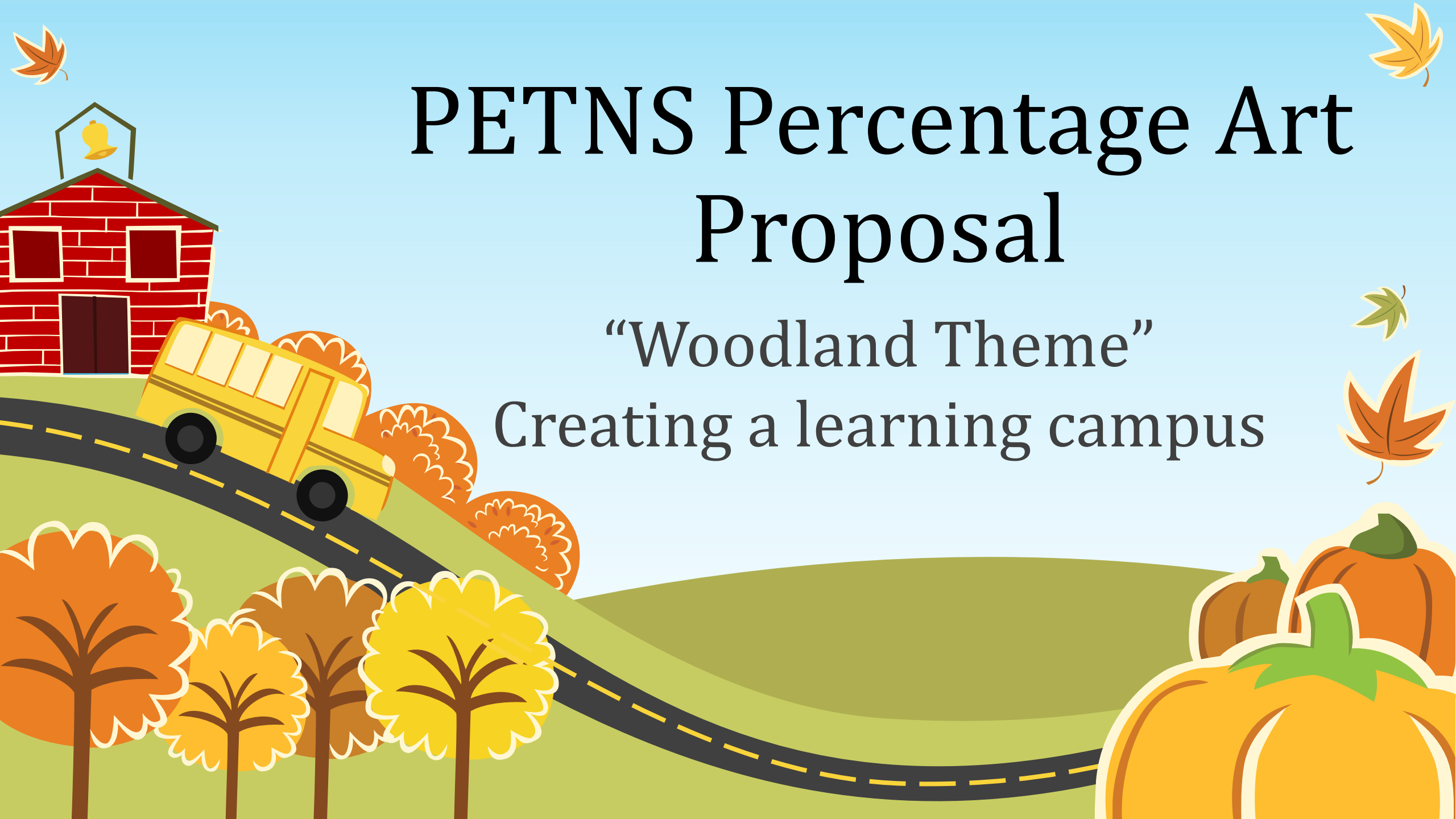
PETNS Percentage Art Proposal

“Woodland Theme”
Creating a learning campus



Feature Murals

AIM:

To correlate the importance of PETNS being a learning environment, whereby child centred and hands-on learning experiences both inside and outside of the classroom are of equal importance.

To enable the school community to identify the pillars of our ethos and understanding the meaning of these pillars through character representation.

To create a learning space indoors that is directly connected with the outdoors

To develop a sense of pride and ownership in our school.

