

# Talking Points: Paul Cezanne

How can still-lifes help us explore form and colour in painting?

Paul Cézanne was known for his use of repeated brushstrokes and the careful arrangement of [colour](#), revealing his interest in the interaction of shape, light, and [form](#). By examining his still-life compositions, one can gain insight into his distinctive approach to [painting](#).

Use the sources provided to investigate Cézanne's work, then discuss the questions that follow.

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

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## Paul Cezanne

Cezanne was a French Post-Impressionist painter.

It is said that he formed the bridge between late 19th-century Impressionism and the early 20th century's Cubism.

Cézanne's often repetitive, exploratory brushstrokes are highly characteristic and clearly recognizable. He used planes of colour and small brushstrokes that build up to form complex fields. His interest was not in the objects themselves but in using them to experiment with shape, colour, and lighting. He arranged his still lifes so that everything locked together. The paintings convey Cézanne's intense study of his subjects. [Find out more here.](#)

Explore this [Google Arts and Culture](#) resource on Cezanne.



**A Table Corner (Un coin de table) (ca. 1895) by Paul Cézanne. Original from Original from Barnes Foundation.**

## **Questions to Ask Children**

*"It is understood that the artist places himself in front of nature; he copies it while interpreting it." – What do you think Cezanne meant by this?*

**What can you see in this painting?**

**What do you like/dislike about this painting?**

**How does it make you feel?**

**Whats your favourite part of the painting?**



**The Peppermint Bottle (ca. 1893-1895) by Paul Cézanne. Original from The National Gallery of Art.**

### **Questions to Ask Children**

**What can you see?**

**How does the colours in this painting make you feel? Talk about the use of cold and warm colours.**

What kind of atmosphere does this painting capture?



Paul Cézanne & Rococo Vase (1876) still life

painting. Original from the National Gallery of Art.

## Questions to Ask Children

What do you like/dislike about this painting?

How does this painting compare with the other two paintings above. What are the similarities and differences?



The Three Skulls (ca. 1902–1906) by Paul Cézanne. Original from The Art Institute of Chicago. Digitally enhanced by rawpixel.

## Questions to Ask Children

How does this drawing differ to Cezanne's paintings?

What do you like about the drawing?

Why do you think Cezanne included colour washes in his drawing?

## This Talking Points Is Used In...

Pathway: Exploring Still Life

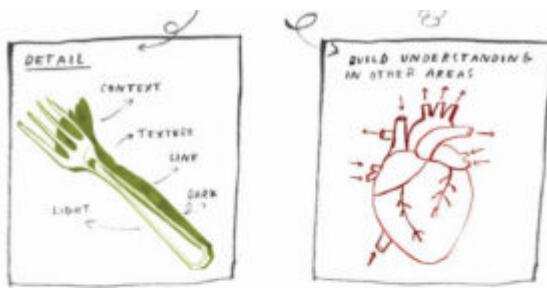


This is featured in the 'Explore Still Life' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

- 1) **DEFINE SEEING**  
"SHOW ME..."
- 2) **RULES**  
"SHARPS" "BIG" "MAIL"
- 3) **CHALLENGE EXPECTATIONS**
- 4) **COUNT DOWN**

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**Talking Points: Contemporary  
Still Life**

# A collection of sources to explore contemporary artists who study still life.

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AGES 9-11

AGES 11-14

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## Hilary Pecis

The imagery in Pecis' work comes from snapshots taken from trips, visits with friends in their homes or restaurants, and the artist's surroundings. Pecis focuses on specific details that evoke the feeling of the moment. Pecis then uses texture and brushstroke, colour and pattern, and perspective as tools to create a sense of place.

Pecis often includes stacks of monographs, exhibition posters, and works by other artists within her compositions, allowing Pecis the opportunity to include different styles of painting in one composition. Cultural art and historical references within her paintings allow

the viewer to understand the time and place. –  
Rachel Offer Gallery



**Sleeping Dog, Hilary Pecis, Painting, 2020**

Watch the video above as teacher, so you have an

understanding of Hilary's work. Then pause the video at set places to introduce the pupil's to Hilary's paintings.

## Questions to Ask Children

When you look at one of Hilary's paintings, what words come to mind? How would you describe it to someone who couldn't see it?

How do Hilary's paintings make you feel?

Do you have favourite parts of the paintings? Do you recognise anything you have at home?

Think about your interests and hobbies- what objects might you include in a still life that reflects snapshots of your life and memories? Could you write/draw them in your sketchbook.

## Nicole Dyer

Nicole Dyer creates vibrant paints, drawings and mixed-media assemblages and sculptures that explore contemporary life and everyday objects.

Dyers creates playful still lifes using materials such as paper-mache, collage techniques and impasto, putting a twist on traditional still lifes.

Find more of Nicole's work at "[Talking Points: Nicole Dyer](#)".



**Palegrino, Nicole Dyer, 2019, Acrylic, flashe, and insulation foam on canvas, 10" x 8"**

**Questions to Ask Children**

**Is this a painting or a sculpture?**

**How would you describe it to someone who couldn't**

see it?

What do you think the artist was trying to say with this painting?

What do you like/dislike about this painting?

How does this painting make you think differently about still life paintings?

## Bas Meeuws

Bas Meeuws is a digital florist artist. His work inspired by the still life paintings of dutch and Flemish artists in the 18th Century.

“The bouquets actually were impossible constructions, with flowers from different seasons, all in full bloom. I like to emulate this in my work, and to transcend time. The consolation of photography, that is how I see these timeless works.” – [Bas Meeuws](#)

## Questions to Ask Children

Meeuw's takes lots of photographs of flowers and other objects and then manipulates the images into one still life. What does this enable him to do, which he couldn't do if he just took a photograph of an arrangement of flowers?

In the video he uses a dark background for the photographs. Why do you think he does that?

In the video he mentions 17th century still lives.

Take a look at "[Talking Points: Flemish & Dutch Still Life](#)" and see if you can see the links between the work of the old painters and that of Meeuws.

What do you like about Meeuws' photographs?

"I just start and work until I get stuck, then I'll start something new and go back to it later on," says Bas Meeuws in the film. Why do you think working like that helps him?

## Hirasho Sato

Hiroshi Sato is focused on contemporary realist oil painting. He draws influence from past and present artists including Vermeer, Andrew Wyeth, Euan Uglow and Chuck Close. Sato explores the illusion of form and flatness in space.

Explore more of Sato's work [here](#).

## Questions to Ask Children

Pause on one of the still life paintings in the film (or visit his website) and discuss it with the class.

What words would you use to describe the painting?

Look at the way the shapes and colours are arranged on the canvas in relation to each other (the composition). Where does your eye want to look?

Can you see a foreground? A background? Is there a difference in the way the artist has painted the foreground and background?

Can you see any negative space?

What do you like/dislike about this painting?

How does this painting make you feel?

