Pathway: Festival Feasts

Pathway for Years 3 & 4

Disciplines:
Sculpture, Painting, Drawing, Collage, Sketchbooks

Key Concepts:

- **That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.**
- **That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.**
- **That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.**
- **That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.**

In this pathway children are enabled to begin to recognise that their individual creative response will be different to that of their peers, but that it is valued and can contribute to a larger shared artwork.

As children progress through the school, they are enabled to use and further develop the knowledge and skills learnt so far, and bring their personal likes, dislikes and experience to a project, working towards being confident creative decision makers.

The pathway begins with an exploration of artists who make sculptures of food, working at unexpected scales, working in a sketchbook to make visual notes to consolidate their experience.

Children then further develop drawing skills by drawing from still imagery and from life, and then teachers choose from two projects, one using dry materials (paper, card, pen, paint) to make a "corner shop", or using modroc and other modelling and construction materials to make a shared sculptural feast.

Finally, if you have time, invite pupils to make a shared picnic drawing, before making time to present the work, reflect and share.

Medium:
Paper/Card, Drawing Materials, Modelling Materials (incl. Modroc)

Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram)

and share the url. Thank you!







AGES 5-8

AGES 9-11

Teaching Notes

See the recording of the Zoom CPD session Exploring Modroc.

Curriculum Links

History: Look at the food grown during the time of your chosen civilisation topic e.g. Iron Age farming.

Science: Soil, room to grow, nutrition, food groups, environmental changes.

PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion. Look at foods from different religious ceremonies.

I Can…

- **I have explored the work of artists who are inspired by food and I can share my responses with the class.**
- **I can use my sketchbook to record and reflect how the artist's work makes me feel.**
- **I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food.**
- **I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints.**
- **I can explore and experiment using "Design through Making", and I can discover how I can transform and construct with different materials to make my sculpture.**
- **I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each others' ideas.**

I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.

- I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Soft B pencils, coloured pencils, oil/chalk pastels, water colour, graphite sticks, still life arrangement of food

Option 1: Paint Your Corner Shop – Acrylic or poster paint, pencils, handwriting pens, cartridge paper, sellotape, PVA glue, scissors.

Option 2: Feast from Modroc Construction Materials (see **list here**)

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Pathway: Festival Feasts

A PDF of this pathway can be found here.

Aim of the Pathway

The aim of the pathway is to give children the opportunity to consolidate and further develop a variety of skills (drawing, painting, making) in a celebration of the ways food connects us, as families, cultures, and communities.

- Week 1 & 2: Be Inspired

Explore & Draw

For the first two weeks, pupils will spend time looking at the artists below and making drawings in sketchbooks.

- Introduce

Claes Oldenburg



Explore the sculptures of Claes Olderburg with our free to access “Talking Points: Claes Oldenburg” resource.

Whilst watching the videos, ask children to fill a couple of sketchbook pages using “Making Visual Notes“. They may draw quick drawings of the sculptures, note down how the sculptures make them feel and also include any other thoughts that the videos prompt.

- Introduce

Lucia Hierro



Explore the free to access “Talking Points: Lucia Hierro” to find out more about an artist who creates soft sculptures and installations related to corner shops.

Children will fill one or two sketchbook pages using the “Making Visual Notes” resource, and consider the similarities and differences between Claes and Lucia.

