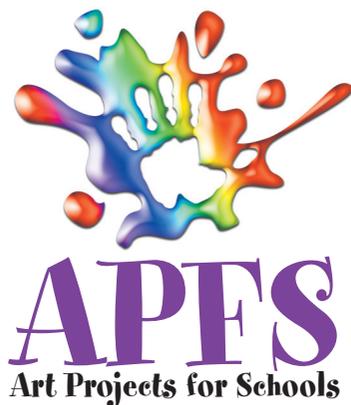


Art Projects for Schools



Images may have been enlarged for photographic purposes.
Artworks for projects must be no larger than A4.

Inspirational ideas and techniques for creative art projects



Art Projects for Schools

Hello Again.

I can't quite believe we are now on Issue 5 of these Ideas and Techniques booklets - as with many aspects of life time goes ever faster and it doesn't seem five minutes since I was putting together the first one!

I hope you have found the previous booklets useful and that you will find the contents of Issue 5 interesting and of value in your classroom.

The aim of what we are trying to do here is quite simple:

- We know how busy your days at school are (I'm a teacher too!) and we want to make life a bit easier by providing you with tried and tested ideas.
- We have tried to make the booklet format accessible and attractive.
- The ideas included in each booklet are designed to teach and develop specific skills so you don't have to do quite so much planning.
- We provide support material on our website - just go to the 'Resources' section.

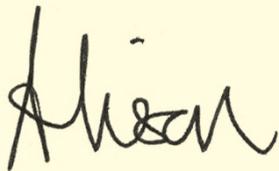
Talking of our website... we will be adding more resources over time, so don't forget to check back now and then.

We believe that Art matters and that those teaching it matter too. Please let us know if there is anything you would like to see in the next booklet.

Contact me on

alison@apfs.org.uk

Regards



For more detailed information go to

www.apfs.org.uk

On our website you will find:

- More detailed suggestions for cross-curricular work
- National Curriculum programme of study elements covered by each idea
- Clickable links that take you straight to images by the suggested artists
- Information to ensure the children get as much out of your involvement in the projects as possible.



Lines and Patterns

Explore the use of found and familiar objects to make attractive patterns then take photographs to record the results.

Materials

Pale paper or card for background

Found objects e.g. pebbles, pencils, beads, plastic bricks etc.

Digital camera.

Method

- Gather a range of objects that are the same or similar in shape and size.
- Lay out a line or curvy line of the objects (e.g. a swirl of pebbles, Fig. 1) then ask the children to make their line alongside following the shape already laid down. Depending on the line/pattern it may be possible for lots of children to add their version before running out of space.
- Look at the results with the children and ask them what they like about it, how it could be improved etc.
- Clear the table and lay the objects down again, this time asking the children to make something similar but not the same. Discuss briefly.
- Now ask the children to make their own line or pattern then compare with those done by other children.
- Next ask them to make a more interesting line or pattern as this one will be photographed. Talk a little about how they have improved over earlier versions.

NOTE: If using the photographs as part of an APFS project ensure that it is printed out or trimmed to the correct size.

Taking it Further

Choose objects that are sized appropriately for the age of the children, avoiding anything too small and fiddly. Use coloured objects such as wooden beads or plastic counters to give visual interest to the finished display. Create half of a simple pattern then ask children to make the other half so that it is symmetrical. Start the line then ask each child to add a further 10 pieces, taking it in turns to change direction and make differences to produce a collaborative piece.



FIG. 1

This is a good activity to develop visual discrimination and to encourage children to experiment. The pieces of the line/pattern can easily be changed or moved which should encourage those who are a little timid and worried about making mistakes.

Making Rubbings

Explore surfaces indoors and out as well as encouraging collaboration and develop children's awareness of colour and texture at the same time.