## This Talking Points Is Used In...

**Pathway: Exploring Still Life**

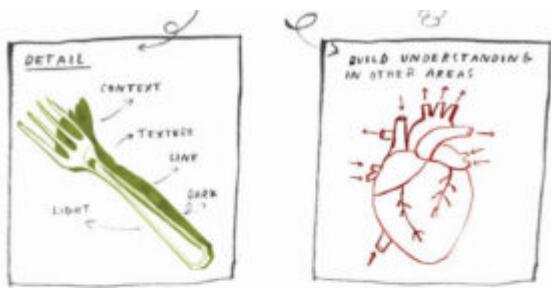


[This is featured in the 'Explore Still Life' pathway](#)

using sketchbooks to make visual notes



## Show me what you see



### SHOW ME WHAT YOU SEE METHOD:

- 1) **DIVIDE FEELING**  
"SHOW ME..."
- 2) **RULES**  
"SHAR" (sharpen)  
"MAIL" (mail)
- 3) **CHALLENGE EXPECTATIONS**  
"BIG"
- 4) **COUNT DOWN**

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## Talking Points: Hannah Rae

A collection of sources to explore the

work of Hannah Rae.

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AGES 9-11

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AGES 14 - 16

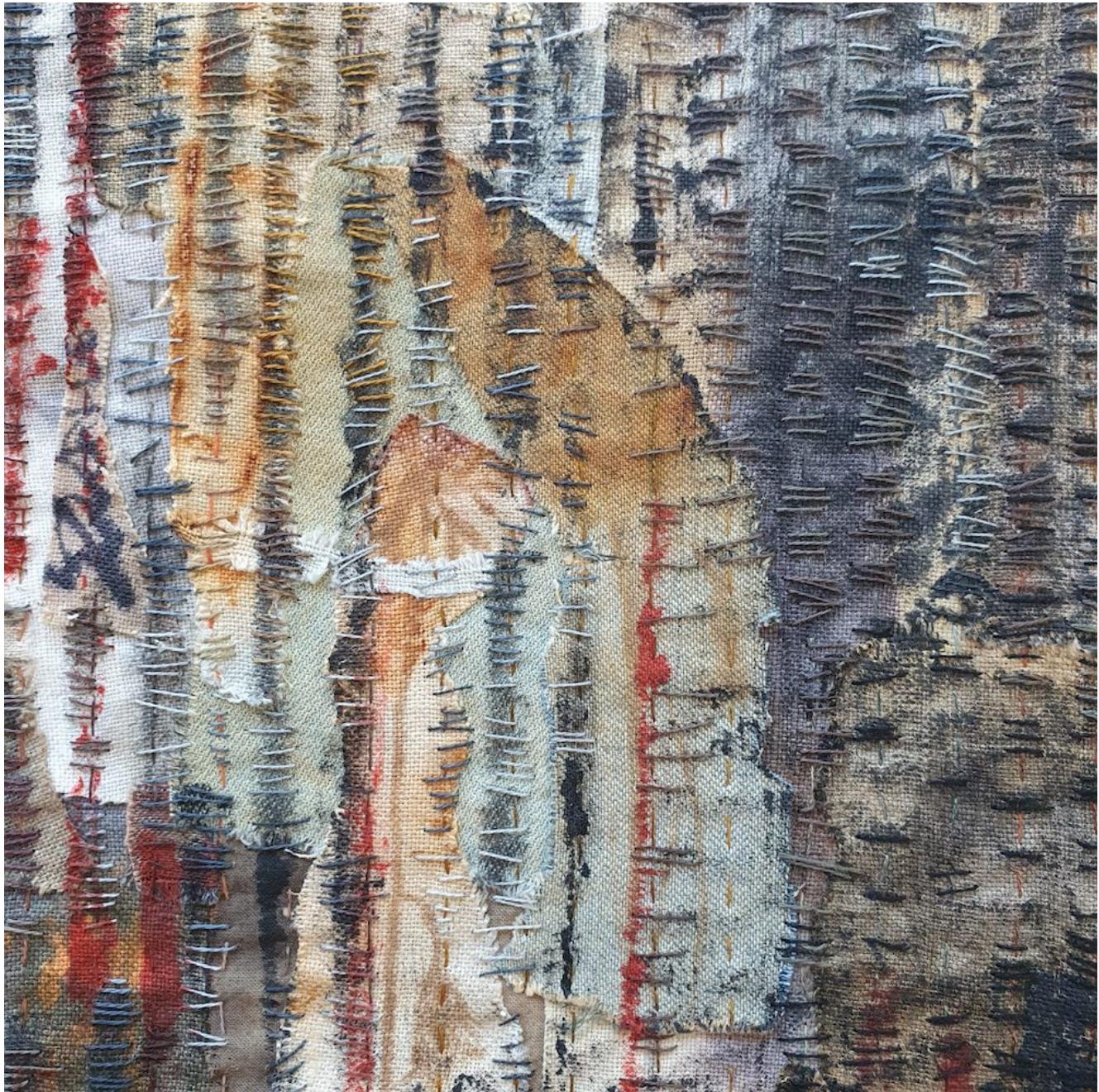
FREE TO ACCESS

## Hannah Rae

Hannah Rae is a textile artist based in Cambridge. Her work is formed of embroidery and free motion embroidery.

The works are responses to the environment and the passage of time. The surface of Rae's work are pieced together through stitch, rust and eco printing, dyeing, painting, and applique; faded and weathered by use and the elements, fragments of past times.

[Website](#)



## **Questions to Ask Children**

**How does this image make you feel?**

**Describe the texture of this piece.**

**How do you think the artist made this work?**



## Questions to Ask Children

Draw the different marks that you can see.

How would you describe the colours?

If this was an aerial view of a scene, what might the scene be?

How does this piece differ from the first that you saw?

How does this work you feel?



## **Questions to Ask Children**

**What do these 3 pieces have in common?**

**What is different about the 3 pieces?**

**Which one is your favourite? Why?**

# This Talking Points Is Used In...

**Pathway: Cloth, thread, paint**

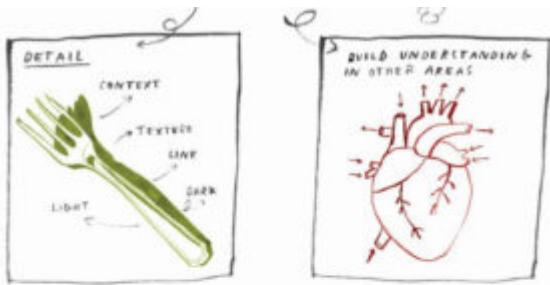


**This is featured in the 'Cloth, Thread, Paint' pathway**

**using sketchbooks to make visual notes**



## Show me what you see



### SHOW ME WHAT YOU SEE METHODS:

- 1) GUIDE FEELING  
SHOW ME...
- 2) RULES  
SHARP  
BIG  
EMAIL
- 3) CHALLENGE EXPECTATIONS
- 4) COUNT DOWN

## Talking Points: Frank Bowling

A collection of sources to explore the work of Frank Bowling.

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# Frank Bowling

‘Frank Bowling has been hailed as one of the finest British artists of his generation. Born in British Guiana in 1934, Bowling arrived in London in 1953, graduating from the Royal College of Art with the silver medal for painting in 1962. By the early 1960s, he was recognised as an original force in London’s art scene with a style combining figurative, symbolic and abstract elements.’  
– Explore Frank Bowling’s [website](#).

