



THE GLASGOW ART CLUB

GLASGOW ART CLUB – EDUCATION PACKS

Introduction

The education resources for Glasgow Art Club have been created by a small group of talented teachers passionate about art; about teaching; and about making the cultural resources of Glasgow Art Club accessible to educational groups.

There is a section with information on how to book an educational visit, some guidance on risks and potential hazards, to help teachers or others bringing educational groups, assess and plan their visits.

Then there are the resources for each sector: early years, primary, secondary art and design students, and resources for using with National Progression Award students at level 4.

The last page of the pack is a feedback form. If you could fill in a form, and hand it or email it to the Club after your visit, it would be of great help to the Club in monitoring visits, and assess their value to teachers and students.

This pack was produced by Jackie Marno, Laura Bernstein, Eileen Campbell and Rhona Black, with co-ordination by Emma Griffiths, Building Learning. The pack was funded by Heritage Lottery Fund, part of a wider repair, conservation and engagement project to allow more people to access and appreciate the cultural heritage of the Glasgow Art Club.

We hope you enjoy your visit.

Booking your visit

Glasgow Art Club has produced these resources for teachers to encourage self-led visits by education groups.

The Club is busy a lot of the time, with members, diners, events and functions. Staff of Glasgow Art Club may be available when groups visit, and will do their best to assist if there is capacity. The resources have been designed for teachers to lead their own visits, and the assistance of Club staff should not be depended upon. A teacher pre-visit is essential.

Visits are particularly welcome on Mondays and Tuesdays, between 11am and 12 noon, and in the afternoon between 2pm and 3pm.

Please email the manager at dan@glasgowartclub.co.uk or call **0141 248 5210** and speak to a member of staff to arrange your visit, which will require a reasonable amount of notice, and dates offered that do not clash with other events or bookings. Please also look at the Planning Your Visit suggestions on the following page, which teachers may wish to use to create a visit risk assessment which complies with the requirements of their own establishment.

Planning your visit

This document is for guidance – teachers should carry out and use their own assessment. School staff are responsible for their pupils at all times.

- For large self-led groups, staff and children should be divided into smaller groups
- Each group must have an appointed leader (teacher or responsible adult).
- All staff and group leaders should carry a list of the children in their group.

The recommended adult/pupil ratio is:

- For early years 3, a minimum of 1 adult to every 5 children.
- For primary groups, a minimum of 1 adult to 10 children.
- For secondary groups, a minimum of 1 adult to 15 students.

Risks and Potential Hazards

Area	Hazard	Action
Arrival at Glasgow Art Club	Traffic on the Bath Street and busy pavements. Trips, slips and falls on steps and at entrance. Visitors with disabilities	<ul style="list-style-type: none">• Group under supervision of accompanying adults.• Children could gather next to railings outside the club, away from kerbside.• Pause before proceeding calmly inside, reminded pupils to walk, as it is safer, and please don't run or climb inside.• Please discuss requirements with Manager before booking visit.
Inside Glasgow Art Club	Trips, slips and falls Pupils wandering away from their group Lost children, abductions Damage to exhibits Fire	<ul style="list-style-type: none">• Group under close supervision of accompanying adults and behaving appropriately (i.e., please walk, no running, climbing, or shouting).• Group leaders should be aware of the children's whereabouts at all times, regularly head count, and are responsible for ensuring adequate provision of responsible adults to supervise the children (see recommended adult/pupil ratio above).• All accompanying adults to be aware the venue is a semi-public building and of the possible hazards. All accompanying adults to check their groups regularly.• All accompanying adults to be aware that works of art are not to be touched, unless specifically identified as a handling object. No chewing gum in the Club.• Club staff will advise on fire procedures, escape routes all clearly marked.
Toilets	Need for adult assistance Misbehaviour, including smoking. Unable to unlock/lock the toilet door	<ul style="list-style-type: none">• Children to be supervised by school staff when using the toilets.• No smoking anywhere in the building.• Locks on the Ladies, and Accessible toilet doors can be opened from outside by GAC staff – but please note, not the Gents cubicles.

RESOURCE FOR EARLY YEARS



TEACHER'S NOTES

THE GLASGOW ART CLUB

RESOURCE ONE: AULD LANG SYNE

Curriculum for Excellence outcome/ subject: Literacy and English

Reading

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. **LIT 0-14a**

Finding and using information

When reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.

- Finds information in a text to learn new things.

Expressive arts

Art and Design

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 0-05a

When creating images and objects to express ideas, thoughts and feelings:

- uses a variety of available materials and technology;
- shows understanding that line can have different qualities, for example, thick, thin, broken, wavy.

