

# 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

AGES 9-11

AGES 11-14

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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 comissioned 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**

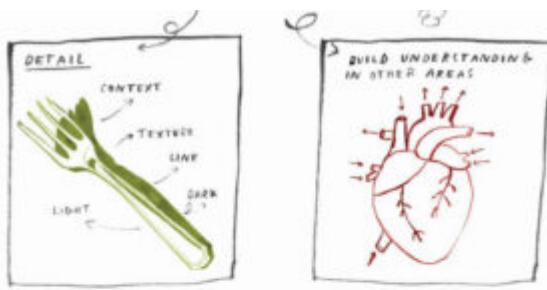


**This is featured in the 'Music and Art' pathway**

**using sketchbooks to make visual notes**



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

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

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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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**AGES 9-11**

AGES 11-14

AGES 14 - 16

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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

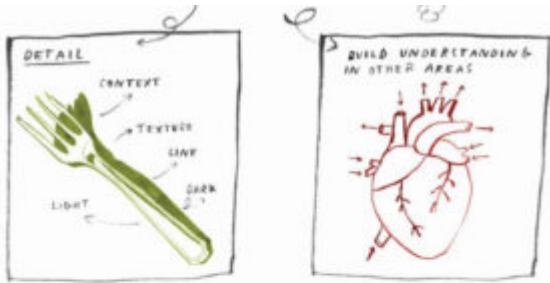


This is featured in the 'Print & Activism' pathway

using sketchbooks to make visual notes



# Show me what you see



## SHOW ME WHAT YOU SEE METHODS:

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

## 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

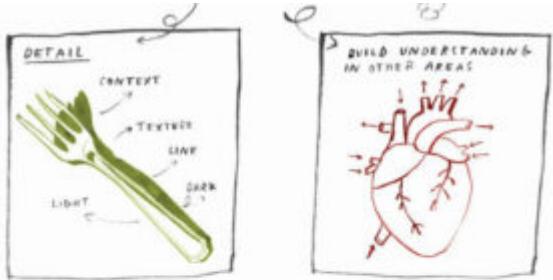


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using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



**BIG**

EMAIL:

3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

# 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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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

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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](#)

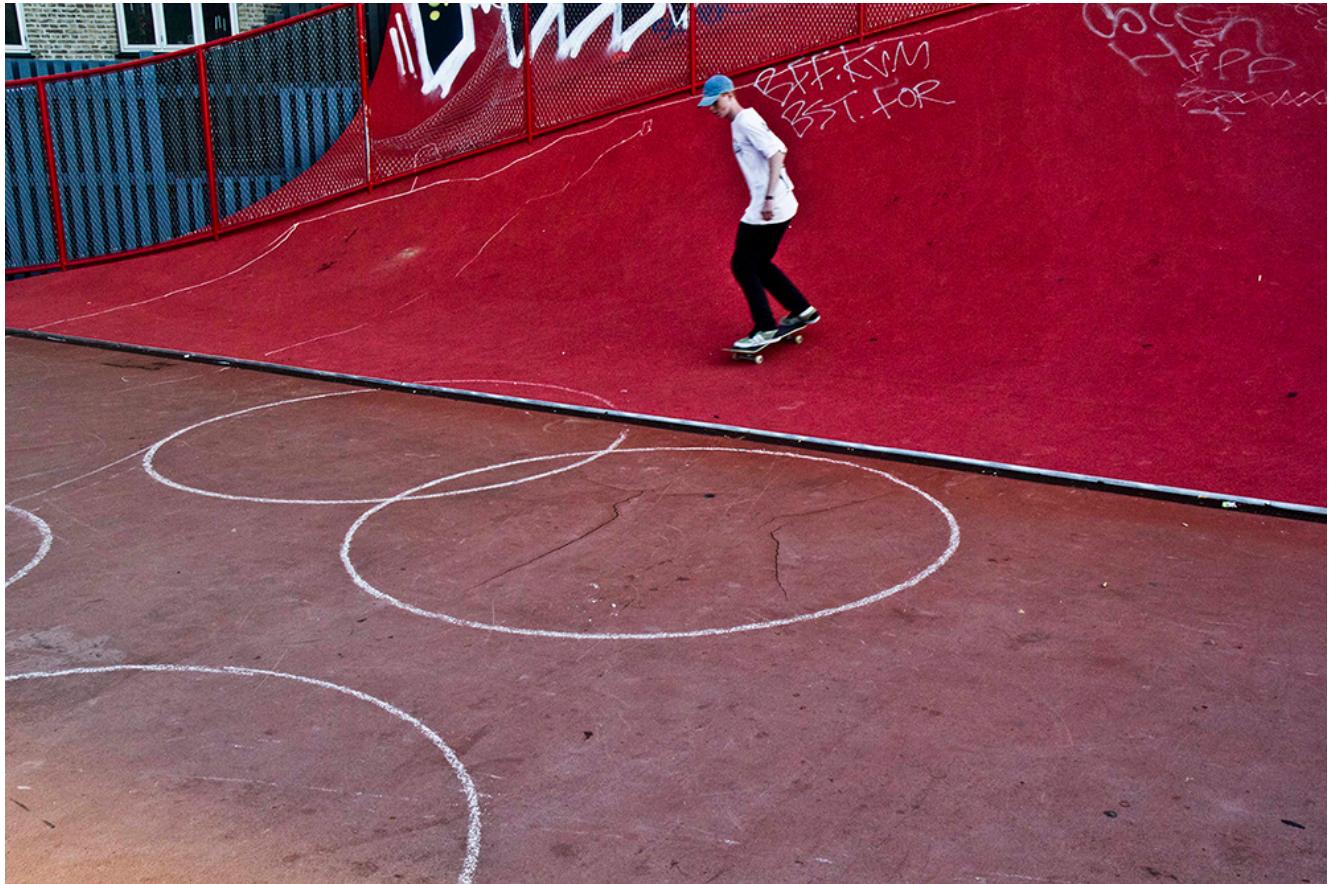
Watch the video with the pupils, and look at the images below. Find questions to prompt discussion at the end of this resource.