Location of Mural

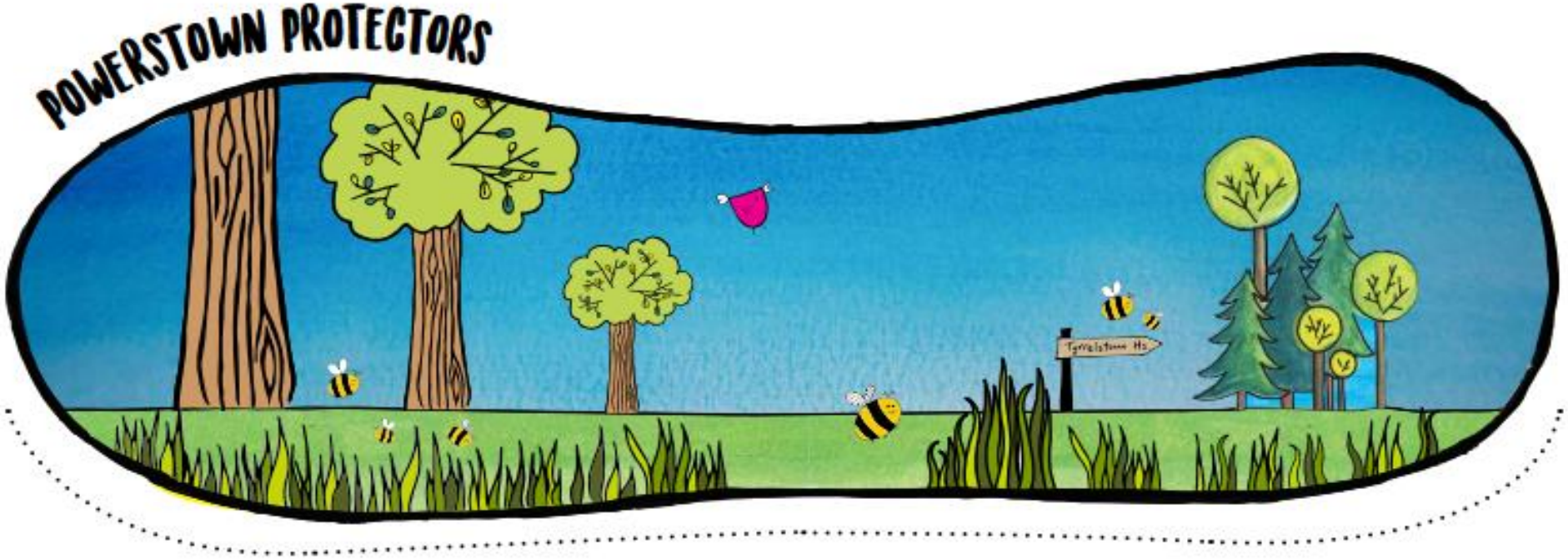
LOCATION:

- Top of the curved staircase
- Height 298cm - Length 1039cm.

LOCATION:

- Entrance lobby

Indoor Mural



The wall mural will feature a forest scene with trees, wildflowers, wild Irish animals and five characters called the Powerstown protectors. They will be featured in different positions- peeking from behind a tree, hanging down from a tree, swinging from a vine/rope, interacting with the wildlife or going for a walk in the woods. At the bottom of the image, outside of the main frame, children will individually make one thumbprint each in alternating colours. The finger prints will be made close together and form a curved line to complement the shape of the frame on the picture.

Indoor Mural

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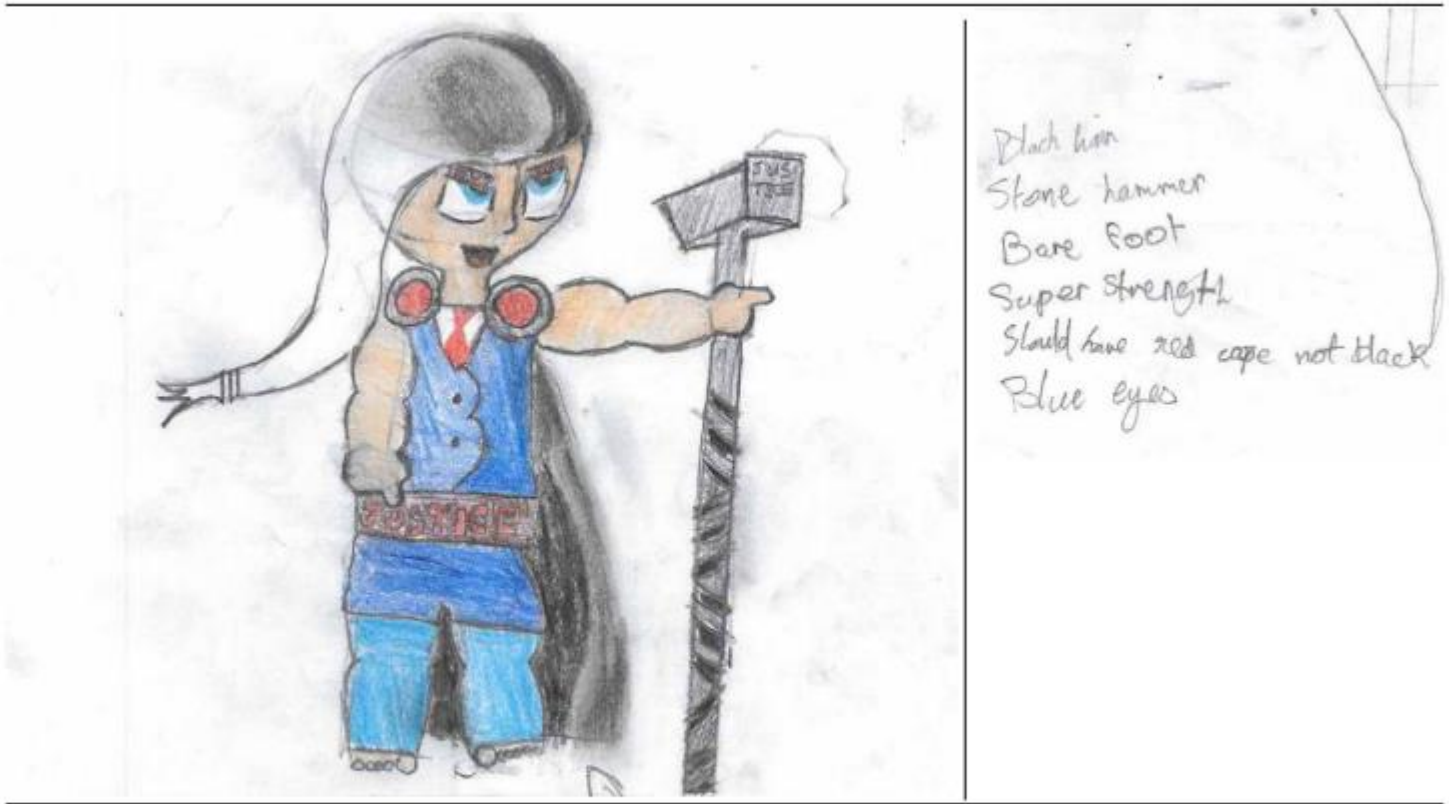
Powerstown Protectors

