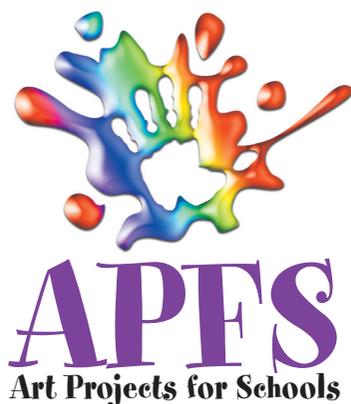


Art Projects for Schools



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

I have exciting news - we are adding some video clips to our website!

I try to write the instructions in these booklets as clearly as possible but I'm aware that what might seem crystal clear to me may actually read very differently to other people. There are some techniques that are just easier to understand if you can see them rather than read about them which is why we decided to add some videos.

The first video shows one of the two methods of mono printing. We featured an idea for mono printing in Issue 1 of the Ideas & Techniques booklets. This will be followed by the second method of mono printing which we featured in Issue 7. There will be several other videos added over time so check the website in our 'Resources' section every now and then to see what's new.



In this issue, you will see that one of the ideas has an icon showing you that there is a video available to demonstrate the technique that is described. Take a look at www.apfs.org.uk/resources.

If you have any techniques that you feel would make a useful video then just let me know on alison@apfs.org.uk.

Regards,

Alison



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 that you and your children get as much out of being involved in the projects as possible.





Marble Painting

This activity explores an unusual method of applying paint to paper which is great fun while offering lots of scope for discussion of movement, colour mixing, pattern and texture.

Materials

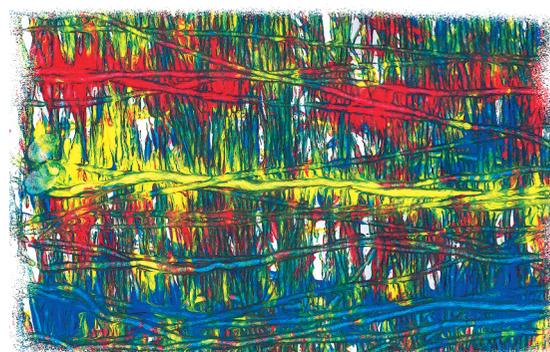
Small tray or box
Cartridge paper
Ready mixed paints – 2 or 3 colours
Marbles.

Method

- Cut the cartridge paper so that it fits inside the bottom of the tray or box.
- Drop some small blobs of paint onto the paper then add one or two more colours in the same way.
- Drop the marble into the box and show the children how to roll the marble around so that it rolls into the paint and makes marks as it travels around.
- Continue to roll the marble around in the box until the paint is spread round and there are lots of multi-coloured marks on the paper.
- Take the paper from the box and show the children. Ask them how the marble moved the paint around and ask for their comments on the way the colours have blended. They should have plenty to say about what they observed.
- Assist the children taking their turn to carry out this activity making sure each piece of paper is named on the back before starting as each one looks identical to the next!
- Challenge the children to create marble paintings based on the way they move the tray e.g. very fast, circular motions, slow tipping etc. Discuss what differences there are.
- If you want quicker results then add 4 – 6 marbles at the same time.

Taking it Further

Work on a larger scale using a ping pong ball and compare differences with the marks made by a marble. Try using even larger balls such as plastic toy balls on big sheets of paper if it is possible to organise i.e. in fine weather perhaps do this outside.



This activity helps children to develop their skills of enquiry and prediction by thinking beforehand what marks they might make and what colours could be produced as the marble mixes the paints on the paper.

Clay Snails



Encourage the development of fine motor skills using clay to create snails that fit beautifully into a project on mini beasts.

Materials

Ordinary school clay/air-drying clay
Clay board or suitable surface to roll on
Small amount of water
Pipe cleaners
Tools to press into clay
Ready mixed paint
PVA glue.