**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**

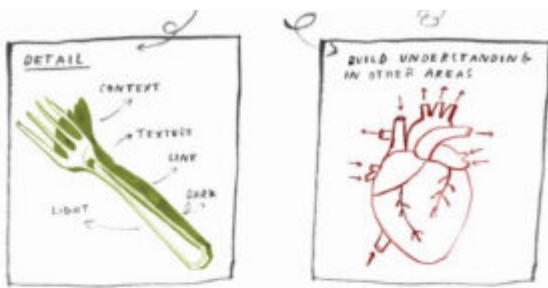


**This is featured in the 'Spirals' pathway**

**using sketchbooks to make visual notes**



## Show me what you see

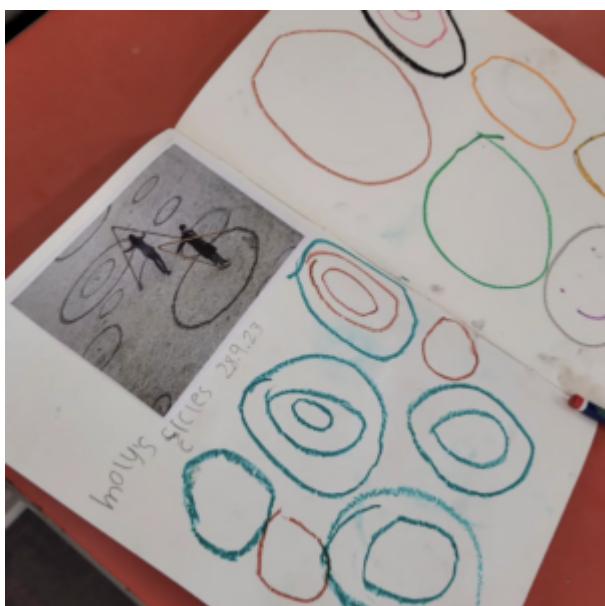


### SHOW ME WHAT YOU SEE METHOD:

- 1) **SHOW FEELING**  
"SHOW ME..."
- 2) **RULES**  
"SHAR" (sharpened pencil)  
"BIG" (big pen)  
"EMAIL" (email icon)
- 3) **CHALLENGE EXPECTATIONS**
- 4) **COUNT DOWN**

# See This Resource Used In Schools...





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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**

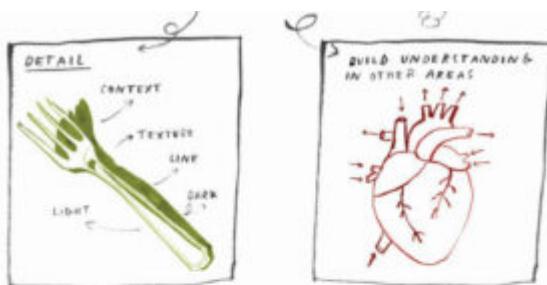


This is featured in the 'Working with Shape and Colour' pathway

using sketchbooks to make visual notes



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: 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

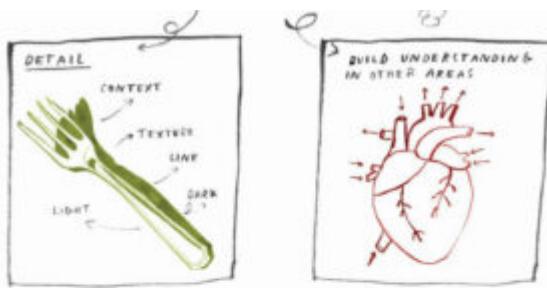


This is featured in the 'Making Monotypes' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

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

**Talking Points: Faith**  
**Ringgold**

# Introducing you to the work of Faith Ringgold.

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AGES 14-16

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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**



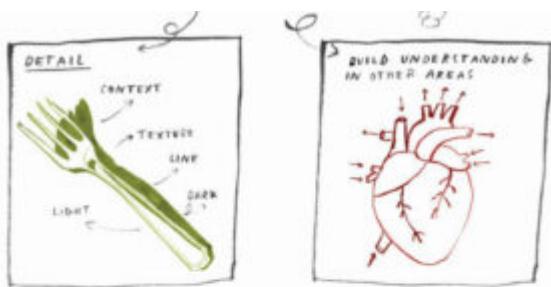
**This is featured in the 'Print &**

## Activism' 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  
EMAIL: **BIG** SHARE
- 3) CHALLENGE EXPECTATIONS
- 4) COUNT DOWN

# Talking Points: Shepard Fairey

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

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AGES 14 - 16

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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

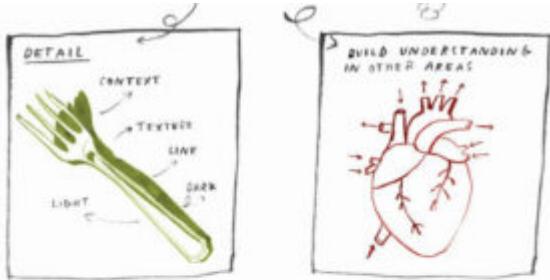


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using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



**BIG**

EMAIL

3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

# Talking Points: Grayson Perry

## A Map of Days

A collection of imagery and sources designed to introduce pupils to “A Map of Days” by Grayson Perry.