## Questions to Ask Children

What objects would you choose to include in a painting? Why?

How would you describe the way he works in one word?

How does scale impact the way that the artist works?

## Questions to Ask Children

How does Frank Bowling’s work make you feel?

What do you like/dislike about Frank Bowling’s work?

How does scale impact the viewers experience of the work?

Which geometrical shapes would you include in your abstract painting? Why?

Choose one of Bowling's paintings to look at in class:

Ask children to describe the colour palette, movement and texture. If you can see objects on the paintings take a closer look and think about why he might have chosen them.

## This Talking Points Is Used In...

**Pathway: Cloth, thread, paint**

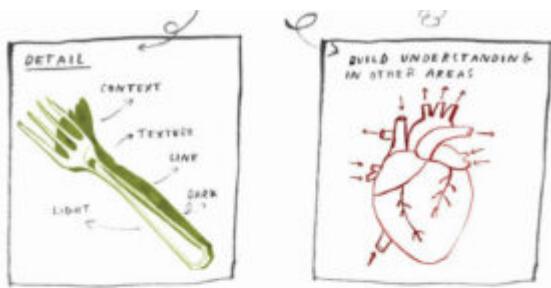


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**using sketchbooks to make visual notes**



## Show me what you see



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- 1) **DEFINE FEELING**  
"SHOW ME..."
- 2) **RULES**  
SHARQ  
EMAIL
- 3) **CHALLENGE EXPECTATIONS**  
BIG
- 4) **COUNT DOWN**

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## Talking Point: Alice Kettle

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work of Alice Kettle.

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## Alice Kettle

Alice Kettle is a contemporary textile/fibre artist based in the UK. Alice originally trained as a painter and will often begin her work with a painted background which she then embroiders on. Her large scale work is composed of individual tiny stitches, which combine to form great swathes of colour, painterly backgrounds incorporating rich hues.



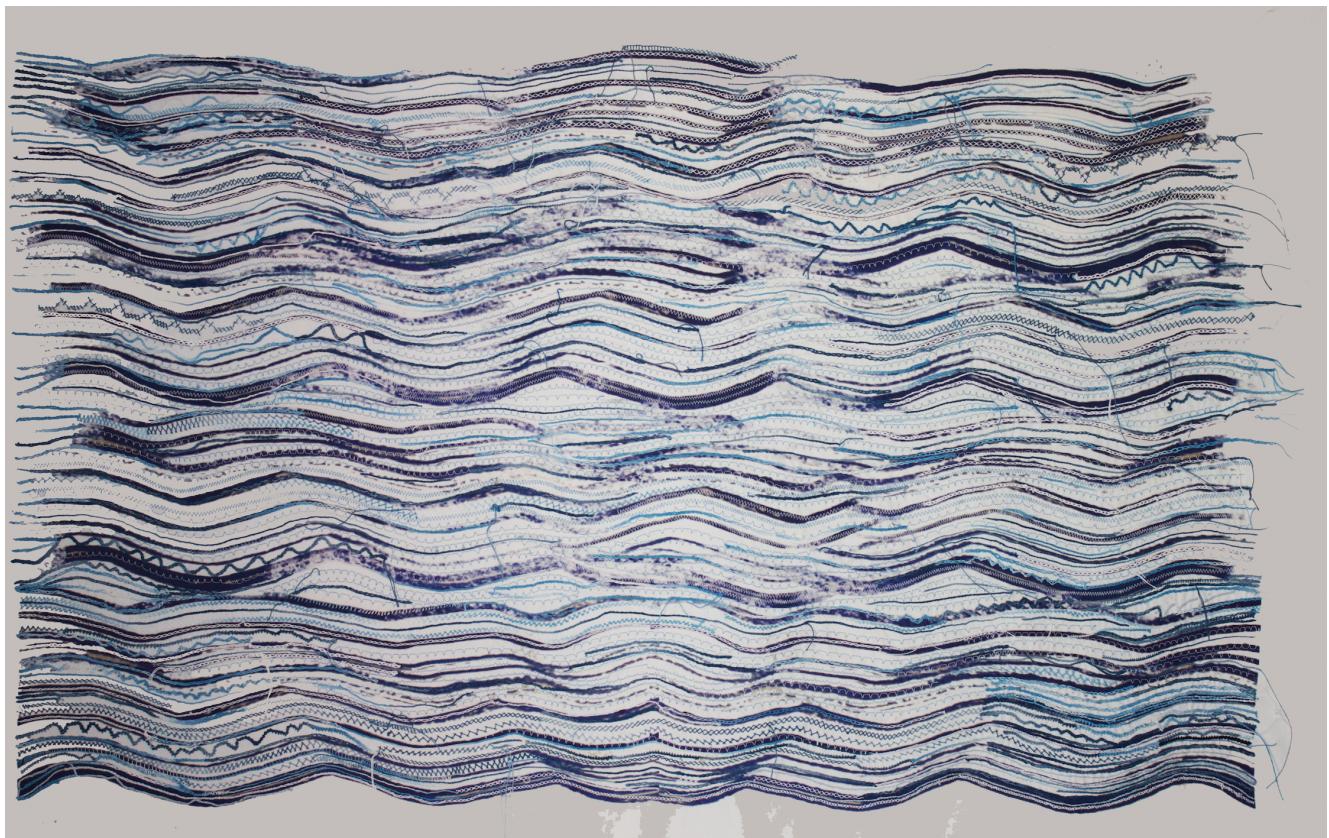
Alice Kettle, Odyssey, thread on canvas (2003)

## The Scalloped Edge

“The project uses stitch as a common cultural language to make connections through motif, process and metaphor. The sharing and exchange of the tacit knowledge with the local community in a series of collaborative works forms an important part of this collection.

Embroidery in Madeira as with British stitchwork, is undertaken primarily by women. The exhibition uses distinctive elements of Madeiran embroidery reinterpreted into my contemporary works in machine and hand stitch. Titled the scalloped edge, which is a feature of this embroidery, it draws upon the characteristic palette of white or blue and the repeated flowing lines in satin stitch and long-and-short stitch.” – [Alice Kettle](#)

Watch the first 4 minutes of this video about the project.





**Sea Figure, Alice Kettle, 2016, Thread on linen,  
223 x 128 cm**

### **Questions to Ask Children**

**How does the work make you feel?**

**How do you think that collaboration benefitted the community and the artist?**

**What connections can you see to the sea in these works?**

**How does scale impact the viewers experience of the work?**

### **Threadbound**

Watch this video to find out more about Alice's recent collection for the exhibition 'Threadbound'.

## Questions to Ask Children

What do you like/dislike about the work that you can see in this video?

Did one textiles piece stick in your mind? Why?

If you combined an image of yourself with a plant, what would you choose? Why?

