

# INSPIRE!

Schools Art Exhibition &  
Renfrewshire Schools Calendar Competition

2021

See the world from the personal  
perspective of the young artist.

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

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# Get *Inspired* by paintings!

We have selected 4 paintings from our collection that could inspire you and your pupils.  
We have included guidance on how to look at and discuss paintings.  
We have created a few suggestions for activities relating to the theme.

This resource is for inspiration only. There is no obligation to use it.  
It is important to us that you interpret the category in any way you choose to suit you and your pupils.

**Enjoy and Good Luck!**

## Investigate paintings

There are four basic steps to looking at paintings: describe, interpret, respond and research.

It is very important to give pupils the opportunity to look at and respond to artworks in their own way.

There is no right or wrong way to feel about a piece of art – you don't have to like it. It is however important to be able to discuss your feelings and try to explain why you do or don't like something.

There is also much that can be discussed about an artwork apart from whether you like it or not.

### Open-ended enquiry

- Give children a moment to look at the painting in silence before inviting them to speak
- After they have looked at the painting, ask the question: "What can you see?"
- If the pupil answers in a way that goes beyond a simple description or identification, ask: "What do you see that makes you say that?"
- Frequently ask: "What else can you find?"

These questions provide a starting point for your exploration of work of art. Use the observations and ideas raised by the children as a framework to continue exploring,

The four points above describe an approach to open-ended enquiry is taken from 'Visual understanding in Education' developed by Abigail Housen and Philip Yenawine and reinforces the open-ended enquiry framework.

## **1. Describe**

*Describe the picture.*

### **Look and talk about:**

Shape, size, materials, colours, what you see in the picture, technique (how thick the paint is, the type of paints used, any areas of the canvas left untouched, any other materials added to the canvas).

## **2. Interpret**

*What do you think the painting is about?*

*Ask children to give reasons for their answers.*

### **Look and talk about:**

If there are any people or animals in the painting, discuss behaviour, actions, thoughts, feelings.  
If it is a landscape or scene with people in it, discuss the weather, sounds, smells, temperature and colours.

If it is abstract, discuss the colours, shapes and sounds (What do they make you think of? Why do you think the artist chose them?)

## **3. Respond**

*What are your opinions and emotions about it?*

### **Look and talk about:**

Does it remind you of anything?  
How does it make you feel?  
Do you like it? Why?

## **4. Research**

Studying paintings and artists can provide interesting and inspiring ways of looking at historical events and periods as well as being a means to explore emotions, relationships or social situations.

### **Find out and talk about:**

Who is the artist?  
Why did they make the artwork?  
What are they trying to tell us?  
Who was it made for?

Category A  
pre 5

# The Great outdoors



Paisley Cross by  
Moonlight  
Patrick Downie  
(1854–1945)  
[Paisley Museum  
and Art Galleries](#)



River Bank  
William Birnie  
(1929–2006)  
Paisley Museum  
and Art Galleries



Spring Landscape  
Cecil Collins (1908–1989)  
[Paisley Museum and Art Galleries](#)





The Silver Strand, Loch Katrine  
A. P. Stirling  
[Paisley Museum and Art Galleries](#)

# What will you create?

Please feel free to interpret this category in any way you choose to suit your class.

- Your work will be submitted as a photograph so you are not limited to a size.
- Please be aware however that photographs of very large works will be viewed on a screen and detail may be lost for the viewer.
- We recommend for the online exhibition that your artwork is no larger than A1.

On the next page we have provided some ideas to spark your imagination!  
These are suggestions, do not feel obliged to use them.

**Good Luck!**

# What will you create?

Here are some ideas to spark your imagination!

Any materials, techniques or processes (for example drawing, painting, printmaking, textiles, photography, computer aided design, collage, montage) can be used to make your creations.

## Go outside

### LOOK

- What can you see?
- How does it make you feel?
- What can you smell and hear?
- What colours can you see? Is it dark or light?
- Can you see different textures? (rough or smooth, hard or soft)

### RECORD

- Go outside and draw or photograph.
- Write adjectives to describe what you see.
- Write down the colours that you see
- Make rubbings of different surfaces that you find outside (use the side of a crayon on paper. Try different coloured crayons on different coloured papers. You can use these to collage.

## Back Inside

### THINK AND PLAY

Think about materials that might suit **your adjectives**.

Select **colours** that you saw outside

Inspired by your adjectives, **make marks** on your paper

- **Soft and gentle** pastels and chalks.
- **Vibrant, rough** crayons and oil pastels,
- **Scratching** with a stick (end of paintbrush) into thick paint.
- **Collect different papers**, your rubbings and photographs.

### MAKE

- Collage your own landscape using your own rubbings, photographs and different papers.
- Draw from memory what you saw outside using the colours you remember. Draw on a rubbing, or coloured paper, or on a photo printed on paper.

# Paisley Museum's paintings on



## See more....

You can see the paintings we selected for you on the [Art Uk website](#), which is where you can find images of all of the oil paintings in the UK which are in public collections.

**To go straight to Paisley Museum's entire oil painting collection [click here](#)**

Paisley Museum also hold art belonging to Paisley Art Institute. To see this collection [click here](#).