- The Powerstown Protectors symbolise the pillars of Educate Together & support the ethos of our school. Children were given descriptions of characters & used their imagination to create amazing artwork.
    - Pandora (Penny): Democratic
    - Evander (Evan): Co-eduational
    - Thalia (Tina): Child-Centred
    - Nike (Nicky): Equality based
    - Selene (Selena): Encompasses all
- We love the fact that the character name initials spell out PETNS.
- The names originate from Greek Mythology to inspire strong and timeless characters who will have a positive impact on PETNS as it grows.
- Powerstown ETNS has a strong woodland and nature theme. Therefore all children in the school were invited to create a character to represent our Protectors that would fit into our woodland theme.
- In true democratic style, parents and pupils were invited to vote for their favourite character. Each character with the most votes will be included in our woodland mural and will become a daily feature in school life in PETNS.

Powerstown Protector Character – Pandora (Penny) March 2018



The Leader of the Powerstown Protectors because of her knowledge and wisdom

She always knows the right thing to say and is a fair and just friend to other Protectors. Pandora has a loud, strong voice and knows that everyone has the right for their voice to be heard too. When there is a decision to be made in Powerstown, Pandora makes sure everyone has a chance to take part in the decision. Pandora knows that working together means we can achieve anything!

Brave, Strong, Justice-keeper, Leader

Powerstown Protector Character – Evander March 2018

The Peace Keeper of The Powerstown Protectors
Evander uses positive energy to spread love & kindness to every human cared for, regardless of who they are. Evander always uses compassion & encourages everyone to help each other to reach their full potential. Evander believes that there is no reason why children can't do something just because of who they are. Evander knows that girls & boys can all play any sports, play with any toy, have any friends & grow up to do any job they wish! Evander wants everyone to be confident about who they are because who they are is very special. No gender pronouns as this character is the gender neutral one! *Easy-going, Friendly, Happy, Encouraging, YCDI, Cheerleader-type*

Powerstown Protector Character – Thalia (Tina) March 2018

The Creative Powerstown Protector, she always has a clever and creative way of engaging with people

She believes that everyone has their own superhero inside of them and that it's her job to help them discover it. Thalia loves children and knows they are at the heart of Powerstown. She loves things that are bright, colourful and cheery. She loves observing children learning through play and activities, and going outdoors! She wants to make sure Powerstown is a happy, safe place for children to grow and learn.

Soft, Sweet, Lovely, Mother-earth, Nurturing

Powerstown Protector Character – Nike (Nicky) March 2018

The Fair and Just Powerstown Protector, he believes that all people deserve to be treated equally and fairly

If there is ever a challenge, he will be on the scene to make sure that the challenge is overcome and everyone is happy! He believes in using words to solve our problems. Nike celebrates that everyone comes from different backgrounds – our heritage is special and unique to us. He respects everyone has the right to their own cultural, religious, social, linguistic and ethnic identity. Nike wants everyone to feel proud of who they are and the background they come from. He knows that diversity is the one thing we all have in common!

