

# Our Creative Community: Inspired by Samantha Bryan

## Part One

By Natalie Deane

In the responding to and working with artists stage of the 'Our Creative Community' project run by Natalie Deane, Natalie organises a series of workshops to be led by artist and fairy-maker, Samantha Bryan. Samantha is an artist identified from the Yorkshire Sculpture Park trip by the group as someone they would like to work with, to inspire the development of 'Fairyfields'. In part one of this workshop and with the help of Samantha Bryan, students create their fairy heads.



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## Our Creative Community:

# **Inspired by Samantha Bryan**

## **Part Two**

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### **Our Creative Community: The Island: A Thinking Skills Workshop**

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### **Our Creative Community: Finding Artists In Your Community**

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### **Our Creative Community: Top Tips for Facilitating an Island Thinking Workshop**

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# **Our Creative Community: Preparing Screens**

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## **Our Creative Community: Inspired by Nigel Hoyle**

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## **Our Creative Community: Yorkshire Sculpture Park Visit**

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## **Angry Cat, Calm Cat**

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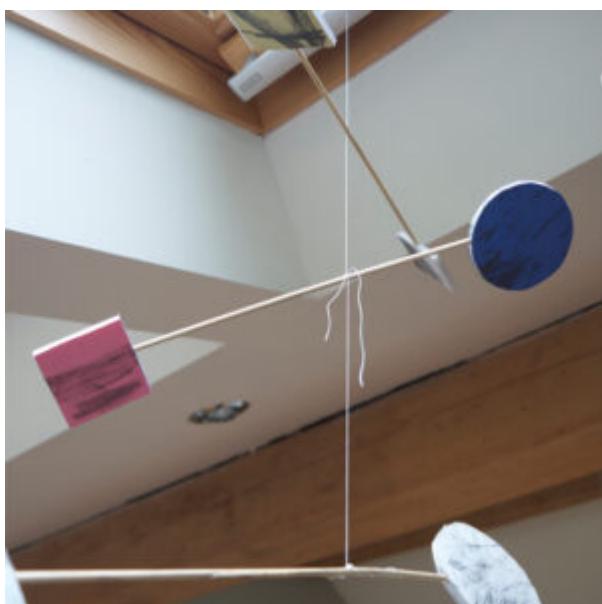
## **Mobile Construction Methods**

# You May Also Like...

## Pathway: Explore Sculpture Through Making a Mobile



## Heavy/Light Mobile – Drawing and Making



## Coat-hanger Shells



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# **Pathway: Explore Sculpture by Making a Mobile**

**Pathway for Years 5 & 6**

**Disciplines:**

**Design, Making, Drawing, Sketchbooks**

**Key Concepts:**

- That a mobile is a kinetic sculpture which relies on balance and counter balance of materials.
- That through 'Design through Making' we can explore how we can create objects which balance and move.

- That we can be inventive and playful exploring sculptural elements which are both abstract and representational when creating a mobile.

In this pathway, suitable for ages 9-11, we explore the work of Alexander Calder. Calder created sculptures and mobiles using solid blocks of colour and simple shapes, exploring the relationships between the objects and lines.

This pathway encourages children explore the relationships between line, shape, form and colour when working in three dimensions. Pupils explore the relationships between design and fine art, and practise Design through Making. They have the opportunity to explore balance and counter balance, and learn to take creative risks and solve problems.

This pathway will take approximately half a term, based upon a weekly art lesson.

**Medium:**

Construction Materials (card, wood, wire, string), Drawing & Painting media.

