

INSPIRE!

Schools Art Exhibition &
Renfrewshire Schools Calendar Competition

2021

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

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 B
primary 1 – primary 3

'Playing'



Children in a Sandpit
Margaret Isobel Wright (1884–1957)
[Paisley Museum and Art Galleries](#)



Two Children
Howard Helmick (1845–1907)
[Paisley Museum and Art Galleries](#)



Three Children on Shore
Robert Gemmell Hutchison (1855–1936)
Paisley Museum and Art Galleries



Portrait of a Child
William Quiller Orchardson (1832–1910)
[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.

LOOK and TALK

- Go outside and look at play places – talk about games you play.
- Bring in toys, talk about them and the games you play.
- Talk about playing: How does playing make you feel? What can playing sound like?
- Talk about toys: What colours can you see? Can you feel different textures? (rough or smooth, hard or soft)

RECORD

- Draw and/or photograph toys and playing outside and/or inside
- Write adjectives to describe what you talked about.
- Make a word cloud about playing and toys.
- Write down the colours that you see.

THINK AND PLAY

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

Select colours that you saw.

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 a picture using rubbings, photographs and different papers.
- Draw the busy playground outside at playtime.
- Draw from memory what you saw outside using the colours you remember.
- Make a still life of some toys in your group and draw it.

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](#).