Music

I enjoy singing and playing along to music of different styles and cultures. **EXA 0-16a**

- Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions.

Well being Indicators

Nurtured | Active | Included

4 Capacities

Successful Learner
Effective Contributor
Confident Individual

Focus of visit

Scottish Heritage, culture, materials

Visit step by step

Arrive at Art Club, check in at Reception. Gather class in hall, explain brief history of Club, that pupils going to find the image given to them (1 of 4).

Activity

Divide into groups, take the children around the ground floor rooms until the focus piece is found.



Ask:

- What do you think the artist has used to make this picture?
- What is the lady doing?
- How do you know?
- Where do you think she is?
- Can you see anything else?
- Do you know any of the letters/ words/ sounds?
- Have you heard the song 'Auld Lang Syne'?

Follow up suggestions

Learn the song 'Auld Lang Syne' and perform the 'dance' that accompanies it.

Print Song Lyrics sheet

Other resources available for this visit

<https://www.youtube.com/watch?v=lvJRmdN9iyU>

Brass plates are available to take rubbings from.
Staff should bring paper cut into circles diameter 25 and 5.5cm and wax crayons.

Please note:

Children should be of a ratio 1:4 for pre-school and accompanied to the toilet areas on the first floor. Care should be taken on the large stairways both outside and within the Club.



SONG LYRICS SHEET

AULD LANG SYNE FROM A POEM BY ROBERT BURNS

Should old acquaintance be forgot,
and never brought to mind?
Should old acquaintance be forgot,
and old lang syne?

CHORUS:

*For auld lang syne, my dear,
for auld lang syne,
we'll take a cup of kindness yet,
for auld lang syne.
And surely you'll buy your pint cup!
and surely I'll buy mine!
And we'll take a cup o' kindness yet,
for auld lang syne.*

CHORUS

We two have run about the slopes,
and picked the daisies fine;
But we've wandered many a weary foot,
since auld lang syne.

CHORUS

We two have paddled in the stream,
from morning sun till dune;
But seas between us broad have roared
since auld lang syne.

CHORUS

And there's a hand my trusty friend!
And give me a hand o' thine!
And we'll take a right good-will draught,
for auld lang syne.

CHORUS

RESOURCE FOR EARLY YEARS



TEACHER'S NOTES

THE GLASGOW ART CLUB

RESOURCE TWO: THE LILY POND BY EA HORNEL

Curriculum for Excellence outcome/ subject: Literacy and English

Number, money and measure

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

MNU 0-02a

Number and number processes

- Uses one-to-one correspondence to count a given number of objects to 20.

Expressive arts

Art and Design

I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 0-04a**

- Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture.
- Shares thoughts and feelings in response to the work of at least one artist and one designer, giving reasons for likes and dislikes.

When creating images and objects to express ideas, thoughts and feelings:

- uses a variety of available materials and technology; shows understanding that line can have different qualities, for example, thick, thin, broken, wavy.

Well being Indicators

Achieving | Nurtured | Respected | Included

4 Capacities

Successful Learner
Effective Contributor
Confident Individual

Focus of visit

Maths and drawing.

Visit step by step

Arrive at Art Club, check in at Reception. Gather class in hall, explain brief history of Club, that pupils going to find the image given to them (2 of 4).

Activity

Divide into groups; take the children around the ground floor rooms until the focus piece is found.



Ask:

- What do you think the artist has used to make this picture?
- How many people are there in the painting?
- What might the girls hear?
- What are the girls doing?
- How do you know?
- Where do you think they are?
- What would the girls feel; with their hands, their feet?
- Can you see anything else in the picture?

Follow up suggestions

Children could draw themselves in the setting of the painting, picking water lilies with a swan in the background.

Other resources available for this visit

https://artuk.org/discover/artworks/view_as/grid/search/makers:edward-atkinson-hornel-18641933

This website has many other works by Hornel, and biographical information.

Other resources available for this visit

Easel/drawing board for staff member.

Staff should bring A4 white paper and Berol black broad felt pens for the children to use with clipboards, which will be provided.

Teachers may wish to refer to Bill Michael's book 'Drawing Programme' which may be helpful.

Please note:

Children should be of a ratio 1:4 for pre-school and accompanied to the toilet areas on the first floor. Care should be taken on the large stairways both outside and within the Club.