Materials

Examples of surface texture

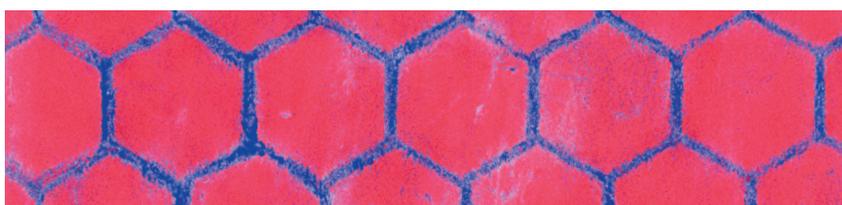
A4 paper - thin cartridge

Wax crayons

Brusho® powder colour mixed up in pots

Thick brushes

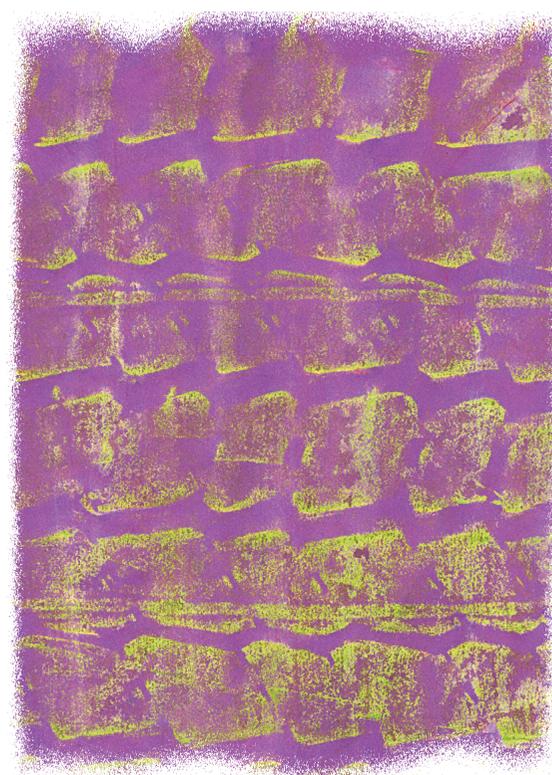
Aprons.



RUBBER DOOR MAT

Method

- Spend a little time talking to the children about surface texture, allowing them to touch and describe what they feel.
- Look around the classroom and ask the children to find examples of interesting textures.
- Demonstrate how to make a rubbing by placing a sheet of paper on the surface and having another child hold it still. Take a rubbing using the side of the wax crayon. Using the tip of the crayon won't work well and can cause the children to become frustrated. Show them the rubbing and let them describe it or ask questions.
- It develops co-operation if the children take it in turns and work in pairs to hold the paper still for each other while they take their own rubbings.
- If possible, allow children to explore textures outside the classroom and take rubbings outdoors.
- Once the rubbings are complete lay them out for all to look at and discuss briefly, encouraging the children to talk about which ones they like most.
- Ask the children what they think will happen if you brush some watery colour over their rubbings - see if they can guess or if they already know about resists.
- Show them how to use a big brush and cover their rubbings with Brusho® colour so that the paper is completely coloured.



TYRE TREADS

Taking it Further

Cut the paper into strips and do some paper weaving adding a plain colour for contrast. Use the paper rubbings to cover books the children have made. Mount children's drawings onto the rubbings so they create a colourful border.

This activity encourages children to work co-operatively with each other and to explore the textures around them. In addition it gives them an early introduction to the concept of resist and the way some media behaves.



