

# Printed Houses

By [Jan Miller](#)

In this post children use found materials as printing blocks to create colourful patterned papers. The papers are then used to construct 3-dimensional paper houses. The houses are assembled collaboratively to create a village like display and are then photographed; giving the opportunity for the children to develop their photography and computer editing skills.

## Notes for Teachers

### ▪ Who are the sessions aimed at?

The sessions were run with children aged 12.

The resources can be used across a wide age range from age 6 to 14

Older KS 1 children can make the papers and make a 2-dimensional picture of the house with the collage or can cut and glue around pre-made boxes.

KS2 can have templates of houses to draw around, made from 2 pieces of paper.

Older children can make their own house templates and add variations.

### ▪ Which areas of exploration are covered?

- Learn about complimentary and contrasting colours.
- Drawing from imagination.
- Colour mixing with paint.
- Drawing with scissors to add layers of patterns.
- Working spontaneously.

- Learn skills of constructing without glue, scoring and folding.
- Explore scale.
- Create a group composition.
- Cropping imagery.
- Focal point, perspective and focus in an image.
- Develop knowledge of pattern and repeated shapes.
- Cross curricular links with Maths – measuring, nets, 3 dimensional shapes and symmetry.
- Making a shared final piece.

### ▪ **How much time is needed?**

This activity could be done in two longer sessions to account for drying time of the printing.

4 sessions of 1 hour were held with the whole class but there could be several variations. If you were working with a smaller group of children the activities may take less time. Sketchbooks were available in all lessons to continue research drawing. The sessions progressively built on each other and the children developed an understanding of process. If you followed all the sessions you would cover the areas of exploration listed.

However, if time is limited, you could complete houses with a one print design on bought coloured paper and if minimal ink was used the house could be constructed, and then photographed, in the same session.

**Prep** - The teacher could complete more of the preparation, such as making the painted papers or making some of the printing blocks. Colours could be pre-mixed by the teacher and printing ink rolled out. Children could work in pairs by sharing printing blocks and papers.

**Variation** - Two simple outlines house stencils were used

by drawing around and cutting out directly. They were encouraged to edit and alter the design of the shape. The projects can be adapted for younger children by printing with potatoes or found objects.

**Extension** – some extended the origami skills by making pop-up versions of the house from opening a folded paper.

Pupils developed into making a 3D clay version, using found materials to press into the clay. Some who found the 3D construction a challenge just made the front of the house, as a wall hanging.

Pupils could begin by drawing the architectural patterns in their sketchbook or taking photographs.

## ▪ **Where might the sessions be used?**

- Classrooms (as part of art lessons or workshop)
- After school art club or AG&T group.
- Community groups (i.e. Scouts and Guides)

## ▪ **Materials and Equipment**

- Poster paints, white emulsion and brushes or sponge
- Marker pens
- Block printing ink, roller and board
- Materials for printing blocks and glue or glue gun – erasers, polystyrene packaging, foam, cereal box card, potatoes. Any old printing blocks can be re-used,
- Scissors
- A3 cartridge paper or thin card.
- Craft knife/cutting board (gyro cut- a safer method of cutting paper shapes)
- Phone or camera – computer with Microsoft Office.

## **Reusing**

Paper – The back of previous work is perfect for recycling unwanted work. Even the actual artwork can be painted and printed over so give interesting effects.

Printing blocks - Using press-print and lino blocks from previous projects, were cut up and pupils used them for printing textures.

## ▪ Which artists might we look at?

Cave art found in European caves dating back between 40,000 and 14,000 years ago.

