

Talking Points: What is Projection Mapping

A collection of imagery and sources designed to introduce children to Projection Mapping.

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AGES 5-8

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Introduction

The following videos and weblinks explore different uses of projection mapping.

Projection mapping is a type of digital installation art. Artists project digital film or imagery onto unusual surfaces such as buildings or irregularly shaped objects, creating optical illusions.

Projection mapping requires spatially mapped specialist software that allows designers to mimic the environment that it is being projected onto, whilst playing with dimensions and movement of static objects.

Music and Projection Mapping by Light Odyssey

“2018 Light Odyseey transformed the Iconic Empress Ballroom in Blackpool to a 2D and 3D projection mapping canvas for seven different animations. Over 20 projectors were set up to cover the huge space of the ballroom, resulting in a spectacular light stage for the animations.”

Questions to Ask Children

How have the animations interacted with the architecture as well as the music?

How does it make you feel?

Do you think that the animation adds to the music or does it distract you? Why?

Projection Mapping and Architecture

This video contains flashing imagery.

**A projection mapped piece commissioned by People's Association Singapore for the Passion Arts initiative. Video: Brandon Tay/ Chew Ming Wee
Sound: Safuan Johari**

Questions to Ask Children

How does the animation interact with the building?

Does it remind you of anything?

Is there an interesting building within your community that you would like to put a projected

animation or film onto?

This Talking Points Is Used In...

Pathway: Music and art

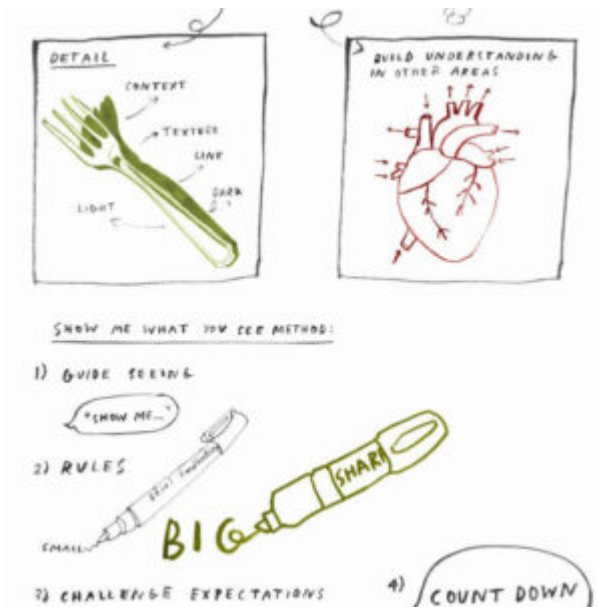


[This is featured in the 'Music and Art' pathway](#)

using sketchbooks to make visual notes



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Talking Points: What is a Zine?

A collection of imagery and sources designed to introduce children to Zines.

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What is a Zine?

Zines are inexpensive or free way of making a self published publication. A focus on community is what makes a zine different to a comic or other types of publications.

Find your message and get creative!

At 00.55 there is an expletive shown on screen. You may want to stop the video before this point.

Questions to Ask Children

What kind of issues would you make a zine about?

What change would you like to see within your local community? Think about shared spaces, environment, local services...

What would you like to celebrate within your local community?

You May Also Like...

Pathway: Print & Activism

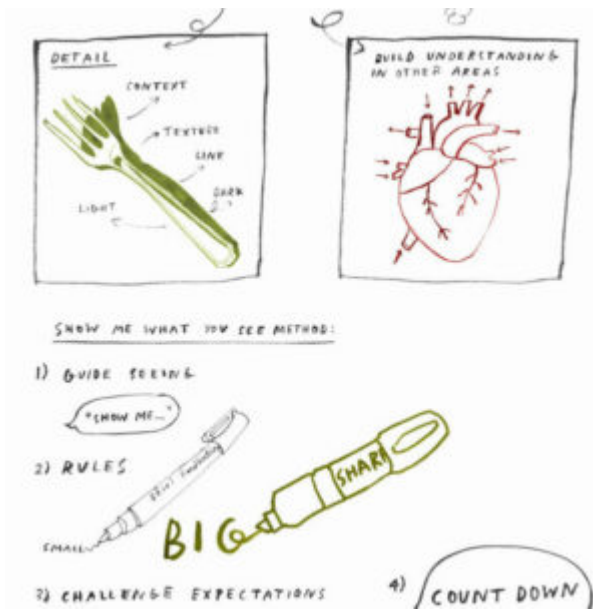


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using sketchbooks to make visual notes



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Talking Points: Kate DeCiccio

Introducing you to artist and activist Kate DeCiccio.

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Kate DeCiccio

Kate DeCiccio is an artist who reflects community

stories through posters. Kate believes that portraits can help to shift narratives and are a great way to collaborate and share stories.

During the protest scene from 4.00 onwards there are expletives shown on screen on some of the posters . You may want to stop the video before this point.

Questions to Ask Children

What change would you like to see in the world and who could you create a portrait of to embody this message?

Why is collaboration important?

Spend 5 minutes working in pairs to note down (in sketchbooks) imagery and words that could be on a poster about your local community.

This Talking Points Is Used In...

Pathway: Print & Activism

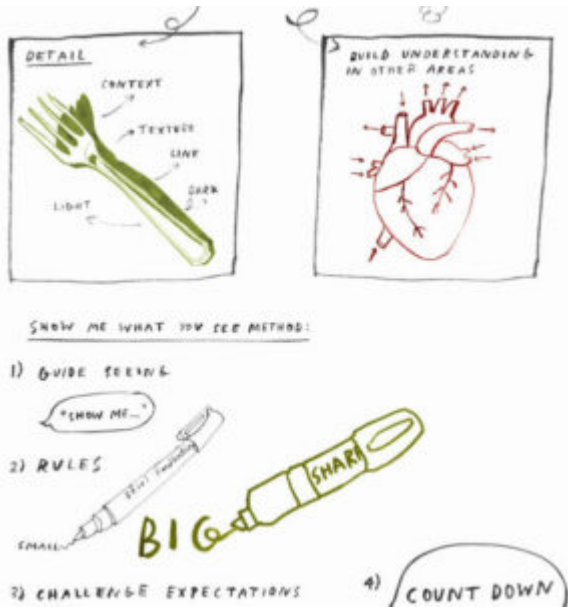


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using sketchbooks to make visual notes



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Talking Points: Making Drawings With Your Whole Body – Molly Haslund

How can artists help us see and use spaces in new ways?

Molly Haslund's work is inspired by everyday objects, places, and environments. She uses action and [performance](#) to mix the ordinary with the unexpected, [change spaces](#), and make people think about how and why we use them.

Watch the video below and discuss why she draws these circles and the impact they might have in a

space you use yourself.

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The Circle Project by Molly Haslund

Teacher's Notes

"Molly Haslund ventures out into the city wearing grey: a grey suit, grey socks and grey shoes so that she blends in with the tarmac and the pavement. She carries a huge pair of compasses much taller than herself. She stops somewhere and starts drawing a white circle on the ground. She completes the first circle and then moves the pair

of compasses and starts drawing a new circle that overlaps the first one. She draws a third circle and stands in her grey shoes in the middle of the circle for a moment before snapping the pair of compasses together and moving on.”

