

Looking at Art

CREATIVE EXPLORATION

Activities exploring drawing, creating, and making.

Introduction

This resource draws on two images: one from the Barnsley Museums collections, and the other from Tim Hopgood's 'Wow said the owl!' story book which was featured in a temporary exhibition at the Cooper Gallery.

The activities can be adapted for children from 5+ and offer a way into the creative process, using the two images as a stimulus. Art can inspire, provoke a reaction, create a memory and encourage a sense of calm. Making develops coordination, visual learning, problem solving and resilience.

Curriculum Links

Art and Design

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Design and Technology

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.
- Build structures, exploring how they can be made stronger, stiffer and more stable.

English

This resource supports the development of speaking, listening, vocabulary development.

- Listen and respond appropriately to adults and their peers.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.



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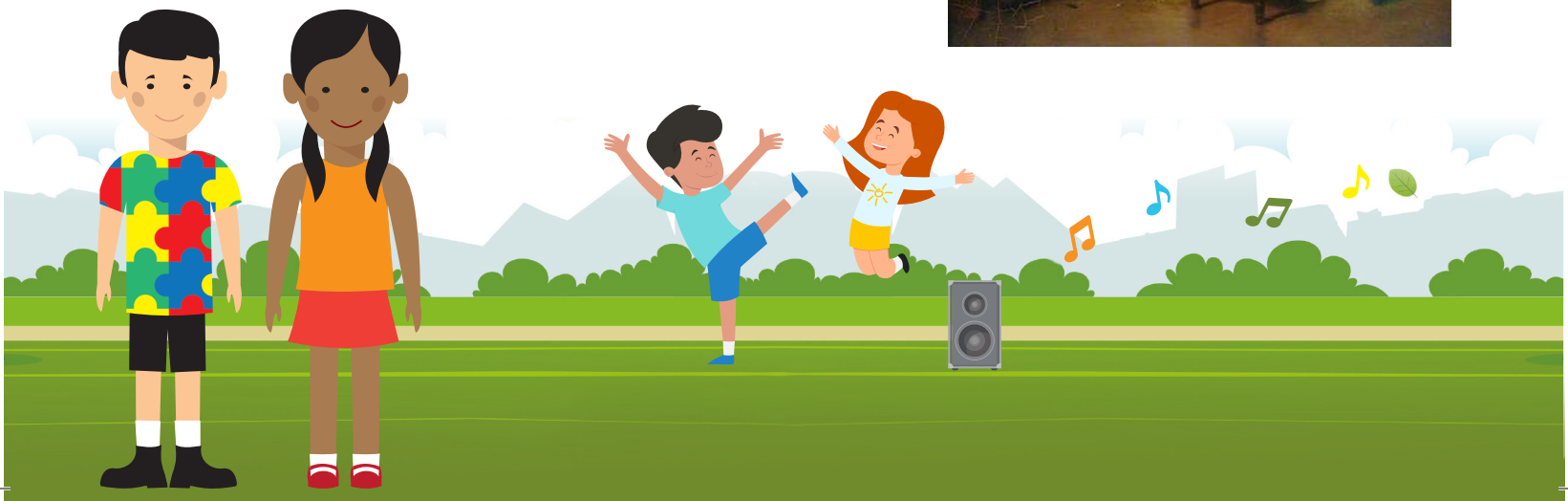
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Developing Curiosity and Creativity

1. The resource begins with a set of questions which encourage closer looking at the images and a focus on developing observational and communication skills. Use these questions to encourage children to observe different aspects of the work. It is a starting point for discussion, understanding art and becoming familiar with terminology. The questions are key in developing imagination and creativity, open mindedness and problem solving. Teachers can ask 'what else?' and feel comfortable with leaving a silence, rather than filling the gap or making suggestions, supporting a 'child centred' process and encouraging a deeper level of thinking and imagination. Each activity is designed so that children produce something original and individual to them. Ask the child to describe what they have made or produced to encourage reflection, connections and expression.
2. The next set of questions are particular to each image. They are a lead-in to the style and subject of the image and will support the follow up activities. Before you begin each activity, support the children to develop their observational skills by encouraging them to really look at the image. Go up close, stand further away, look at it from different angles, encourage the students to look closely at a different part of the image.
3. Each image has a number of activities that can be done with a short space of time or over a number of sessions and require basic art materials or items that can be collected and brought into school.

Image 1 - Drawing lesson by Louis Devedeux

Louis was French and was born in 1820 (200 years ago). He liked to paint scenes from history or from the time that he lived in. He liked to paint 'romantic' scenes, normally painting in brighter colours, unlike this dark 'drawing lesson' image. He exhibited at the Salon in France.



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Critical thinking and observational skills.

Children develop confidence and communication skills by voicing ideas, expressing thoughts and feelings. With these questions there is no right or wrong answer. If children are struggling to come up with answers you may want to give an example, or have some words that they can choose from. Working in pairs can give them confidence to explore ideas before voicing them in the larger group.

You may want to cover some of the image or highlight one part, so children can focus on aspects of that particular part of the image.

