



What  
colours  
do you  
see?

# A Splash of **Blue**

A child-created classroom resource  
to accompany the Mayo County Council  
Schools Exhibition

Created by children from fourth class, St Angela's  
National School, Castlebar, in collaboration with Kids'  
Own and artist Kiera O'Toole.

An initiative of Mayo County Council Arts Service in  
partnership with Kids' Own Publishing.



## Introduction

A *Splash of Blue* is a Schools Exhibition and classroom resource available on loan from Mayo Arts Service to primary schools in County Mayo. The artworks in the exhibition are part of the Mayo County Council Collection, which currently has up to two hundred artworks, including paintings, prints, photography, sculpture and mixed media. Mayo Arts Service developed this Schools Exhibition to make the collection accessible to schools and show children how to explore artworks through looking, thinking, talking and responding in creative ways such as art, writing, music and more.

Kids' Own Publishing Partnership and the visual artist Kiera O'Toole worked with 4th class in St. Angela's School, Castlebar, on this project in 2020. The pupils in 4th class became creative explorers, they viewed artworks in the collection and curated this exhibition for schools. They also discovered different ways in which children could respond to these artworks by exploring them with artist Kiera O'Toole. This resource is packed with the pupils' ideas of how to make the most of the exhibition while it is at your school. It was created by children for children. Make the most of the artworks and engage with them while the artworks are at your school. Become a creative explorer and use this booklet to support your journey of discovery of these artworks.

*This project is strategically funded by Mayo County Council in partnership with the Arts Council and supported by Creative Ireland.*

### Aoife O'Toole,

Acting Public Art Co-ordinator,  
Mayo Arts Service,  
Mayo County Council.

## What is a curator?

**'A curator sorts out artworks and artefacts for displaying in a gallery or museum.'**

**'They guide us through the exhibition.'**

**'They see if the paintings look good in a group.'**

**'The person who puts the paintings on the wall.'**

## How we selected the artworks for this exhibition

We worked in small groups and on our own. We took notes on our favourite artworks and asked questions about them. We selected our favourite paintings and we voted on the ones we wanted in our exhibition.

*A Curator is a person who sorts out, categorizes and guides people*

## Our final selection for the Schools Exhibition

**'Our selection is cool!'**

**'We picked really moody colours.'**

**'Most of the paintings we picked out are landscapes.'**

**'All of the pictures have trees and nature.'**



Artist: Tony Pilbro, Title: Moonlight, Medium: Oil paint on board, Year: 2003.



### Looks like

**'Pretty trees.'**

**'Cool moon.'**

**'It makes me happy and comfortable.'**

**'It is like it is night time.'**

**'White to shade the light.'**

**'Made out of oil paint.'**

## Can you think of your own titles for these artworks?

Here are some suggestions to get you started...

**'The Dark Sky.'**

**'Midnight Park.'**

**'Blue Trees.'**

Artist: Michael O'Sullivan, Title: Lucky Shot, Medium: Photograph, Year: 1980.



**'Peek-a-boo Goat.'**  
**'Goat Garden.'**

## Talking about art

We came up with some questions that you might ask when looking at artworks.

What are you looking at?

What colours do you see?

What materials did the artist use?

What's the title?

How do you feel when you look at this artwork?

Who made it?

Is it a picture of a place?

How old is the artwork or picture?

Where is it set?

Is it a sad picture?

What is the contrast between the artworks? (How do they work together?)

Artist: Bernie Garvey O'Mara, Title: Surface,  
Medium: Oil on Plaster, Year: 2003.



## Looks like

- ‘Bottom of the ocean.’
- ‘It has bumps.’
- ‘It kinda looks like water.’
- ‘A crocodile’s skin.’

## Our alternative title

- ‘A Splash of Blue.’

Artist: Janet Cruise Halpin, Title: Rainy Evening at Doogort,  
Medium: Oil paint on board, Year: 2004.



## Looks like

- ‘Calm.’
- ‘Empty space.’

## Our alternative titles

- ‘The Dark Devil.’
- ‘The Stormy Night.’
- ‘The Rising Sun.’

# Our response to the artworks

We responded to our favourite artwork in the collection through making our own artworks and we responded to the feeling in the artwork or a certain part of it, or whatever we liked.

Some of the class made artworks by painting. Some made abstract artworks and played with colour. Some painted with different types and sizes of brushes and some used their hands. Some of the class made artworks by painting and making sculptures and assemblages out of cardboard, recycled materials and plaster.

**Why don't you try this yourself in your classroom**



# Other ways of responding

We thought about how we would describe these artworks and if we could come up with a story about the artworks. A class member suggested, ‘You have to guess what painting we have chosen from the story we tell’.