RESOURCE FOR EARLY YEARS



TEACHER'S NOTES

THE GLASGOW ART CLUB

RESOURCE THREE: MACFARLANE WINDOW PANE

Curriculum for Excellence outcome/ subject: Literacy and English

Listening and talking

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

LIT 0-09a / LIT 0-11b

- Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.
- Recounts experiences, stories and events in a logical sequence for different purposes.
- Communicates and shares stories in different ways, for example, in imaginative play.
- Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.

Expressive Arts

Art and Design

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 0-05a

When creating images and objects to express ideas, thoughts and feelings:

- uses a variety of available materials.

Drama

I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people's presentation/ performances.

EXA 0-01a

- Shares views and listens appropriately to the views of others on their own or others' work.

Well being Indicators

Achieving | Nurtured | Active | Respected
Included

4 Capacities

Successful Learner
Effective Contributor
Confident Individual

Focus of visit

All about me.

Visit step by step

Arrive at Art Club, check in at Reception. Gather class in hall, explain brief history of Club, that pupils going to find the image given to them (3 of 4).

Activity

Divide into groups; take the children around the ground floor rooms until the focus piece is found.



Ask:

- What do you think the artist has used to make this picture?
- What can you see in the panes of glass?
- Do you recognise any of the images?

Follow up suggestions

Each child should draw 4/5 objects/images of things which are important to them and then explain them to their friends.

[http://www.bing.com/
search?q=badge+template&src=IE-](http://www.bing.com/search?q=badge+template&src=IE-)

This could form a window display back at Nursery/School.

Sources of further information

Art Club leaflet for Macfarlane window.
Information about own Nursery/School badge.

Other resources available for this visit

Staff should bring acetate sheets and Sharpie pens or paper and felt tip pens for the children to draw on.

Please note:

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RESOURCE FOR EARLY YEARS



TEACHER'S NOTES

THE GLASGOW ART CLUB

RESOURCE FOUR: **PORTRAIT OF A LADY** *Michelle Cunningham by Alexander Gaudie*

Curriculum for Excellence outcome/ subject: Mathematics and Expressive Arts

Numeracy and mathematics Information handling

I can match objects, and sort using my own and others' criteria, sharing my ideas with others.

MNU 0-20b

Data and Analysis

- Collects and organises objects for a specific purpose.
- Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways.

Expressive Arts

Drama

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 0-13a

I use drama to explore real and imaginary situations, helping me to understand my world.

EXA 0-14a

- Conveys through drama what characters in real or imaginary situations might say, do or feel, for example, being upset about losing a toy, what a character in a well-known fairy tale might say or how they might feel.
- Communicates their ideas through improvised drama i.e. making it up as they go along.

Well being Indicators

Safe | Achieving | Nurtured | Active
Respected | Included

4 Capacities

Successful Learner
Effective Contributor
Confident Individual

Focus of visit

Costumes, materials and occasions.

Visit step by step

Arrive at Art Club, check in at Reception. Gather class in hall, explain brief history of Club, that pupils going to find the image given to them (4 of 4).

Activity

Divide into groups; take the children around the ground floor rooms until the focus piece is found.



Ask:

- What do you think the artist has used to make this picture?
- What is the lady wearing?
- Where do you think she is going?
- Who do you think the lady might be with?

Follow up suggestions

Children should select one item from a clothing chest/ suitcase/ box in turn. These should be sorted into groups i.e.

- pyjamas, nightdress, slippers, storybook and teddy.
- gown, cape/ wrap, heeled shoes and evening bag.
- swimming costume, goggles, arm bands and towel.
- soldier's uniform, hat and shoes etc.

Children could then dress up and photos could be taken to record their visit.

Sources of further information

Painting: *Michelle Cunningham* by Alexander Gaudie, oil on canvas.

Please note:

Children should be of a ratio 1:4 for pre-school and accompanied to the toilet areas on the first floor. Care should be taken on the large stairways both outside and within the Club.

Alternative painting

Jean Melvin by Andrew Law, oil on canvas, 181 x 88 cm



FEEDBACK FORM



Completing this form will help Glasgow Art Club monitor visits, and the effectiveness of our resources.

Please complete and hand to a member of staff at the end of your visit or email it to

marketing@glasgowartclub.co.uk

Name of educational institution _____

Name and contact details of group organiser _____

Date of visit _____

What were the objectives of your visit? Do you feel you achieved the objective? _____

What aspects of your visit did you enjoy most? _____

Do you think that the pupils or students enjoyed their visit? _____

Is there anything that could have been improved? _____

Any other comments or suggestions? _____

Thank you very much for completing this form.

Glasgow Art Club really hopes that you enjoyed your visit!