Method

- Give each child a piece of clay about the size of an apple.
- Model how to roll the clay out into a long sausage shape. Spread fingers wide and use the whole hand rolling backwards and forwards until the clay is a fairly even sausage shape approximately 2cm thick.
- Break off a piece of clay about 5cm long for the head of the snail. Put this aside for now.
- To make the shell and body, start to roll the sausage of clay up from one end making a coil. Keep rolling until the shell is big enough. Leave some of the clay sausage unrolled as this forms the tail end of the snail.
- Squeeze or pinch the tail to shape it into a point but avoid making it too skinny as it may snap off.
- Put a little water onto the piece of clay for the head – water acts like glue for clay. Flatten one end a bit and join the head to the main body. Press the head onto the body firmly to make sure that it attaches well.
- Choose tools to press into the snail shell to decorate it. Try using a sharpened pencil to make dots or use some firm card to press lines into the shell.
- Cut some pipe cleaners to make 2 antennae for the snail. Push the end of each piece of pipe cleaner into the head and shape to the correct position. Make sure the pipe cleaners are pushed well into the head so they don't fall out when the clay dries.
- Leave the clay to dry completely.
- The snails can be left plain or they can be painted. Mix PVA glue into ready mixed paint so that the paint won't flake when dry and it will give a shiny finish. This mix of paint and glue will also add strength to the clay snail.

Taking it Further

Make some leaves from another piece of clay by rolling it out flat and cutting out a leaf shape. Attach the snail to the leaf with water. Alternatively, make a leaf from strong green card and draw the veins on with crayons or pens. Sit the snail on the leaf when dry. Why not make flowers from tissue or crêpe paper and have the snails crawling about in a colourful garden?

This activity can lead into or follow on from observation work on real snails. Making links with real life helps deepen children's understanding.

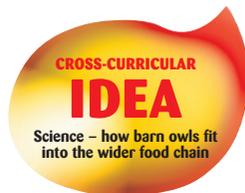


Owl Observations

Increase children's experience and skill of working from close observation while linking Art to Literacy.

Materials

Cartridge paper
 Drawing pencils – 2H and 2B
 Coloured pencil crayons
 Book illustrations & photos of barn owls
 Book 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson
 Magnifying glasses.



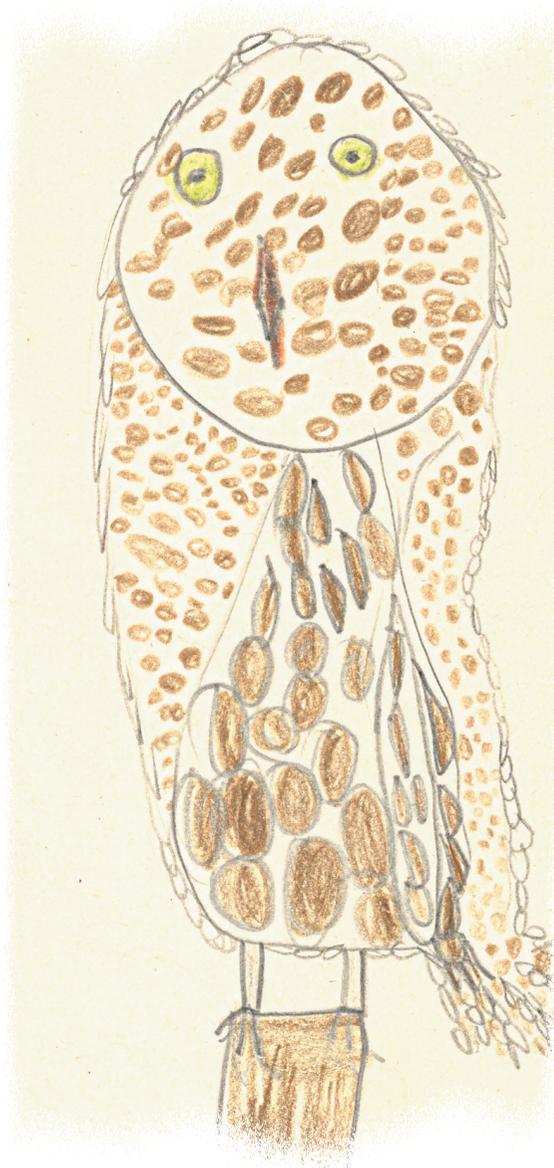
Method

Reading 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson could be done before drawing or as follow-up and extension work.