Fold, Dip and Dye

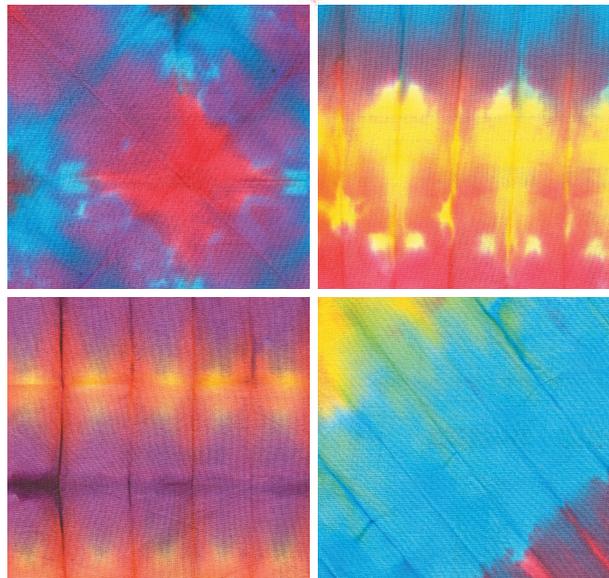
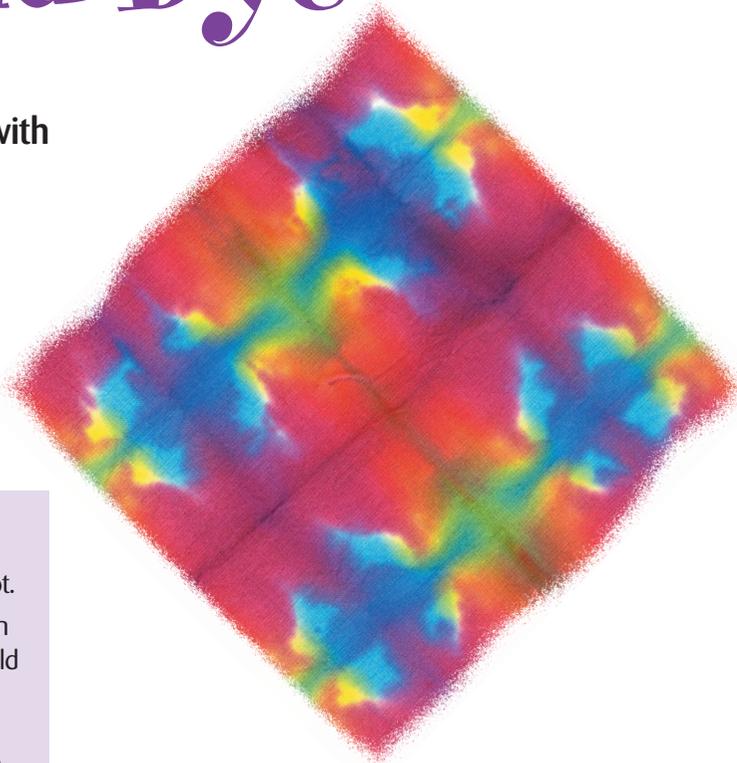
Experiment with textiles and colour blending with this simple dip-dyeing technique.

Materials

Cotton fabric cut into 15 x 15cm squares (or size as desired)
 Brusho® powder colour - 3 colours
 Small pots - one for each Brusho® colour
 Plastic pegs
 Washing line or drying rack.

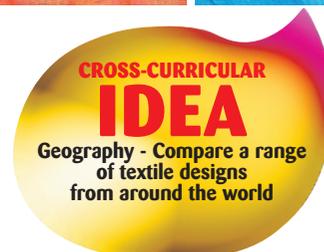
Method

- Mix Brusho® colour to desired strength and put a little into each pot.
- Show the children a variety of ways to fold the fabric squares then let them spend some time folding and pleating until they find a fold they like.
- Hold the folded fabric in place with a plastic peg. The peg will be used to hold the fabric while dipping and minimise the amount of Brusho® that gets on children's hands.
- The next step is to dip different edges or corners into the Brusho® so make sure the peg is placed where it is least intrusive.
- Demonstrate the dipping method to the children, showing them how to control the amount of colour that is absorbed. A quick dip, lifting the fabric vertically is best.
- The children take it in turns to dip their folded fabric into each pot, holding the peg and turning the fabric round for each colour.
- Hold the fabric over the pot for a few seconds each time so that any excess drips back into the small pot of colour.
- Keep the fabric folded and hang it up to dry.
- The colours are revealed when the fabric is dry and unfolded. The colours will have mixed on the fabric and will also have settled into the folds. Iron if desired.



Taking it Further

Try using fabric crayons to make rubbings over the dyed fabrics (practise on paper first). Use a contrasting colour of embroidery thread and stitch a basic outline design in running stitch. Dip-dye larger pieces of fabric and use to make a woven panel.



Folding fabrics in different ways involves manipulative skills and also develops awareness of how to change the outcome depending on the fold. This is an exploratory activity which leads to a lot of speaking and listening.

Plasticine® Printing

Build confidence in relief printing with simple print blocks then combine with different surfaces to explore the effect this has.

Materials

Plasticine® or similar modelling material
 Objects to press into the modelling material
 Ready mixed paint
 Sponge
 Mixing tray or saucer
 A4 Cartridge paper
 Tissue paper - 2 or 3 colours
 PVA glue.