## This Talking Points Is Used In...

Pathway: Cloth, thread, paint

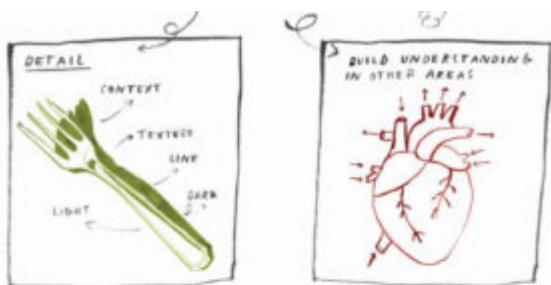


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using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING

SHOW ME...

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

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# Talking Points: Lucia Hierro

A collection of sources to explore the work of Lucia Hierro.

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## **Lucia Hierro**

**Lucia Hierro** is a Dominican American artist who fuses photography and sculpture to explore identity, community and consumer culture.

Lucia is curious about objects, their histories and the identities that are associated with them.

Find more images of Lucia's work on her [website](#).

Watch the videos below to find out more about her work.

Explore how Lucia Hierro brings food and culture into a collaboration with Adidas.

Watch this interview with Lucia Hierro exploring where sculpture and photography lines blur.



**Marginal Costs Mural & Casita 2021** Digital Print  
on Cotton Fitted Sheets, Upholstered Twin Mattress  
39 x 76 x 5



**Mondeo para Baby Chowder 1, 2019 Poly-organdy, Felt and Foam, Digital Print on Brushed Nylon 42 x 57 x 5 inc**

## **Questions to Ask Children**

**Describe what you can see.**

**How do the colours in the installations make you feel?**

**How does her work make you feel?**

**How would it feel to be in that space, interacting with the sculptures?**

# This Talking Points Is Used In...

## Pathway: Festival Feasts

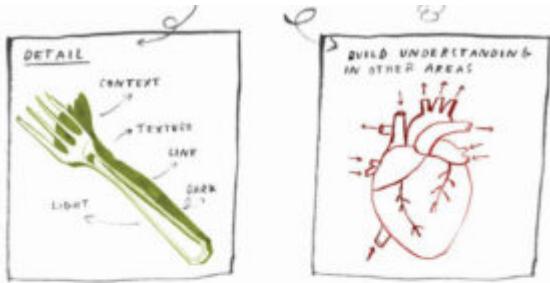


This is featured in the 'Festival Feasts' pathway

using sketchbooks to make visual notes



# Show me what you see



## SHOW ME WHAT YOU SEE METHOD:

- 1) GUIDE FEELING  
SHOW ME...
- 2) RULES  
SMALL  
BIG
- 3) CHALLENGE EXPECTATIONS
- 4) COUNT DOWN

## Talking Points: Claes Oldenburg

How can sculpture change how we view everyday objects?

Claes Oldenburg is known for turning everyday objects into large-scale, playful sculptures that encourage viewers to see ordinary things differently. Exploring his imaginative reworkings of familiar items offers insight into his approach to sculpture.

Use the sources provided to investigate Oldenburg's work, then discuss the questions that

follow.

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## Claes Oldenburg

The video below shows how Oldenburg's sculpture 'BLT' is built and rebuilt for every exhibition.

Watch the video below to find out more about Claes Oldenburg's 'Store'.

Watch this video of Oldenburg discussing Shoestring Potatoes Spilling From a Bag (1966) on Vimeo [here](#).

## Questions to Ask Children

How do his sculptures make you feel?

Which food sculpture is your favourite? Why?

How do you think the sculptures feel?

If you created your own sculpture store, what would be in it?

How would it feel to be in that space, interacting with the sculptures?

What do you think Oldenburg was trying to say through his artwork?

## This Talking Points Is Used In...

Pathway: Festival Feasts

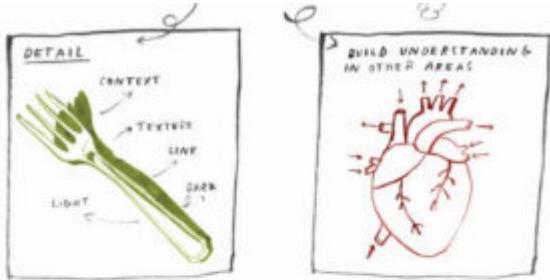


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**Show me what you see**



SHOW ME WHAT YOU SEE METHOD:

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2) RULES



3) CHALLENGE EXPECTATIONS



# Talking Points: History of Chair Design

A collection of sources and imagery to explore the history of chair design.

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FREE TO ACCESS

Explore how chair design has evolved over time with these video.

## Questions to Ask Children

Out of the chairs you've seen, which is your

favourite and why? How would it feel to sit in it?  
What do you think designers throughout the ages  
were trying to say with their chairs?

Raw Edges designs Kenny chair and Sugar stool

Watch this video of a chair being built.

See how design firm Populous are coming up with  
new ideas for seating solutions in public spaces.

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

**Pathway: Take a Seat**



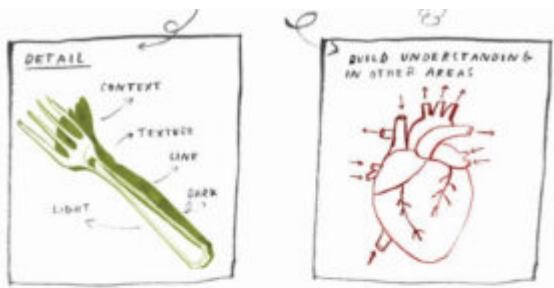
**This is featured in the 'Take a Seat'  
pathway**

**using sketchbooks to make visual notes**



## Find out how pupils can respond to artists work in sketchbooks

Show me what you see



SHOW ME WHAT YOU SEE METHODS:

1) GUIDE SEEING

SHOW ME...

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

Enable close looking and drawing with this exercise

# Talking Points: Yinka Ilori and Chair Design

A collection of sources and imagery to explore the work of Yinka Ilori.

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FREE TO ACCESS

## Yinka Ilori

Yinka Ilori is a multidisciplinary artist and designer with a bold bright visual language influenced by his British-Nigerian heritage. Three components that feature heavily in Yinka's work are pattern, colour and storytelling.

Yinka uses his crafts as a way to communicate Nigerian parables and verbal traditions.

His work is described as a fusion between contemporary design and Nigerian tradition.

*"If the chair you are sitting on could tell your story, would it be a dangerous or good thing?"*

Explore some of Yinka's chairs [here](#).

Please note: Teacher Advisory. Pls watch the video below and decide if you would rather start the video after a few minutes in.

Explore Yinka's collection '[If Chairs Could Talk](#)' alongside work by the poet Julian Knxx

Watch these videos made by the Craft Council about Yinka's practise.

### **Questions to Ask Children**

Make a list of everything that you can see in the classroom that has been designed by an artist/designer.

Spend 5 minutes designing a chair based on your mood right now, think about your decision making and annotate the design.

Name colours that are happy/sad/angry/excited.

