

KS1 Adult Led Art Projects

This PowerPoint contains three adult lead art projects for KS1 children. However, older children can join in as it is important for children to revisit ideas and processes.

The activities can be completed in any order.





Collage

Key artwork

Paul Klee, Castle and Sun, oil
on Canvas

Imaginary Places

You will need:

Paper in various colours (use old magazines as an alternative).

Black felt tips.

Pencils

Getting started

Show children the key artwork (on previous slide) and explain that this is a painting by Paul Klee. Ask them whether they can spot any colours, lines or shapes they know?

Guide the children into understanding that Paul Klee didn't make the castle look realistic but instead used simple shapes to make his painting.

Explain how the artist may have once visited a castle that remained in his memory and then he combined his memory with his imagination to make his painting.

Ask children if they can remember any buildings they've seen?

Explain that the children will be making large drawings of their memories.



Activity

Ask the children to close their eyes and picture the place they most enjoyed visiting, it can be a building or a place. Ask them to recall as many of the shapes, lines and colours that they can.

Children should take a large piece (Stick smaller pieces together) of paper and ask them to try to draw the building or place as well as they can remember it, using the pencil at first then going over the lines with felt tips.

Try to encourage the children to use lines and shapes for their drawings.

Shapes to cut and stick

You will need:

Children's art work from previous session.

Glue.

Paper and card in a variety of colours.

Scissors.

Pencils.

Envelope for storing loose paper.

Getting Started

Look at the key artwork again and explore how Paul Klee used simple shapes instead of making his building look realistic.

Remind children that 'Collage' is the word we use when we cut and stick materials to make art.



Activity

Demonstrate how to carefully cut shapes from the coloured paper.

Be sure that the children should snip not chop with the scissors and that they can turn the paper instead of their bodies to cut the awkward parts.

Demonstrate how to stick different shapes onto the drawings to make up the parts of the building and scene. Be sure to teach the children how to use the glue carefully so as not to coat the paper too much.

Allow the children to cut and stick shapes onto their drawing: try to encourage them to look carefully at their work and select shapes that best fit their drawing. Note: the cut shapes do not need to perfectly match the drawing.

Children can store loose cuttings in an envelope to finish off at a later time.

Painting like
Georgia O'Keeffe

**Oriental Poppies, oil on canvas,
1927**



The view point of a bee

You will need:

Large paper (preferably cartridge paper)

Pencils

Getting Started

Look at the key artwork (on previous slide) and explain that it is by Georgia O'Keeffe who liked to paint flowers.

Ask the children to comment on the colours, lines and shapes they can see. Ask children why they think the artist painted it so large? Explain that O'Keeffe wanted everyone to stop and enjoy the beauty of flowers.

Ask the children if they can think of an insects that might see the flower in the same way the artist has painted it. Explain that bees that are busy pollinating might see flowers like this.



Activity

Explain to children that they will be making enlarged flowers like Georgia O'Keeffe.

Ask the children to spend some time looking at flowers. Encourage children to notice patterns, shapes and colours.

Tell children their challenge is to use their pencils to draw the lines and shapes that they can see but they must enlarge the flower big enough to fill the page- they should imagine that they are a small bee inside the flower.

Explain that it is best to apply light pressure to the pencil as they are drawing, just in case they make a mistake or want to change their drawing.

Make sure that the children keep observing the flower as they draw rather than draw from their imagination.

Painting the flower

You will need:

Children's drawings
Paints
Medium sized brushes
Water pots
Mixing palettes
Aprons

Getting started

Explain that children will be using paint and colour on their flowers.

Explain to children that they should paint the outline of the flower first before filling in the middle. Bring to the children's attention how you can use the corners of the brush to make thinner outlines and then use the flatter side of the brush for filling in bigger spaces.

At this stage, the children might not be able to record different shades, so it is fine for them to block in the main colour that they can see rather than the lights and darks. The focus is on selecting the right colours and staying within the lines that they have drawn. Remind children how to load the brush and wash the paintbrush effectively.

