

Course syllabus “Who am I?”

Oct 2011-Aug 2012 (one class per month)

The theme of this syllabus is “Who am I?”. It includes Picture pal activities that will be done at Sundorne School during the first term of the UK school year.

1. Project Learning Objectives:

- Learn about Shrewsbury and English culture
- Develop portrait drawing skills
- Improve observation skills
- Know how to use visual imagery to convey ideas and emotions
- Explore ideas of personal identity

2. What will students learn?

- Portraiture skills
- Observation skills
- Learn about design and Typography
- Network with the outside world
- Learn to use art as a language of communication to overcome language barriers

A booklet will be distributed to students in MS to explore and collect ideas at home in between art classes because the gap is one month.

It will contain: information about Picture pal project and Shrewsbury. There will be 3 questions to collect ideas from. 1. What are you interested in (not what you want to have)?. 2. What did you do today? (draw a story board) 3. Draw the portrait of someone you love.

ACTIVITIES

1. “WE’RE GOING TO SHREWSBURY”

Materials: A3 photocopies of photographic views of Shrewsbury

A4 paper, pencils, colour pencils, poster paint, scissors

Process:

- Introduce Picture pal, Sundorne school and Shrewsbury using wall posters. Explain the main attractions in the town and country side.
- Ask children if they would like to go visit Shrewsbury. Where in Shrewsbury?

- Tell children that today we are all going to Shrewsbury.
- In pairs, children choose a photograph that they like, where they want to go to.
- Each child has a piece of A4 paper and must draw themselves (in full) as if they were in the picture, doing some activity. Colour the picture. Cut it out following the outline (does not need to be precise).
- In pairs, decide about how to colour the photograph, chose pencils or poster paint. If poster paint is chosen, children must be careful not to use paint too thick. When the back ground is finished, stick the cut out figures onto it. To finish, add cartoon bubbles and dialogue.
- Display the artwork, write the name of children.
- Take pictures of each artwork to send to Sundorne schools.

2. SELF PORTRAIT

Material: A2 drawing paper (80gm)

Pencils, rubbers (no rulers)

Mirrors

Process for older children:

Distribute materials and explain that they are going to draw a self portrait to create a poster that will express who they are, what they like without using words so that their friends in Sundorne can get to know them.

Play game: in pair, one person closes eyes and tries to guess who is in front of them.

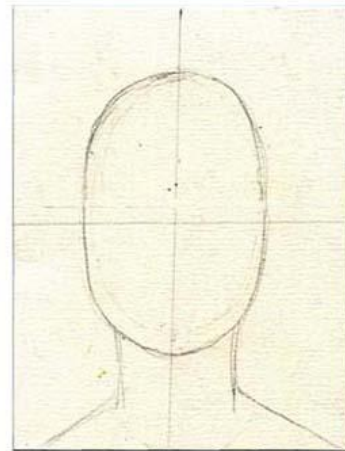
Teacher encourage children to feel where the eyes, ears, nose, chin, cheekbones and mouth are in relation to each other, what area of the face is coming out, what is going inwards.

Then teacher demonstrates the proportion rules in technical portrait drawing. The teacher must remind children that human faces are not always in exact proportions or symmetric and that observation of each face is very important.

Children are given mirrors to look at themselves and start drawing, slowly, no need to rush.

Encourage children to draw large scale, if too small we can't see the details.





Process for younger children:

Paper size A2. Encourage children to draw big but pay attention to details. This group is given colour pencils at the end to colour the self portrait.

- Distribute materials and explain that they are going to draw a self portrait to create a poster that will express who they are, what they like without using words so that their friends in Sundorne can get to know them.
- Play game: In group, sing a song using the words for face and action is a good idea.
In pair, one person closes eyes and tries to guess who is in front of them.
- Teacher encourage children to feel where the eyes, ears, nose, chin, cheekbones and mouth are in relation to each other, what area of the face is coming out, what is going inwards.
- For this age group, it is not necessary to teach proportion rules. Also it is not necessary to focus on the face only. This age group can draw themselves in full if they want. If so, encourage children to pay attention to details, shoes, fingers, clothes etc.
- They can draw their best friend in the background if there is time.



Homework: distribute the booklet and explain how to use them, draw in spare time, collect information, sticks things like leaves, flowers or thing that they like in it. It is better to show them an example of a sketchbook prepared by teachers first to motivate children. Explain that the best sketchbook will receive a prize. Remind children to bring it next class.

3. TYPOGRAPHY

Material:

Examples of different styles of writing letters

A3/ A2 paper, 80grms

Process for older children: Present samples of typography, shapes and styles and get children to try.

MYO MYO

MYO MYO

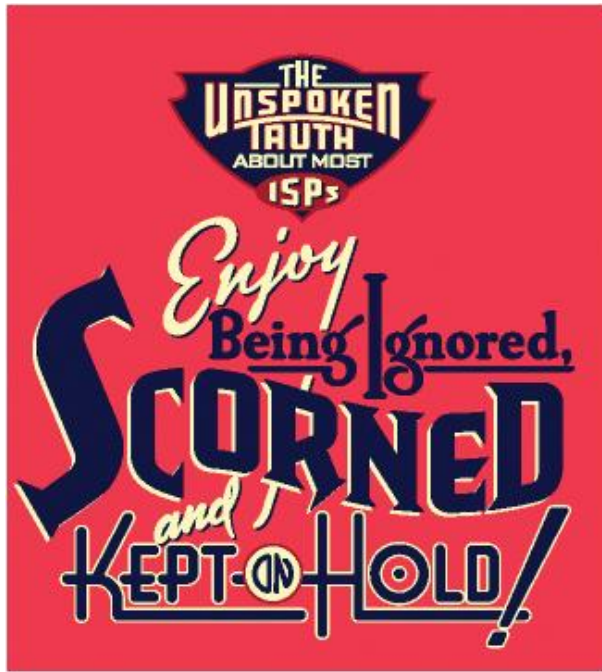
MYO MYO

myo MYO



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THE
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Lee
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Interventie Weekend
23 & 24 februari 2008