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

#### **Pathway: Take a Seat**



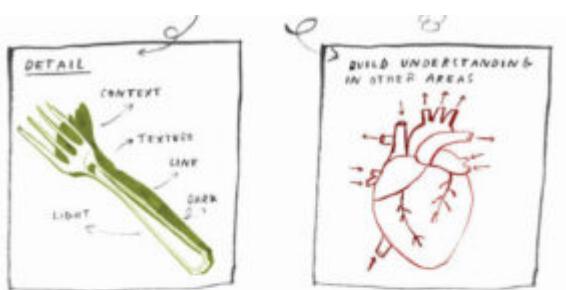
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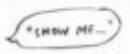
Find out how pupils can respond to artists work in sketchbooks

Show me what you see



SHOW ME WHAT YOU SEE METHOD:

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2) RULES



3) CHALLENGE EXPECTATIONS



Enable close looking and drawing with this exercise

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## Talking Points: Tomoko Kawao

A collection of sources and imagery to explore the work of Tomoko Kawao.

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# FREE TO ACCESS

## **Tomoko Kawao**

Kawao's work incorporates her whole body. Kawao focuses on the unbroken movement of brush and combining the English language with the Eastern calligraphic tradition. Tomoko's practise extends into film, installation and performance.

Watch one of her performances below and prompt class discussion about the artist with the questions below.



Find a BBC Four Short about the work of Tomoko Kawao [here](#).

## Questions to Ask Children

What do you like/dislike about Kawao's work?

How does her work make you feel?

Play some clips of different music genres and invite children to use their arms to create drawings in the air in response to the music.

## This Talking Points Is Used

# In...

## Pathway: Music and art

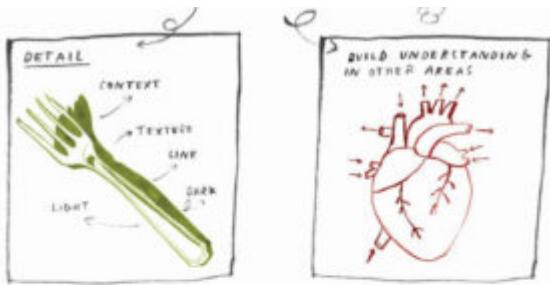


This is featured in the 'Music and Art' pathway

using sketchbooks to make visual notes



# Show me what you see



## SHOW ME WHAT YOU SEE METHODS:

- 1) GUIDE FEELING  
*SHOW ME...*
- 2) RULES  
*SHARP*  
*BIG*  
*EMAIL*
- 3) CHALLENGE EXPECTATIONS
- 4) COUNT DOWN

## Talking Points: Eric Carle

A collection of sources and imagery to explore the work of Eric Carle.

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AGES 5-8

AGES 9-11

FREE TO ACCESS

## Eric Carle

Eric Carle is the author and illustrator of over seventy picture books for young children. The most well known book from this collection is The Very Hungry Caterpillar.

As a child, Carle's dad would take him for walks through meadows, memories which heavily influenced

his illustrations.

Visit [Eric Carle's website](#) to explore more of his work.

Find out [how Eric Carle paints tissue paper](#).

If your school has access to YouTube you may want to show the first 7 or so minutes of this documentary.

## Questions to Ask Children

Have you read The Very Hungry Caterpillar? (If you have the book in school it may be a nice idea to pass it round the class.)

What do you like about Eric Carle's work?

How does the caterpillar in Eric Carle's work make you feel?

What's your favourite insect? Why?

## This Talking Points Is Used In...

Pathway: Flora and Fauna

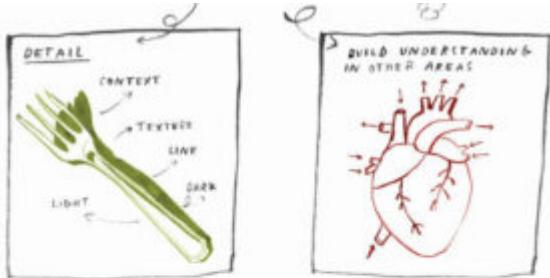


**This is featured in the 'Flora and Fauna' pathway**

**using sketchbooks to make visual notes**

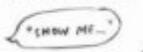


**Show me what you see**



SHOW ME WHAT YOU SEE METHOD:

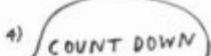
1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS



# Talking Points: Artists Inspired by Flora and Fauna

A collection of sources and imagery to explore the work of artists who were inspired by Flora and Fauna.

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

Henri Rousseau



**The Repast of the Lion (1907) by Henri Rousseau.**  
Original from The MET Museum.

[Find out more about Rousseau on Google Arts & Culture.](#) The painting in this link features nudity, however is nothing offensive. Please check any links before showing children as some may include content you would prefer not to show.

## Questions to Ask Children

**Describe what you see.**

**Look at the artwork as a whole – which words would you use to describe the whole piece?**

**Tell me about the details you like.**

How does it make you feel?

**Erin Anfinson**

**Hannah Borger**



**Amaryllis (1915) by Hannah Borger Overbeck.**  
Original from The Los Angeles County Museum of Art.

**Questions to Ask Children**

Describe what you see.

How do you think she decided how much detail to

include or leave out?

Tell me about the details you like.

Jan van Kessel



Butterfly, Caterpillar, Moth, Insects, and Currants (1650-1655) painting in high resolution by Jan van Kessel. Original from The Getty.

[See more images by Jan van Kessel here.](#)

Questions to Ask Children

What can you see?

Why do you think he chose these insects and fruits

**to use in one composition?**

**Which words would you use to describe the whole piece?**

**Tell me about the details you like.**

**What materials has the artist used?**

**Pierre-Joseph Redouté**

**Explore blooming flowers and fruit trees like: daffodils, tiger lilies, and plum trees.**



Printed for P. J. Redouté,

de l'Imprimerie de Langlois,

Masson, L'Imp.

Peach from *La Botanique de J. J. Rousseau* by Pierre-Joseph Redouté (1759–1840). Original from the Library of Congress.

[See more artwork by Redouté here.](#)

## Questions to Ask Children

What do you see?

How has the artist given the image dimension?

## Anselmus Boëtius de Boodt



Natural History Ensemble, no. 7 (1596-1610) by Anselmus Boëtius de Boodt. Original from the

Rijksmuseum.

## Questions to Ask Children

What can you see?

Why do you think he selected these items to use in one composition?

Which words would you use to describe the whole piece?

Tell me about the details you like.

How do the colours make you feel?

## This Talking Points Is Used In...

### Pathway: Flora and Fauna

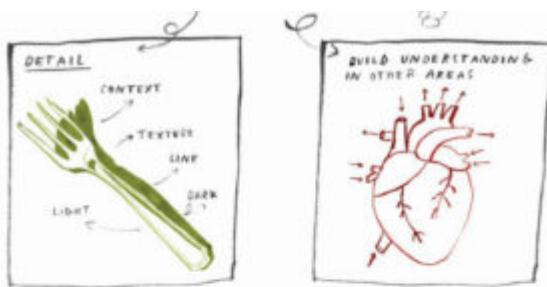


**This is featured in the 'Flora and Fauna' pathway**

**using sketchbooks to make visual notes**



**Show me what you see**



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING

*SHOW ME...*

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

---

# Talking Points: Lauren Child

A collection of imagery and sources designed to stimulate conversation around the work of Lauren Child.