Explore the following areas with pupils:

- What do they think is happening in the picture?
- Who is in the picture?
- Is this happening now or in the past? How do they know?
- Where might this be?
- How was it created?
- Does the title tell them anything about the artwork?

Art in detail

Children make their hands into a circle and look through the circle at a part of the image. Focusing on one part of the image, young people can comment on the:

- Colour
- Texture
- Material used to create the picture
- Shapes
- Light and shadows
- Scale



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Activity 1

Living statue

This activity introduces children to drawing quickly, it builds confidence in using different pencils and making marks on paper. The speed keeps it fun and light-hearted. It develops the imagination through children developing words and drawings unique to them.

Materials needed

Paper A4 or larger, pencils.

Questions to ask - Pupils could discuss these in pairs first

- Do you think she is enjoying her lesson? What makes you think this?
- If you were the teacher in this picture, what would you be saying to the woman?
- What will happen next?
- If you were in the picture where would you be?
- What would you be doing?
- What do you think is in the dark hidden parts of the painting?

Activity A

When there is just the head of a statue it's called a bust. There are five short drawing activities. Give pupils a short time limit, 5 minutes or less for each drawing activity.

1. Draw the bust
2. Draw it with a different nose, different hair
3. Draw the bust with a body
4. Draw without taking your pencil off the paper
5. Draw what the bust is thinking



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Activity 1

Activity B

Working in pairs, give pupils 20 minutes to draw their partner's face from the side.

Add speech bubbles. What might their partner be thinking if they were a bust?



Hello, this is me. Looking good hey?



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Activity 2

3D Sculptural Mask

This activity introduces the idea of scale and texture through adding layers and features.

Materials

White card, string or elastic, pencil, ruler, scissors, glue

Questions to ask

- What features does the mask have?
- What other features could you give it? What features would you change? Make smaller, exaggerate.
- Can you make a mask that is you in 30 years' time?

Activity

1. Measure faces using a ruler
2. Mark the key points onto the card and make a basic face shape.
3. Draw on eyes and mouth. What expression is it going to have?
4. Cut out the face shape and the eyes and mouth.
5. Cut out other features from the rest of the card. Make the features bigger or smaller than they should be, play with scale, big eyebrows, a tiny moustache, curly hair. Give the features a crease so that they stand out from the mask, giving a 3D effect. Glue them on.
6. Attach the elastic or string to the mask.



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Activity 3

Object Animation

This activity develops imagination and observational skills. It draws on objects that can be found in nature or in the classroom.

Materials

White card A4, scissors, glue, coloured card A3. Found objects such as pieces of bark, leaves, twigs, pasta, stones, pinecones, seeds and anything else you might find

Questions to ask

- Can the objects become animals, people, or living creatures?
- What can you see?
- What would they do?
- What would they say?

Activity

1. Using the card, cut out a selection from - eyes, ears, legs, wings, horns, claws, noses, hats.
2. Take one of the objects and bring it to life by giving it some features. Do this again with another object.
3. Make the creatures talk to each other
4. Add a rod or stick to make them into a puppet.



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Activity 4

Pictorial Collage

This activity takes simple images from magazines to recreate the original image, changing the meaning and context.

Materials

Magazines, newspapers, black card, glue and scissors

Questions to ask

- Who else could be in the image?
- What happens in the image if we replace the people?
- Does the meaning change?

Activity

1. Cut images out of magazines to replace the people in the picture.
2. Place them in the same positions as the people in the original image.
3. Rename your image.
4. Add speech bubbles to your image.



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Image 2 - Wow said the owl by Tim Hopgood



Tim Hopwood is a book author and illustrator.

Tim Hopwood's work is bright, bold, colourful and full of enthusiasm and energy. He always has lots of ideas which he keeps in his box of ideas. These sometimes grow into books very quickly, other times they can take months to develop. Tim was influenced by Miro, a Spanish painter, whose paintings are abstract and have been described as having a childlike quality.



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Activity 1

Squiggly line creatures

This simple short activity develops the imagination and observation skills. It is a great way to build trust and communication between pairs of children.

Materials

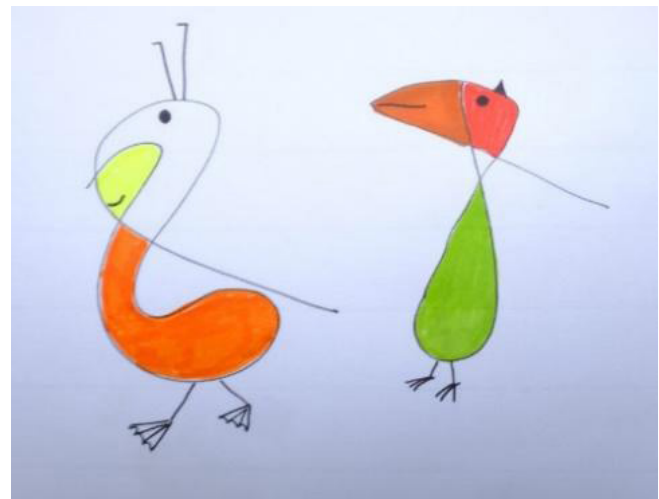
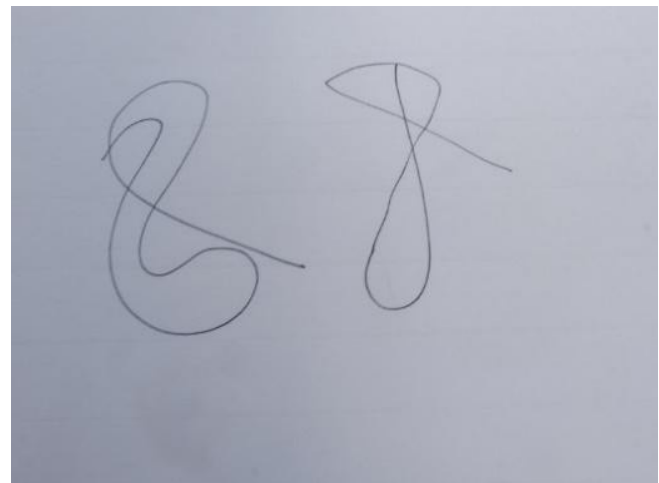
Paper, pencil, bright felt pens or paints