**Artist:**

Alexander Calder

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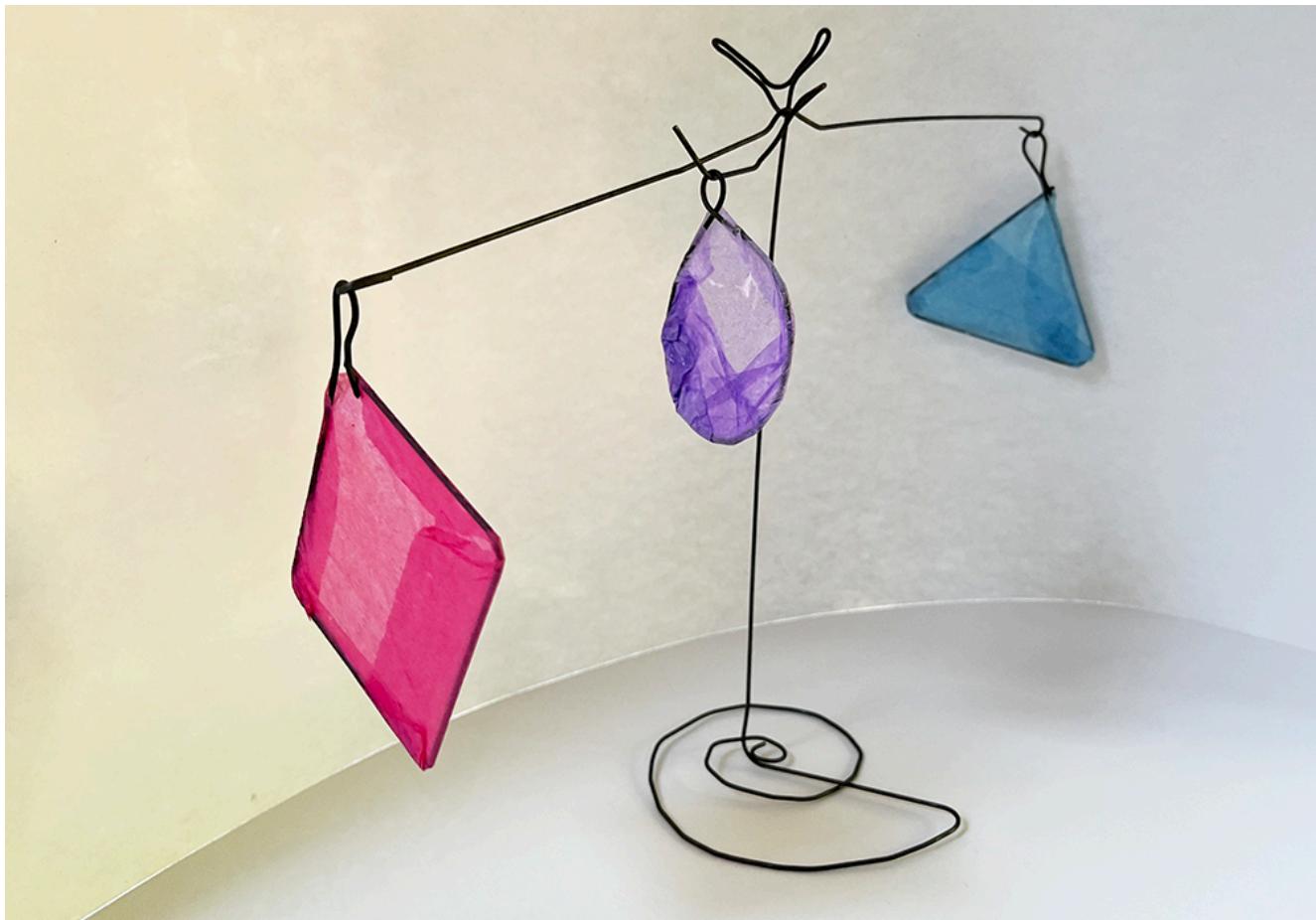
## Additional Pathway

This pathway is an additional pathway to help you extend, develop or further personalise the [AccessArt Primary Art Curriculum](#).

We suggest this pathway is used to replace a “Working in 3 Dimensions” (Blue) or a “Drawing and Sketchbooks” (Orange) pathway for ages 9 and above. This pathway could replace the “[Shadow Puppets](#)” or “[2D Drawing to 3D Making](#)” (Years 5 & 6).

Please note the activities in this pathway are best suited to more confident teachers who are happy with a higher level of interaction with the work, and more able or experienced pupils.

You may also like to use the activities in this pathway with a smaller group of children in an after school club or community context.



AGES 9-11

## Teaching Notes

Find the MTP for this pathway [here](#).

[Pedagogy in 250 Words: Making is Hard](#)

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## Curriculum Links

## **Maths: Measuring, 2D and 3D Shapes**

## **Science: Weight, Position, Direction & Movement, Shadows, Forces and Gravity**

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### **I Can...**

- I have explored the work of a sculptor/designer and seen they explore shape, form, line, colour and balance to make mobiles (kinetic sculptures).**
- I can use my sketchbook to make visual notes to record and reflect. I can progress these notes into drawings in their own right.**
- I can use my sketchbook to research the types of elements I might make, linking to an appropriate topic or idea.**
- I can use the Design Through Making technique to create elements (shapes or forms) using colour, marks, etc, and see how these elements balance as a mobile. I can handle materials and tools and I can persevere when I need to.**
- I can present and share my work, talk about it with my classmates, and listen to their responses to my work. I can review my own work and think about what I might do differently.**

I can respond to the work made by my classmates and I can share my thoughts.