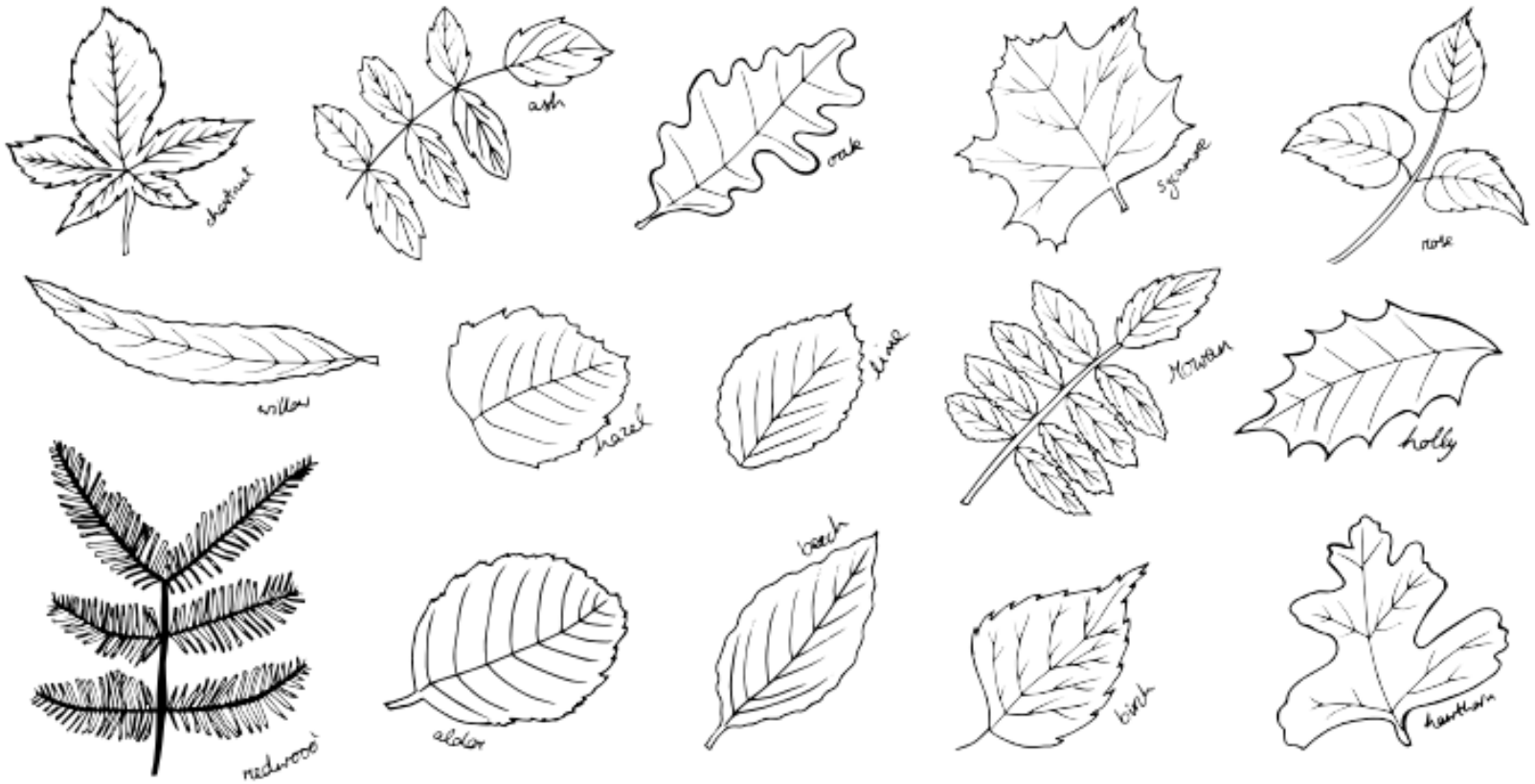
Fair, Respectful, Tolerant, Open-minded

Powerstown Protector Character – Selene (Selena) March 2018

This Powerstown Protector is the Observer

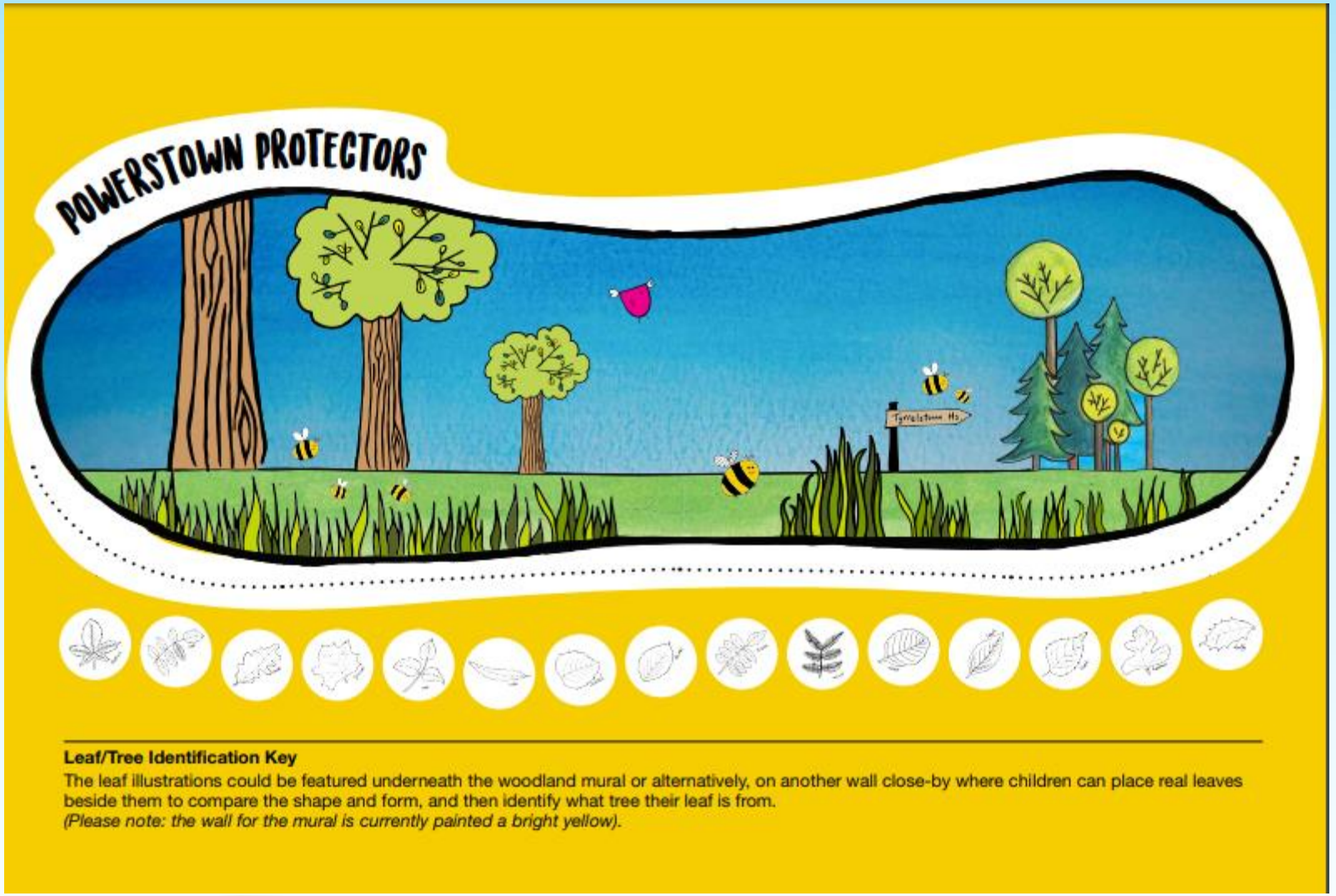
She is a mythical creature that has the power to transform and disguise her appearance in order for her to become a pupil in PETNS.
Selene helps to protect the school community from any dangers it may face!
During the school day, she look just like a normal pupil, so who knows where she could be at any time!

Powerstown ETNS Mural – Trees March 2018



Classes are Named after Trees

