

HIAS CREATIVE HOME STUDY RESOURCE

Title: – Look out for art! Week 14

HIAS Teaching and Learning Team
Autumn 2020
Final version

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HIAS Creative Home Study resource

Using the Home Learning Materials



The materials

- Each resource contains an overarching weekly theme and all the activities relate to this.
- There will be a new theme each week, but activities can be carried over from one week to the next.
- There is no time limit to the activities, and they may take more than one week.
- All the activities can be adapted for different age groups, even though age recommendations are given.

How to use

- Read the instructions carefully before you start an activity.
- Parents or carers may have to help with resourcing the activities, but children can mostly work independently.
- Each activity has ideas and question prompts to consider.
- The activities are all planned with limited resources in mind.

How can parents, carers and siblings help?

- Select the activities that most interest your child. They have been considered to have a high level of independence with the role of the parent/ carer being an encourager not a teacher
- Read the activities aloud with your child and discuss how they could be adapted.
- Help your child select the appropriate activities and talk through the safety aspects of each task.
- Adapt any of the resources and materials as you feel necessary to support your child's needs.

Look out for art!



Key theme:

This theme is based on learning more about art, seeing it in everything around us and completing some artwork. These activities can be adapted and used with all year groups or as a family, as appropriate.

The big idea		
	Make your own mural design All Primary year groups	
How to do it		
<p>This activity will help you express all your artistic talent in one amazing mural!</p> <p>A mural is a piece of artwork that is usually drawn or painted directly on a wall, ceiling, or any other surface. The history of murals (of a sort) goes back to the Upper Palaeolithic times when people drew directly onto cave walls. Many ancient murals were also found in tombs in Egypt. Today, there are many famous artists that draw directly onto walls and surfaces and their art can be worth many thousands, or even millions, of pounds. Sometimes art on surfaces can be considered 'graffiti'. This means that it is vandalism in a public place, whereas a mural has the consent of someone to be there.</p> <p>One famous artist who paints this street art is called 'Banksy'. They are an anonymous street artist with a very distinctive style and their work has reached, in some cases, many millions of pounds.</p> <p>This is your chance to complete a 'Banksy' on a large piece of paper. This is unless someone lets you paint it on a wall or surface, but you must get permission for this!</p>		

Getting started:

- Research the work of some famous street artists and murals, so you can see the different styles and decide what style suits you best
- Find a large piece of paper to either complete your design or to plan it
- Decide on the theme of your street art (see below)
- Find the materials that you will need to complete the art. You may need a pencil, bright pens, or paints

Different themes:

Your art could have many different themes, but you could consider the following:

- Natural elements such as the repeating patterns that you can see in nature
- A repeating, abstract pattern
- A human or animal form
- Art in the style of another famous artist
- A cityscape
- A beach scene
- A scene from outer space
- A forest scene

Completing the activity:

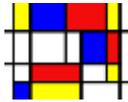
Think about the following when you complete your artwork:

- Drawing the outline first, remembering to make sure that the objects fill the paper or the wall that you are covering
- Fill in the detail and the features
- Stand back while you are drawing so you can make sure that the objects look correct and are in the correct proportion to each other
- Fill in using colour and make sure that this is as near to the real colour of the objects

What you will learn**Designing and making your mural will help you to:**

- Find out more about famous street artists
- Use your imagination
- Improve your art skills

The big idea



Take an artist... make them your own Years 3,4,5 and 6



How to do it

Different artists have different styles and this activity is all about finding the style that you like best and recreating your own masterpiece. In order to complete this activity successfully you will need to study the style and medium of the artist and decide how you can create your own piece of art that is similar, but has your own style too.

Deciding on the artist:

- First decide whether you want to create a painting, drawing or a sculpture. This might depend on what type of art you enjoy looking at and the materials that you have available to complete the artwork
- Once you have decided on the type of art that you want to create, research some famous artists to give you inspiration. Make sure that you look at the style, use of colour, texture, and the art medium. This means whatever the artist has used to make the artwork – how they make a mark on the surface

Famous painters:

Here are some famous artists that might give you inspiration, but there are many others!

- Van Gogh
- Picasso
- Mondrian
- Monet
- Matisse
- Pollock

Famous sculptors:

Some artists work in 3D and they are called sculptors. They might cast metal or plaster or carve stone or wood to make their artwork. Here are some famous sculptors for you to research:

- Henry Moore
- Michelangelo
- Edward Degas
- Dame Barbara Hepworth
- Alexander Calder (mobile maker)
- Tony Cragg (sculpture out of scrap materials)

Artistic terms to help you:

Here are some of the main artistic terms that you might need to help you make your artwork:

Sculpture: a 3D piece of art, often created by carving a piece of stone or wood or casting metal or plaster

Sculptor: an artist who creates a sculpture

Medium: the materials that the artist uses to create their artwork

Portrait: a drawing or painting of a person or people

Perspective: a way of drawing or painting that makes some objects appear closer than others

Primary colours: red, yellow, and blue - all the other colours can be made from these

Self- portrait: a painting or drawing that the artist makes of themselves

Still life: a painting or drawing of inanimate objects that are often placed in an arrangement

Texture: the look and feel of the canvas in a painting. This can vary depending on how the paint is applied

Completing the activity:

Before you start the activity, you will need to gather the materials that you will need and have the work of the artist in front of you to act as a guide.