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- I can take photographs of my work, thinking about focus, light and composition.

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## Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience.

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## Materials

Drawing materials, Large sheets of cartridge paper, Glue sticks, Foam board or Cardboard, Wooden kebab skewers (or Dowling or thin green garden canes), String.

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# Pathway: Explore Sculpture Through Making a Mobile

A PDF of this pathway can be found [here](#).

- Aim of the Pathway

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**The aim of the pathway is to give children the opportunity to explore line, shape, form and colour in three dimensions, challenging themselves to make a sculpture which balances and moves.**

▪ Week 1 : Introduce

## **Introduce Alexander Calder**

THE MET

How Alexander Calder's "Mobile" injects motion into sculpture | Art, Explained

Watch on YouTube

Watch later

Share

Art, Explained

Introduce children to the work of Alexander Calder with "[Talking Points: Alexander Calder](#)".

Follow the prompts on the "Discussion & Sketchbook Work" part of the "[Talking Points: Alexander Calder](#)" to develop understanding through sketchbooks and conversation. Encourage children to create "[Visual Notes](#)" in their sketchbooks as they watch.

▪ Week 2 : Sketchbooks & Prep

## Show Me What You See

Revisit “[Talking Points: Alexander Calder](#)” and this time make a series of drawings in sketchbooks based upon the “Sketchbook Development Work” section.

You may like to use the resource “[Show Me What You See](#)” for guidance on running the session. Encourage the children to not just

make drawings of Calder's mobiles, but also to understand how these drawings can begin to exist in their own right as images.

- Week 3, 4 & 5: Draw, Paint, Cut, Build

## Drawing & Making

Explore the “[Mobile Construction Methods](#)” post and the “[Heavy/Light Mobile – Drawing and Making](#)” resource. You may also like to see the “[Kinetic Mobile Sculpture](#)” resource – switching the knives for scissors.

Decide which method is right for your class. You can also tie the project into an existing classroom theme, for example an exploration of weather, or colour, or costume...



Spend one or two lessons researching (use sketchbooks) and making the “elements” before going on to construct the elements into a mobile in the next week.

- Week 6 : Share and discuss

**Share, Reflect, Celebrate**



End the pathway by taking time to appreciate the developmental stages and the final outcomes in a clear space.

Display the work appropriately including having open sketchbooks. Use the "[Crit in the Classroom](#)" resource to help you.

Encourage children to reflect upon all stages of the journey.

If available, children can use tablets or cameras to take photographs of the work.

[Explore how children can take high quality photographs of 3d artwork with this resource.](#)

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## coat-hanger shells



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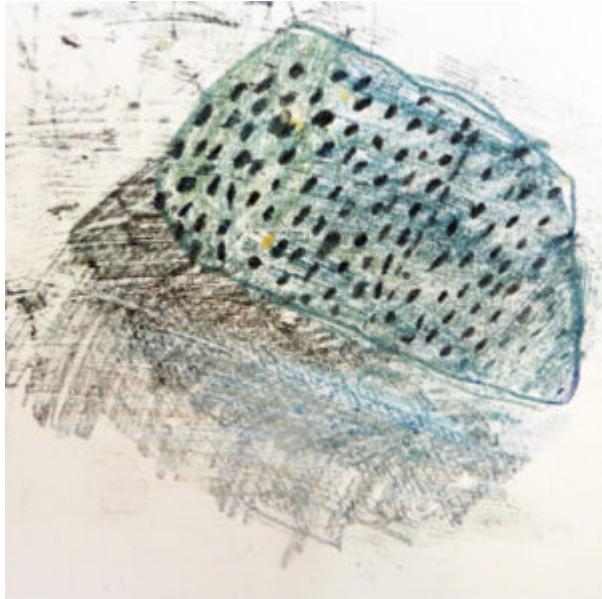