Each class in the school is identified by a particular tree. We would like leaf illustrations on the wall where children can recognise and identify their class tree or other trees by its leaf. They will also match real leaves brought in from trees outside to the correct tree name. They don't need to be incorporated into the main scene/image, but can be featured as an identification key outside of it.

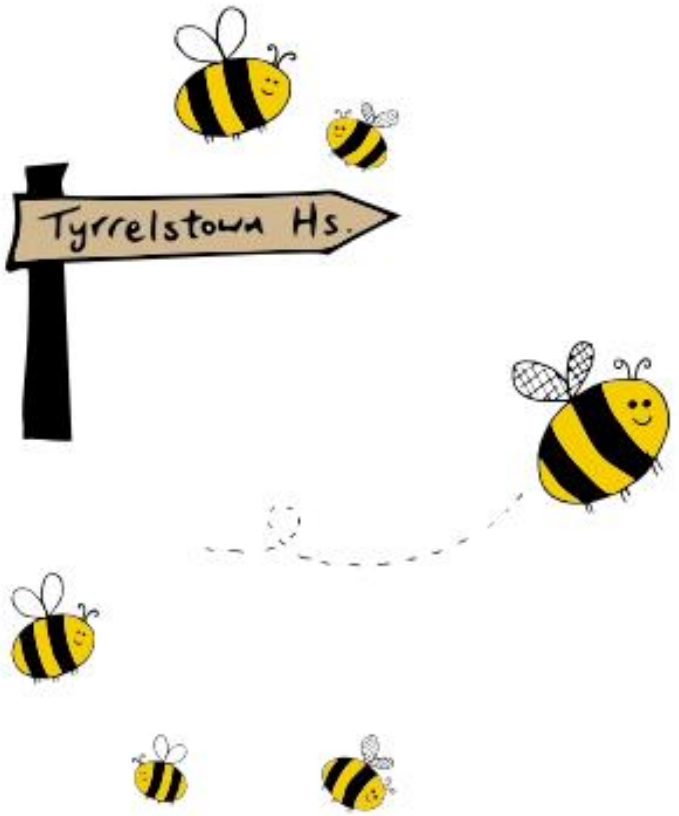


Leaf/Tree Identification Key

The leaf illustrations could be featured underneath the woodland mural or alternatively, on another wall close-by where children can place real leaves beside them to compare the shape and form, and then identify what tree their leaf is from.