- Start with pupil and teacher discussion of the main features of the owl. Focus on the visual elements of pattern, shape, colour and texture.
- Ask the children to use magnifying glasses to look closely at the patterns and markings on the owl.
- Use drawing pencils in both 2H and 2B grades (this gives experience of the different kinds of marks made) and ask the children to draw the owl, paying close attention to details.
- As the children are drawing, circulate and guide the children to look very closely as they work, discussing aspects of the photos and drawings with individuals.
- Continue the drawing and start to add coloured pencil if time allows. Alternatively, save this for a second lesson.
- When the task is complete set all children's work out and ask them to comment about what they like in another child's work. This is also a good opportunity to reinforce relevant vocabulary e.g. wings, feathers, beak, pattern, shape, colour & texture.

Taking it Further

Use a viewfinder on the finished drawings to isolate an area of pattern and use this to make a simple print block or as stimulus for mono printing.



The starting point for this drawing was a stuffed barn owl housed in a Perspex case which had been borrowed from the LEA collection of artefacts.

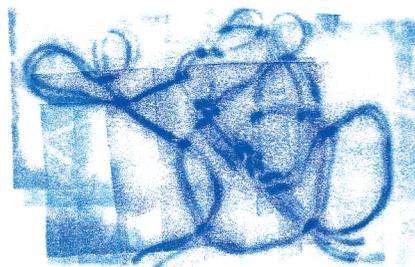
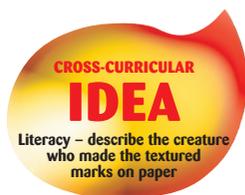
Younger children are less inhibited about drawing so the main emphasis here is on focusing the children on using the magnifying glass correctly. Encouraging the children to keep looking at the object (or photographs) then back at their paper will help them to draw more accurately.

Roller Printing

Develop skills in using a roller and extend by exploring textures and a variety of surfaces.

Materials

Water-based printing ink
Inking tray or sheet of Perspex
Roller
Cartridge paper
Textured materials/objects
Variety of papers to print on (optional).



Method

- Demonstrate the correct way to ink up a roller making sure that the roller is lifted at the end of each roll as this spreads the ink evenly and avoids a heavy line of ink building up. Remind children that it is important to roll in 2 directions at 90° to each other (describe this as rolling north/south then east/west).
- Encourage the children to experiment by making marks on sugar paper with the roller e.g. what happens if they roll in a curve instead of a straight line? Try a series of short rolls on the paper then see if they can come up with other ways to move the roller so that different effects are produced.
- Show the children how different effects can be achieved by placing a textured surface or object under the paper before rolling across it.
- Encourage the children to experiment with a variety of objects and materials under their paper to produce a series of roller printed textures.
- The children could work in pairs or small groups to produce a textured surface made up of several objects placed together before roller printing over it.
- Extend this work by using a variety of different papers on which to make the roller prints. For example, compare prints made on tissue paper with those made on newspaper or paper that has been scrunched up before printing onto it.
- Discuss the work produced, encouraging the children to explain how they achieved different effects using appropriate vocabulary e.g. bumps, texture, ridges etc.

Taking it Further

Try rolling an inked roller over a textured surface (e.g. Lego® bricks) then roll onto paper to transfer the pattern onto paper. Arrange pieces of cut card underneath the paper and roll over with inked roller – this makes interesting representational images if desired. Try wrapping elastic bands around the roller before printing.

This activity is focused towards children experimenting and learning through enquiry. Avoid having a fixed outcome in mind and encourage children to think broadly.



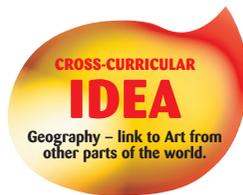
www.apfs.org.uk/resources

Decorative Clay Tiles

Work from observation of natural forms to make decorative clay tiles with linear designs.

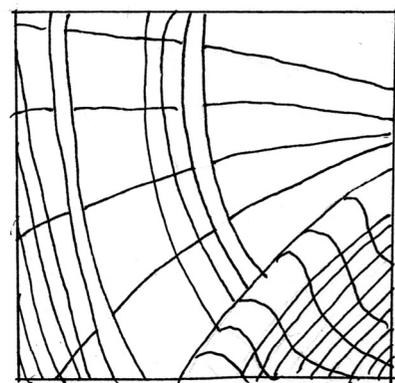
Materials

Natural forms e.g. shells, driftwood, plants etc.
Viewfinder
Sketchbook
Ordinary school clay/air-drying clay
Rolling pin
Wooden clay guides
Clay tools (optional)
Shoe polish (brown), toothbrush & soft cloth.



