

L I F T O F F

STARTING POINTS

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Art activities can begin from a number of different starting points.

CHILDREN'S PERSONAL INTERESTS

- Myself
- My interests
- Celebrations or events
- Things or places I particularly like.

PEOPLE AND ANIMALS

- People who help us
- People from other cultures
- My pet or the pet I would like to have
- Animals and their environment
- Birds, similarities and differences.
Create and draw a new bird
- Animal camouflage, markings, pattern and colour

FANTASY AND STORY-TELLING

- Starting from stories, poems, films and video games
- Imagine another world or journey
- Monsters and dragons
- Telling a story in picture
- Costumes and masks

NATURAL AND MADE WORLDS

- Starting from observation and analysis of natural and made environment
- The seasons
- Plants, flowers and trees
- A walk
- My village/town
- My home
- Machines
- Focus in on natural objects or a particular building or structure

VISUAL QUALITIES

- Explore mark making
- Explore pattern and colour
- Finding and looking at textures
- Investigating lines, shapes and forms
- Working in both two and three dimensions

MATERIALS, MEDIA, TOOLS, TECHNIQUES and PROCESSES

- Card and paper structures
- Weaving
- Rubbings
- Collage
- Printing
- Methods of joining
- Making a pot or model

UNDERSTANDING ART, CRAFT AND DESIGN

- Looking at the work of artists, craftspeople and designers from today, the past and other cultures

ART IS OFTEN USED AS A FOCUS FOR A PROJECT OR THEME

PROJECTS

Working to a pre-determined goal

- Costumes for a play
- Models for a history project
- A mural
- An exhibition

THEMES

Working on a pre-determined subject

- A study of water
- The seasons
- Mathematical shapes and forms
- Transport
- Pollution

Very often projects and themes are used as a means of linking different areas of the curriculum.



IN LOVING MEMORY OF PROFESSOR KEN BAYNES

Ken and his partner Krysia have worked with the Harley Gallery for many years, developing exhibitions and art activities for children of all ages. Their input has been invaluable and, they have worked tirelessly to help us offer our visitors the highest quality educational experiences, through educational resources for schools and curated exhibitions designed with children in mind. Ken was fun loving and a true inspiration. His belief in the importance of creativity in children's education and development has shaped and determined our Educational Programme.

ACKNOWLEDGEMENTS

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Slave Design

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DESIGN AND EDUCATION CONSULTANTS

Brochocka Baynes

With special thanks to the staff of Norbridge Academy, Worksop, who have acted as a sounding board for the project and have tested many of the activities in the Lift Off Framework.

Please visit our website www.harleygallery.co.uk to find out more about our education programme and learning resources.

**Dayle Green, Education and Outreach Manager,
Harley Foundation, December 2020**

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THE
HARLEY
GALLERY

Welbeck, Worksop,
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