(Please note: the wall for the mural is currently painted a bright yellow).

Powerstown ETNS Mural – History, the Environment March 2018

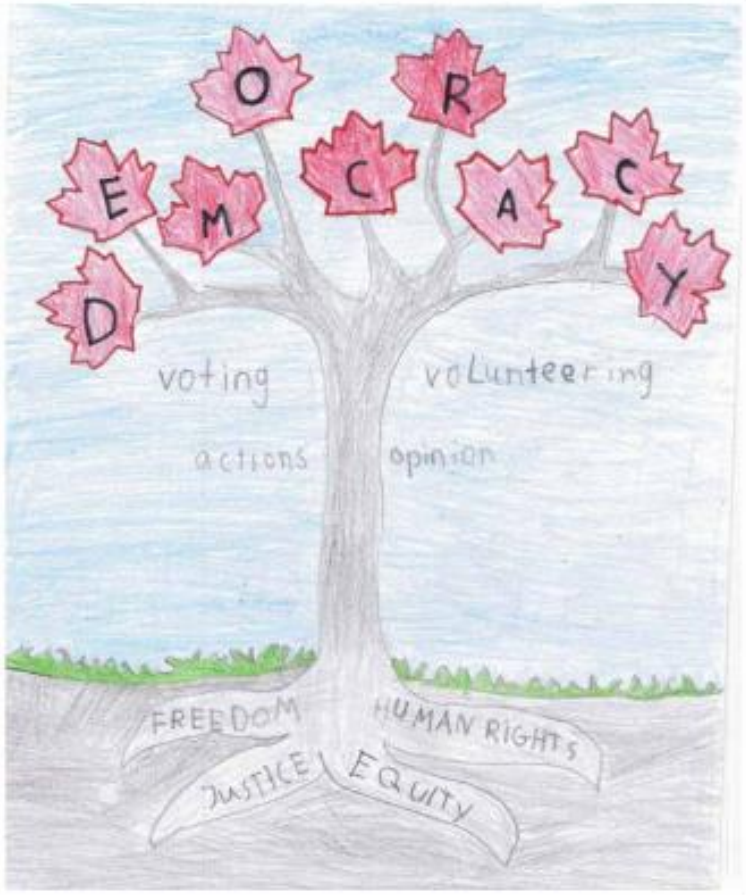


Tyrrelstown House is the only historical aspect of our locality. It is a short 5 minute walk up the road & the children are all very familiar with it. We regularly go on nature walks there, explore the many tree species & learn about nurturing our environment. The family that live there are bee-keepers & have many hives. The children are learning about the importance of bees & why we should try to create wild flower gardens to cater for them. We are in the process of creating a wild flower garden in the school & would love Irish wild flowers featured in the mural too so the children can identify and name them, e.g. bluebells, buttercups, cowslips, crocuses, daisies, dandelions, daffodils.

Powerstown ETNS Mural – Irish Wildlife March 2018

We would love some wild Irish animals (including native) featured in the mural too that children can recognise and name. A deer can represent the nearby Phoenix Park that a lot of the children can identify with. The desired animals are deer, hare, fox, red squirrel, badger, hedgehog. They can be stylised and/or exaggerated.

Powerstown ETNS Mural – Democracy Tree March 2018



School Ethos

We would love a second mural at the entrance to the building, in the main reception/office of the school to reflect its democratic nature. Hand lettering can be incorporated into the roots of the tree. Leaves to represent each of the classes in the school could be positioned around the tree.

Geodome

AIM:

- Create an extension of the traditional classroom outdoors.
- Provide a sheltered learning environment that promotes hands-on and concrete based learning through small groups and/or whole class learning activities.
- Provide an environment that can grow plants/shrubs from seedlings

9 m² Geodome - Location

Geodome

- Geodomes are produced using pressure treated timber, galvanised steel and polycarbonate sheeting and due to their self supporting structural design are strong enough to withstand all weather conditions. Meanwhile the polycarbonate absorbs the sun's heat to create a perfect environment inside for planting or relaxing.