<https://www.mollyhaslund.com/circles-2013-2>

“... The focus is on the physical action, on the movement of the circles, and the patterns emerging and disappearing again – and of course the effect grows with the number of participants. on the other hand, if you want to draw alone, you can just withdraw a little from the rest. A bit like on the dance floor.” [Molly Haslund](#)

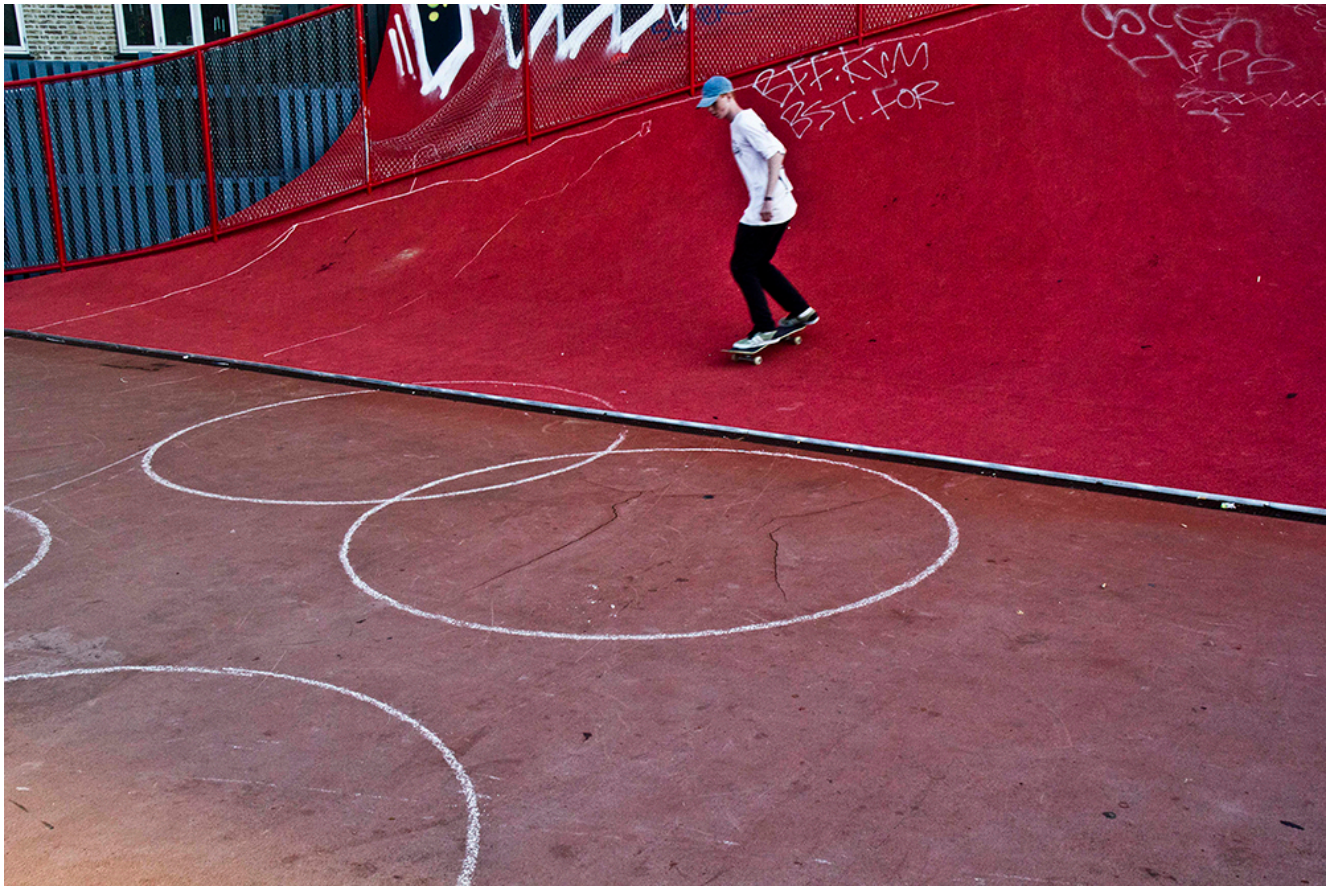
Watch the video with the pupils, and look at the images below. Find questions to prompt discussion at the end of this resource.



Circles, Molly Haslund, 2015, New York, Peekskill Project #6, Hudson Valley MOCA, Photo by Joe Orangias



Circles (2013), Molly Haslund, Museum of Contemporary Art, Roskilde, Denmark, Photo by Matilde Haaning



Circles, Molly Haslund, 2014, Art Week, Superkilen, Copenhagen, Denmark, Photo by Matilde Haaning



Circles, Molly Haslund, 2014, Art Week, Superkilen, Copenhagen, Denmark, Photo by Matilde Haaning

Questions to Ask Children

How would you feel if you came across these circles in your street or playground, without knowing who had made them or why? What would you do? Would they change the way you move?

How do you think Molly, the artist, chooses where to make her circles?

How could you make similar circles in your playground, using chalk tied to sticks?

How would the circles you make join up with the

circles your friends make?

What would other pupils in your school think if they discovered your circles? What do you think they would do?

What other shapes could you make with your body in the playground? Would you need tools?

If music played would you make different shapes? How would the shapes be different?

This Talking Points Is Used In...

Pathway: Spirals

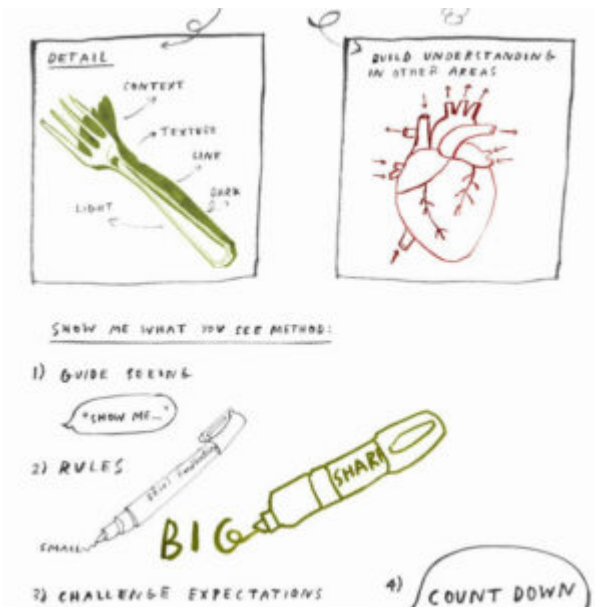


[This is featured in the 'Spirals' pathway](#)

using sketchbooks to make visual notes



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See This Resource Used In Schools...





Talking Points: Brush Work of Van Gogh & Cezanne

A collection of imagery and sources designed to stimulate an exploration of

the brushwork of Van Gogh and Cezanne.

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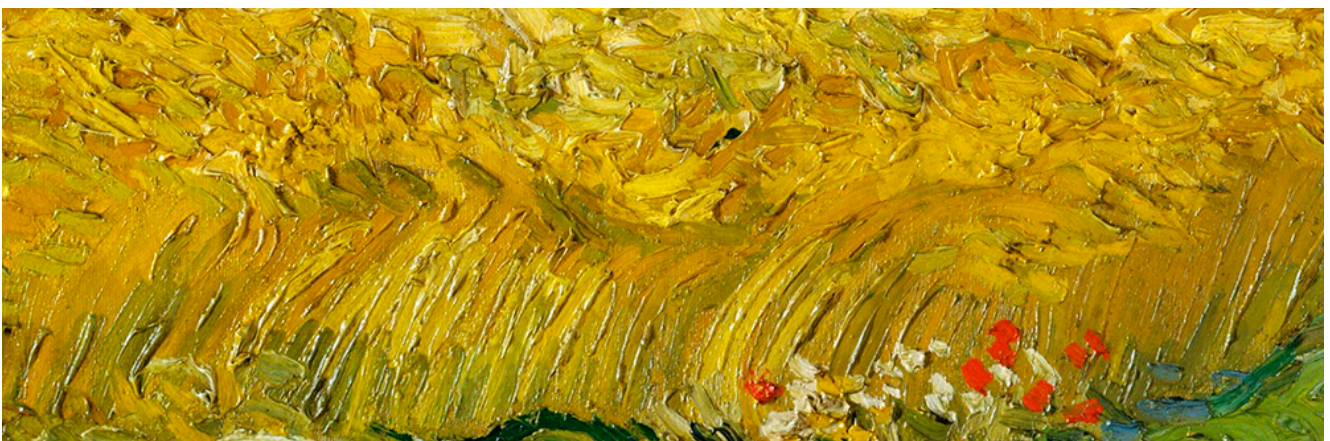
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Exploring the Brushwork of Van Gogh and Cezanne

If we zoom in and look closely at the brushwork of both Cezanne and Van Gogh you'll see how they applied paint using fluid loose marks with complex colours, and yet when you stand back, the brush marks and the colours find their place to help tell the story of the painting.