<https://www.dkfindout.com/uk/history/stone-age/cave-painting/>

Handprints in Rock art from around the world: <http://www.bradshawfoundation.com/hands/index.php>

Judith Ann Braun uses finger prints and charcoal to make large scale artwork: <http://judithannbraun.com>



## Activity

### **Week 1: Sponging colours onto A3 cartridge paper.**

Colours are mixed and shared. Off-cuts of old cleaning sponges or damp upholstery sponges were used to wash the paint quickly across the A3 paper. This ensures less paint was used and the paper would dry quickly if printing in the same session. You don't have to worry about streaks as the printing will cover it. Using poster colours and white household emulsion gave a nice chalky quality. (Avoid too much paint as it may crack when folding and constructing).





## **Making printing blocks**

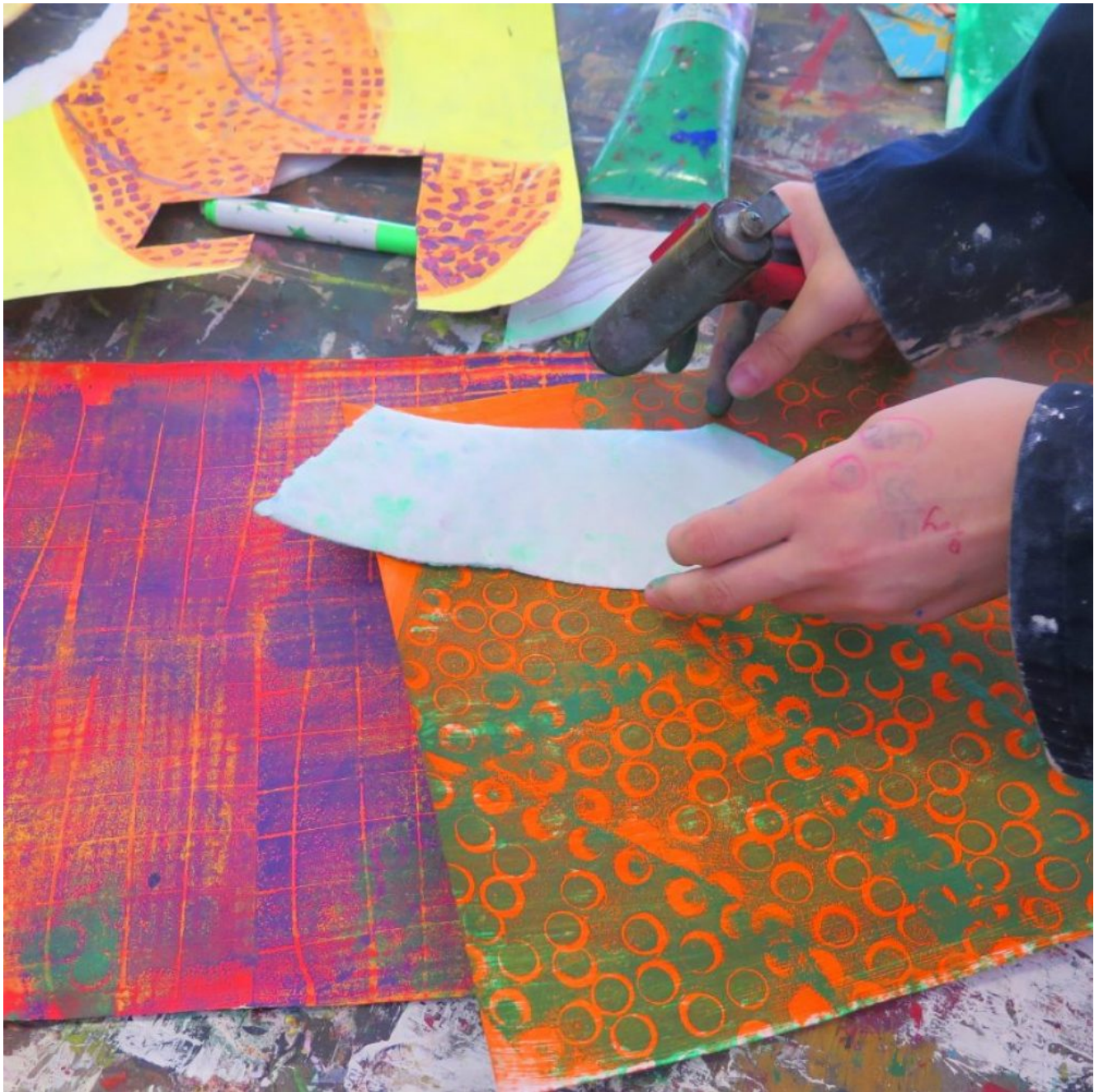
Printing blocks were made using repeated architectural patterns. We looked out of the window and used photographs of surrounding buildings for inspiration. Roof tiles, bricks, pavements, shapes of doorways and patterns of windows were closely examined. Press-print (quick-print) is the easiest method and the blocks can be small as they will be repeated. They can be used on both sides or from old off-cuts. Even used patterned printing blocks from other projects (press print or lino) can be used. If time, the patterns can be drawn and recorded in sketchbooks.