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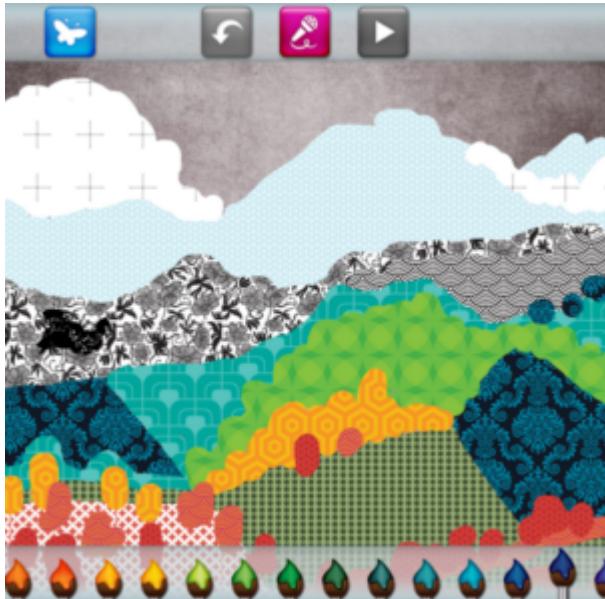


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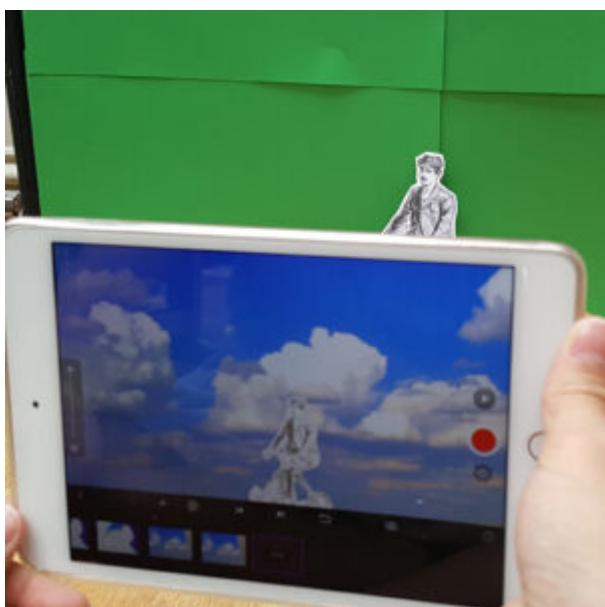
## Exploring Scale with Green Screen

You Might Also Like...

[Painting On Screen](#)



## Animating with a Green screen



## Animation Software



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# Making Digital Bookmarks



# Taking Photos of 3D Artwork



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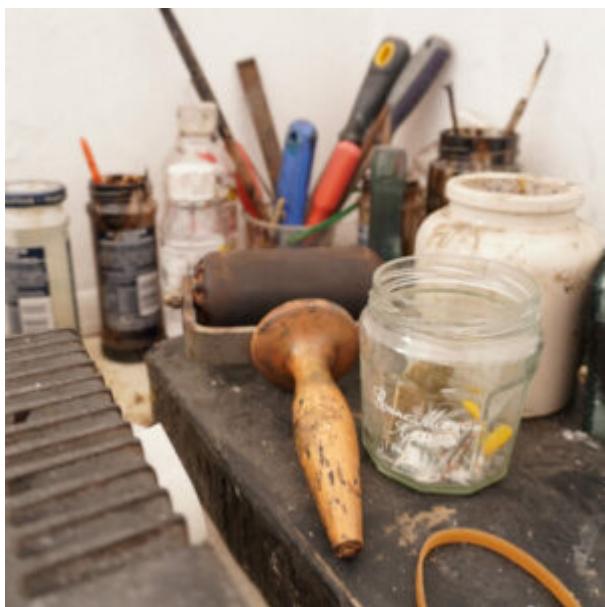


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**Explore Contemporary Artists, Designers and Makers**