Geodome@PETNS

The Geo dome will have

- planting beds and central access areas to beds.
- growing racks
- seating on the raised beds,
- teaching area,
- table top area for children’s activites

Willow Dome

AIM:

- Create an extension of the traditional classroom outdoors.
- Provide opportunity for children to be involved in construction

Willow Dome

- Willow weaving is an ancient traditional rural craft which must be preserved. By involving children in the construction of your structure they have the opportunity to learn the rudiments of the craft such as using willow to make patterns and learning weaving strokes which are strong and structural.
- Encourages free play outdoors
- Children who are involved in the process of construction are also more likely to use the structure –it has endless possiblities such as a bomb shelter, an igloo, a woodland princesses palace and a bird hide, to name a very few, in freely chosen play. These structures are great for developing imagination!
- In the summer willow structures provide shady areas to sit and relax especially if children are provided with something to sit/lie on e.g. portable seating mats.
- **Developing environmental stewardship**: Structures also need maintaining on an annual basis and provide an interesting task for members of eco groups and gardening clubs.

Development of Aistear - Outdoors

AIM:

Outdoor play allows and encourages children to relive their experiences through their most natural channel – movement.

- Movement is one of the four vehicles through which children can learn. The others are play, talk and sensory experiences.

It provides access to space to nurture mind-body growth.

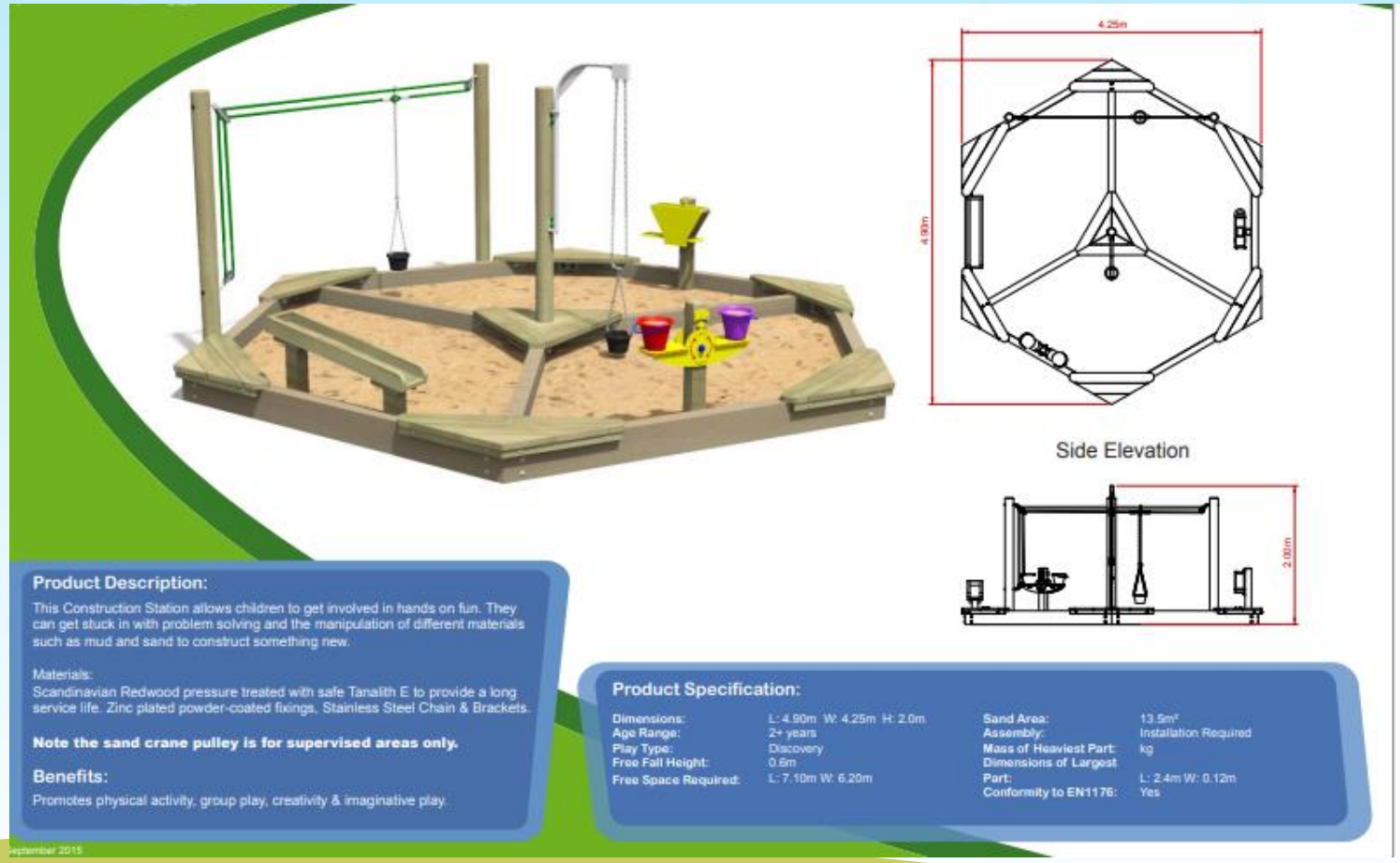
Physical development is the pre-requisite for the children's growth. It:

- enhances the development of motor skills (gross and fine);
- develops co-ordination, balance and body awareness;
- keeps the body, heart and other organs healthy; and
- develops a life-long good habit of daily exercise

It provides the opportunity for assessed risky freedom, where children can play and socialise freely and use their own imagination and initiative.