Method

- Ask the children to use a viewfinder and move it around the chosen object until they find an interesting area. Draw this in sketchbooks using line only.
- Encourage the children to re-draw this as a simple design, modifying it a little if necessary.
- Model rolling out some clay to approx 1cm thick using clay guides if desired then ask the children to roll their clay to produce a square or rectangular tile.
- Referring to their linear design the children now need to translate the drawing into a decorative tile by impressing into the clay or adding clay on top. Remind them to attach extra clay with a little water.
- Encourage the children to keep referring back to their linear design. Leave the tile to dry completely.
- Show the children how to use a toothbrush to rub brown shoe polish all over the top of the clay tile or show them the video on our website. Make sure polish gets into every nook and cranny. The polish can be applied in layers to give a darker colour. Rub any excess off with a paper towel and leave for about 24 hours. Buff the tile with a soft cloth to bring up a gentle sheen.
- There is a video showing how to apply shoe polish as a finish for clay on our website. Look at www.apfs.org.uk/resources



Taking it Further

Try using clay in other colours to impress patterns into the clay tile. Make a string print block from the original linear design and print onto paper.

This activity covers several skills including observational drawing, simplifying to make a design and translating a design from 2D into 3D.

Primary & Secondary Colours

Extend colour mixing skills while using the paintings of Sean Scully as a stimulus for abstract work.

Materials

Images of Sean Scully's paintings
 Cartridge paper
 Ready mixed paint in primary colours
 Paint brushes
 Water
 Scissors
 Glue - PVA or glue stick.

Method

- Show the children images of Sean Scully's paintings and talk to them about the colours used. If necessary, remind them that secondary colours are made by mixing two primary colours together. If no prior work has been done on abstract images explain that they do not represent recognisable things but instead involves the use of lines, shapes and colours that can be appreciated in their own right.
- Encourage the children to mix several secondary colours and to then paint a variety of stripes, blocks and regular shapes onto cartridge paper.
- When the paint is dry, cut each shape out.
- Show the children the Sean Scully paintings again, this time focusing on the way the shapes are arranged. Discuss briefly.
- Ask the children to arrange their painted shapes onto another sheet of cartridge paper using the work of Sean Scully as inspiration. When they are happy with the arrangement fix in place with glue.



Taking it Further

Replace paints with a variety of textured materials to repeat the activity as a collage. Work on a giant scale with several groups or classes making a Sean Scully-style abstract on a whole wall in the school.

Colour mixing skills can be extended and/or reinforced during this work. Using the dual primary colour mixing system will enable children to gain a deeper understanding of the way to mix secondary colours (i.e. 2 shades of red, 2 yellows, 2 blues plus white and black).

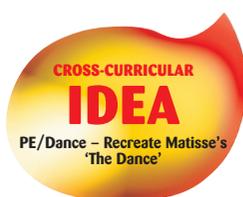


Dancing Figures

Look at ways to portray movement using simple torn paper shapes and Henri Matisse's 'The Dance' for inspiration.