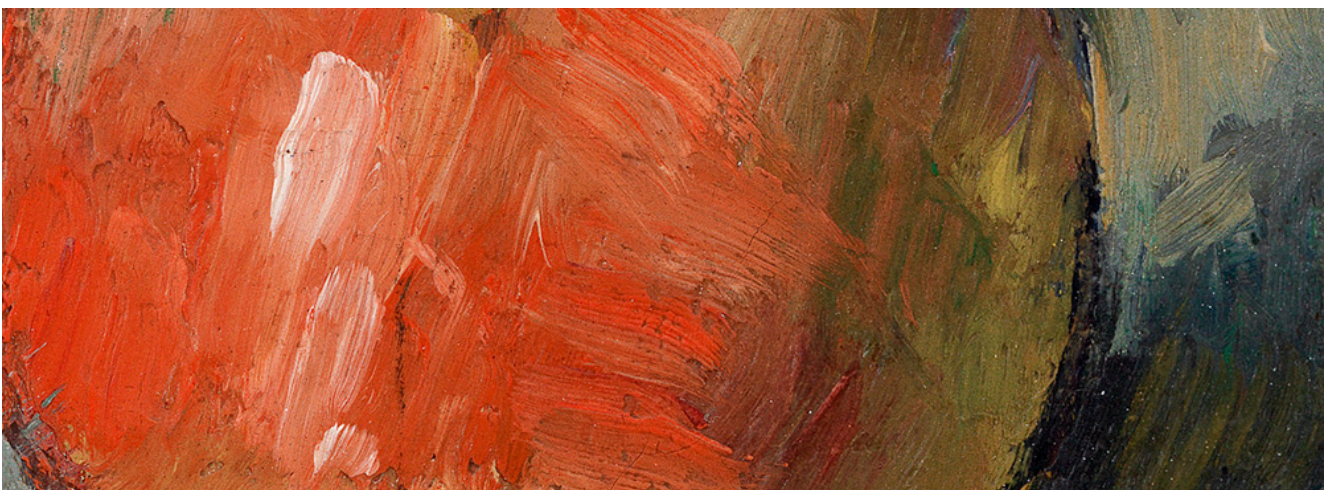
In this resource we have zoomed in on sections of paintings to help pupils see the kinds of marks made by the painters.

Use the questions at the end to help guide an exploration.





Top: Detail: Wheat Field with Cypresses (1889) by Vincent Van Gogh. Original from the MET Museum.





Top: Detail: Three Apples (Deux pommes et demie) (ca. 1878–1879) by Paul Cézanne. Original from Original from Barnes Foundation.

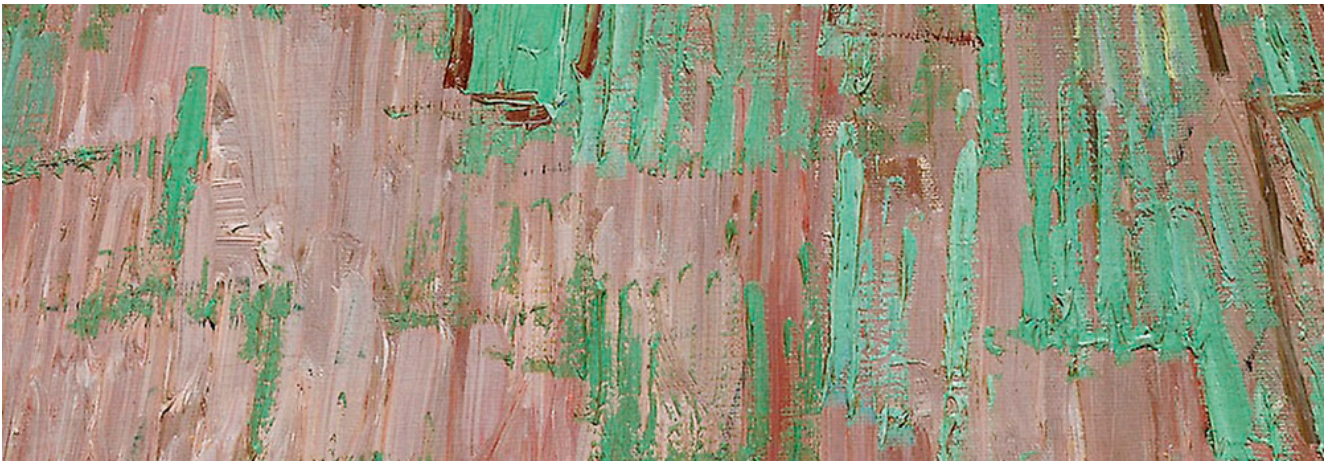




Top: Detail: Houses and Figure (1890) by Vincent Van Gogh. Original from the Barnes Foundation.



Top: Detail: Houses in Provence: The Riaux Valley near LEstaque (ca. 1883) by Paul Cézanne.



Top: Detail: The Bedroom (1889) by Vincent Van Gogh.

Questions to Ask Children

“Impasto” describes paint when it is applied so thickly onto the canvas that it remains raised. Can you see areas of impasto in the paintings above?

Can you find an area of a painting where the artist has let the colour of the canvas show through?

Can you find examples of where the artist hasn't mixed the colour on a palette – instead he has applied wet paint of one colour over wet paint of another colour and you can see where it mixes on the canvas?

Think about direction of brush strokes – can you find an area of canvas where the brush strokes go a particular direction? How do the artists' change the direction of the brush strokes according to the subject matter of what they are painting?

How would you describe some of the brush strokes? Restful? Busy? Rhythmical? Chaotic?

Can you see areas of the paintings where the artist uses outlines? Doesn't use outlines?

How many different colours can you spot in a particular area of canvas? Do you think the artist gives those colours names?

What kinds of tools or brushes do you think the

artist might have used?

This Talking Points Is Used In...

Pathway: Expressive Painting

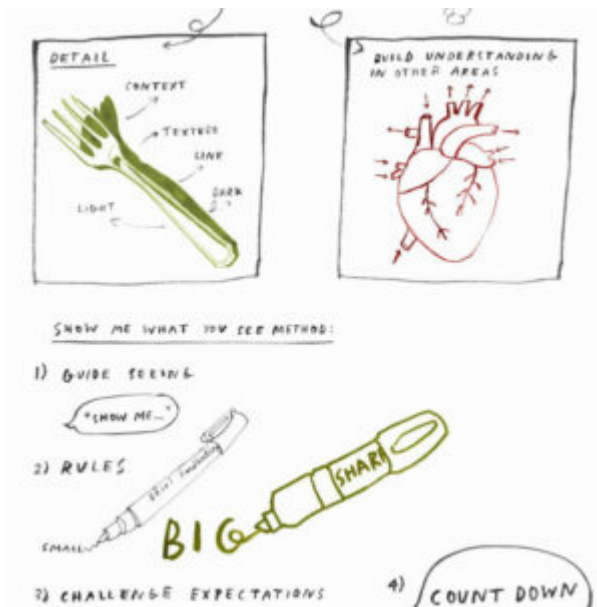


This is featured in the 'Expressive Painting' pathway

using sketchbooks to make visual notes



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Talking Points: Charlie French

A collection of imagery and sources designed to stimulate conversation around the work of Charlie French.