- Introduce

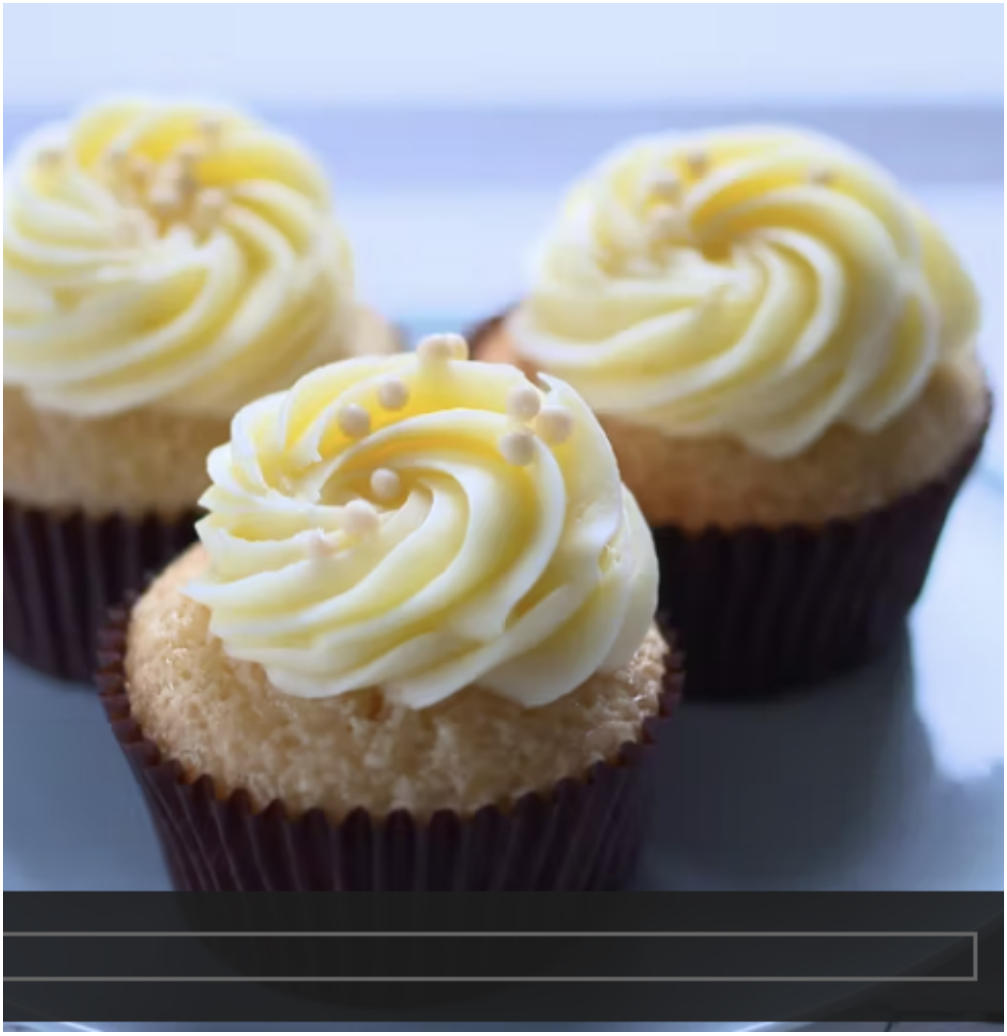
Rowan Briggs Smith



Explore “Making Mini Food” to see how a young artist made a collection of tiny plates of food.

- Work in Sketchbooks

Show Me What You See



See the free to access “Drawing Source Material: Food” resource.

Children will work in sketchbooks, using the “Show Me What You See” technique to help them visually explore food.

During the exercise, draw the children’s attention to the visual elements of their drawings, including talking about shape, colour, texture and composition. Try to capture all these qualities using different materials (and combinations of materials) such as pen, ink, pastel, oil pastel, watercolour and pencil.

By the end of the session sketchbooks should be full of pupil's interpretations of different elements (shapes, lines etc) from the video.



Invite children to bring in food, or make a visit to a bakery and invite children to draw directly from life. How is it different to drawing from photographs? Use any of the drawing exercises on this page to inspire your drawings.

- Week 3, 4: Find your Focus

Explore Painting or Sculpture

Invite children to explore their favourite foods through either of these community focused paint or sculpture activities.

- Option 1

Paint Your Corner Shop



Explore painting and sculpture with the “Paint Your Corner Shop” resource. This activity encourages children to think about foods that they like or have other connections to. Children will paint jars / tins of food in 3 different ways. The paintings can be turned into 3D sculptures to form a classroom shop installation.

Start the session with a “Continuous Line Drawing” warm up.

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Or…

- Option 2

Feast from Modroc



Give children the opportunity to work with new materials and make a "Feast from Modroc". Making a sculptural feast allows each child to make their own sculpture which will contribute to a lavish class meal. Using modroc and other materials gives pupils the opportunity to explore texture and modelling as well as colour and form.

Start week 3 by exploring the work of sculptor and artist Nicole Dyer whose work you can find on the free to access "Talking Points: Nicole Dyer" resource.

You can find detailed information on using Mod Roc in the classroom here.

- Week 5: Collaborate

Communal Picnic Drawing



Finish off the summer term with this fun "Communal Picnic" activity.

Start by laying out the picnic – bring food which contributes colour, texture, pattern and form to inspire – and allow lots of space between the food objects to allow the children to work directly on to the cloth. If you are working with a whole class rather than just a few children then you may prefer to try this activity in the hall or even outside, working on more than one sheet.

This activity gives children the chance to work on a new surface (use old sheets from charity shops) and see how using the materials is different to using them on paper.

- 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.

Depending upon the project option chosen, 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, and reference the artists studied.

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.

See This Pathway Used In Schools

























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