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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

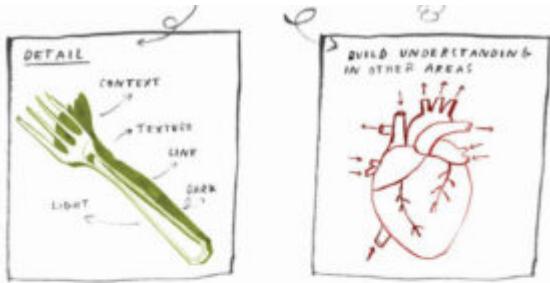


This is featured in the 'Typography and Maps' pathway

using sketchbooks to make visual notes



## Show me what you see



### SHOW ME WHAT YOU SEE METHODS:

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

## Talking Points: Hogwarts Maps

A collection of imagery and sources to explore the Hogwarts Maps.

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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.

### 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

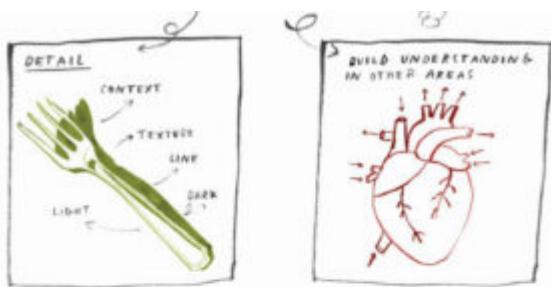


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Show me what you see



SHOW ME WHAT YOU SEE METHOD:

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SHOW ME...

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

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# Talking Points: Paula Scher

A collection of imagery and sources designed to introduce pupils to the work of graphic designer Paula Scher.

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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](http://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

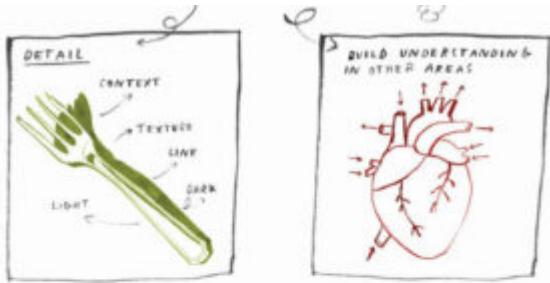


This is featured in the 'Typography and Maps' pathway

using sketchbooks to make visual notes



# Show me what you see



## SHOW ME WHAT YOU SEE METHODS:

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

## Talking Points: Louise Fili

A collection of imagery and sources designed to introduce pupils to the work of Typographer 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

Watch this video in Vimeo [here](#).

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

**Pathway: Typography and Maps**

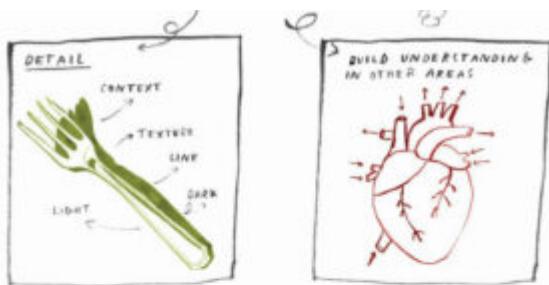


[This is featured in the 'Typography and Maps' pathway](#)

# using sketchbooks to make visual notes



## Show me what you see



### SHOW ME WHAT YOU SEE METHOD:

1) GIVE FEEDBACK

"SHOW ME..."

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

## Talking Points: Bridge Design

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

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14 - 16

FREE TO ACCESS

## 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**

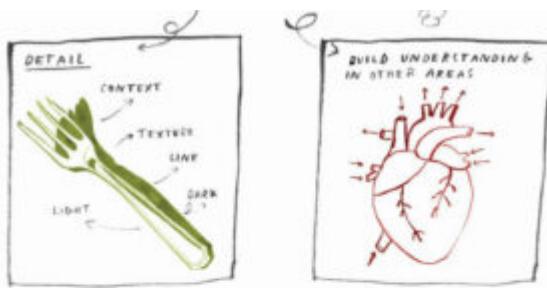


**This is featured in the 'Be an Architect' pathway**

**using sketchbooks to make visual notes**



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

- 1) **MOVE SEEING**  
"SHOW ME..."
- 2) **RULES**  
"SHAR" (sharpened pencil)
- 3) **CHALLENGE EXPECTATIONS**  
"BIG" (big marker)
- 4) **COUNT DOWN**