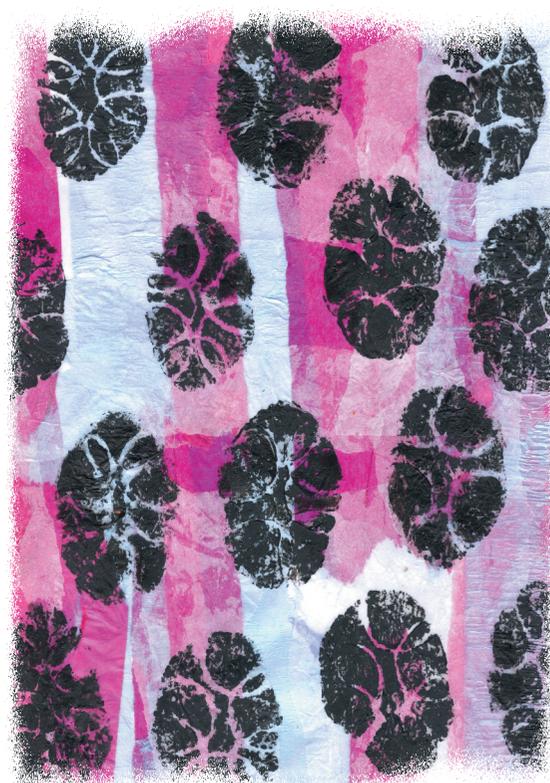
NOTE: Avoid using Play Dough (or similar) as it is too soft and will distort during printing.

Method

- Prepare a surface to print on by tearing pieces of tissue paper, then glue down on cartridge paper overlapping as desired. Colours may change as paper is overlaid. Allow to dry.
- Give each child a piece of Plasticine® the size of a large conker and work it a little until it is smooth and malleable. Press it to the table to make a flat side.
- Choose an object and press into the flat surface to create a pattern. Over-patterning the surface can make it break up.
- Dab a sponge into a little paint it until it is coated but not too wet.
- Dab the paint onto the Plasticine® print block until the surface is covered.
- Press the print block down onto the paper then lift. If happy, repeat the prints, arranging them across the paper.
- If dissatisfied, wipe the paint off with a paper towel, rework the Plasticine® and start again.
- Practise making different arrangements of prints - try out different repeat patterns.

Taking it Further

Experiment with printing on a range of different surfaces - try different papers e.g. brown paper, wallpaper, crepe paper etc. Work on a large scale with much larger pieces of Plasticine®. Print borders by making repeat patterns on long thin strips of paper then use these to make decorative borders around the classroom.



**CROSS-CURRICULAR
 IDEA**
 History - look at the start of
 letterpress printing for books
 and newspapers

The definition of relief printing is 'a technique in which parts of the printing surface that carry ink are left raised, while the remaining areas are cut away' (or in this case pressed inwards away from the surface). It is useful for children to start using the correct terminology as early as teachers consider appropriate.



Paper Batik

Experiment by making bold patterns and wax resist on paper.

Materials

Art images e.g. Giacomo Balla, William Morris, Moorish Art
Wax crayons - good quality if possible
A4 cartridge paper
Brusho® powder colour
Paintbrush.

Method

- Look at the imagery and discuss common elements of the patterns, what colours are used, whether particular elements are repeated or symmetrical etc. Use the images as inspiration for the patterns drawn on paper.
- Confident children can work directly onto paper with the wax crayons while those less confident may prefer to draw lightly in pencil to give themselves some guidelines.
- Colour all of the paper, pressing firmly to lay a lot of colour down.
- When the whole page is coloured scrunch the paper firmly then open out carefully. Repeat the scrunching being careful to avoid tearing.
- The scrunching will make the wax crayon crack - when Brusho® colour is added it will mimic the look of batik on fabric.
- Choose a Brusho® colour that will contrast well with the wax crayon colours used and paint the Brusho® over the whole sheet of paper.
- If small pools of Brusho® colour are laying on top of the paper wipe gently over with a paper towel or press a sheet of newspaper on top to soak up the excess. Allow to dry.
- If the paper is very crumpled, place between two sheets of scrap paper and iron lightly (no steam). Be aware that some of the wax crayon will melt onto the scrap paper.