Uitnodiging
Launch PAMFLAT &
Opening FLATSTATION

Zondag 24 februari
Vanaf 15:00 uur

FLATSTATION is een
 initiatief van een groep
 eigenbewoners
 bestaande uit kunst-
 makers, ontwerpers,
 architectuur en
 muziekanten woonachtig
 in de appartementen
 van de flat Florijn. Het is
 een unieke plek om
 samen te komen om
 projecten te ontwikkelen
 die Florijn in de toekomst
 uitgangspunt en
 inspiratiebron

Het oud nummer
 van PAMFLAT is de
 magazine onderdeel
 van atelier kunstmaker
 appartementen en is het
 de plaatselijke op
 zaterdag 23 en zondag
 24 februari 2008 in de
 flat Florijn. PAMFLAT heeft
 een inhoudelijk
 karakter en is niet op
 de inhoud en staat van
 ontwikkeling die de
 flatbewoners maakt.
 PAMFLAT is de eerste
 publieke uitdaging van
 FLATSTATION.

Print: 440 x 1100
 www.flatstation.nl

Florijn 42
Amsterdam Zuidoost

Dit Beeldwerk
 heeft de titel
 Next Nature
 Print: 440 x 1100
 www.flatstation.nl

09 FILE SHARING, 2003,
84 x 118 cm

14 JONUS, 1999,
42 x 59,4 cm

10 NEXT NATURE, 2005,
75 x 100 cmcm

15 MACHINE 01,
1998, 52 x 72 cm

Process for younger children:



Kevin



4. FINISHING SELF PORTRAIT POSTER

Put together all information about hobbies, date of birth, name, portrait and colour.

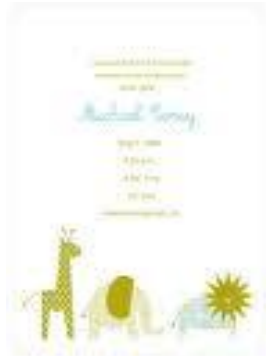
TAKE PHOTOS OF THE FINISHED POSTERS.

- Example of last year's poster by Sundorne students:



5. SCULPTURE - "MY FAVORITE ANIMAL"

Older children: Fabric stuffed animals



Younger children: Peg animal in recycled materials

6 and 7. TAPESTRY- "MY MAESOT" OR "MY MAE LA OON"

This activity takes 2 classes.

Younger children:

Use glue and scissors to make it easier

Collect various materials, including fabrics.

Use fabric as background.

Discuss about different areas children know. The school, their house, camp sections, shops, camp gates, river, forest ect.

Ask children to choose a place they like in their area and make a fabric collage of it.

Encourage variety, or every one will make the same thing.

The aim is to have a map of the camp (or Maesot depending on place), from the point of view of children.



Older children: use Fabrics and a variety of materials.



Like for younger children, discuss about areas children know in the camp/ measot. Which place do they like? Why? What is there? Which place do they not like? Why? Think about the reality of the place. For example camp has soldier, Or Sor, at the gates and not many cars. Maesot has policemen waiting for people, factories, markets, hospitals, schools, many people on bicycles, cars, motorbikes, traffic lights, fields to play, field to harvest etc.

Children agreed on the area they want to represent. Make sure that children are sharing the places between them to have a complete map. Make sure children are doing elements of a place, not necessarily the whole Maesot market. Several children can do different parts of the market: fish shop, flower shops, bookshops etc.

During the next art class, children finish their piece of work and then place each piece on the floor. Helped by the teacher, children organize the map like a puzzle. Is the school near the market? Where is the hospital? Where shall we put the bridge and the river?

When the map is arranged, children saw the pieces together in loose stitches. Teachers can sew stronger seams later. Ask children to put LABELS on the map so that when Sundorne students see the art work, they know what the places are. TAKE PHOTO OF THE WHOLE MAP AND OF CLOSE UP PIECES OF THE MAP.

8 and 9. RELIEF CLAY "MY FAMILY"

This activity takes 2 art classes. Children use clay to represent their family. This is not a 3 dimension sculpture because one side is flat. But the top part is in volume. Discuss with children about their family members. Ask children to sketch their family first and draw their attention to details of faces, hair style, clothes, height.

Then distribute clay. Ask children to knead the clay first, then to flatten it into a 2 cm thick slab. Students then build up onto this slab of clay to create the family. Remind children to use water to stick parts together (i.e. arms to body etc). If not, the parts will become unstuck after drying.



During the second class, children paint the dry clay.



9. COOKING AND PAINTING CLAY (may need to adapt for Mae La Oon because there is no cooking facilities there)

Choose a cooking activity that does not take too long. Start the class with the cooking preparation.

While the ingredients are cooking, or in the fridge (if it's fruit jelly, it needs to stay in the fridge to harden), students paint their clay art work for the previous class.

After painting is finished, it's time to eat!

10. PRINT PATTERN

Use foam

A4 paper

Scissors, glue, pencils

Card (white and grey card)

Poster paint, printing rollers or paint brushes.



Older children: Encourage students to develop a stylized pattern (not a figurative image). They can start with a figurative image, like a cat. Then choose parts of the drawing to transform into shapes. Cut the shapes out of the foam and organize them into a pattern. Glue the shapes onto the card. When the stamp is dry, use this stamp to print a repeated pattern.

Younger children can make more figurative stamps as; long as their understand to repeat the shape into a pattern, and not a single image.