---

**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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AGES 5-8

AGES 9-11

AGES 11-14

FREE TO ACCESS

## 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](#)

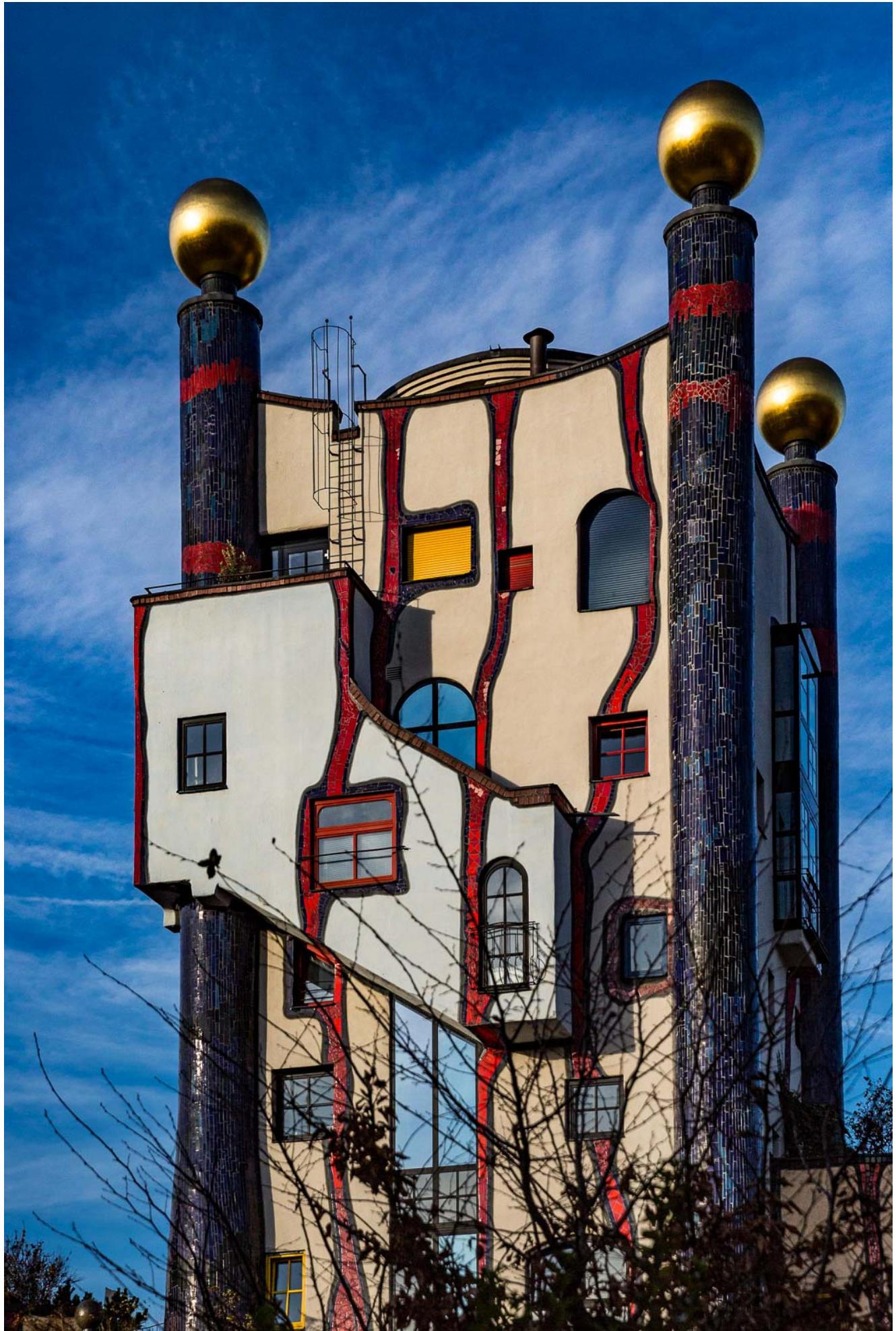
[Explore The Inventive Architecture of Friedensreich Hundertwasser – Google Arts & Culture](#)

[www.kunsthauswien.com/en/](http://www.kunsthauswien.com/en/)

[hundertwasser.com/en](http://hundertwasser.com/en)