- All the areas of learning can be achieved outside while the children's long-term social, emotional and mental health are being enhanced.
- Exercise can affect emotions allowing for relaxation and calmness and a heightened sense of well being (Armstrong 1996).
- Young children's basic need for well-being and involvement, and their urge to explore and make sense of the world, is developed through high quality play in an outdoor environment.

Sand Area

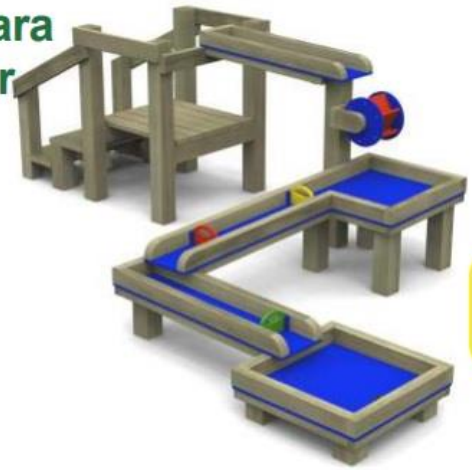

4.25m
4.90m
Side Elevation
2.00m
Product Description:
This Construction Station allows children to get involved in hands on fun. They can get stuck in with problem solving and the manipulation of different materials such as mud and sand to construct something new.
Materials:
Scandinavian Redwood pressure treated with safe Tanalith E to provide a long service life. Zinc plated powder-coated fixings, Stainless Steel Chain & Brackets.
Note the sand crane pulley is for supervised areas only.
Benefits:
Promotes physical activity, group play, creativity & imaginative play.
Product Specification:
Dimensions: L: 4.90m W: 4.25m H: 2.0m
Age Range: 2+ years
Play Type: Discovery
Free Fall Height: 0.6m
Free Space Required: L: 7.10m W: 6.20m
Sand Area: 13.5m²
Assembly: Installation Required
Mass of Heaviest Part: kg
Dimensions of Largest Part: L: 2.4m W: 0.12m
Conformity to EN1176: Yes

Water Area

Niagara Water Tray

(0712/3)

Combo 3



The Niagara Water Tray can be arranged in many different ways to fit every situation, with the option of having one, two or more tanks and channels.

Product Description

The Niagara Water Tray offers a natural environment in which children can play and experiment with water. The sliding dams can be used to retain water in the channels, illustrating cause and effect. There are four different combinations to make your water system as long or as short as you like. The water trays create the opportunity for groups of children to explore and investigate the properties of water while stimulating the senses and promoting physical and social development.

Constructed from pressure treated Scandinavian Redwood for long life, with HDPE plastic tray bases and dams, which is a safe and versatile material with UV stable colours. Each tray stands on pressure treated wooden posts which are installed in to the ground.

Please note that due to the nature of this product as a water play product, it is not intended to be completely waterproof.

2+

Age Range

Product Specification

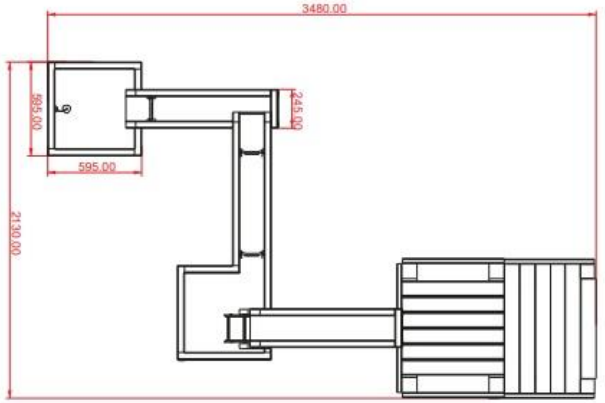
. Square Tanks:	0.59m x 0.59m
. Channels:	0.96m x 0.24m
. L (overall):	3.48m
. W (overall):	2.13m

. Height is dependant on the number of trays and channels

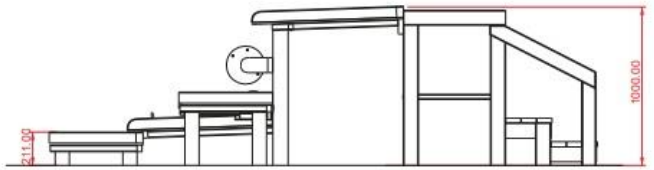
. Age Range:	2-6 yrs

Assembly: Assembly & groundworks required

Plan View



Side Elevation



Maths and Literacy