Questions to ask

- How long is a line?
- Does it have to be wiggly or straight?
- Where does a line go?
- What else could it be?

Activity

1. Pupils work in pairs.
2. One pupil should close their eyes and draw a wiggly line on the paper. Then hand the squiggle to another pupil.
3. Turn the new squiggle into a creature or a person by adding eyes, mouth, legs, wings, etc.
4. Colour in some parts of the squiggle in bright colours.
5. Give the creatures names.



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Activity 2

Bird Circles

This activity uses a shape that is familiar, repeating and layering to create different forms.

Materials

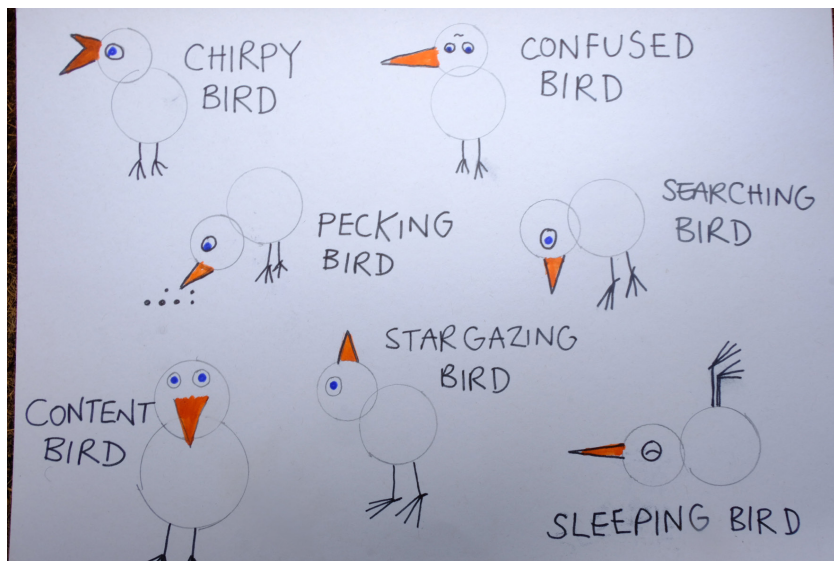
Circular objects like paper cups, coins, cards, paper, pencil, felt pens or crayons.

Questions to ask

- What features do birds have?
- Do the features change when they move?

Activity

1. Use an object that is circular: a paper cup, toilet roll middle, a compass, bottle tops, a coin.
2. Draw around it on the card. This is the bird's body.
3. Find a different size circle and draw where the head will be. Add legs, eyes, a beak etc.
4. On the same piece of paper, imagine the bird is looking up. Repeat the circles but place the beak where you think it will be if the bird is looking up/down.
5. Change how it is standing.
6. Add beaks and legs
7. Make them bright/bold
8. You might want to put a frame around them and display on the wall.



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Activity 3

Abstract Circles

This activity explores shape and colour and how moving shapes around can change the whole image.

Materials

Coloured card, scissors, compass and pencil.

Questions to ask

- What changes if we add more circles?
- What changes if we cut the circles up, or move them around?

Activity

1. Use the compass to make circles on the card, adjust the size and use different colours.
2. Arrange the circles to make a simple collage. Overlap them, cut them in half, layer them.
3. Add different halves together to make full circles. Experiment with colour combinations and patterns. Glue them down when happy with the finished result.



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Activity 4

Ideas Box

Here children are encouraged to hold onto their creative imaginings and to value them as ideas that can be built on or returned to later.

Materials

Card, photocopy of the template (below), pencils, ruler, colouring pens, glue

Questions to ask

- Do pupils have an idea about making things?
- Do they ever have ideas about exciting things to do, or places to go?
- What ideas do they have for stories? Stories about animals, aliens, friends?

Activity

1. Cut out the paper template. Lay the template onto the card. Draw around it, and cut out.
2. Draw patterns, circles or your own design onto the box, colour in.
3. Fold the edges with the dotted line.
4. Glue the edges together to make a box.
5. Write or draw ideas on little pieces of paper and put in the box or stick them onto a box



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Template