## **WEEK 2: Printing the blocks onto coloured paper**

Printing can be an unaided and a quick process in this project – overlapping, not enough ink and too much can all give unexpected and effective unplanned results. Even if the blocks break – you can still use them. You can print full sheets or section off with different patterns.















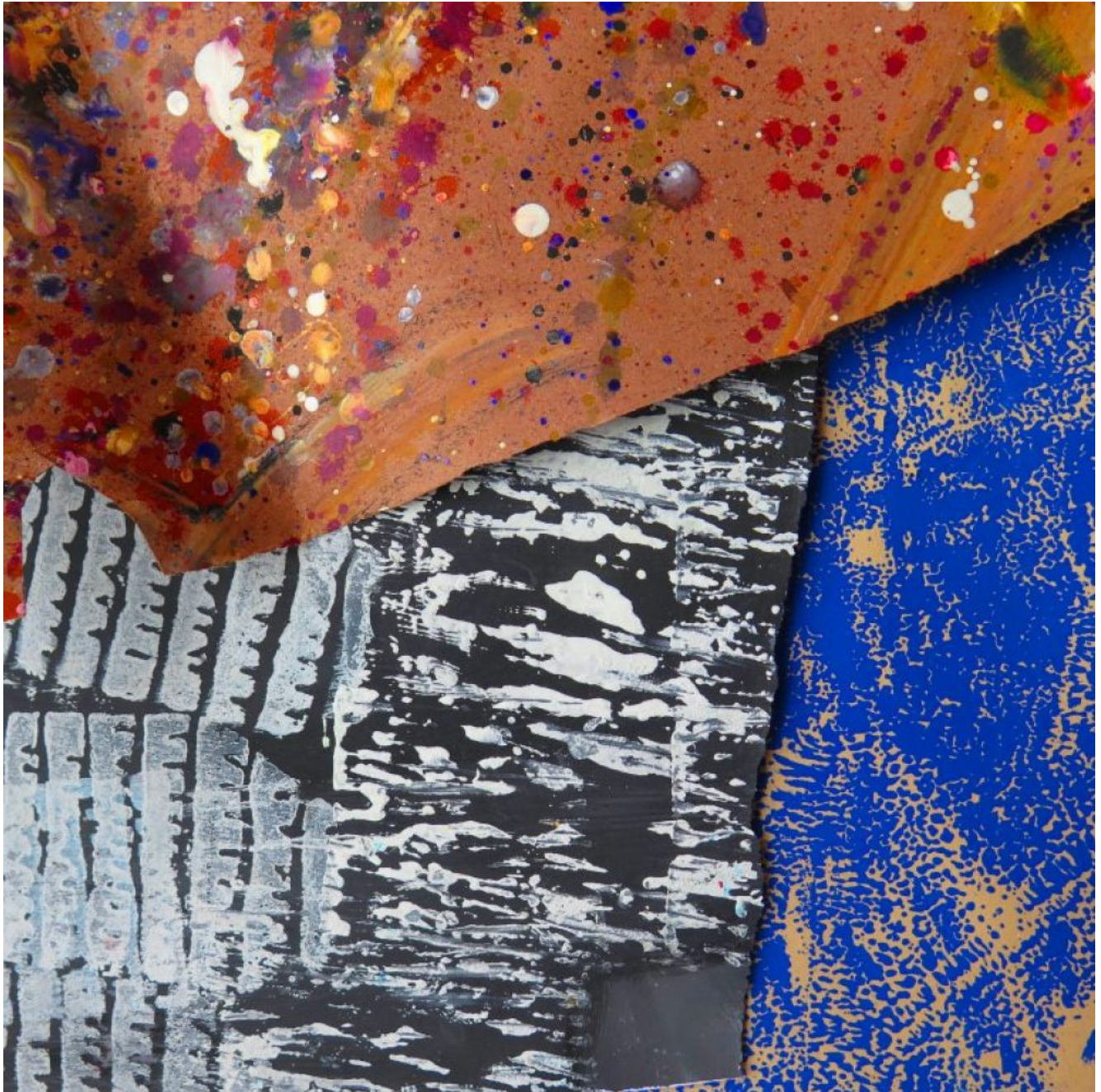
Print your own block or work collaboratively.