**CROSS-CURRICULAR
IDEA**
Geography - investigate
Far Eastern batik on fabric
e.g. Balinese batik.



Taking it Further

Draw simplified imagery such as flowers, leaves or animals instead of patterns. Work within a limited colour range with the wax crayons then brush contrasting Brusho® colour over the top e.g. red/orange wax crayon brushed over with strong green Brusho®. Show examples of batik on fabric.

Children may be reluctant to scrunch their work at first. If so, demonstrate what happens and show the wax cracking and the way the Brusho® fills the cracks. Once they see their work will not only survive the process but be enhanced it should help them to engage with this activity.

Water Paintings

Discover the way watercolour paints behave on wet paper and work on some graphic designs for special occasions. This activity also encourages children to work quickly and be decisive.

Materials

A4 cartridge paper - thick/good quality if possible
 Clean water
 Watercolour paints
 Selection of brushes - sizes 4 & 6
 Paper towels/kitchen roll
 Examples of simplified images e.g. greetings card designs.

Method

- Look at a range of greetings card designs and focus on those that use simplified shapes and designs. Discuss which designs are most effective and how far an image can be simplified yet still be recognisable.
- Teacher demonstration is essential so that the children learn the techniques properly and can see what to expect when they work with the paints.
- Mix a very watery shade of blue and paint a leaf shape on the paper filling the shape in completely (see Fig. 1).
- Rinse the brush and pick up a little yellow paint on the brush and touch the tip to the wet leaf. Show the children how the water on the paper makes the yellow paint spread. As it reaches the edge of the wet shape the paint stops and cannot travel any further (see Fig. 2).
- Go back to the paint and pick up a green then touch the brush to one end of the leaf only. The green will spread along the leaf leaving some yellow/green at the other (see Fig. 3).
- If the paint puddles too much rinse the brush, wipe it on the paper towel and pick up some of the excess paint on the brush. Allow to dry.
- Repeat the process experimenting with different shapes such as simplified flowers, butterflies or even animals.

Troubleshooting

1. If the paper dries too quickly dip the brush into clean water and brush it over the painted area to re-wet it then continue as normal.
2. If the colour applied is too dark blot immediately with a paper towel to lift the colour off the paper.
3. If the paper is too wet and has crinkled dip the corner of the paper towel into the puddle of water and let it absorb. Leave to dry for a moment or two before resuming.



FIG. 1

FIG. 2

FIG. 3



Taking it Further

Work collaboratively on a large sheet of paper or a strip from a roll of cartridge paper. Produce a series of images on a theme e.g. autumn, so all images fit together and reds/oranges can be included. Work on a giant scale with big brushes to create over-sized images.

This is a good opportunity to teach children an additional technique which will give them much more confidence when using watercolours. If they can learn to control the paint it will boost their confidence and enable them to produce a wider range of imagery.



An Artist's Vessel

Combine 3D construction with the work of an artist for a fresh approach to using Art images in the classroom.

Method

- Blow the balloon up but don't over-inflate it then wrap a single sheet of tissue paper round the biggest part of the balloon and secure with masking tape. Don't stick the tape to the balloon as it tends to burst!
- Brown gummed tape is usually about 5cm wide. This is too wide to cover the balloon smoothly so cut the width in half then tear into strips about 15cm long.
- Dip the sponge into water and squeeze to remove as much as possible. Wipe the sponge over the gummed side of the brown tape then lay it over the widest end of the balloon and smooth down with the damp sponge.
- Repeat over the widest area of the balloon creating a rough bowl shape and making sure each piece of tape overlaps the previous one. Keep smoothing with the damp sponge until the first layer is complete.
- Scribble over the first layer with a felt-tipped pen making sure there are marks all over the surface. This will help ensure the 2nd layer is complete as the pen marks need to be covered (see Fig. 1).
- Repeat the process of dampening the gummed tape and laying it over the balloon until the second layer is complete. Allow to dry completely.
- Remove the balloon, cutting to deflate it if necessary. Most of the tissue paper will be stuck to the inside of the bowl but tear off any that is loose. Trim the bowl to give it an even top edge.
- Look at the work of an artist - the example here is Frank Stella - then do some preliminary sketchbook work to plan out the design that will go on the bowl. It is important to consider colour as well as the design so do some colour studies too.
- Once the design is established paint the bowl with a base colour - it helps if this is quite light. Ready mixed paint mixed with a little PVA glue will give a slightly glossy finish if desired. Allow to dry.
- Very lightly sketch the design onto the bowl in pencil so there is a guide to follow when painting.
- Use a range of brush sizes to paint the chosen design onto the bowl. It may help to allow some areas to dry a little before adding the adjacent colour.