Activity

After demonstration, children can begin to paint colours onto their drawings.

Remind them to use different parts of their brush for outlines and filling in colour.

Remind the children how to wash the brush and check it is clean to prevent contamination of colours.



As small as a bee like Georgia O'Keeffe

You will need:

Children's drawings

Paints

Medium sized brushes

Water pots

Mixing palettes

Aprons

Getting started

Ask children to think about what needs to be added. Tell them that they will be adding the details and the textures using smaller brushes. Explain to the children that the word texture means and tell them that artists use texture to show how things would feel to make their paintings more realistic.

Show the smaller brush compared to the brushes they used last time and ask why they think the brushes need to be smaller. Demonstrate how the thin brushes can add details in different ways such as dabbing or dashing to create textures. Highlight how to carefully load the brushes so that the paint doesn't gather in a blob or cover the handle.

Activity

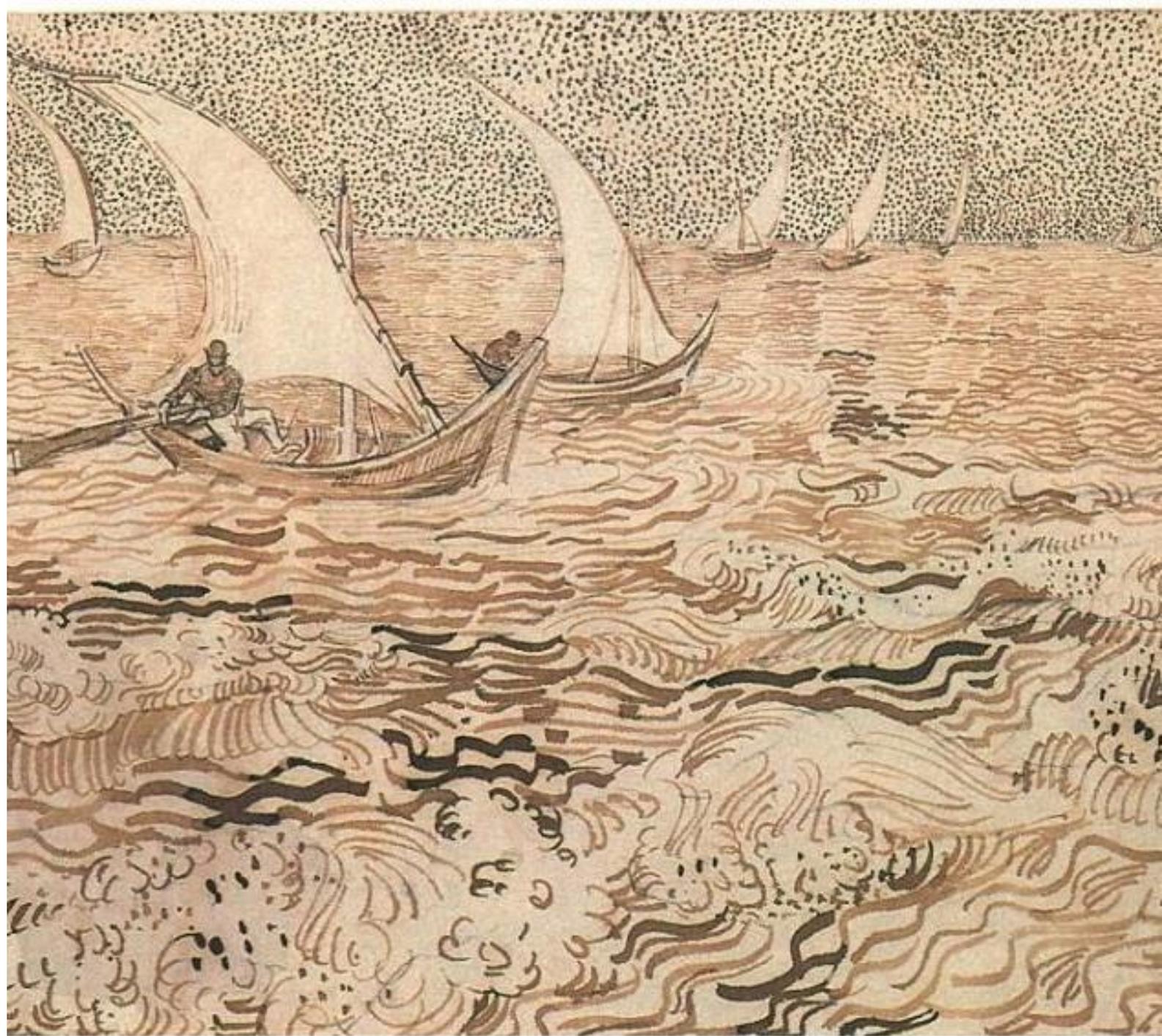
Ask the children to use their thin brushes like careful artists to add textures and details by looking closely.