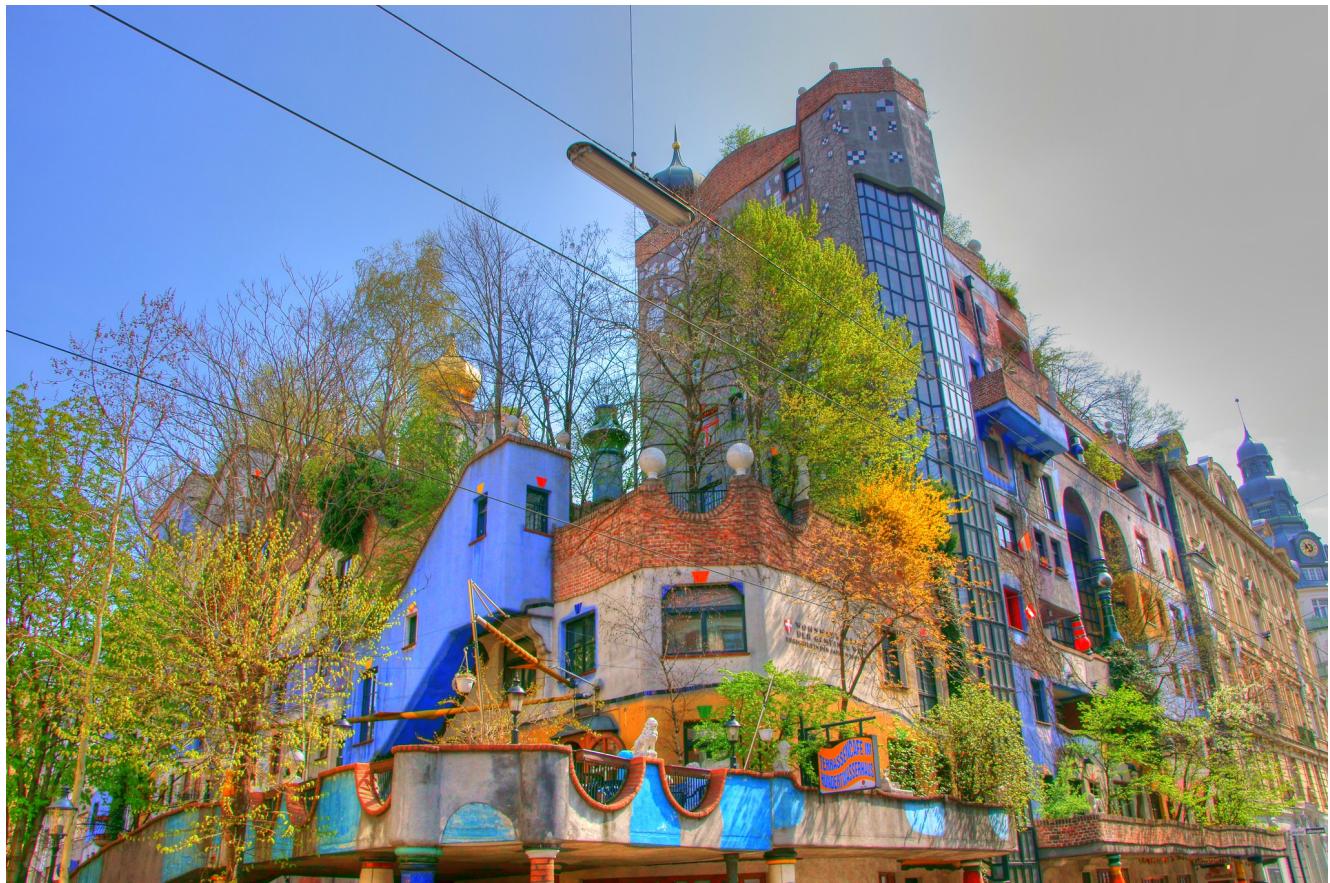


**Hundertwasser House**  
by Studio Sarah Lou



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**

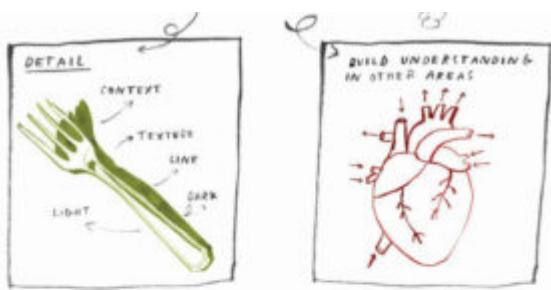


**This is featured in the 'Be an Architect' pathway**

**using sketchbooks to make visual notes**



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

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

---

**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

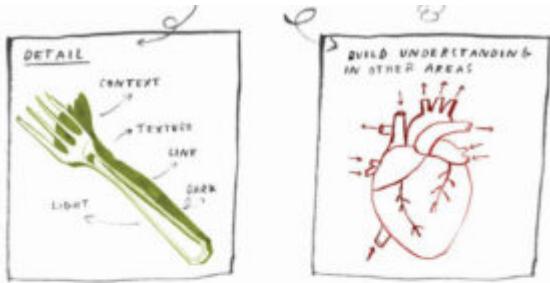


**This is featured in the 'Be an Architect' pathway**

using sketchbooks to make visual notes



## Show me what you see



### SHOW ME WHAT YOU SEE METHODS:

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

## Talking Points: Dancing in Charcoal by SketchBetter

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

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

**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**

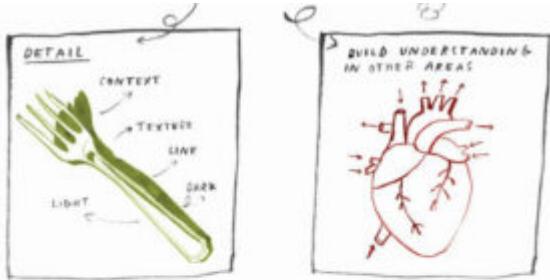


**This is featured in the 'Gestural Drawing with Charcoal' pathway**

**using sketchbooks to make visual notes**

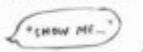


**Show me what you see**



SHOW ME WHAT YOUR SEE METHOD:

1) GUIDE FEELING



2) RULES



**BIG**

3) CHALLENGE EXPECTATIONS



4) COUNT DOWN

## 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 the 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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**AGES 5-8**