Materials

- Balloons
- Tissue paper
- Masking tape
- Brown gummed tape
- Water
- A sponge
- Scissors
- Felt-tipped pen
- Ready mixed paint or acrylic.



FIG. 1

Taking it Further

Buy giant balloons and work collaboratively on a much larger scale to produce big pots.

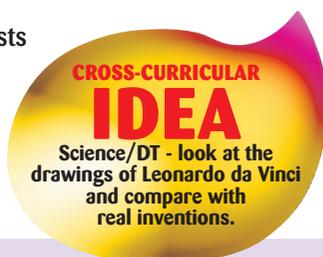
Focus on artists with a very distinctive style as this helps the children identify characteristics that they can use in their own work. This activity combines a number of important skills including analysing the work of artists, working in 3D, translating 2D images onto a 3D surface and handling paint over an uneven surface.

Black Pen Drawings

Use fine fibre-tipped pens to encourage a looser drawing style and to avoid the repeated use of an eraser.

Materials

Examples of portraits by a range of artists
 Fine fibre-tipped pens - black
 Cartridge paper
 Drawing boards
 Clips to hold paper to board
 Model (teacher or other children).



Method

Children are often uncomfortable with leaving drawn lines that they consider to be wrong. Use of fine pens means the lines have to stay and, with practice, children will become more confident.

- Show the children a variety of portraits by artists such as Holbein, Rembrandt and van Gogh. Discuss and draw children's attention to various features of each portrait including lighting, how dark areas are shown, the features of the sitter, what position the sitter is in etc.
- Arrange the classroom with tables put against walls and chairs arranged in a horseshoe shape around the teacher acting as model. The teacher's role is to talk the children through the process of drawing the human figure, bringing attention to proportion, position and size of features, folds in clothing etc. Alternatively have children work in pairs with one modelling and the other drawing before reversing roles.
- Fix paper to drawing boards and seat the children with the boards on their laps. Encourage them to work in the way that feels most natural to them.
- Encourage the children to start with the face, head and features as this is always the focal point of a portrait.
- As the teacher models he/she can bring children's attention to particular areas such as hair and suggest the kind of marks that could be made to represent this. This should be building on previous work in other lessons or in sketchbooks looking at mark making.
- It is useful to take a break periodically where the children can walk around and look at each others' work and comment positively about which they like or what has been done well.
- Avoid making this a long activity as short but frequent sessions have proven to be more beneficial in building confidence.



YEAR 5 BOY

Taking it Further

Drawings can be used as the basis for paintings after looking at painted portraits by a range of artists. Start the activity by dividing the class into groups of 5 or 6 then sectioning the paper accordingly. Each child starts drawing in one section then passes the work along to the next who works in the next section and so on until all sections are complete to create a collaborative portrait. A section could be assigned to each child so that they only draw that one, enabling them to refine their drawing each time they do it.

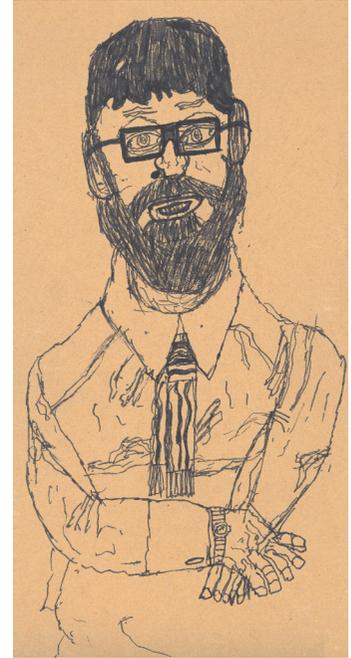
Children are often uncomfortable about leaving lines in place that show what they consider to be mistakes. If this persists try showing them drawings by known artists who keep their sketching lines in place even when the work is finished e.g. Michelangelo or da Vinci.