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Charlie French

“I embrace a blank canvas with a sense of wonder and adventure.”

Charlie French is an abstract painter, living in London.

[Website](#)

[Instagram](#)



In the Fathoms Below, copyright Charlie French



“What inspires you?”

“I am asked that question a lot. And I think there are obvious ones you see in my series: Disney movies, music, the ocean, the beautiful world I see, my happy memories and an imagination that cracks me up.

And lots of times I am inspired simply by my love of COLORS and SHAPES. I pick my colour palette and just paint.

The truth is that every day is different. But I am most happy when I can walk up to a canvas and let go. I am free. Freedom in life is very important. Don't you think, Friends???"

Copyright Charlie French



Copyright Charlie French

Questions to Ask Children

How would you describe Charlie's work?

How does it make you feel?

How would you describe the colours?

Charlie thinks it's important to feel free and have the space to explore in your artwork. Would you agree? Have you ever felt like that? How do you think he lets himself feel like that?

When Charlie puts the paint on the canvas, what kinds of movements does he make with his body? Can you do "air painting" and move your arm as you think he did to apply the paint? Stand up!

This Talking Points Is Used In...

Pathway: Expressive Painting

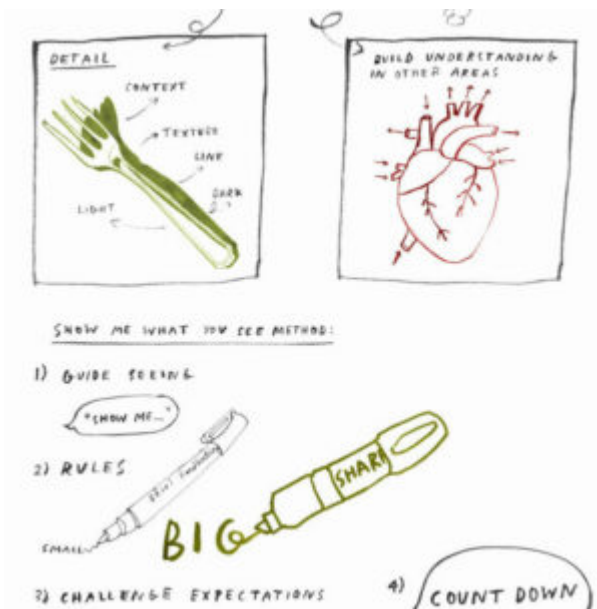


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Talking Points: Marela Zacarías

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Marela Zacarías

“My pieces are sculptural paintings. I make the piece take your eye into spaces you wouldn’t think to look.”

Marela is a painter/sculptor who creates undulating painted forms which explore movement and colour. The majority of Marela’s pieces are site specific (created for a particular location).

Marela lives between Brooklyn and Mexico City

[Website](#)

Questions to Ask Children

How would you describe Marela's artwork to someone who couldn't see it?

How does it make you feel? How would you react if you were in the same space?

What does it remind you of?

Does your eye stay still when you look at it?

Can you imagine how Marela works out how the pieces join together?

Is it like anything you have seen before?

What kinds of colours does she use?

This Talking Points Is Used In...

Pathway: Expressive Painting

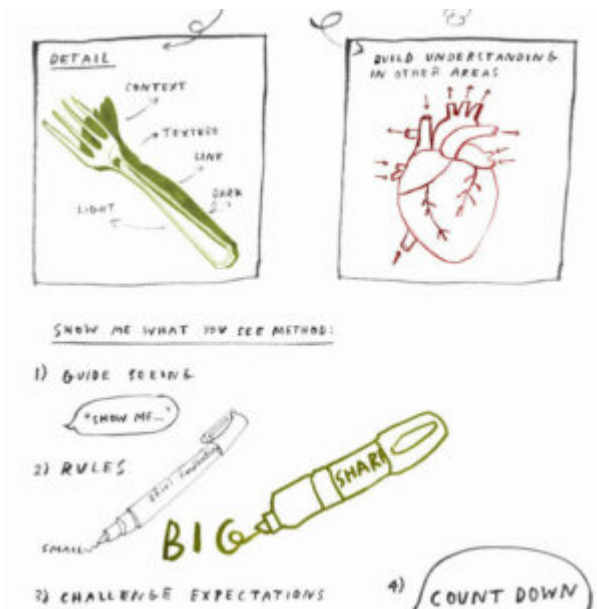


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Talking Points: What is Screenprint?

A collection of imagery and sources designed to introduce children to the process of screenprint.

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Screenprint

Teachers Notes

Screen print is a printing process in which a mesh (silk screen) is used to transfer ink to a surface such as paper or fabric. An image is exposed into the mesh with UV light. Once exposed some areas of the mesh will be blocked and some will allow ink to pass through.

Watch the video below to show children the process in action before trying our [Screen Print Classroom Hack](#).



Theresa Easton, Screenprints and Silk Screen

This Talking Points Is Used In...

Pathway: working with shape and colour

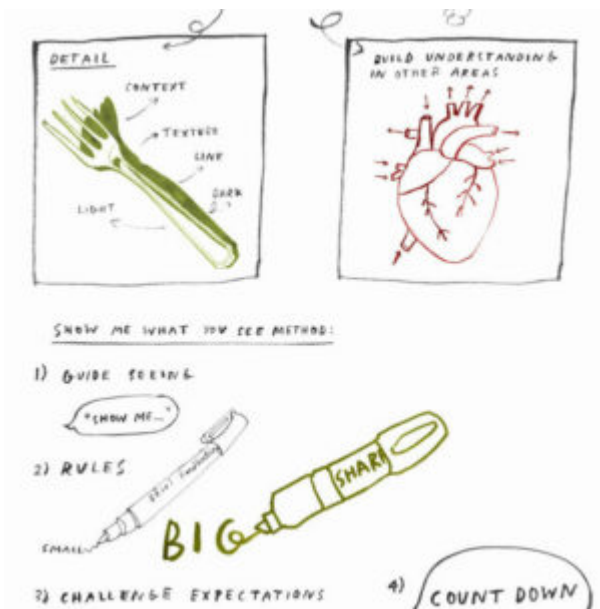


This is featured in the 'Working with Shape and Colour' pathway

using sketchbooks to make visual notes



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Talking Points: What is Monotype?

A collection of imagery and sources designed to introduce children to the process of monotype.

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Monotype

A monotype is a simple printmaking process that is used to create one off prints. Sometimes artists will create a 'ghost' print from whatever is left on the printing plate after an initial print has been taken.

There are many ways that a monotype can be made. A metal or plastic plate is painted onto with any material that will transfer marks to paper under pressure.

A monotype is a stand alone print whereas a monoprint is a print that is part of a series.

Find our collection of monotype resources [here](#).

This Talking Points Is Used In...

Pathway: Making Monotypes

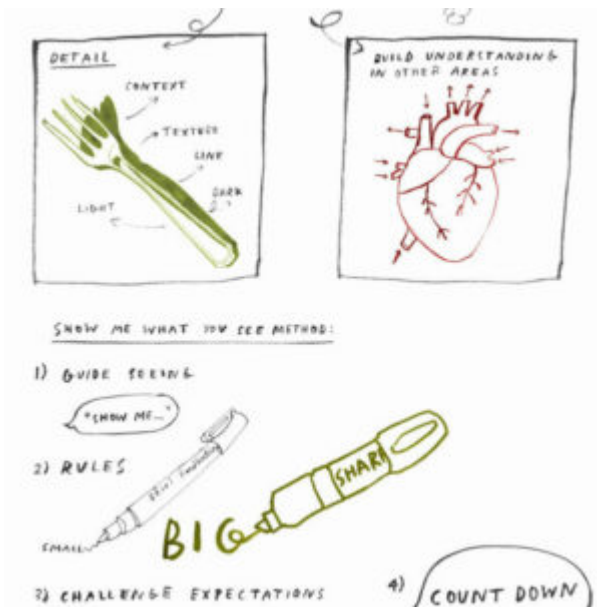


[This is featured in the 'Making Monotypes' pathway](#)

using sketchbooks to make visual notes



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Talking
Ringgold

Points:

Faith

Introducing you to the work of Faith Ringgold.

