koadi is made to celebrate *Eid*. Look at the different shapes and patterns woven and plaited objects used to decorate the koadi.



Maldives has a rich heritage of art and craft, such as the art of coconut leaf weaving. They were used to make both useful and decorative objects such as fences, mats, baskets, fans, balls, birds and fish. The leaves are plaited into various designs. Look at the images below.



Thoshali, a fence with interwoven coconut leaves



Mulhoashi

Rukufan Origami

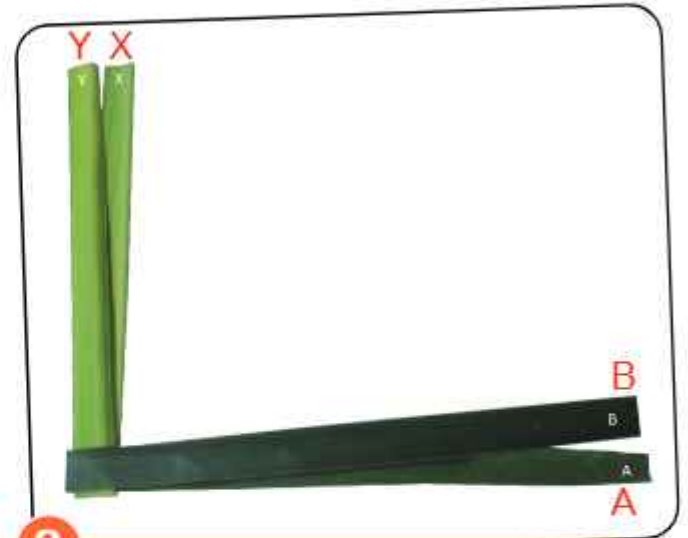
Now, weave a fish using coconut leaves or strips of paper.

You will need:

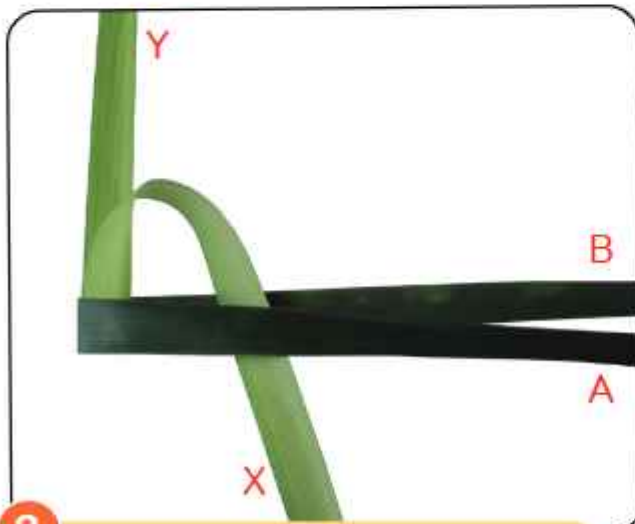
- Coconut leaves
- Scissors



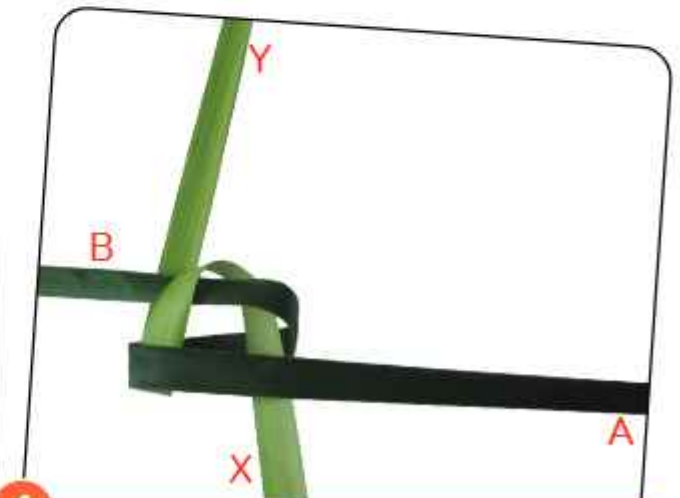
1 Take two strips of coconut leaves that are eleven inches long. Fold the strips into half as shown.