YEAR 4 BOY



YEAR 5 BOY



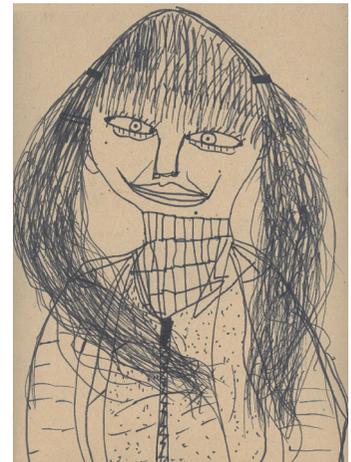
YEAR 5 GIRL



YEAR 6 BOY



YEAR 5 GIRL



YEAR 3 GIRL

Looking at the work of artists, craftspeople and designers helps children to develop their powers of observation and discrimination. It helps them to form opinions about the Art of others as well as their own work, and to exercise their creative thinking skills. It also contributes towards the development of visual literacy.

The following artists have been suggested as their work can be used as a point of reference for each of the ideas and techniques described in this booklet. There is a similarity of style or content, an illustration of technique or composition that should prove helpful when working on these projects.

Clickable links that take you straight to images of the artists work can be found on our website at www.apfs.org.uk

Lines and Patterns

Jennifer Maestre	Federico Uribe	Jean Shin
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Making Rubbings

Louse Belanger	Nancy Azara	Max Ernst
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Fold, Dip and Dye

Harmony Tie Dye	Paula Burch	Michael Smith
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Plasticine Printing

www.filthwizardry.com	The Indian Block Company	African Block Printing
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Paper Batik

Lisa Hooper	Jenn Adamson	Dee Kemp
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Water Paintings

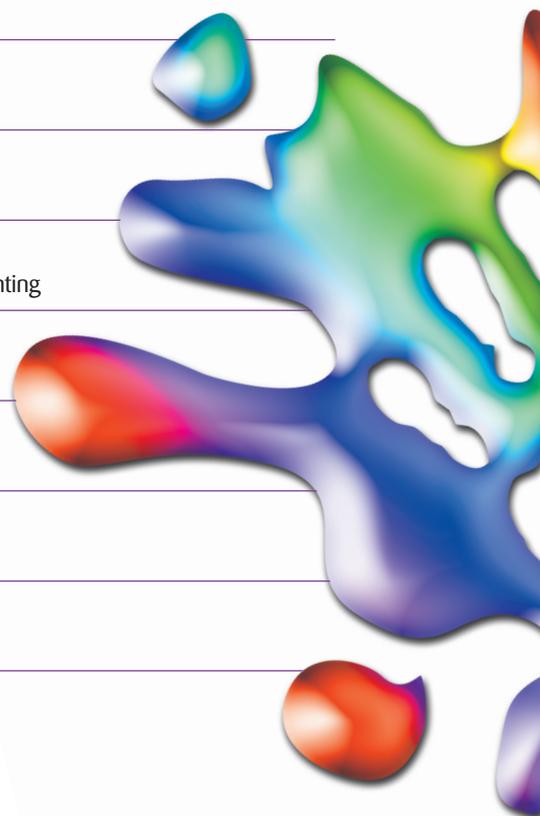
Derek McCrea	Anna Knights	Peter Ward
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An Artist's Vessel

Frank Stella	Sonia Delaunay	Joan Miró
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Black Pen Drawings

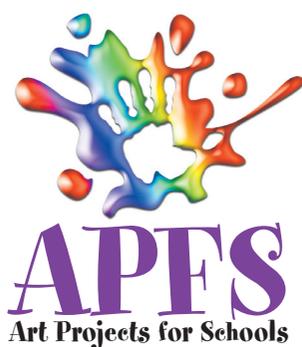
Hans Holbein the Younger	Stephen Wiltshire	Rembrandt
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APFS Projects

Art Projects for Schools offer a wide range of engaging projects which can be used to enhance cross-curricular work or can be completed as stand-alone units. For details visit www.apfs.org.uk where you will also find feedback from schools that have taken part in our projects.

The Schools Art Project, The Calendar Project, The Christmas Card Project, Children as Designers, The Design a Card Project, The Academic Year Calendar Project, Leavers' Gifts, The Art of Sport.



For more detailed information go to
www.apfs.org.uk

Stimulation for Children : Support for Art : Funds for Schools

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