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Faith Ringgold

Faith Ringgold is an artist and activist who grew up during the Harlem Renaissance. Ringgold communicates personal narratives, history and politics through her painted quilts.

In this video Faith Ringgold discusses how she fought to get women and African-American artists into museums.

Watch this video to see how Ringgold combines cloth, paint and thread to make her quilts.

[Faith Ringgold on Google Arts & Culture](#)

See more at [Ringgold's website](#)

Questions to Ask Children

Faith emphasises the importance of focussing upon personal experience through art; How does she do this and why do you think this is important?

Are there things you care about that you'd like to

make art about to help you share your thoughts/views? What's important to you?

"When they're looking at my work, they're looking at a painting and they're able to accept it better because it is also a quilt." – Faith Ringgold

Why do you think people are more accepting of a quilt than a painting? What do you associate with quilts?

This Talking Points Is Used In...

Pathway: Print & Activism



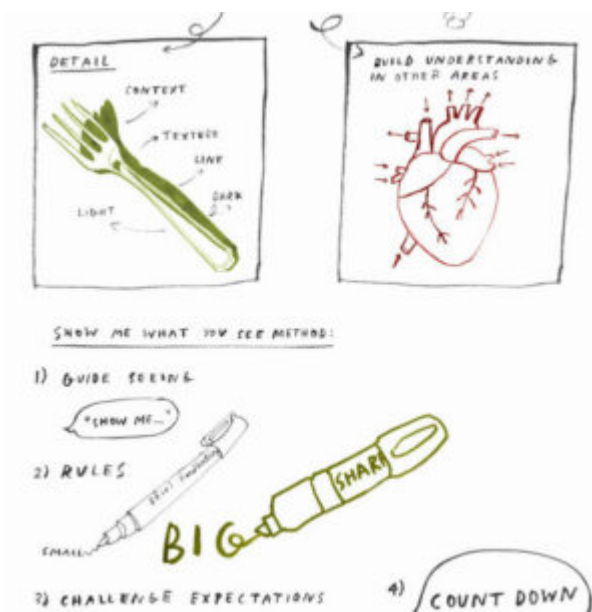
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Activism' pathway

using sketchbooks to make visual notes



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Talking Points: Shepard Fairey

Introducing you to the work of artist and activist Shepard Fairey.

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Shepard Fairey

Shepard Fairey is a contemporary street artist and activist. In his work he tackles topics such as political power and propaganda. Fairey uses stencils and screen print to make his work.

THE BLACK HILLS



→ ARE NOT FOR SALE ←

The Black Hills Are Not For Sale, Screen Print, 18

x 24 inches, July 2012

See more at [Faireys website](#) and [Instagram feed](#)

Questions to Ask Children

How many processes can you identify in the first video? Why do you think Shepard uses so many different processes/mediums?

When you look at Fairey's 'The Black Hills Are Not For Sale' what do you see?

If you don't know about the Black Hills can you still figure out what this artwork might be trying to communicate?

Why is it important for artists to create work that questions what is going on in the world?

Do you think that Faireys work is successful in communicating important messages? Why do you think this?

This Talking Points Is Used In...

Pathway: Print & Activism

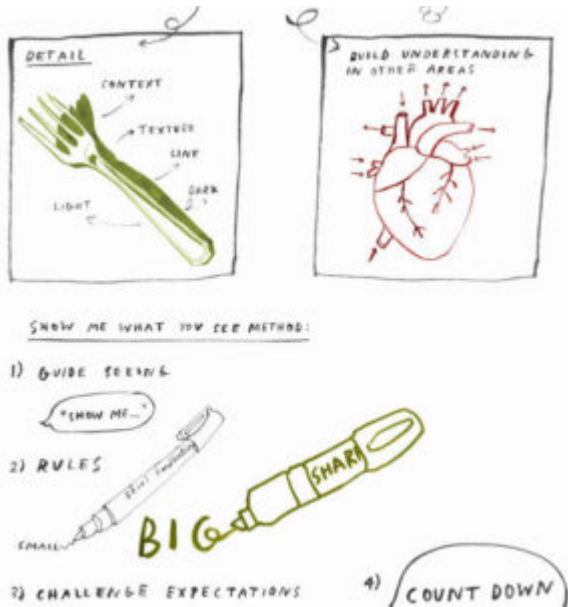


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using sketchbooks to make visual notes



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Talking Points: Grayson Perry

A Map of Days

How can we express our identity through our creativity?

Grayson Perry is an English artist who works across a range of mediums, including [pottery](#), [embroidery](#), [performance](#), and [drawing](#). He creates work which reflects both his own identity and that of Britain. Below, we explore one of his self-portraits in which he represents himself through a map.

Look at the resources below and use the following questions to begin a discussion about A Map of

Days.

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A Map of Days by Grayson Perry

"Grayson Perry RA created this map of a walled city as a self-portrait for an exhibition at the National Portrait Gallery. He said 'I thought the walled city was a good metaphor – the wall, I suppose, can roughly be interpreted as your skin. But like any city, it's dependent on the landscape

it sits in as well.' “ [RA](#)

[See the Map on Google Arts & Culture.](#)

[Interview about the making of the map.](#)

Note for teachers on adult content: Please be advised that from 0.24 to 0.39 and 1.34 until 1.57 of this video, there is inappropriate language shown on the map. You may wish to show up to this point or to skip past the shot of the language in question.

Questions to Ask Children:

How does Grayson Perry use text in the map?

Can you find text on buildings as well as street names? How do you think he decides which text to make small, and which to make larger?

How much does Grayson Perry reveal about himself through the map?

Can you spot any symbols or visual metaphors?

This Talking Points Is Used In...

Pathway: Typography and Maps

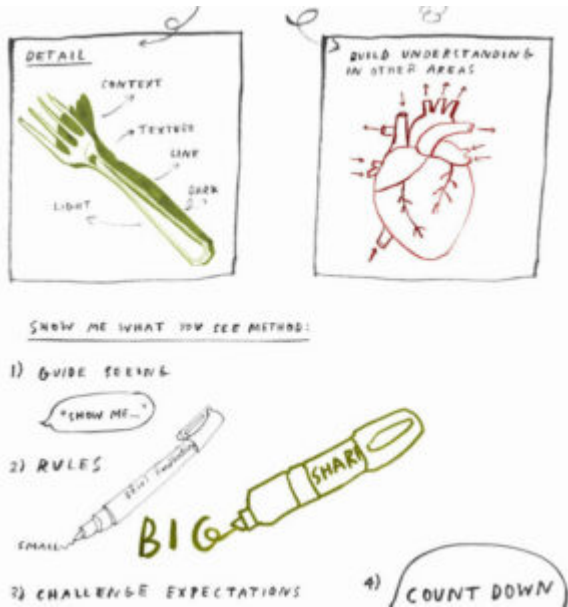


[This is featured in the 'Typography and Maps' pathway](#)

using sketchbooks to make visual notes



Show me what you see



Talking Points: Hogwarts Maps

How can words and images work together to create an imaginary world?

The Marauder's Map is a fictional map from the Harry Potter series. Its distinctive [design](#) features include hand-drawn elements, from typography to technical [drawings](#), and shows clear signs of age and heavy use, all of which fit with the aesthetic of the wider Harry Potter universe.