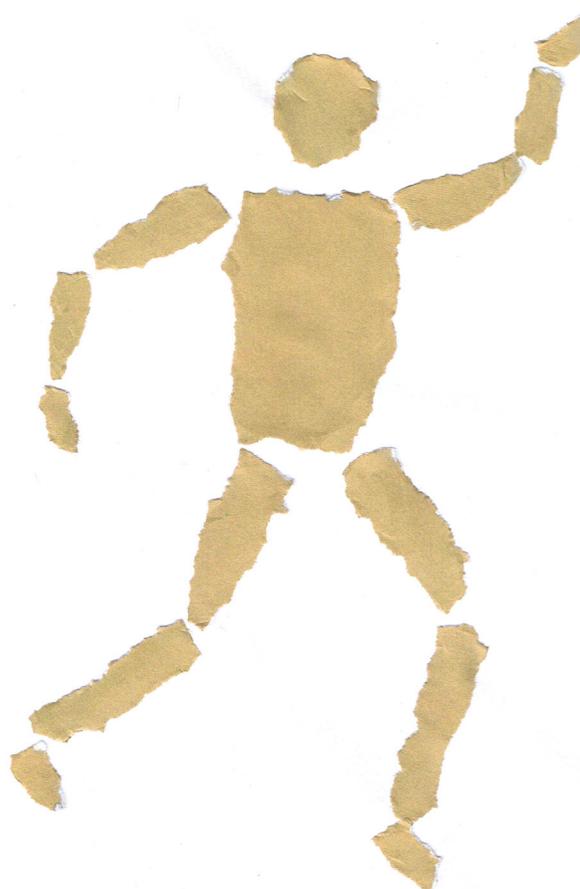
Materials

Cartridge paper and/or sketchbooks
Coloured paper (any colour)
'The Dance' by Matisse
Glue - PVA or glue stick.



Method

- Show children a copy of 'The Dance' by Matisse and talk to them about the way Matisse has shown movement. Point out how Matisse has painted each part of the dancer's body.
- Use a piece of coloured sugar paper and model how to tear the paper to represent each limb, the torso and head. For each limb tear 2 pieces (i.e. upper and lower leg).
- Start the children off tearing pieces to make the body.
- Ask the children to lay the pieces onto paper or a page of their sketchbook and to move the pieces around to show a body in motion.
- While the children do this you could tear a larger version and put onto a sheet of paper as an example. Move the limbs around then show the children and ask for comments. Encourage the children to have a go with your larger version and show the rest of the class.
- Allow a little time for children to experiment then when they are happy that their figure appears to be moving ask them to glue the pieces down.
- If time allows the children could make more than one figure ensuring that the second one is in a different pose.



Taking it Further

Work on a giant scale to make life size figures using the same method and create figures dancing around the walls of the school. Take photos of the class engaged in PE/Dance and use these as source material alongside the Matisse painting.

This activity is ideal for helping children gain a general sense of the proportions of the human body. The lack of detail required enables them to focus on making the figures look visually 'right' rather than making them look lifelike.

Collagraph Prints

Combine a range of materials to make textured print blocks that are as individual as the children themselves.

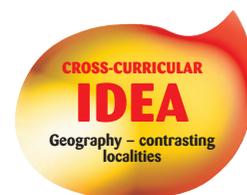
Materials

Examples of collagraph prints
Thin card e.g. from cereal boxes
PVA glue
Brush for glue
Hard pencil or old ballpoint pen
Block Printing ink
Rollers
Cartridge paper.



Method

- Show the children some examples of collagraph prints and talk about how the block is made. See if the children can work out what materials have been used in any of the prints.
- Demonstrate the making of a collagraph print block starting with the base plate made of card. Print blocks can be an exploration of shape and texture or can be composed to form an image e.g. buildings in the local area. The method is as follows;
 - Cut pieces from another piece of card and glue onto the base plate.
 - Make sure everything is firmly glued down then coat the entire base plate with PVA glue and allow to dry. This helps to strengthen the printing plate.
 - If desired, children can impress lines into the card by drawing firmly with a hard pencil or an old ballpoint pen. They can add texture or accent lines depending on the chosen design.
- Show the children how to ink up their collagraph plates by first inking up a roller as normal then rolling across the plate in two directions at 90° to each other.
- Place the collagraph plate face down onto cartridge paper then use a clean roller to roll firmly down over the back of the plate. Try to avoid moving the block on the plate but ensure that firm pressure is used all over.
- Lift the collagraph plate up to reveal the finished print.



Taking it Further

Experiment with printing onto different types of surface e.g. tissue paper, textured paper. Make larger print blocks and use a rolling pin to roll firmly over the back to make the print. Focus on making a collagraph block of local buildings then a different type of landscape.

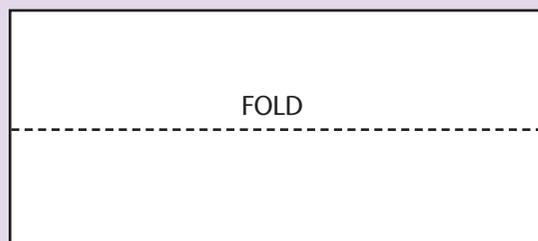
Every child can succeed with collagraph printing. The less able will create simpler images while the more able will become engaged in detailed experimentation, adding a wide range of surfaces and marks to their print block.