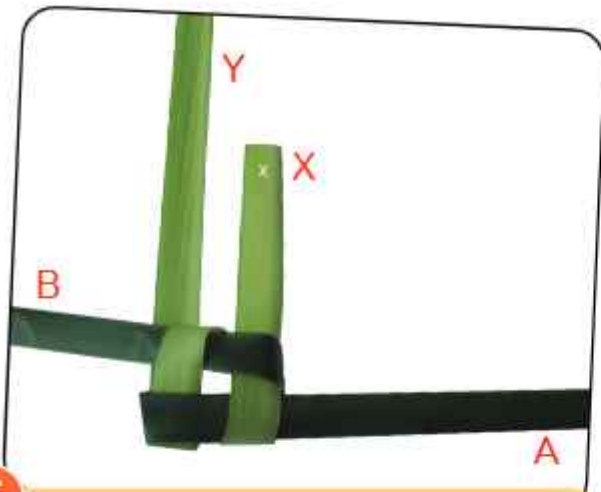
2 Interlace the two strips of coconut leaves so that they are like the letter L. Note that, A is on top of X, X is on top of B, and B is on top of Y.



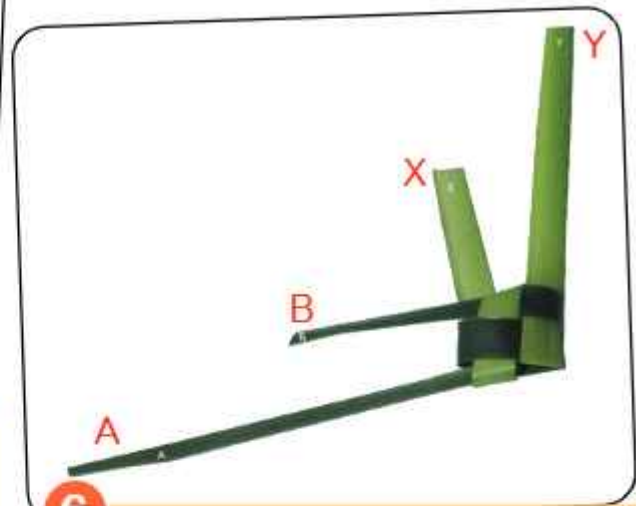
3 Fold X downwards to form a loop. Note that X is still in between A and B.



4 Weave B across towards the left. Note that B goes over X and then under X (the usual over-and-under pattern).



5 Weave X upwards by going over A and under B. Then, tighten the weave by pulling on A, B, X and Y.



6 Turnover. Weave B towards the left by going over Y and under X. Tighten the weave by pulling on A, B, X and Y.



7 Weave X upwards by going over A and under B. Then, tighten the weave by pulling on A, B, X and Y.



Talk about Art!

Share your artwork with your classmates. Which part did you like the most?

Discuss what you have learnt:

- What is a *koadi*?
- How can coconut leaves be used to make things?

Unit 18: Art Festival

You are to complete three different art challenges. Each challenge contains a task. Work in groups to complete the tasks.

Learn about the artwork(s) in each art challenge and discuss the question(s). Then, read the task carefully. You may be required to do some research, for some of the tasks. For each task, use your sketchbook to plan and make quick drawings of your artwork.



Talk about Art!

Once all the tasks have been completed, present the artwork to the class. Share with your classmates what each artwork is about and how your group worked together to create it!

Art Challenge 1

This doll is made by Aishath Shirhan, a Maldivian artist. It is made with cotton, fibre and cloth scraps from the labaa material. The dress represents the Maldivian traditional libaa with hand woven threads known as kasabu. The 'feyli' is the black and white striped skirt. With this dress, the hair bun should be worn on the right side of the head.



Aishath Shirhan. Raadhafathi, Fabric & Fibre.



Aishath Shirhan. Raadhafathi, Fabric & Fibre.



Think like an artist

If this doll was a cartoon character, what would its personality be like? Why do you say so?



Task

Create a group of toy sculptures to represent you and your group members. You may use any appropriate materials to create your sculptures. Add details such as colours, lines or textures to your sculptures.

In your sketchbook, plan your ideas. Make sketches and list down the materials you will use for different parts of your sculptures.

Recall what you have learnt in...

Unit 1: Doodle Art

Unit 2: Me_Symbol

Unit 10: Roly Poly Sculptures

Unit 11: Cartoon Characters

Art Challenge 2

Look at the wall murals. The artists used images from nature, such as plants and sea shells for these murals.



Think like an artist

Describe the textures and forms in these murals. How did the artists arrange the images across the tiles?



Task

Create a wall mural based on the theme 'Underwater'. Combine several relief tiles made from Styrofoam board to create your mural. Show a variety of marine life. You may refer to pictures of sea creatures and corals.