## Something for you to try

Make a mini exhibition from the main collection. We chose three artworks for a mini exhibition and discussed their differences from each other.

Artist: Marja Van Kampen,  
Title: The Spirit of the Tree,  
Medium: Silk Screenprint, Year: 2000.



## Our alternative titles

- ‘The Rainbow Tree.’
- ‘The Bright Tree.’
- ‘The Every Tree.’

Artist: Irene Hegarty,  
Title: Memory 111,  
Medium: Paint on board, Year: 1999.



## Looks like

- ‘Something coming soon.’
- ‘A starting fire.’
- ‘End of world.’

Artist: Marianne Heemskerck,  
Title: Cill Rialaig,  
Medium: Etching-drypoint, Year: 2003.



## Looks like

- ‘Live colours.’
- ‘Moody.’
- ‘Dark.’

## Our alternative titles

- ‘The Funny Rocks.’
- ‘The Berry Mountains.’
- ‘The Drifting Boat.’

## Exploring media and colour

We are learning to mix colour and how to make abstract paintings. We explored colour tones (also called tonal scales) and abstract shapes. Everyone made some blobs or shapes but nothing that we could name as a shape. It had to be a closed shape and couldn't be left open. We thought about our shapes: Are they curvy or straight?

Then we made another shape or blob, but it had to be very different from our first shape.

We thought about colours and how we make colours. How do we make orange? pink? purple? green?

We explored a particular colour and made as many shades of the colour as possible.

One class member named all her blobs on her page when they were all filled with colour!



### What is abstract painting?

**'It's weird.'**

**'It's nothing in particular.'**

**'It's not the same as like most paintings.'**

## We explored oils, watercolour and acrylic and discussed the differences

### Watercolour

'Spreads a lot and needs more than one layer.'

### Acrylic

'It's kind of thick and it's see-through.'

### Oil

'When it is dry it looks wet and shiny.'



# Notes from the teachers:

## Using this resource in the classroom

We were really surprised by how well the children – 4th class at St Angela's National School in Castlebar – responded in particular to the abstract works. They were really drawn to them. The artworks they selected for this exhibition were mostly abstract or semi-abstract. They thought about the mood and the colours. The children enjoyed playing and experimenting with art materials. It was all their own work. We would recommend this process to other teachers, i.e. creating a very open atmosphere where every answer is listened to and valued.

### Our tips for other teachers:

Asking the children about their favourite one is a great way to start.

Slow it down. Give the time to it and let the class explore.

Develop a series of art lessons over a few weeks that all respond to the exhibition.

Try new directions with it. Get the mood, get the colours!

Let the children play with the materials and have fun.

Go mad with the paint!

Let the children come up with their own thoughts before you give them any information about the artwork, such as who the artist is, the title of the painting etc.

Try creating a glossary of terms with your class to explain the meaning of words, such as screenprint, etching, acrylic, assemblage, tonal scale etc.

### There are lots of ways to link to the curriculum.

Looking at the artworks and asking questions links in to every strand of **Looking and Responding**.

Making up their own titles for the artworks links into their **Literacy**.

Making up stories about the artworks links into their **Oral Language**.

**Cora Walker, Class Teacher.**

**Maria Mulligan, Support Teacher.**

Lime leaf  
+  
Maple



Butter  
cup  
+  
Maple



Sweet  
Brial  
+  
Maple



Wild cherry  
+  
Butter  
cup



All



**Above image:** Kiera, the artist, posted a guide to each child with instructions on how to make their own inks from natural materials, such as dandelion, nettles, onion, and beetroot.

**Saoirse**, a 4th class student, posted back the carefully documented results of her experiments. Why not try this yourself. Visit this link for a guide on how to do it:

[www.mayo.ie/arts/programme/youth-art/schools-exhibition](http://www.mayo.ie/arts/programme/youth-art/schools-exhibition)



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[mayo.ie](http://mayo.ie) [kidsown.ie](http://kidsown.ie)



# Steall Ghorm

Acmhainn ranga a dhear páistí le dul le Taispeántas na Scoileanna Chomhairle Contae Mhaigh Eo

Is iad na dearthóirí páistí ó rang a 4, Scoil Naomh Aingeal, Caisleán an Bharraigh, a d'oibrigh i gcomhar le Kids' Own agus an t-ealaíontóir Kiera O'Toole.

Tionscnamh de chuid Sheirbhís Ealaíon Chomhairle Contae Maigh Eo i gcomhar le Comhpháirtíocht Foilsitheoireachta Kids' Own.