**AGES 9-11**

**AGES 11-14**

**AGES 14-16**

**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**

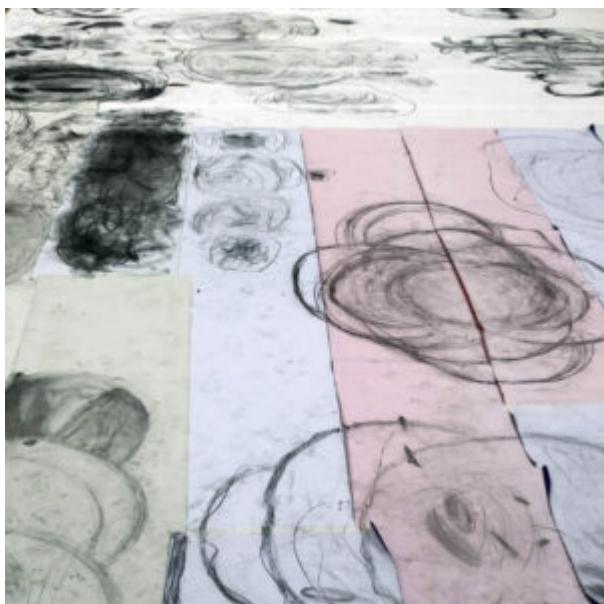
Discuss how the following words/ideas relate to Heather's work:

- 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**

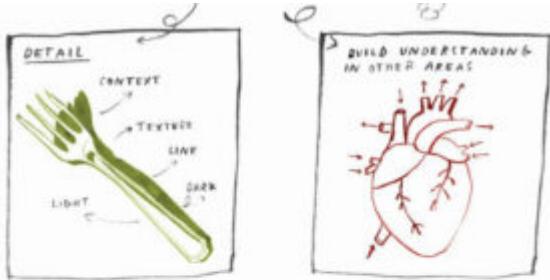


**This is featured in the 'Gestural Drawing with Charcoal' pathway**

**using sketchbooks to make visual notes**



**Show me what you see**



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING

SHOW ME...

2) RULES

EMAIL

BIG



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

## Talking Points: Charcoal Drawings by Degas

How can charcoal be used to create a sense of movement?

Degas was a French Impressionist artist of the nineteenth century, celebrated for his ability to capture movement with expressive line work. Ballet dancers were his favourite subject, and he often turned to charcoal as the ideal medium for conveying their dynamic poses and graceful motion.

Explore his charcoal drawings using the sources below, then discuss the questions provided.

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14 - 16

FREE TO ACCESS

Charcoal Drawings by Edgar Degas



**Seated Dancer, 1873–74**  
**Edgar Degas. Charcoal, Graphite and Chalk on Pink Paper**



**Violinist, Study for "The Dance Lesson" ca.  
1878-79**

Edgar Degas. Charcoal and Graphite on Green Paper



**Two Dancers ca. 1879 Edgar Degas. Charcoal and Chalk on Green Paper**

## **Questions to Ask Children**

**Can you describe one of the artworks above? What kinds of words would you use to describe the drawing to a person who couldn't see it?**

**Degas often used coloured paper for his drawings. Why do you think he did this? What does it add to the drawings?**

**Degas often used two materials such as charcoal and chalk, or charcoal and graphite. Why do you think he did this? What does adding two or more drawing materials add to the drawing?**

**In some of Degas' drawings you can see a faint grid. Why do you think Degas used a grid?**

**Look at "Two Dancers" and this time look at the areas of the page where there is "no" drawing. How are these areas of the drawing as important as the areas with marks on?**

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

**Pathway: Gestural Drawing with charcoal**

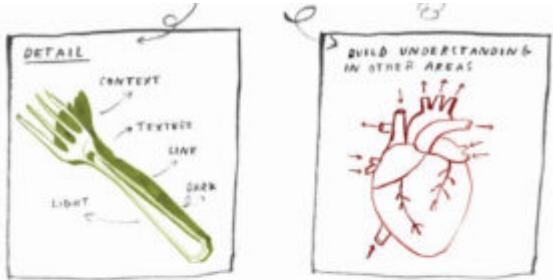


**This is featured in the 'Gestural Drawing with Charcoal' pathway**

**using sketchbooks to make visual notes**



**Show me what you see**



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE FEELING



2) RULES



3) CHALLENGE EXPECTATIONS



# Talking Points: Laura McKendry

How can material and scale change a drawing?

Laura McKendry is an artist who uses a range of materials to capture animals, making considered choices about material and movement to convey energy and reflect her subject. Her interests lie in exploring the relationship between humans and animals.

Watch the below video and begin a discussion around the questions posed to explore further how Laura McKendry makes her work.

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**AGES 5-8**

**AGES 9-11**

**AGES 11-14**

**AGES 14 - 16**

**FREE TO ACCESS**

## **Laura McKendry**

**Laura McKendry is an artist who lives and works in London. She takes her inspiration from nature – plants, animals, insects...**

**In the video above Laura shares why she likes**

drawing dogs, and why she likes using charcoal to help her make big gestural drawings.