Pause periodically to show good examples of detailed painting and use of brushes.



Drawing

Vincent Van Gogh, Fishing Boats st Saintes-Maries-de-la-Mer, reed pen and ink, 1888.



Expressive mark making with dots and lines

You will need:

Crayons or coloured pencils in a variety of colours.

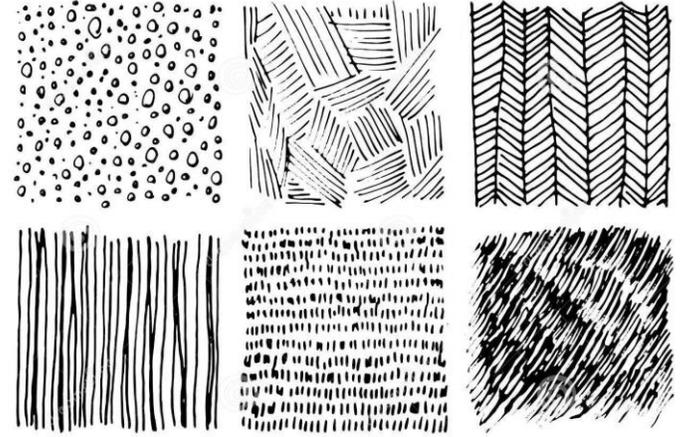
Large piece of paper (folded or divided into 6 equal parts)

Access to music

Getting started

Show the children the key art work and explain that it is a drawing by Vincent Van Gogh who was a great artist, discuss what an artist is. Encourage the children to discuss what they can see in the drawing, bringing the discussion towards the fact that the drawing is made up of lines. Ensure the children are aware how the lines vary in directions, weight and thickness.

Tell the children that they are going to hear different types of music, and they will try to create different lines and marks to go along with each song. Tell them that the music might make them feel happy, calm, sad etc. and so their lines and marks will probably change for each song.



Activity

Play the first track, remind children to silently listen and then use one of the boxes on their paper to fill with lines that come from listening to the music.

Continue to play each track for two or three minutes each or when they have finished their drawing.

You might need to remind the children that they should be making lines- some might be tempted to scribble for each track.

You could ask the children to share how each track made them feel.

Remind children that they can vary the type of line they use as well as the direction and thickness.



Pablo Picasso, Le Hibou (The Owl), Le Chameau (The Camel) and Le Chien (The Dog), prints on paper, dates unknown.

Shape and line animals

You will need:

Pencils

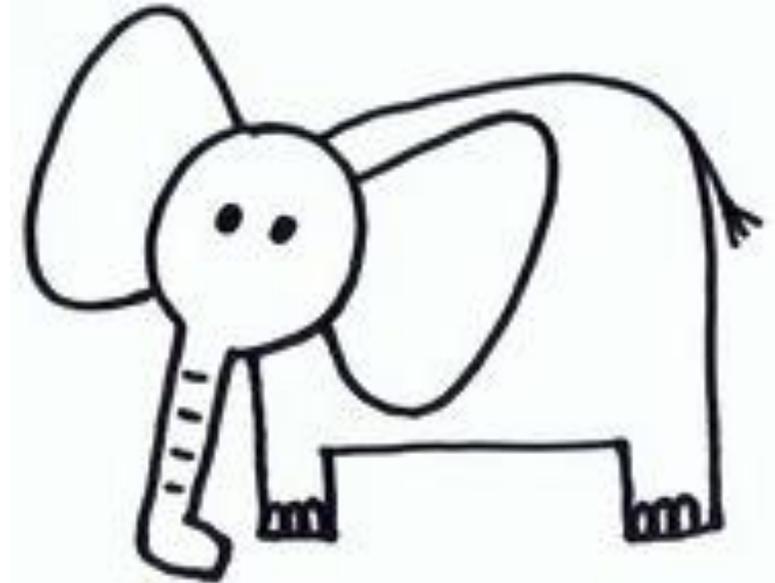
Paper folded into four sections.

Getting started

Remind children how good they were at using different lines and marks last session.

Show children Picasso's drawings and lead a discussion about how, even though the artist has used simple shapes and lines, it is still possible to tell what he is drawing. Explain to the children that Picasso's drawings are meant to represent the animals rather than be realistic drawings.

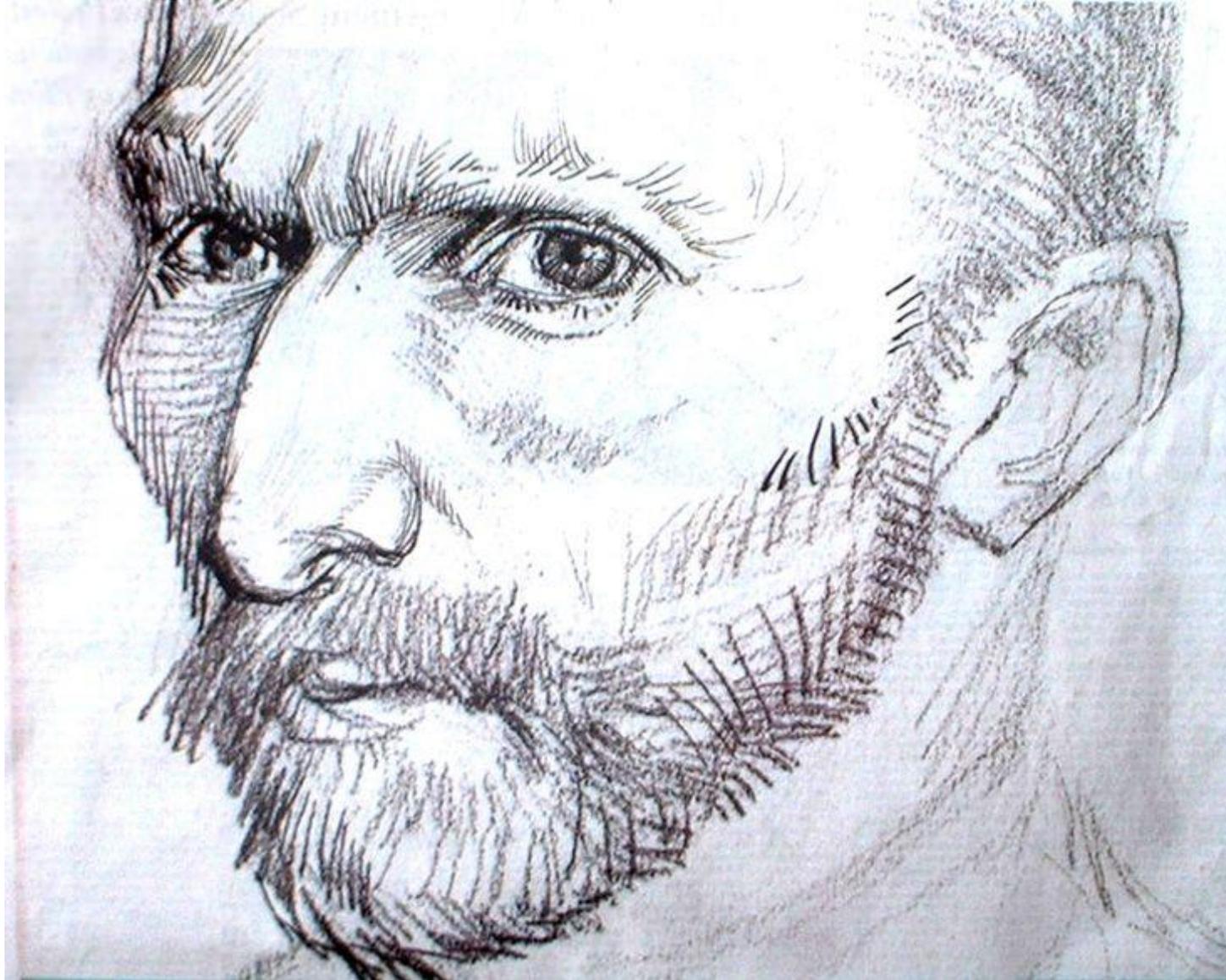
Explain to children that they will be working like Picasso, using simple lines and shapes to make drawings of animals.