Watch the video below and answer the following questions to begin a discussion about the design choices behind the Marauder's Map.

Please Note:

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

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Hogwarts Maps

There are many maps inspired by Hogwarts, the most famous of course is the Marauders map.

Use the sources below to focus a conversation with children about the typography and design of the highly visual maps. Mute the video and pause on

different scenes of the original Marauders Map.

Questions to Ask Children:

Why do you think the designers chose the typography they did for the diary and map?

What kind of feeling are they trying to create?

How do you feel when you look at the map?

This Talking Points Is Used In...

Pathway: Typography and Maps

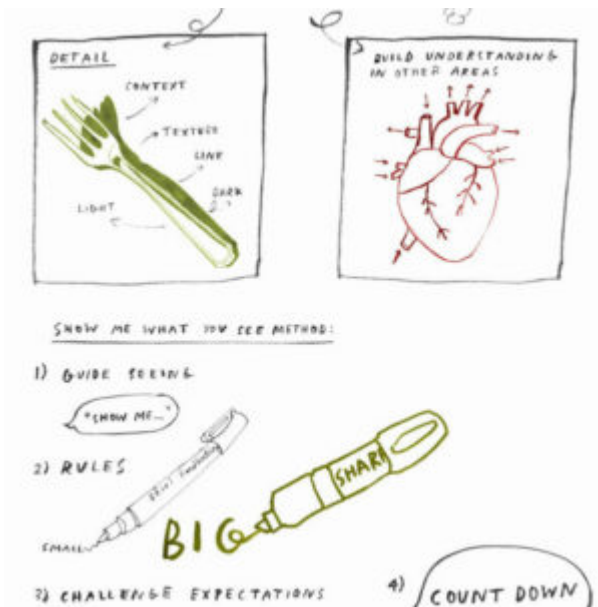


[This is featured in the 'Typography and Maps' pathway](#)

using sketchbooks to make visual notes



Show me what you see



Talking Points: Paula Scher

How can we communicate data through

visual art?

Paula Scher creates large-scale maps of regions around the world, representing numbers and statistics through emotion rather than straightforward facts. Using hand-painted [typography](#), she distorts and simplifies complex data such as population, distance, and voting patterns in the places she maps.

Read the text below and watch the following video before beginning a discussion about Paula Scher's work.

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Paula Scher

Paula Scher is an American graphic designer, painter and art educator in design.

Paula creates branding, but she also created a series of “maps” which contain “errors and mistakes”. Explore in the video and link below.

“Paula Scher painted two 9-by-12-foot maps that resembled patchwork quilts from afar, but contain much textual detail. She created lines that represented the separation of political allies or borders dividing enemies. Scher created the maps into layers that reference what we think when we think of Japan, Kenya, or the Upper East Side.

For instance, The United States (1999) was painted in blocky white print and full with a list of facts that we comprehend when we think about cities. Africa (2003) is represented in a stark black and white palette, hinting at a tortured colonial past. The land of the red rising sun is represented when we think of Japan (2004).

Scher decided to produce silk-screened prints of The World that contained large-scale images of cities, states, and continents blanketed with place names and other information. It is full of mistakes, misspellings, and visual allusions to

stereotypes of places such as South America, painted with hot colours and has two ovaries on the sides. It was not created to be a reliable map but convey a sense of the places that are mediated and mangled.” [Wiki](#)

www.pentagram.com/news/paula-scher-maps

Abstract: Art of the Design/ Paula Scher

Please Note: At timecode 8.00 Paula Scher talks about her maps.

Questions to Ask Children:

How would you describe one of Paula’s maps to someone who couldn’t see them?

In what ways do Paula’s maps differ from regular maps?

How would these maps change if you held them in your hand?

This Talking Points Is Used In...

Pathway: Typography and Maps

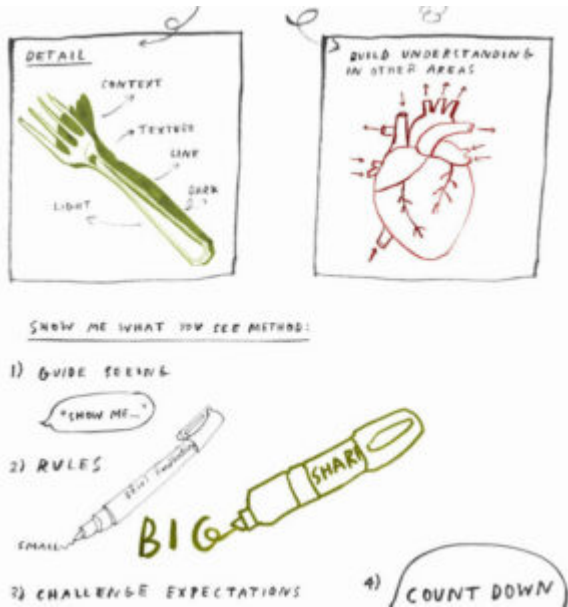


[This is featured in the 'Typography and Maps' pathway](#)

using sketchbooks to make visual notes



Show me what you see



Talking Points: Louise Fili

How can we attract attention and communicate an idea?

Louise Fili is a [visual communicator](#) whose work incorporates elements of Art Deco and Modernism. She uses [typography](#) as a visual language, creating a hierarchy among words through their positioning and size, adjusting their legibility to suit the message, and influencing their emotional impact through [colour](#).

Watch the video below to begin exploring the work of Louise Fili.

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FREE TO ACCESS

Louise Fili

Founded in 1989, Louise Fili Ltd is an award-winning New York-based graphic and digital design firm specialising in strategic brand development and packaging for speciality food products.

Enjoy the video below where Louise shares how she made a poster for the New York Subway.

[Louise Fili Website](#)

Subway Series: Louise Fili

Questions to Ask Children

What might be included in a poster?

What do you think makes a good poster?

What does Louise Filis work make you think of?

Can the way a poster looks change the way you feel?

What purposes do posters serve?

This Talking Points Is Used In...

Pathway: Typography and Maps



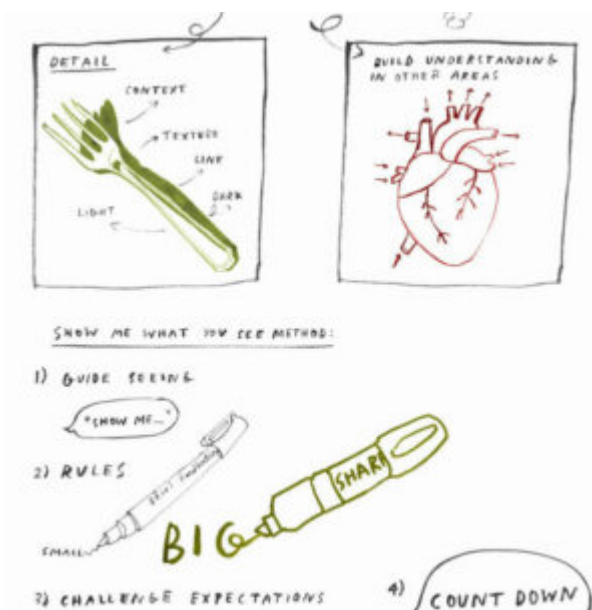
[This is featured in the 'Typography and](#)

Maps' pathway

using sketchbooks to make visual notes



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Talking Points: Bridge Design

A collection of imagery and sources designed to explore bridge design.

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Bridge Design

Architects often use bridge design as a way to showcase their innovation. Many bridge designs entered for competitions never get built – but the ideas behind them move forward ideas about contemporary architecture.

Explore the videos below to focus a discussion about what is possible.

The Garden Bridge by [Heatherwick Studios](#)

The worlds first 3D printed bridge with robots by Joris Laarman

The Bouncing Bridge by AZC

[Zaha Hadid Architects](#), Conceptual Bridge Project

Questions to Ask Children

What do bridges do?