A white rectangular card with handwritten text in blue ink. The text reads: "What colours do you see?"

What  
colours  
do you  
see?



# Réamhrá

Is Taispeántas Scoileanna agus acmhainn ranga é Steall Ghorm atá ar fáil ar iasacht do bhunscoileanna i gContae Mhaigh Eo ó Sheirbhís Ealaíon Mhaigh Eo. Is cuid de Bhailiúchán Chomhairle Contae Mhaigh Eo iad na saothair ealaíne, a bhfuil suas le dhá chéad acu ann anois lena n-áirítear pictiúir, priontaí, grianghraif, dealbha agus saothair meán measctha. D'fhorbair Seirbhís Ealaíon Mhaigh Eo an Taispeántas Scoileanna seo chun go mbeadh rochtain ag scoileanna ar an mbailiúchán lena thaispeánt do pháistí conas saothair ealaíne a phlé trí fhéachaint, smaoinemh, caint agus freagairt ar bhealaí cruthaitheacha mar ealaín, scríbhneoireacht, ceol agus eile.

Rinne Comhpháirtíocht Foilsitheoireachta Kids' Own agus an t-ealaíontóir amharcealaíne, Kiera O'Toole, obair le rang a 4 i Scoil Naomh Aingeal, Caisleán an Bharraigh, ar an tionscadal seo in 2020. Rinneadh iniúchóirí cruthaitheacha as daltaí rang a 4, d'fhéach siad ar saothair ealaíne sa bhailiúchán agus chruthaigh siad an taispeántas seo le haghaidh na scoileanna. D'aimsigh siad bealaí éagsúla freisin inar féidir le páistí freagairt a dhéanamh do na saothair ealaíne seo trí fhéachaint orthu le healaíontóir Kiera O'Toole. Tá an acmhainn lán le smaointe ó dhaltaí faoi conas is féidir an leas is mó agus is féidir a bhaint as an taispeántas nuair atá sé i do scoil. Chruthaigh páistí é do pháistí. Bain an leas is mó agus is féidir as na saothair ealaíne agus bí ag plé leo nuair atá siad i do scoil. Bí i do thaiscéalaí cruthaitheach agus bain úsáid as an leabhrán seo chun cabhrú leat nuair atá tú ag breathnú ar na saothar ealaíne.

*Tugann Comhairle Contae Mhaigh Eo cistiú straitéiseach don tionscadal seo i gcomhar leis an gComhairle Ealaíon agus tacaíonn Éire Ildánach leis freisin.*

**Aoife O'Toole,**  
Comhordaitheoir Gnómhach Ealaíne Poiblí,  
Seirbhís Ealaíon Mhaigh Eo,  
Comhairle Contae Mhaigh Eo.

## Cad is léiritheoir ann?

‘Cuireann léiritheoir ord ar shaothair ealaíne agus déantáin le cur ar taispeánt i ngailearaí nó músaem.’

‘Treoraíonn siad muid tríd an taispeántas.’

‘Déanann siad cinnte go bhfuil cuma mhaith ar na pictiúir mar ghrúpa.’

‘An duine a chuireann na pictiúir ar an mballa.’

## Faoi mar a roghnaigh muid na saothair ealaíne don taispeántas seo

D'oibrigh muid i ngrúpaí beaga agus linn féin. Ghlac muid nótaí faoi na saothair ealaíne ab fhearr linn agus chuir muid ceisteanna fúthu. Roghnaigh muid na pictiúir ab fhearr linn agus vótáil muid do na cinn ar mhian linn iad a áireamh sa taispeántas.

*A Curator is a person who sorts out, categorizes and guides people*

## An rogha dheireanach do Thaispeántas na Scoileanna

‘Tá ár rogha iontach!’

‘Roghnaigh muid dathanna an-ghruama.’

‘Is radhairc tíre iad formhór na bpictiúir a roghnaigh muid.’

‘Tá crainn agus dúlra i ngach ceann de na pictiúir.’



Ealaíontóir: Tony Pilbro, Teideal: Moonlight, Meán: Péint ola ar chláir, Bliain: 2003.



**Tá sé mar**

‘Crainn áille.’

‘Gealach fhionnuar.’  
‘Cuireann sé áthas agus suaimhneas orm.’

‘Tá sé ar nós na hoíche.’

‘Bán chun an solas a fhoscadh.’

‘Déanta as péint ola.’

## An féidir leat do theidil féin a chumadh ar na saothair ealaíne seo?

Seo a leanas roinnt moltaí mar thús duit ...

‘An Spéir Dhorcha.’

‘Páirc na hOíche.’

‘Crainn Ghorma.’