Activity

Allow children to draw four line and shape animals using their pencil on paper.

You could give them a list of four animals e.g. a fish, a panda bear, a mouse, a elephant, or let them choose. It is fine if they want to practise each one first on scrap paper.



Vincent Van Gogh, self portrait, pencil and ink on paper, from 1887

Self Portraits with tone

You will need:

Pencils

Paper

Mirrors

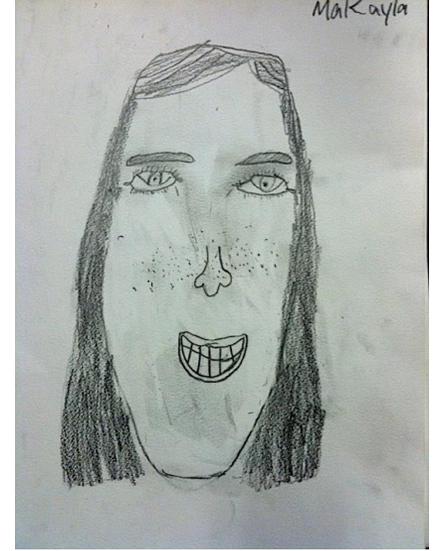
Getting started

Recap of previous activities and explain that Vincent Van Gogh and Pablo Picasso are two of the most brilliant artists that have ever lived.

Tell children that they are now going to see another drawing by Van Gogh now and that it is known as a self portrait. Explore how the artist might have been feeling by his expression.

Tell children that Van Gogh used a mirror to copy his face, so he had to draw and look at the same time. Tell the children that they will be using a pencil and a mirror to draw a self portrait. Bring to the attention that some lines are darker than others and ask children if they know how the artist did that.

Demonstrate to the children how they can apply more or less pressure to a pencil to get a darker or lighter tone. Show the children how some of the lines cross over each other and explain that this is known as 'cross hatching'.



Activity

Ask the children to look at themselves in the mirror and notice where their eyes are, i.e. they are not at the top of their head but halfway down.

Ask the children to begin with the outline of their face-encourage them to fill the page and then draw their eyes half way down. They should look in the mirror to add as many details of their eyes as possible.

Proceed to guide the children through recording the shapes and lines they can observe on their faces. Make an internet search for a simple guideline to drawing the proportions of the face (see <https://www.artyfactory.com/portraits/pencil-portraits/proportions-of-a-head.html>)

When the children have copied the basic shapes and lines of their face, see if they can observe lighter and darker areas and add them to their drawings. Demonstrate how to use the side of the pencil to shade with. Remind the children that they can press harder to get a dark tone and apply less pressure for a lighter tone.

Can the children try to add some cross hatching?