The printed papers can be used alongside ones that are simply coloured textures or patterns. Even unwanted pieces of artwork can be used or printed over to create a layered print. Printing can be an unaided and quick process in this activity – overlapping, not enough ink and too much can all give unexpected and effective unplanned results.









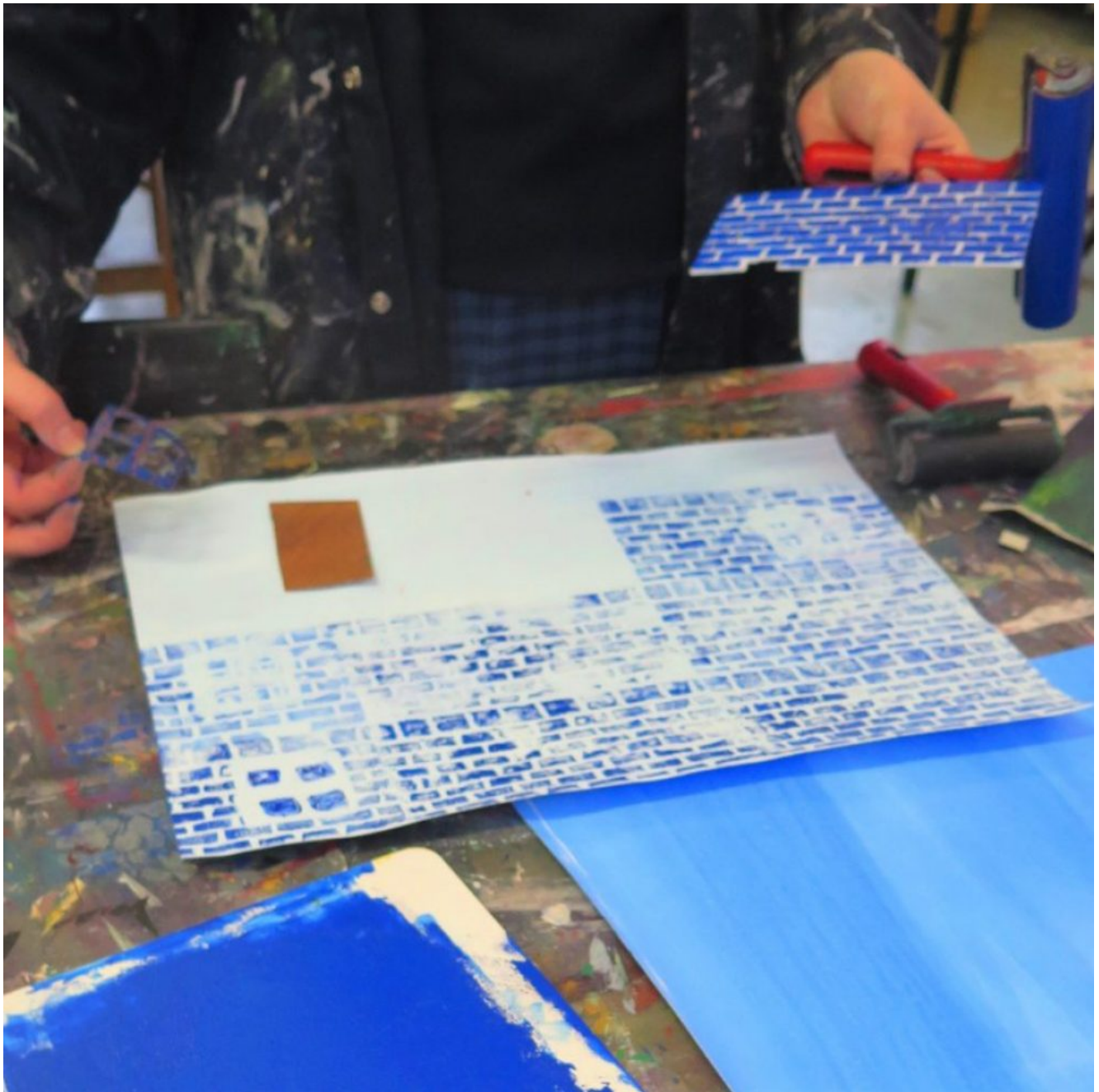
Even unwanted pieces of artwork or printing blocks can be used to layer printing.