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

## Lauren Child

Lauren Child is a childrens book author and illustrator. She is well known for the collection of books 'Charlie and Lola' which were later adapted into a childrens animation.

Find out more about Lauren's creative process in the sources below.

[Lauren's Website](#)

*Apologies if you cannot view these videos below on Youtube because your school has blocked Youtube.*

**Illustrating Pippa Longstockings Goes Abroad**

## **Questions to Ask Children**

**What do you like about the character Pippi Longstocking?**

**How might you make Pippi Longstockings move?**

**Why do you think that Lauren layers the body parts?**

## **Questions to Ask Children**

**Who's your favourite book character? Why do you like them so much?**

**Notice how the illustrator and designer work together. What did they do that was so important?**

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

### **Pathway: Making Animated Drawings**

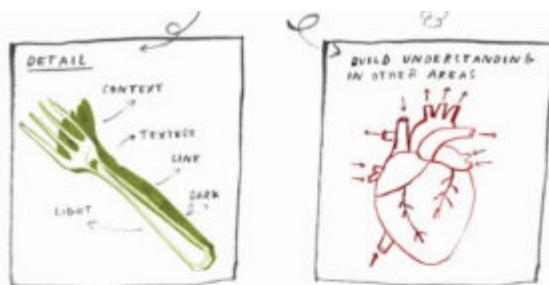


This is featured in the 'Making Animated Drawings' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING

SHOW ME...

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

---

# Talking Points: What is a Cyanotype?

A collection of imagery and sources designed to help you explore the potential of Cyanotype.

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

## What is a Cyanotype?

A cyanotype is a photographic process which results in a cyan coloured print. The process involves a combination of iron salts which are then exposed with Ultra Violet light. The surface for the print then needs to be washed in water oxidise to achieve the blue.

The process was developed in the 1800s and is still used today.

Explore the sources and images below to find out how cyanotypes can be used.

**Fabric**

**Bound Books**

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

**Pathway: using natural materials to make  
images**

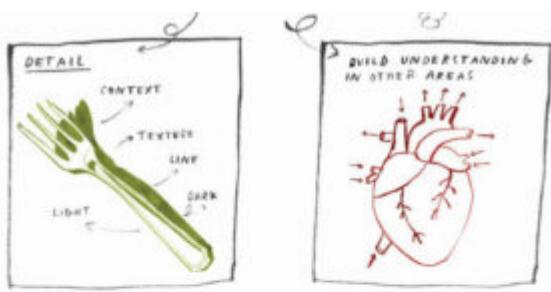


**This is featured in the 'Using Natural  
Materials to Make Images' pathway**

**using sketchbooks to make visual notes**



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

- 1) **SHARE FEELING**  
"SHOW ME..."
- 2) **RULES**  
EMAIL: **BIG**
- 3) **CHALLENGE EXPECTATIONS**
- 4) **COUNT DOWN**

---

**Talking Points: Anna Atkins**

**What role did Anna Atkins play in the**

# development of modern photography?

Anna Atkins is considered as the first person to publish a book of photographs. As one of the first to use cyanotype, she played a big role in celebrating the photographs for their beauty as well as scientific observation, positioning herself between art and science.

Explore the cyanotypes using the sources below, then discuss the questions provided.

## Please Note:

This page includes links and videos from external sites, verified at publication but subject to change.

Teachers should review all content for classroom suitability.

[Report any issues](#), and check school firewall settings if videos don't play.

AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

## Anna Atkins

Anna Atkins was a botanist and photographer in the 1800s.

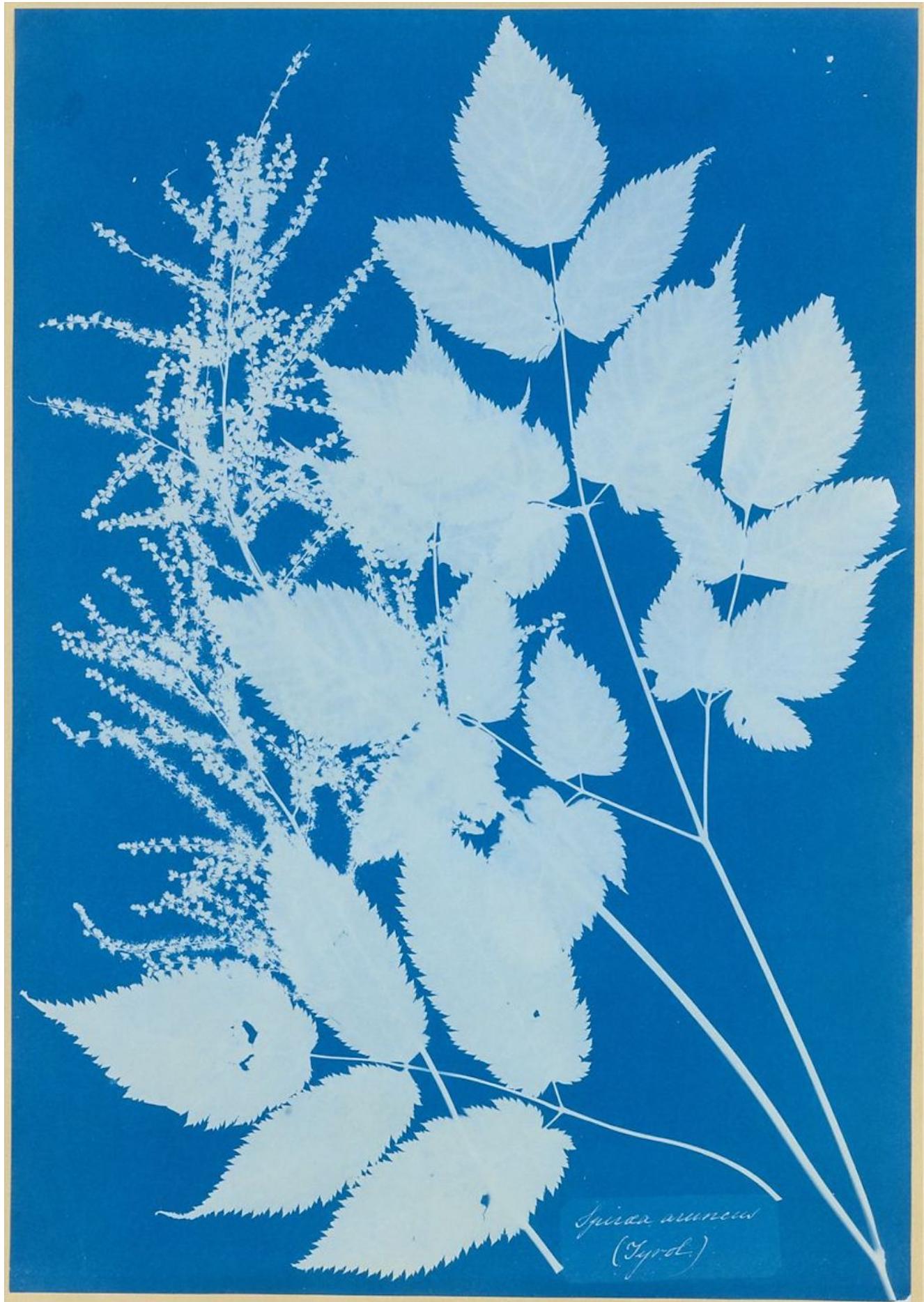
The process she used was called cyanotype. This used light exposure and a simple chemical process to create blueprints of botanical specimens.