How can bridges represent the communities they connect?

Are bridges just about destinations? Or are they about journeys?

Is there a limit to what a bridge can be?

Is there a limit to the materials you can use?

This Talking Points Is Used In...

Pathway: Be an architect

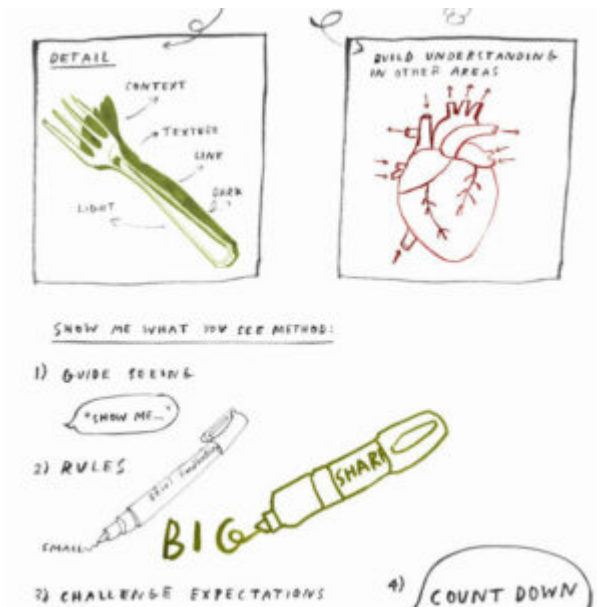


[This is featured in the 'Be an Architect' pathway](#)

using sketchbooks to make visual notes



Show me what you see



Talking Points: Hundertwasser
the Architect

How can the way we design buildings better suit our natural environment?

Hundertwasser was a 20th Century Austrian [architect](#) and artist who believed that straight lines were unnatural and instead preferred to design and construct buildings that were colourful and irregular in shape, making his designs unique.

Use the below resources and questions as a starting point to further explore Hundertwasser's work.

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Hundertwasser the Architect

Use the following images and videos to introduce children to the work of Austrian artist **Friedrich Stowasser**, better known by his pseudonym **Friedensreich Regentag Dunkelbunt Hundertwasser** (1928 – 2000).

Hundertwasser was a visual artist and architect and he also worked in the field of environmental protection.

“Hundertwasser stood out as an opponent of “a straight line” and any standardization, expressing this concept in the field of building design. ”

[Wiki](#)

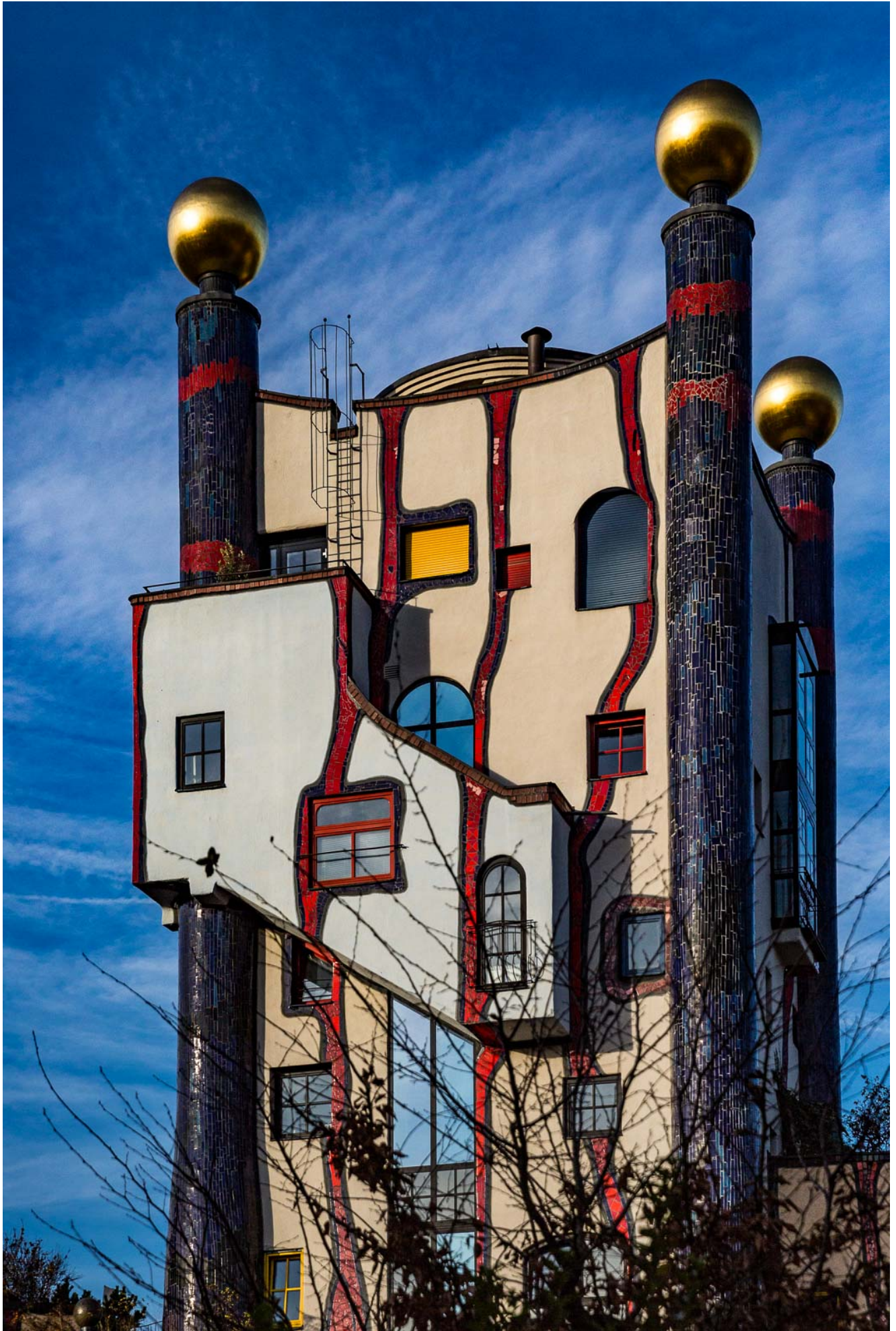
[Explore The Inventive Architecture of Friedensreich Hundertwasser – Google Arts & Culture](#)

www.kunsthawien.com/en/

hundertwasser.com/en



**Hundertwasser House
by Studio Sarah Lou**



Hundertwasser's Beer Tower by [ALexDROP](#)

Hundertwasser Tower in Abensberg



Hundertwasser by [twicepix](#)



Usine d'incinération décorée par F. Hundertwasser (Vienne) by [dalbera](#)

Hundertwasser in Altenrhein. This video is not in English – you may wish to watch it silently and use the opportunity to talk as teacher.

Questions to Ask Children

What words would you use to describe Hundertwasser's architecture to those who can't see it?

How does it make you feel?

What would it be like to be inside the buildings?

What kinds of materials does he use?

How does he use colour in his buildings?

How important is the relationship of detail to big structures?

Can you see any straight lines?

This Talking Points Is Used In...