Paper stencils for doors and windows were placed on the painted paper before the print was made and removed to leave gaps in the pattern. These were used on other houses.





### **WEEK 3: Cutting stencils and constructing houses**

A template of a simple house shape was made with folds and just one join with a tab end (2 gable ends and 2 rectangles fit along the A3 paper). Just a dot of glue with secure the end. Then the roof was slotted on to the chimney tabs. Variations in shapes and sizes were encouraged as was the personalised addition of doors and windows cut from other patterned papers. Even opening doors and windows advanced them to new levels.













#### **WEEK 4: Photographing and Editing**

Clusters of houses were photographed together, looking through gave an understanding of perspective and focal point. They photographed them on mirrors to create reflections and symmetry. Pupils took their houses around school to photograph them in everyday settings; the variation in scale adding interest. They used **Microsoft Photo Editor** – easy to use software - when viewing their images to control and manipulate editing facilities such as crop and enhancing the colour, saturation, and light.









Editing – enhancing the colour after photographing on a mirror base.







Getting out and about photographing the houses around school.





## Development

Full circle creativity: some pupils were keen to subsequently work from their photographs, creating a piece of 2D art using inks and oil pastel resist.

Some pupils made 3D versions in clay using a rolled out pieces of clay. Found materials such as lego pieces, pegs, wood, pastry cutters, marbles, and pencils were used to add pattern and texture, then when leather hard, the edges were scored and brushed with water to build.





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## **Inspired! Re-Creating Cupid and Psyche in Mixed Media by Year Fives at Linton Heights**

Year Five teacher, Kirsty Webb, shares her pupils' Inspire journey and their response to the Renaissance painting of Cupid and Psyche by Jacopo Del Sellaio at the Fitzwilliam Museum, Cambridge and the benefits of having a full immersion into materials and working together as a class on a shared project.