In your sketchbook, plan your ideas.

Recall what you have learnt in...

Unit 3: Mural Mural on the wall

Unit 10: Rolly Poly Sculptures

Unit 12: Decorative Textures

Unit 15: Symmetrical Patterns

Art Challenge 3

Look at the sculpture below. The artist used rhythm and repetition to arrange the fish such that they look like that are moving forward.



Horizon public pool at Cairns, Queensland, Australia.



Think like an artist

Describe the fish use in the sculpture. Compare them with those you have made in Unit 17? How are they similar or different?



Task

Create an artwork that shows rhythm and repetition. To do this, create three or four different shapes or forms. Then, repeat them as many times as possible and use them to create your artwork.

In your sketchbook, plan your ideas.

Recall what you have learnt in...

Unit 8: Rhythmic Art

Unit 9: Drawing with scissors

Unit 14: Shaping Spaces

Unit 17: Let's Celebrate

Glossary

Basic forms



Basic forms are basic shapes in 3-D

Carving



A technique of cutting into, or cutting away parts of an object.

Ceramicists

Artists who make ceramics. (See 'Ceramics')

Ceramic kiln

A special oven lined with bricks for making ceramics. (See 'Ceramics')

Ceramics



Objects made of clay.

Character design

The process of creating the look and personality of a cartoon character.

Composite shape

A shape formed by combining basic shapes.

Cut paper collage



An artwork created by gluing cut paper onto a surface.

Doodles



Spontaneous drawings of dots, lines and shapes and patterns.

Decorate

Adding details such as line, dots and textures to an artwork to make it look more interesting and attractive.

Impasto



A technique in which thick dabs of paint is applied using short and quick brushstrokes.

Freehand

Cutting shapes freehand means to use a pair of scissors to cut out shapes from a piece of paper without first drawing them on the paper.

Impressionism



A style of painting in which artist observe the effect of light on colours. Impressionist artists paint very quickly to 'capture' what they see at a particular moment.

Intermediate colour

A colour we get by mixing a primary colour with the secondary colour that is next to it on the colour wheel.

Landscape print

A print that shows views of nature or scenery such as the sky, mountain, river, trees and buildings. (See also 'Monotype printing')

Line of symmetry



The line that divides a symmetrical object into two identical halves. (See symmetrical)

Monotype



A print that has been transferred from a smooth surface onto another surface such as paper. (See also Monotype printing)

Mural



A large artwork displayed on a wall. It can be an artwork that is directly painted on the wall or several tiled artworks fixed onto the wall.

Monotype printing

A technique in which a picture is first painted on a smooth surface, such as glass. Then, a piece of paper is pressed onto the wet surface to get a monotype. (See 'Monotype')

Overlapping

To place an object or form in front of another.

Pinch pot



A clay pot created by using our fingers to pinch clay into a bowl- or pot like form.

Posterisation



A technique in which different colours or tones appear as separate shapes of flat colours. The colours or tones are not blended together.

Relief



A 2-D artwork in which textures or forms are added to or carved into it to make it look 3-D.

Rhythm

A technique used to guide our eyes around an artwork by repeating line, shapes, colours and objects in it.

Symmetry

A technique used by artists to create balance in their artwork.

Symmetrical



A characteristic of an object in which one half of it is a mirror image of the other half.

Symbol

A picture that can be used to represent an idea, feeling or message.

Acknowledgements

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Artworks

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The revised Exploring Creative Arts series approaches the subject as a central learning requirement for the youth of the Maldives. It is designed specially to stimulate personal expression, communication, imagination and creativity in students and develop their interest in visual arts, drama and music.

The Exploring Creative Arts 4 provides a strong grounding in the Visual Arts for young learners through a learner-centred and activity-based approach, covering both arts and crafts. The book comprises of full-colour artworks of both local and international artists and students are encouraged to look at these as a basis for the creation of their own artwork. At the same time, through a wide range of art making media —drawing, printmaking, painting, sculpture, mixed media, computer and digital art—students are able to express their creative endeavours.

The contents of these books are developmentally appropriate and are based on the Creative Arts in the National Curriculum syllabus, 2022. The Exploring Creative Arts in this series are complemented by a teacher's guide for each grade level, which includes specific learning outcomes and suggested, step-by-step lesson plans. With their inventive arts activities, these books will help students discover the artist within and push their creative boundaries!



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