Pathway: Be an architect

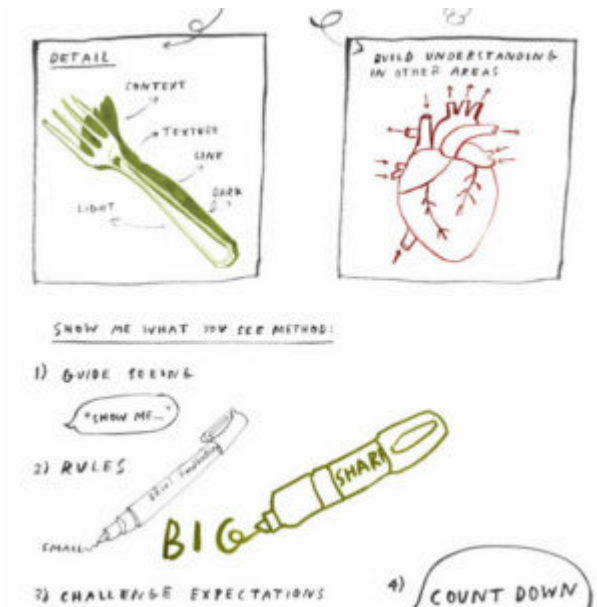


[This is featured in the 'Be an Architect' pathway](#)

using sketchbooks to make visual notes



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Talking Points: Thinking About Architecture

A collection of imagery and sources designed to introduce the idea of architecture to primary aged children.

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AGES 5-8

AGES 9-11

FREE TO ACCESS

Thinking About Architecture

Use the following videos to introduce the idea of architecture to young children.

[Architecture According to Pigeons](#), Illustrated by Natsko Seki.

Imagine A World Without Architecture

Questions to Ask Children

What would birds see as they flew over the place you live in?

Which buildings would stand out?

Would they see patterns and shapes?

Can you imagine architecture from other perspectives? How would a dog see your local environment? How do YOU see your local environment?

This Talking Points Is Used

In...

Pathway: Be an architect

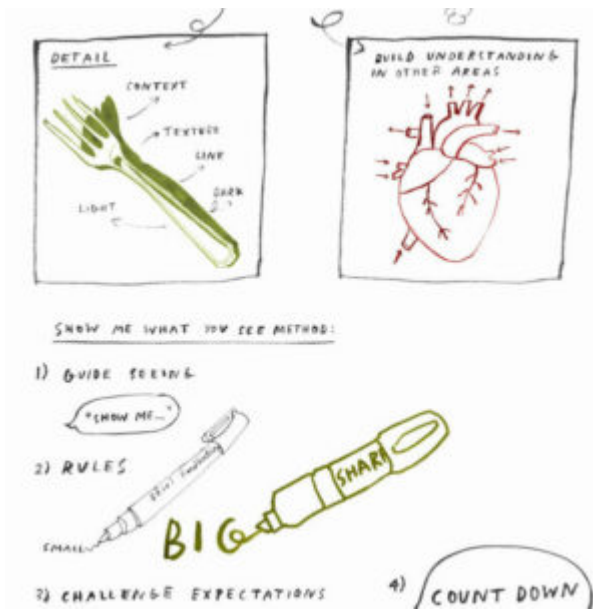


This is featured in the 'Be an Architect' pathway

using sketchbooks to make visual notes



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Talking Points: Dancing in Charcoal by SketchBetter

A collection of sources to explore "Dancing in Charcoal" by SketchBetter.

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Dancing in Charcoal

Inspired by the work of performance artist [Heather Hansen](#), the videos below share how [SketchBetter](#) worked with children in a school to enable their own charcoal dance performance.

Questions to Ask Children

How would making a drawing like this alone, in a pair, in a small group, or in a large class change the experience and outcome?

How would music change the nature of the marks made by the artists?

Can we tell a story through the movements of our body, which is reflected in the final drawing?

How might our individual bodies and the movements available to them change the experience and the outcome?

How far would a photograph of the finished drawing capture the “experience”.

This Talking Points Is Used In...

Pathway: Gestural Drawing with charcoal

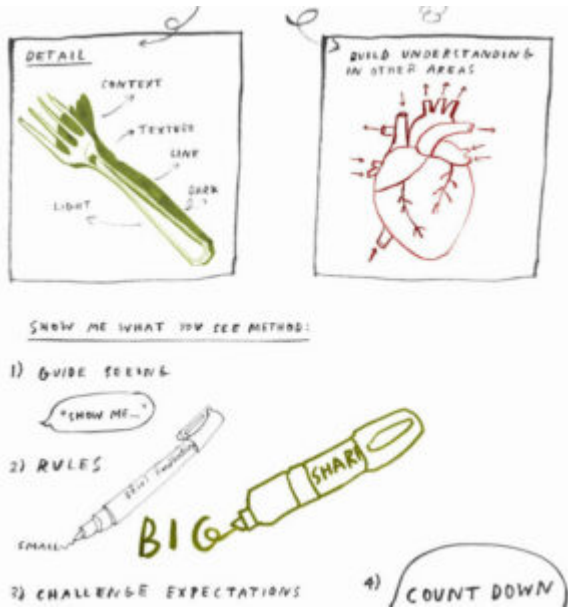


[This is featured in the 'Gestural Drawing with Charcoal' pathway](#)

using sketchbooks to make visual notes



Show me what you see



Talking Points: Art as Performance – Heather Hansen

How can we use drawing to map our movements and change the way we make marks?

Heather Hansen uses her body as a [drawing](#) tool, creating sweeping, large-scale works that map her movements across the surface. Through fluid [gestures and deliberate motion](#), she captures a range of line qualities, producing artworks that trace the story of her journey and energy of her movements.

Watch the videos and use the questions below to

discuss Heather Hansen's work and explore how dance, movement and drawing can be brought together.

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FREE TO ACCESS

Heather Hansen

Heather Hansen is a performance artist based in

USA. Heather Hanson is a performance artist who produces large scale drawings through movement and dance, using her entire body as a drawing tool.

[Website](#)

Questions to Ask Children

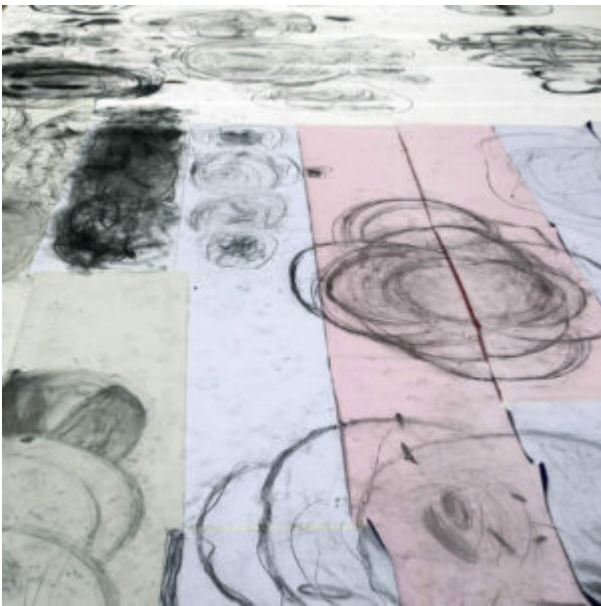
Discuss how the following words/ideas relate to Heather's work:

- Time
- Audience
- Drawing Material (i.e. graphite, charcoal)

How do you feel watching Heather's performance?

Heather makes her marks on very large sheets of paper, and on the beach. Where else could you make similar marks?

See the Talking Points Used in Schools...



**This Talking Points Is Used
In...**

Pathway: Gestural Drawing with charcoal

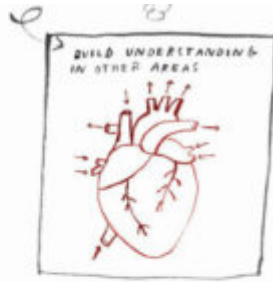
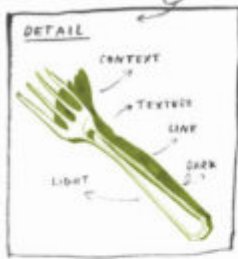


[This is featured in the 'Gestural Drawing with Charcoal' pathway](#)

using sketchbooks to make visual notes



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SHOW ME WHAT YOU SEE METHODS:

- 1) GUIDE FORMS



- 2) RULES



- 3) CHALLENGE EXPECTATIONS