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# **Inspire 2020: Introducing Colour and Egg Tempera on a Gesso Panel**

This post shares how egg tempera was used as a medium in the Italian Renaissance and how teachers interpreted the processes involved in the teaching studio at the Fitzwilliam Museum, Cambridge with AccessArt and the Fitzwilliam Education Team, as part of the CPD programme for Inspire 2020

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## **Inspired! 'The Tree' by Year One and Two at Hauxton Primary School**

In this post, Pamela Stewart shares the submission by Hauxton Primary School, Cambridgeshire for Inspire: A Celebration of Children's Art in Response to Jacopo del Sellaio's Cupid and Psyche by Year One and Two pupils in 'Owl Class'.

It shares the pupils' Inspire journey and all that they learned in response to looking at the Renaissance painting at the Fitzwilliam Museum, Cambridge.

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# Unesco: Celebrating the Power of Making!

Inspired by Paula's recent rousing film, 'It's in Our Hands', artist Jan Miller pulled images together from her own teaching to illustrate the things the children in her classroom do with their hands

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## Children's Community Project

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### Flying Minpin Birds

Roald Dahl's The Minpin Birds inspired Arbury school pupils to design and make their own birds for a tiny Minpin to ride upon. Alongside this project, the class drew their own maps of imaginary worlds and imagining themselves as Minpins.

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### Mini World Light Boxes

Teacher Anna Campbell shares this beautiful resource which shares how children aged between 4 and 7 years old, made 'Light' boxes. This project could easily be adapted for an older class and is brilliant for SEN children/adults.

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# Wall Drawings with Tape

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## Painted Clay

A resource inspired by the Japanese art of dorondongo, where mud and dirt are shaped and buffed into highly polished spheres.

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## Classical Inks

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## Abstract Face – Relief Sculptures

In this construction and painting resource, students make an abstract face, relief sculpture from cardboard, adding colour, texture and metal findings. This resource was inspired by the work of Kimmy Cantrell, a self-taught contemporary artist who uses asymmetry to question long-established views around beauty.



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# Anthropomorphic Paintings

# Animal

This painting activity looks at giving human characteristics to animals. Anthropomorphism is making something which is not human, more human like for e.g Miss Piggy, Mickey Mouse and the characters created by Beatrix Potter. This activity was inspired by the paintings of two contemporary artists who use anthropomorphism in their work, Ken Hoffman and Svjetlan Junakovic.

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## Decorative Clay Coil Pots

Artist educator Sharon Gale working with KS1 & KS2 students at the Weston Park Art Club shares a clay pot making resource: "This is not the traditional way of making coil pots but it's lots of fun and by using different paint effects, the end results can be very interesting. We worked on this project for two, two hour sessions".

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## 'Painting' with Plasticine

In this resource, students create an A4 plasticine painting on mountboard, in a theme of their choice. The artwork is completed with a painted border using water based paints. This

project took six, one hour sessions to complete but if you can't allocate that amount of time, reduce the size of the mountboard to A5 or smaller.

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## **Clay Art Medals**

In this three stage resource, students make a circular medal from clay depicting their own profile, look at examples of fun lettering and devise a short, fun or meaningful phrase to paint inside their portrait profile.

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## **Clay 'Portrait' Miniatures**

This two stage clay and painting resource by artist/educator Sharon Gale is very versatile because essentially the miniatures are blank canvasses. In this particular workshop, the subject matter had to link with KS2 Geography and the topic of rivers. Students were asked to research their favourite creature or plant, that made the British riverside its home. They made their miniatures from clay and painted their chosen wildlife onto them.

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## **Inspire: Teachers**

This post is based on CPD (Continued Professional Development) sessions in February and March 2019, hosted and delivered by



the Fitzwilliam Museum, Cambridge in collaboration with AccessArt, for Cambridgeshire teachers participating in Inspire 2020 Project.

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## **Graffiti With Teens**

In this class teenagers work with Melissa Pierce Murray and take inspiration from the motivations and methods of Graffiti artists.

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## **Nursery Night Time Collage**

Inspired by the AccessArt Village, artist Rachel Thompson works with pre-school aged children in St Matthew's Nursery School, Cambridge to make their very own night time scenes with collage and wax-resist.