## [Website](#)

### **Questions to Ask Children**

**Why do you think Laura likes to work in large scale when she uses charcoal?**

**Which words would you use to describe Laura's charcoal dogs?**

**What kinds of lines does she use?**

**Where does she move from when she draws? Her wrist? Her elbow? Her shoulder? Her whole body?**

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

#### **Pathway: Gestural Drawing with charcoal**

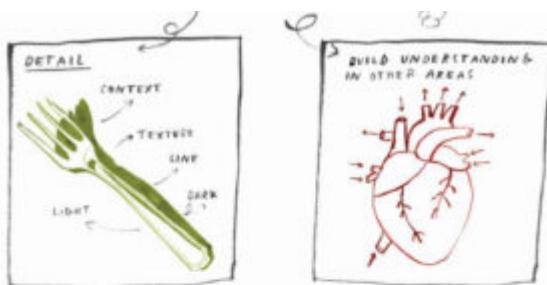


This is featured in the 'Gestural Drawing with Charcoal' pathway

using sketchbooks to make visual notes



Show me what you see



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: Shaheen Ahmed

A collection of imagery and sources designed to stimulate conversation around the work of Shaheen Ahmed.

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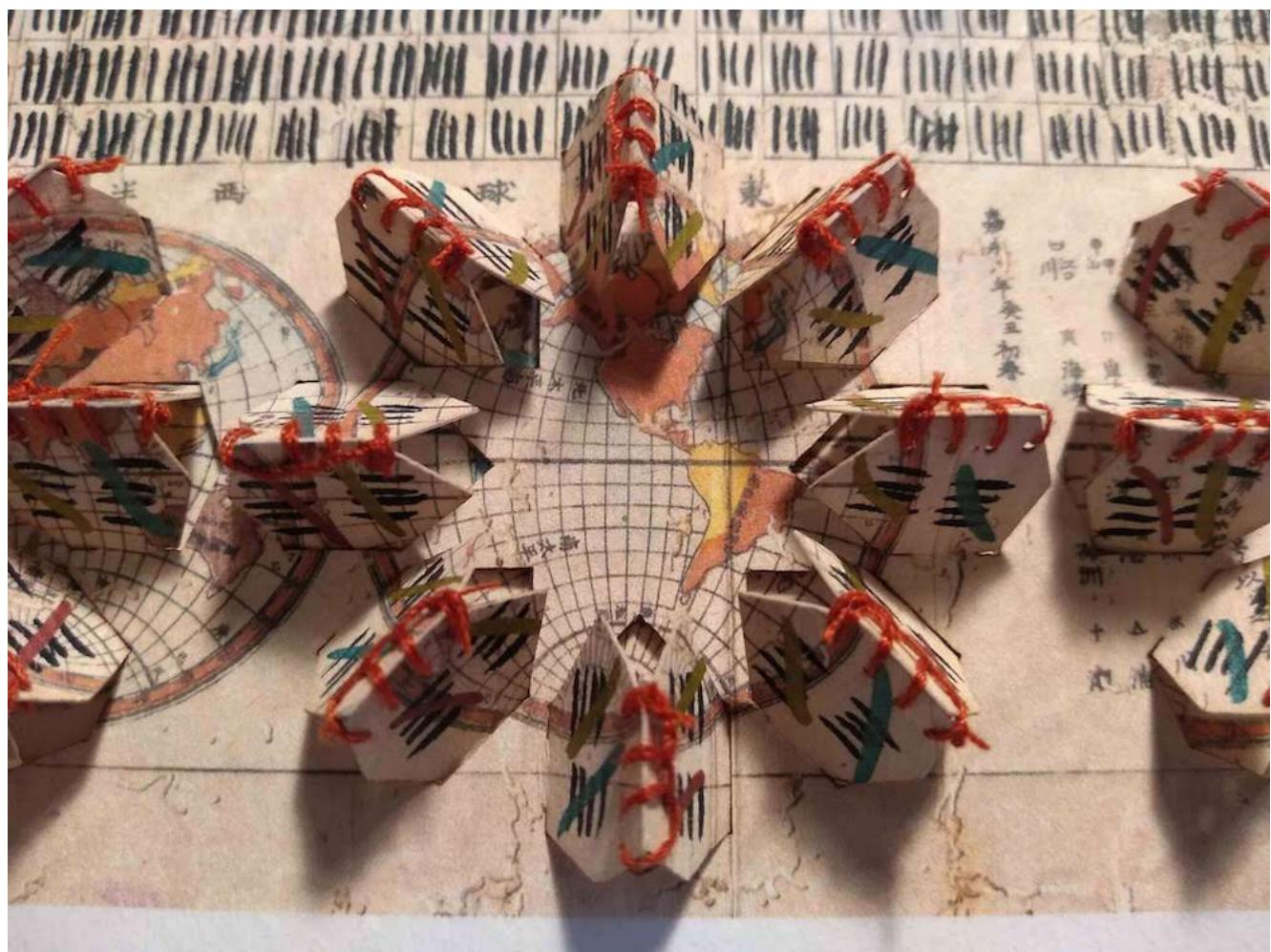
AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

## Shaheen Ahmed



## Primordial Sanctuary by Shaheen Ahmed

*“When countries are at war, when people are suffering, that is the time to reach out. The very least we should do is empathise.”*

“Craftivist” Shaheen Ahmed lives and works in the West Midlands where she manipulates maps and paper using Kirigami to connect her passion for Islamic art, and exploration of social justice.

The concept of empathy is central to Shaheen’s work. Her manipulation of maps, over-writing with pattern and marks, is Shaheen’s way of commenting upon and mending the destruction and fear caused by boundaries and borders. The meditative actions she performs become Shaheen’s blessings outwards for a better world.