Ealaíontóir: Michael O'Sullivan, Teideal: Lucky Shot, Grianghraf, Bliain: 1980.



‘An Gabhar Folaigh.’

‘Gairdín na nGabhar.’

## Ealaín a phlé

Chum muid ceisteanna le cur agus tú ag féachaint ar saothair ealaíne.

Cad air a bhfuil tú ag féachaint?

Cé na dathanna a fheiceann tú?

Cé na hábhair ar bhain an t-ealaíontóir úsáid astu? Cén teideal atá air?

Conas a mhothaíonn tú nuair a fhéachann tú ar an bpictiúir? Cé a rinne é?

An pictiúir d'áit é?

Cén aois é an saothar ealaíne nó an pictiúir?

Cá bhfuil sé suite?

An pictiúir brónach é?

Cad é an teannas idir na pictiúir? (Conas a oibríonn siad le chéile?)

Ealaíontóir: Bernie Garvey O'Mara, Teideal: Surface, Meán: Péint ola ar phlástar, Bliain: 2003.



**Tá sé mar**  
**‘Tóin an aigéin.’**  
**‘Tá cnapanna air.’**  
**‘Tá sé cineál cosúil le huisce.’**  
**‘Craiceann crogail.’**

**Ár dteidil eile**  
**‘Steall Ghorm.’**

Ealaíontóir: Janet Cruise Halpin, Teideal: Rainy Evening at Doogort, Meán: Péint ola ar chlár, Bliain: 2004.



**Tá sé mar**  
**‘Suaimhneas.’**  
**‘Spás folamh.’**  
**Ár dteidil eile**  
**‘An Diabhal Dorcha.’**  
**‘Oíche Stoirmiúil.’**  
**‘Éirí na Gréine.’**

## Ár bhfreagairt do na saothair ealaíne

Rinne muid freagairt don saothar ealaíne ab fhearr linn trínár saothair ealaíne féin a dhéanamh agus rinne muid freagairt don mhothúchán sa saothar ealaíne nó i gcuid de, nó do pé rud ba mhian linn.

Rinne daoine sa rang saothar ealaíne trí phéintéireacht. Rinne daoine eile saothar ealaíne teibí agus iad ag spraoi le dathanna. D’úsáid roinnt daoine scuaba de mhéideanna éagsúla chun péintéireacht a dhéanamh agus d’úsáid daoine eile a gcuid lámh. Rinne daoine áirithe sa rang saothair ealaíne trí phéintéireacht agus rinne siad dealbha/tacair as cairtchláir, ábhair athchúrsáilte agus plástar.

**Cén fáth nach dtriaileann tú féin é sin sa seomra ranga?**

## Bealaí eile chun freagairt a dhéanamh

Smaoinigh muid faoi conas a chuirfimis síos ar na saothair ealaíne seo agus conas scéal a chumadh faoi na saothair ealaíne. Mhol duine sa rang, ‘Beidh ort an pictiúr atá roghnaithe againn a oibriú amach ón scéal a insimid.’

### Rud éigin duit le triail

Déan taispeántas beag le haghaidh an phríomhbhailiúcháin. Roghnaigh muid trí shaothar ealaíne le haghaidh taispeántais bhig agus phléamar na difríochtaí eatarthu.

Ealaíontóir: Marja Van Kampen, Teideal: The Spirit of the Tree, Meán: Prionta scáileáin síoda, Bliain: 2000.



**Ár dteidil eile**  
**‘An Crann Bogha Báistí.’**  
**‘An Crann Geal.’**  
**‘Gach Aon Crann.’**

Ealaíontóir: Irene Hegarty, Teideal: Memory 111, Meán: Péint ar chlár, Bliain: 1999.



**Tá sé mar:**  
**‘Rud a thiocfaidh go luath.’**  
**‘Tine tosaigh.’**  
**‘Deireadh domhain.’**

Ealaíontóir: Marianne Heemskerck, Teideal: Cill Rialaig, Meán: Eitseáil- turbhior, Bliain: 2003.



**Tá sé mar:**  
**‘Dathanna beo.’**  
**‘Moody.’**  
**‘Dark.’**

**Ár dteidil eile**  
**‘Na Carraigeacha Aisteacha.’**  
**‘Na Sléibhe Caoire.’**  
**‘An Bád Scaoilte.’**



## Meáin agus dathanna a phlé

Táimid ag foghlaim conas dathanna a mheascadh agus conas pictiúir theibí a dhéanamh. Bhreathnaigh muid ar scálaí tonúla agus cruthanna teibí. Rinne gach duine braonta agus cruthanna agus ní dhearnadh aon rud gur féidir linn cruth a thabhairt air. Ba cheart go mbeadh an cruth dúnta agus níor cheart é a fhágáil oscailte. Smaoinigh muid faoinár gcruthanna. An bhfuil siad cuartha nó díreach?