Depending on what you are creating you might need:

- A canvas or paper to complete your drawing or painting
- Materials to complete a sculpture such as clay, boxes, recycled materials, plasticine
- A drawing pencil
- Coloured pencils, pastels, or paints

What you will learn

Researching the artist and completing your artwork will help you to:

- Learn more about different artists
- Improve your observational skills
- Improve your art and DT skills

Useful websites: www.tate.org.uk www.vam.ac.uk www.nationalgallery.org.uk www.npg.org/collections.php
www.britishmuseum.org www.bbc.co.uk/arts/yourpaintings/

The big idea

Make a colour wheel and use it to create an autumn picture

Years 3,4,5 and 6



How to do it

A colour wheel is used in art to organise colours based on their colour values. The basis of the colour wheel are the three primary colours, spaced evenly apart. Directly between each primary colour is the secondary colour, spaced evenly between them. Circles make good organisational tools and artists use them to organise colours to help them understand the relationship between colours.

There are many variations of the colour wheel but the traditional one has twelve distinct colour values. This activity is all about making your colour wheel and then creating an autumn picture, using the colours.

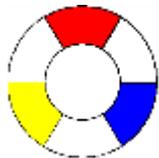
Making a colour wheel:

You will need to find:

- White paper or card
- Red, yellow and blue pain
- A small mixing bowl to mix the paints
- A paintbrush
- Two small plates or saucers to make the wheel (one for the outer and one for the inner circle)

Primary colours:

Primary colours are the colours that cannot be combined to make other colours. They are red, yellow, and blue. To start making the wheel, space out the red, yellow, and blue evenly on the circle (see picture).



Secondary colours:

The next set of colours are made by combining equal amounts of primary colours, called secondary colours. Red and blue make violet, blue and yellow make green, and yellow and red create orange. Now place these three colours on the wheel. Each one goes directly between the two primary colours used to create it.

Tertiary colours:

You now need to add six more colours to the wheel. These last six are all tertiary colours, created by adding more primary colour to a secondary colour. For example, green is a secondary colour. If more blue is added to it, you will get a bluish-green. If you add more yellow to it, you will get a yellowish-green. On the colour wheel, tertiary colours fall in between the primary and secondary colours used to create them. Once you have added these colours, you will have all 12 colours on the wheel.



Creating an autumn picture:

This is the time of year when we begin to see changes in nature around us. You can now use the colours on your wheel to create an autumn picture. This could be a landscape picture that shows a natural scene, or you could create a more detailed picture of some leaves or autumn flowers or berries.



Using the wheel for your picture:

The colour wheel can be used to mix your paints and create some autumn colours. The colours that sit next to each other on the wheel are **harmonious** colours. These are known as **analogous** colours and Claude Monet used these colours in many of his watercolour paintings. The colours that sit opposite each other on the colour wheel are known as **complementary** colours and these can be used to create contrast e.g. yellow and purple.

Now that you know this, you can start to mix your paints and refer to your colour wheel to get the best out of your painting.

- First draw the outline of your painting - you may want to copy from a picture or look outside to get some ideas
- Now use your small bowl and paintbrush to carefully mix your colours. Start with one Primary colour such as yellow and add another colour to it. Use your colour wheel as you go

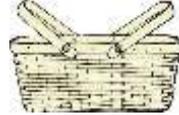
What you will learn

Making your colour wheel and your autumn picture will help you to:

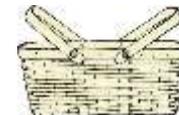
- Learn how the colour wheel works
- Improve how you can use colours in a painting

Useful websites: www.drawpaintacademy.com www.bbc.co.uk/homes www.accessart.org.uk

The big idea



Design a plate for a picnic All Primary year groups



How to do it

September is a great time for a picnic as the weather is often still warm and sunny. This activity is all about designing an attractive paper plate design for a special picnic. Remember that this is just a design and you won't be able to eat off the plate if you have coloured it in!

You will need:

- Some paper for the plan
- A pencil
- A paper plate or some circular, plain card
- Some colouring pencils, or pens

Completing the activity:

- First decide on the theme of your design (see below)
- Then plan out your design by drawing a circle on a piece of paper and drafting some ideas within it. This will ensure that your design achieves the correct effect when you draw it onto the plate. Make sure that you fill in most of the plate and give the design a border (this is the area around the edge of the plate)
- Now use a paper plate to draw your finished design. Remember to colour in your design carefully

Different themes:

- A natural theme such as flowers, trees, or leaves
- A sporting theme such as objects used in sport
- An animal design
- An abstract design (this means that it is not real but achieves its effect through shapes and colours)
- A repeating pattern using shapes or objects

What you will learn

Designing and making your paper plate design will help you to:

- Use your imagination
- Improve your art skills

Useful websites: www.accessart.org.uk

The big idea

Create a page for a colouring book All Primary year groups



How to do it

Colouring has lots of calming benefits. The act of colouring in an outline of something can relax the fear centre of your brain, and so generate mindfulness and quietness.