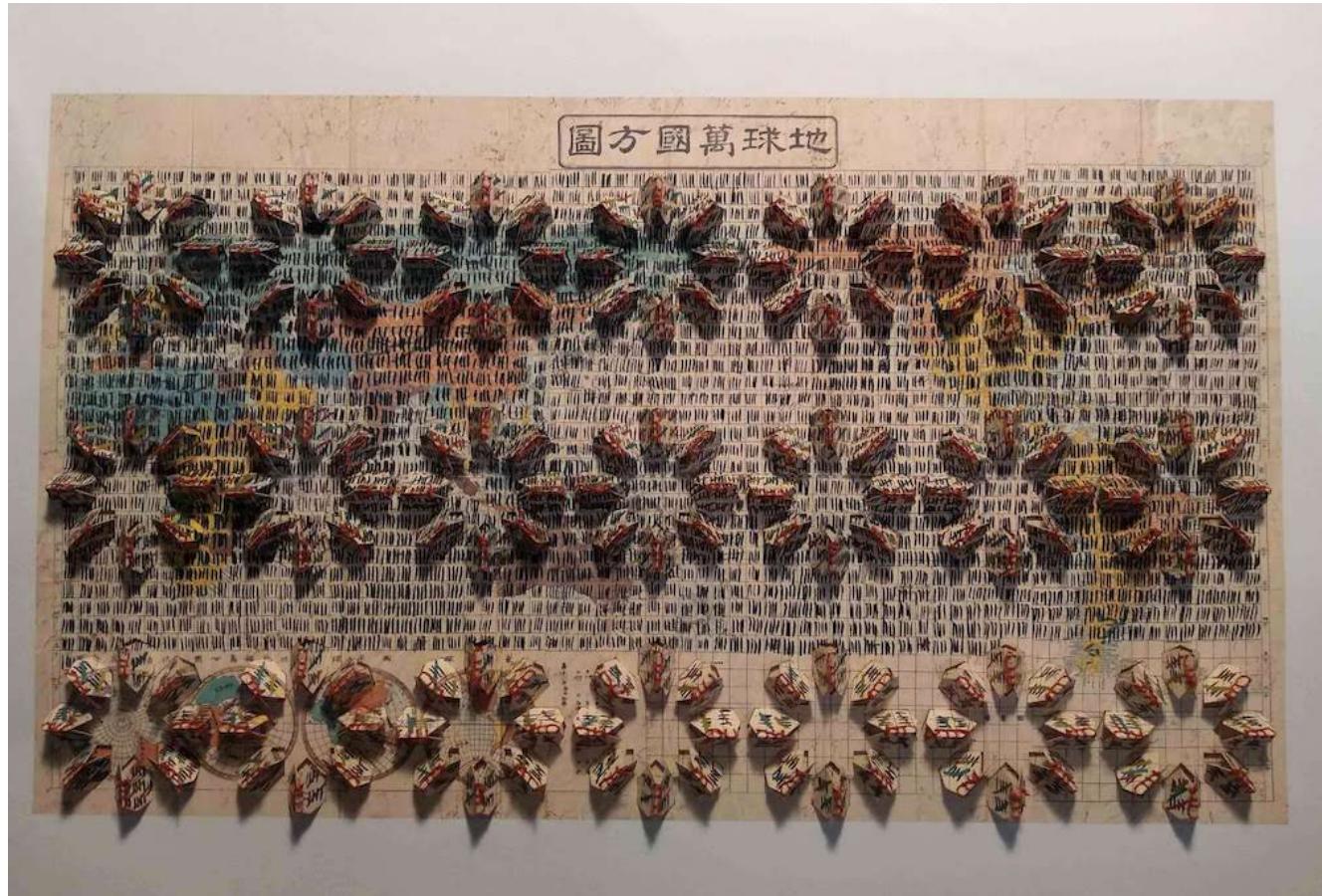
[Linktree](#)

[www.shaheenahmed.com/](http://www.shaheenahmed.com/)

[Mapping Empathy by Shaheen Ahmed](#)

[Craft Council Exhibition](#)

[Instagram](#)



**Primordial Sanctuary by Shaheen Ahmed**



**Persia** by Shaheen Ahmed

### **Questions to Ask Children**

**Look carefully at Shaheen's artwork. How would you describe it to someone who couldn't see it?**

**Do you think the processes Shaheen uses and the final outcome contribute to Shaheen's wellbeing?**

**How do you feel when you look at the artwork? Are you thinking about the painstaking processes Shaheen uses, or the final outcome? Or are you thinking about the people in the places she makes art about? Or something else?**

Shaheen describes herself as a “Craftivist”. What do you think that means?

## This Talking Points Is Used In...

**Pathway: Exploring pattern**

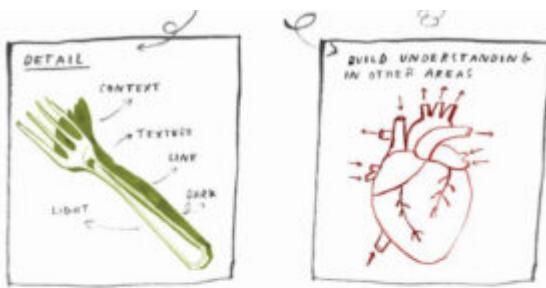


**This is featured in the ‘Exploring Pattern’ pathway**

**using sketchbooks to make visual notes**



## Show me what you see



### SHOW ME WHAT YOU SEE METHOD:

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