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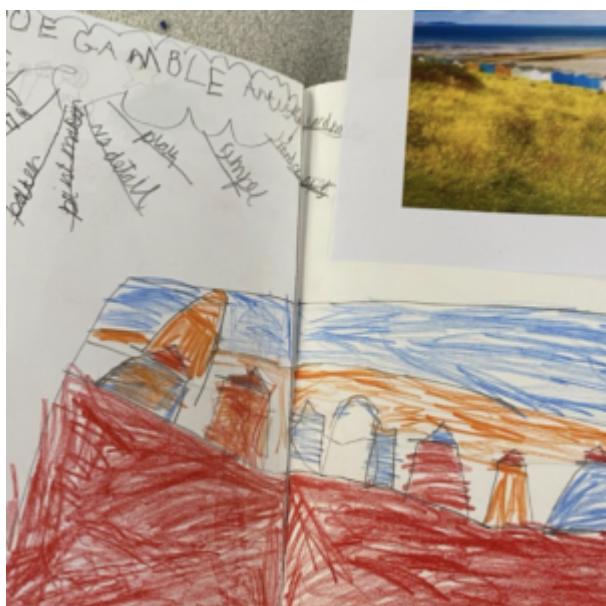
## Visual Arts Planning: Birds



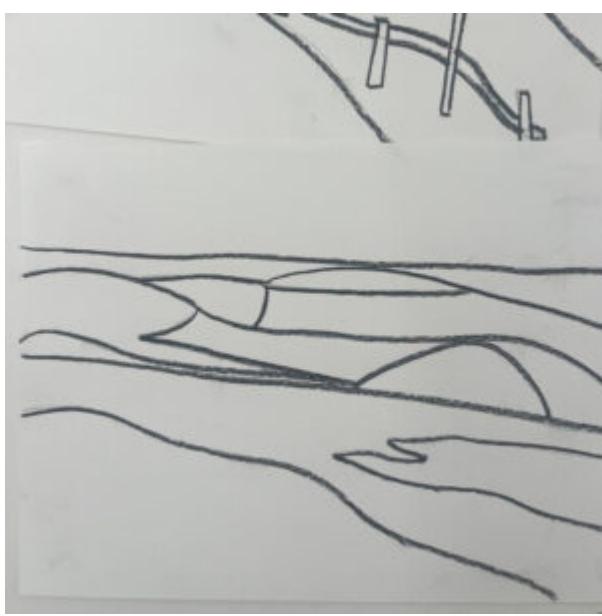
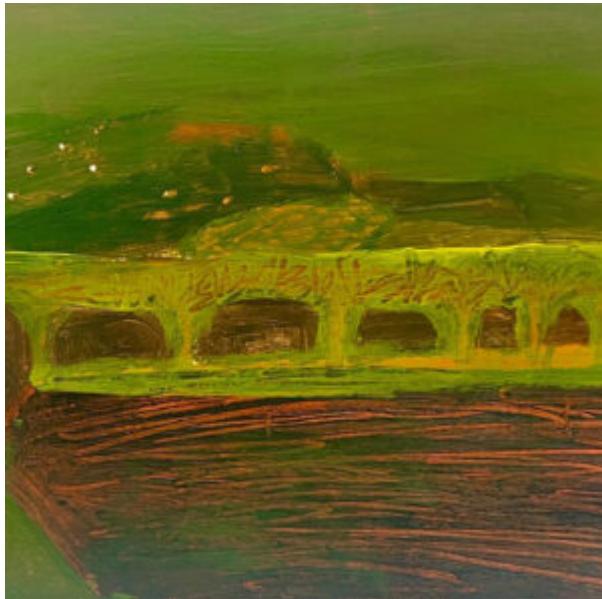
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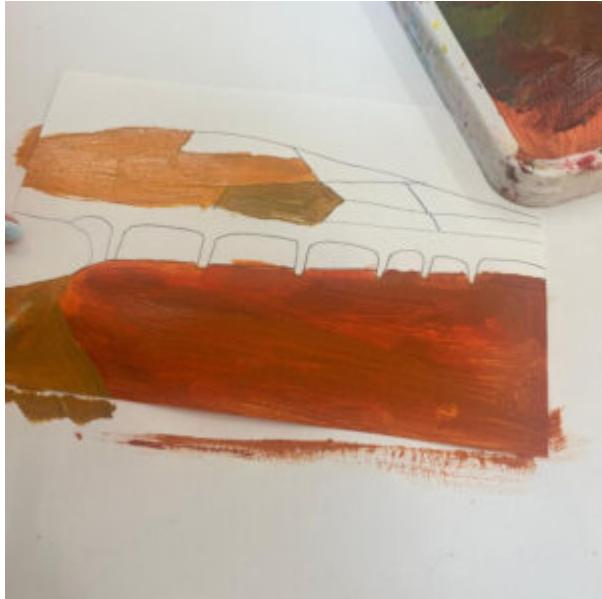
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