Appendix 2: Background to the work on art featured on the video

*Year 1 (index nos 260–319)*

**Aim of the lesson**
To let the children experience texture by touch and observation before and during the visit. Follow up by making their own textured work, using a variety of materials.

**Materials**

- **Clay** – Using slabs and making marks with a variety of implements to create a textured surface.
- **Collage** – A variety of materials were provided, paper, wood, string, tissue, and pieces of wood gathered during the visit.
- **Paint/Drawing** – Preparation of thickened paint beforehand to provide a more malleable surface with which to work. Sand and wood shavings assist in providing variety.

**Previous preparation**
The children looked at textures on articles to be found in the home or the classroom, for example pots, wood and plants, and looked at the work of artists creating with similar materials, such as Van Gogh, Kurt Schwitter, Henry Moore.

**The visit**
The children made rubbings of gravestones, trees, church doors, paths and any surface which attracted them. They sketched the church and areas of personal interest – touching, feeling and collecting as they went – and shared their experiences back in the classroom.

**Development**
By looking at the sketches and rubbings the children made on the visit, they were able to produce images in the materials provided.

**Storage**
The completed work was allowed to dry on an improvised drying rack which allows for hanging collages and paintings (if not too wet) and has a flat surface for dry and wet painting.

**Follow-up**
Discussion of finished pieces and how well they create images of texture.
Year 7 (index nos 319–53)

Aims of the lesson

1 To observe closely the forms of plants and other natural objects, to increase understanding of their structure and how their shape and texture may be represented.

2 To make three-dimensional models, in wire, papier-mâché and paint, of elements in the solar system.

Previous preparation

The class discussed textures and colours prior to the lesson and were introduced to the solar system through slides and pictures of the planets, comets, stars and black holes. Drawings and prints by artists such as Leonardo da Vinci and Dürrer helped to focus their interest.

Materials

Paper, pencils, charcoal, wax and chalk crayons, pastels, chicken wire, papier-mâché, paint, glue, cutting implements and a variety of scrap materials were made available.

The two groups were situated at either end of the classroom, the children making three-dimensional models being closest to the sink. Why might they have been organised in this way?

Development

All the children were familiar, if not vastly experienced, with the materials they were to use. The drawing group experimented with the materials, the three-dimensional group consulted slides, pictures and their own large painting of the solar system to help establish the forms they required.

Storage

The drawings could be stored in the classroom, but the papier-mâché creations had to be taken to an empty room along the corridor, as the classroom was simply not big enough to contain them and let other lessons continue.

Follow-up

All work was carefully discussed, improvements suggested, and the three-dimensional work was displayed in the entrance hall of the school (see video).

In all lesson planning and development the national curriculum folder provides sound advice for each key stage.