To read more about the invention of photographs explore this [Google Arts and Culture resource](#).

Explore the images and sources below and use the questions to inspire classroom discussion.



**Schizonema Dillwynii** by Anna Atkins, Gilman Collection, Purchase, The Horace W. Goldsmith Foundation Gift, through Joyce and Robert Menschel, 2005



*Spica munica*  
(Tyrol.)

*Spiraea aruncus (Tyrol)* by Anna Atkins, Purchase,  
Alfred Stieglitz Society Gifts, 2004

## Questions to Ask Children

What do you like about these images? How are they different from photographs you see today?

Can you think of a plant/flower that would create an interesting cyanotype?

Can you draw the outline of an Oak leaf? What about a Holly leaf?

## This Talking Points Is Used In...

Pathway: using natural materials to make images

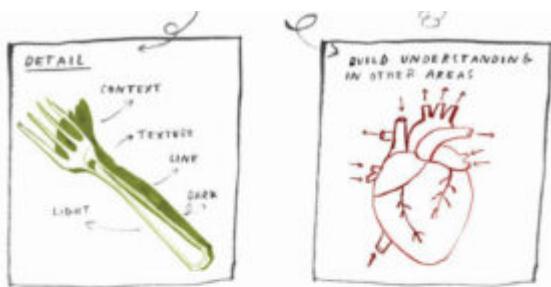


This is featured in the 'Using Natural Materials to Make Images' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING

SHOW ME...

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

---

# Talking Points: Frances Hatch

A collection of imagery and sources designed to stimulate conversation around the work of Frances Hatch.

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

## Frances Hatch

Frances is a plein-air artist who responds creatively to the landscape around her. Frances uses the natural materials available to her in the environment that she is painting in, for example soil and grass or rock pigment.

*“I am a participant in a conversation with the land. I respond rather than impose – working with what is given.”*



## **Questions to Ask Children**

**How do you think that dipping paper in water changes the quality of the pencil?**

**Is there a space in your local area where you would like to sit and draw?**

**Watch this video without volume on. Then play it with the volume on but ask the children to close their eyes and just listen. Finally watch the video again with eyes open and volume on.**

## **Questions To Ask Children**

Does the painting feel different when you tune into the sounds of the city? How so?



## Questions to Ask Children

How would you describe Frances's work?

How does it make you feel?

How would you describe the colours that she uses?

Can you name some natural materials that could be used for drawing and painting from around your local area?

Resource on AccessArt: Working WITH and

# IN the Landscape



Explore the resource "[Working With and IN the Landscape by Frances Hatch](#)".

This Talking Points Is Used

In...

**Pathway: using natural materials to make images**

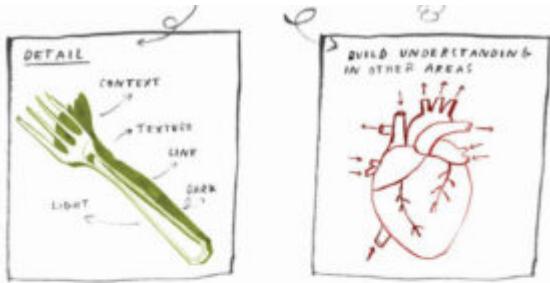


**This is featured in the 'Using Natural Materials to Make Images' pathway**

**using sketchbooks to make visual notes**



## Show me what you see



### SHOW ME WHAT YOU SEE METHODS:

- 1) GUIDE SEEING  
SHOW ME...
- 2) RULES  
SHARP  
EMAIL  
BIG
- 3) CHALLENGE EXPECTATIONS
- 4) COUNT DOWN

## Talking Points: Lotte Reiniger

This collection of videos and sources will help you explore the work of Lotte Reiniger.

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AGES 9-11

AGES 11-14

FREE TO ACCESS

Lotte Reiniger was a German animation pioneer in the early 20th Century. Reiniger's work focused on silhouette animation, she made over 40 films

throughout her lifetime.

Reiniger invented the first multi-plane camera, an invention which Walt Disney would later go on to adapt and patent for himself.

Reiniger enjoyed retelling fairytale stories through silhouette animation and went on to create animations for *Cinderella*, *Thumbelina* and also spent 3 years making the first feature film *The Adventures of Prince Achmed*.

You might recognise her influence in more recent films, such as in the credits of the 2004 film 'A Series of Unfortunate Events' or in the 'Tale of three Brothers' in *Harry Potter and The Deathly Hallows pt 1*.

Watch the videos below to find out more about the work and life of Lotte Reiniger.

Watch this video to find out more about her process.

## Questions to Ask Children

Do you like Lotte Reiniger animations?

How do her animations compare with modern day Disney and Pixar animation?

Can you imagine why they were so ground breaking at the time?

Is there a story that you would like to see

**animated in this way?**

How might you make a character seem excited through body movements alone? What about sad?

## **Thumbelina by Lotte Reiniger**

Show this short clip to your class.

### **Questions to Ask Children**

How would you describe the movements of the puppet?

Take a guess at how many different pieces had to be cut out for the puppet to dance?

Where do you think joins had to be made for movements?

Watch the clip again and ask children to create blind and continuous line drawings (not looking at the page) in a sketchbook of the puppet dancing. Ask them to look at the arms and legs and just draw whatever movement grabs their attention as the clip plays.

Watch clips of the credits animation for the 2004 film 'A Series of Unfortunate Events' and inspire discussion using the questions below.

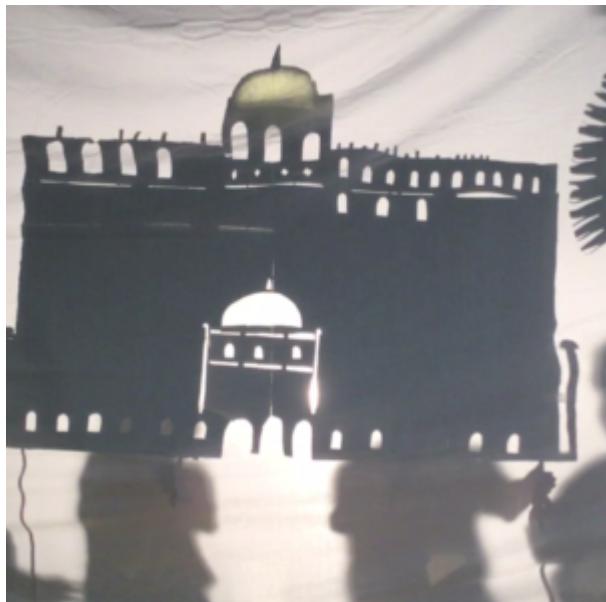
### **Questions to Ask Children**

What similarities can you see between this animation and the work of Lotte Reiniger?