Making Mini Sketchbooks

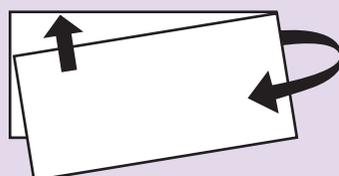
Sometimes you may want the children to have a sketchbook that is specific to a topic, technique or theme. Alternatively, you may want the children to take sketchbooks on a trip and are worried about losing them. This idea can be used for sketchbooks that can be taken home as well.

Method

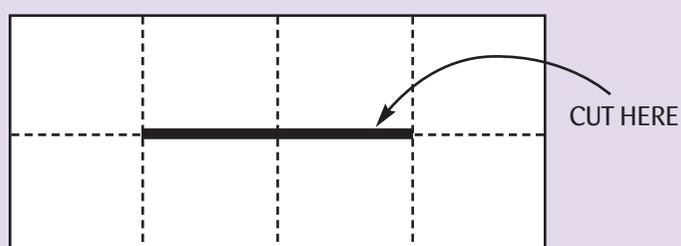
1] Take a large sheet of cartridge paper and fold it in half along the length.



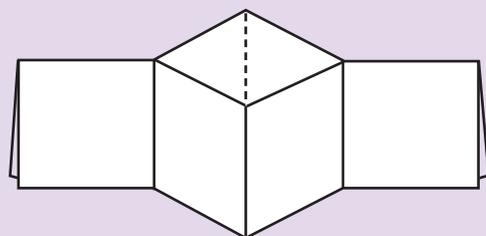
2] Fold in half, then in half again.



3] Open the folded paper back out and lay it flat on the table.
Cut along the line marked in bold black.



4] Fold in half lengthways again and push the ends inwards towards the middle.
This will create a book form with a series of pages.
Close the book and crease down the spine firmly.



A limited number of pages can be used or the paper can be turned over and every page can be used.

A photocopyable version of Making Mini Sketchbooks is available on our website. Go to www.apfs.org.uk/resources.

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

Marble Painting

Google Images ScribblesandSquiggles.com.au Jackson Pollock

Clay Snails

The Clever Feather Google Images Davina Behin Jones

Owl Observations

Don McMahon John Hebb Pat Erickson

Roller Printing

Ruth Issett Lisa Kerpoe Lois Ericson & Dawn McIntyre

Decorative Clay Tiles

Janice L. Walrafen Heather Knight Ann Bates

Primary & Secondary Colours

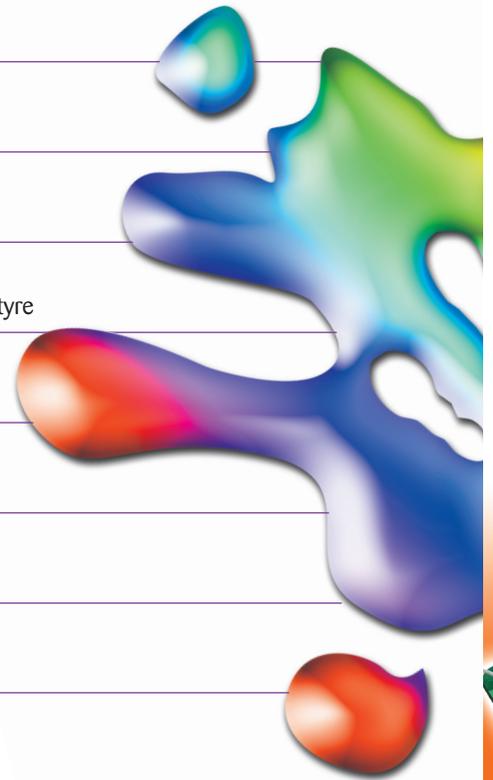
Sean Scully Hans Hofmann Paul Klee

Dancing Figures

Henri Matisse Keith Haring Magdalena Abakanowicz

Collagraph Prints

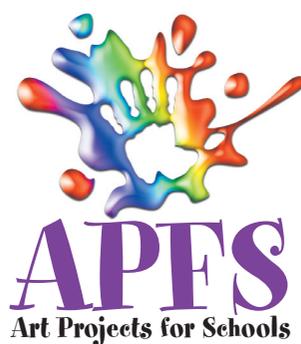
Laurie Rudling Louise Jannetta Anna Cole



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 Leavers 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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