Ansin, rinne muid cruth nó braon eile ach bhí orainn ceann éagsúil lenár gcéad chruth a dhéanamh. Smaoinigh muid faoi dhathanna agus conas a dhéanaimid dathanna. Conas a dhéanaimid oráiste? Bándearg? Corcra? Glas?

Bhreathnaigh muid ar dhath ar leith agus rinne muid oiread imireacha de agus ab fhéidir.

Ainmnigh duine sa rang gach braon ar a leathanach nuair a bhí siad go léir líonta le dathanna!



**Cad is péintéireacht theibí ann?**

**‘Tá sé aisteach.’**

**‘Ní aon rud ar leith é.’**

**‘Ní hionann sé agus pictiúir eile.’**

## Bhreathnaigh muid ar dhath ar leith agus rinne muid oiread imireacha de agus ab fhéidir

### Uiscedhath

‘Leathann sé go mór agus bíonn níos mó ná sraith amháin ag teastáil.’

### Aicrileach

‘Tá sé cineál tiubh agus trédhearcach.’

### Péint ola

‘Nuair atá sí tirim tá cuma fhlíoch lonrach uirthi.’



# Nótaí ó na múinteoirí:

## An acmhainn seo a úsáid sa seomra ranga

Bhí ionadh orainn faoi cé chomh maith agus a d'fhreagair na páistí – rang 4 i Scoil Naomh Aingeal i gCaisleán an Bharraigh – do na saothair theibí. Tharraing siad a n-aird go mór. Ba shaothair theibí nó leath-theibí iad na saothair ealaíne a roghnaigh siad don taispeántas seo. Smaoinigh siad faoin mothú agus faoi na dathanna iontu. Bhain siad an taitneamh as an ngné spraoi. Ba é a n-obair féin é go hiomlán.

Mholfaimis an próiseas seo do mhúinteoirí eile, i.e. atmaisféar an-oscailte a chruthú ina n-éistear le gach freagra agus ina léirítear meas ar gach freagra.

## Ár leideanna do mhúinteoirí eile:

Is bealach iontach le tosú é ceist a chur ar an rang faoin gceann is fearr leo.

Moilligh. Tabhair an t-am dó agus lig dóibh fionnachtain a dhéanamh.

Forbair sraith cheachtanna ealaíne thar roinnt seachtainí a bhaineann leis an taispeántas.

Triail treoracha nua leis. Tuig an mothú, tuig na dathanna!

Lig dóibh spraoi leis na hábhair agus craic a bheith acu.

Téigh craiceáilte leis an bpéint!

Lig don rang a smaointe féin a fhorbairt sula dtugann tú aon eolas dóibh ar an saothar ealaíne, mar cé hé/hí an t-ealaíontóir, teideal an phictiúir, etc.

Triail gluais téarmaí a chruthú le do rang chun brí focal mar phrionta scáileáin, eitseáil, aicrileach, scála tonúil, etc. a mhíniú.

## Tá an-chuid bealaí ann chun nascadh a dhéanamh leis an gcuraclam.

Tá nasc idir féachaint ar na saothair ealaíne agus ceisteanna a chur fúthu agus gach snáithe de 'Féachaint agus Freagairt'.

Tá nasc idir a dteidil féin ar na saothair ealaíne a chumadh agus a **Litearthacht**.

Tá nasc idir scéalta a chumadh faoi na saothair ealaíne agus a **dTeanga ó Bhéal**.

**Cora Walker, Múinteoir Ranga.**

**Maria Mulligan, Múinteoir Tacaíochta.**

Lime leaf + Maple



Butter cup + Maple



Sweet Briar + Maple



Wild cherry + Butter cup



All



**Íomhá Thuas:** Chuir Kiera, an t-ealaíontóir, treoir sa phost chuig gach páiste ina raibh treoracha faoi conas a ndúch féin a dhéanamh as ábhair nádúrtha, mar chaisearbháin, neantóga, oinniúin agus biatais. Sheol Saoirse, dalta rang a 4, torthaí a dturgnamh, a ndearna sí doiciméadú cúramach orthu, ar ais chuig Kiera. Cén fáth nach dtríaileann tú é sin tú féin? Tabhair cuairt ar an nasc seo chun treoir a fháil:

[www.mayo.ie/arts/programme/youth-art/schools-exhibition](http://www.mayo.ie/arts/programme/youth-art/schools-exhibition)



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