What differences can you see?

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

**Pathway: Shadow Puppets**

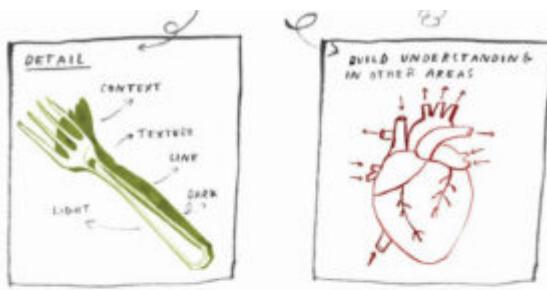


**This is featured in the 'Shadow Puppets' pathway**

**using sketchbooks to make visual notes**



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

- 1) **SHARE FEELING**  
"SHOW ME..."
- 2) **RULES**  
"SHAR" (sharpening tool)  
"BIG" (big idea)
- 3) **CHALLENGE EXPECTATIONS**
- 4) **COUNT DOWN**

---

**Talking Points: Paper Cut Puppets**

# A collection of imagery and sources designed to explore paper cut puppets.

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AGES 5-8

AGES 9-11

FREE TO ACCESS

## Holly Summerson

Holly is an animator, illustrator and community artist specialising in 2D, hand-made and mixed-media techniques.

This showreel was made from selected paper-cut animations from a recent project for Coppice Theatre.

## Jamie Caliri

Jamie Caliri is a filmmaker and cinematographer in live action and animation. Watch some of the videos below to see how he directs paper cut and 3D animations.

## Questions to Ask Children

How would you describe the movements that the puppets make?

Thinking about facial expressions and eye movements, how would you make a paper puppet seem happy? Sad? Excited? Mysterious? Up to no good?

# This Talking Points Is Used In...

## Pathway: Making Animated Drawings

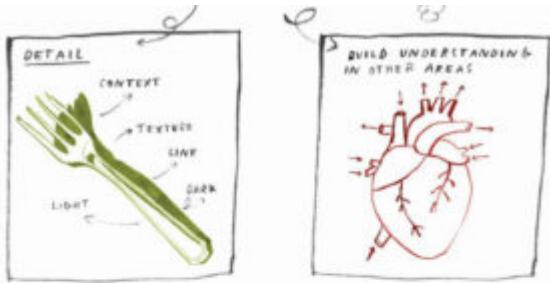


This is featured in the 'Making Animated Drawings' pathway

using sketchbooks to make visual notes



## Show me what you see



### SHOW ME WHAT YOU SEE METHODS:

- 1) GUIDE FEELING  
SHOW ME...
- 2) RULES  
SHARP  
BIG  
EMAIL
- 3) CHALLENGE EXPECTATIONS
- 4) COUNT DOWN

## Talking Points: Making Drawings Move

A collection of imagery and sources designed to explore the different ways in which drawings can move.

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

## **Steve Kirby and Andrew Fox**

**Calligraphy Animals Animated** is a collaboration between calligrapher [Andrew Fox](#) and director and animator [Steve Kirby](#).

### **Questions to Ask Children**

**What shapes can you see?**

**Which animal in this animation is your favourite?  
Why?**

**If you could make a calligraphy animal that would appear in this animation what would it be? How would it move?**

**Why is collaboration important?**

## **Lucinda Schreiber**

**Lucinda** is an Australian director, animator and illustrator. Find more of Lucinda's work [here](#).

### **Questions to Ask Children**

**How does this animation make you feel?**

**What is a 'transition?' How many did you spot in this animation?**

**What is your favourite part of the animation?**

# **Animated Afghanistan Children's Drawings**

## **Questions to Ask Children**

**How do you feel when you watch this animation?**

**Which are your favourite parts?**

## **Workshop with Tracy Miller-Robbins**

**This animation is a result of a “Animated Drawings” workshop at MODE 2017: Motion Design Education Summit, Ohio State University.**

## **Questions to Ask Children**

**This animation was made as a result of a workshop. Which parts inspire you?**

## **Two Animation Winners...**

**The following animations won a competition to encourage children and teenagers to make time to be creative...**

## **Questions to Ask Children**

**What do you think about the way the children choose to communicate their message?**

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

## Pathway: Making Animated Drawings

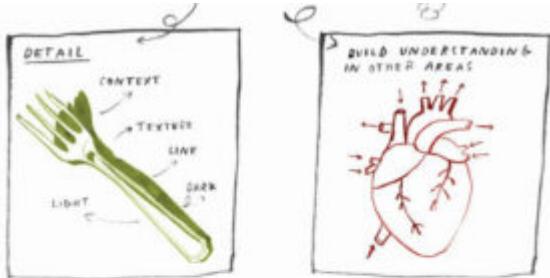


This is featured in the 'Making Animated Drawings' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



**BIG**

3) CHALLENGE EXPECTATIONS



4) COUNT DOWN

# Talking Points: What is Installation Art

A collection of imagery and sources designed to introduce children to Installation Art.

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AGES 5-8

AGES 9-11

AGES 11-14

FREE TO ACCESS

## What is Installation Art?

Installation Art often occupies large rooms or spaces. It is usually designed for a specific environment for a temporary period of time. Installation art can often be engaged with and is meant to create a unified experience for the viewer.

# Inflatable Installations

Tentacles in Philadelphia, USA – [Filthy Luker](#) and GroupX

Filthy Luker creates inflatable installations designed to make our environments more fun and surreal.

## Questions to Ask Children

How does this installation make you feel?

What kind of creature is hidden inside the building? How many eyes does it have?

How many shoes would this creature need?

Is there a building in your local area that you would like to see an inflatable creature in?

## Light Installations





**Liz West is an Internationally Acclaimed Visual**

Artist who uses light as a tool, controlling the amount, shape, form, size, colour, strength and quality to fill architectural or fabricated structures. Liz's installations immerse the viewer in saturated environments and are known to stir up emotional responses in those who see it. Find out more about Liz West in her "[Which Artists?](#)" post.

## Questions to Ask Children

How does this installation make you feel?

How does the environment that the installation is in, change the way you experience it?

How do you think it would feel to interact with this installation?

How has the installation transformed the environment?

## This Talking Points Is Used In...

### Pathway: Brave Colour



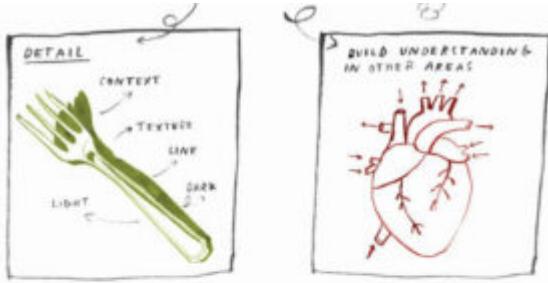
**This is featured in the 'Brave colour' pathway**

**using sketchbooks to make visual notes**



**Find out how pupils can respond to artists work in sketchbooks**

**Show me what you see**



SHOW ME WHAT YOUR SEE METHOD:

1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

Enable close looking and drawing with this exercise