This activity is all about designing a page for a colouring book that you could give to someone else to colour in. Your design will need to be very carefully drawn in outline, so that people can use their colouring skills to complete it.

Completing the activity:

- First decide on a theme for the page in your colouring book. This could be something that you are already good at drawing or look to books and magazines for inspiration
- Use a piece of plain, white paper to draw your design
- Draw the outline very carefully, using a drawing pencil to achieve a clear line (this is usually a 2B or 3B pencil for mid tones)
- Take care to draw lines and areas so that the person can fill in the spaces between with colour
- Now give your design to a family member or a friend to colour in!

What you will learn

Designing your own colouring page will help you to:

- Use your imagination
- Improve your fine motor skills

Useful websites: Type 'colouring in sheets' on the internet there are many different designs that you can use as inspiration.

The big idea



Take a household object and draw it in detail

All Primary year groups



How to do it

Many artists take inspiration from the daily things around us, so this activity is all about drawing something that we are familiar with. These types of drawings are called a 'still life', meaning that they are of the 'still' objects around us. Your drawing can be of anything in your home or garden that you think you will be able to draw in detail.

Getting started:

- Look around your home or garden and pick an object that you think you will be able to draw. A cup or a vase is an easy start. Make sure you don't pick something too complicated to start with
- Gather up the materials that you will need to complete your drawing (see below)

Materials that you could use:

You don't need complicated drawing equipment to create a good effect with your picture. Any of the following materials will help you achieve your result:

- A well sharpened B, 2B or 3B pencil (if you have them)
- A solid graphite stick (these do cost more than pencils, but will last longer)
- Charcoal – a good drawing material for larger drawings as it can be smudged to create some interesting effects and is useful for shading
- Paper or a sketch pad

Holding your pencil:

Although we usually hold our pencil like a pen, it can be useful to hold it like a brush, with a loose grip. This will mean that your grip is relaxed and there is no tension in your arm. This will also produce better marks on the paper.

Using the paper:

Try to work as large as you can from the beginning to fill the paper. The larger your drawing is, the easier it will be to correct.

Completing the activity:

Once you have all your materials and your object, you can get started:

- Place the object in front of you on a table or flat surface and look at it carefully

- Notice how high it is compared to its width (the area across the object). Notice the way that the light falls across it and its colour and texture
- Now have a go at drawing the object by first drawing the outline carefully
- Once you have drawn the outline, hold up the drawing so that you can see the object and the drawing without moving your head. Notice which bits are correct and which bits need further work
- Carefully redraw over the original drawing more correctly without rubbing out the incorrect lines first. Carry on re correcting until the drawing looks more like the object
- You might want to draw some similar objects so that you are improving your skills with something familiar

As soon as you are tired or bored, then stop! When you come to really love drawing you will find yourself carrying on without even noticing!

What you will learn

Completing your drawing will help you to:

- Improve your observation skills
- Improve your drawing skills

Useful websites: www.bbc/cbeebies.co.uk www.tate.org.uk/kids

The big idea

Make a sculpture based on your favourite thing All Primary year groups



How to do it

Sculpture is a type of art that is 3 dimensional. This means that the art has the three dimensions of height, width, and length.

This activity is all about designing and creating your own sculpture from the items that you have available to you at home.

Getting started:

- Research some famous sculptures to give you inspiration
- Decide whether you want your sculpture to be a small, tabletop sculpture or something that could be used outside, in a garden or on a balcony
- Collect some materials together that you could use to make the sculpture (see below)

Materials to gather:

When gathering materials for your artwork, always get permission from an adult before you use them.

You could use:

- Old CDs
- Plastic bottles and containers
- String, wool, or ribbon
- Bottle tops
- Card and paper
- Pieces of wood (make sure that they are not sharp)
- Clay or plasticine

Think about:

- What your sculpture will be. Will it be a 3D abstract object, or will it represent a real-life object such as an animal or a plant
- Planning your design first. You might want to draw this out, considering what materials to use for each part of the sculpture
- Making sure that your objects are clean and safe before you start
- How you will construct your sculpture. You may want to use glue or string to put different pieces of the sculpture together

What you will learn

Designing and making your sculpture will help you to:

- Improve your design skills
- Improve your art and DT skills

Useful websites: www.bbc.co.uk/learningzone/clips

HIAS Teaching and Learning team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact Sarah Sedgwick Teaching and Learning Adviser: sarah.sedgwick@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk