



## 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](mailto: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"><li>• Group under supervision of accompanying adults.</li><li>• Children could gather next to railings outside the club, away from kerbside.</li><li>• Pause before proceeding calmly inside, reminded pupils to walk, as it is safer, and please don't run or climb inside.</li><li>• Please discuss requirements with Manager before booking visit.</li></ul>
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"><li>• Group under close supervision of accompanying adults and behaving appropriately (i.e., please walk, no running, climbing, or shouting).</li><li>• 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).</li><li>• 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.</li><li>• 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.</li><li>• Club staff will advise on fire procedures, escape routes all clearly marked.</li></ul>
Toilets	Need for adult assistance  Misbehaviour, including smoking.  Unable to unlock/lock the toilet door	<ul style="list-style-type: none"><li>• Children to be supervised by school staff when using the toilets.</li><li>• No smoking anywhere in the building.</li><li>• Locks on the Ladies, and Accessible toilet doors can be opened from outside by GAC staff – but please note, not the Gents cubicles.</li></ul>

# RESOURCE FOR SECONDARY SCHOOLS



## TEACHER'S NOTES

## THE GLASGOW ART CLUB

### RESOURCE ONE: FASHION DESIGN

#### **Curriculum for Excellence outcome/ subject: Expressive Arts**

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

**EXA 3-06a:** While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.

**EXA 4-06a:** By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions.

#### **Focus of visit: Exploring Textures and Patterns**

#### **Hand out pupil resource sheets: FASHION 1 & FASHION 2**

##### **A. Design brief**

Design an A-line dress, pattern/surface decoration inspired by a painting found in the Glasgow Art Club.

##### **B. Design constraints**

- Dress must be simple dress (sleeves, cuffs, collars and length optional).
- Surface decoration must reflect a painting found in GAC.
- Surface decoration to be applied using paint. Research.
- Select a painting as source of inspiration.
- Explore the club seeking out a painting that inspires you.
- Drawings/sketches to be carried out.

##### **C. Development: working through the design process**

- Using your primary resources as inspiration, start to consider design ideas.
- Develop a series of initial ideas.
- Take time and give consideration how you are going to apply the surface decoration.
- Sketch out initial idea.
- Evaluate your work.

##### **D. Further develop your idea**

- Further develop your idea in to your final outcome.

##### **E. Present your idea**

#### **Follow up suggestions**

<https://hettyroseinstyle.wordpress.com/2014/01/10/art-influenced-fashion/>

A great site showing designers who have created fashion pieces inspired by iconic art.

#### **Other resources available for this visit**

Explore Glasgow Art Club sourcing interesting artifacts, shapes, patterns and textures.

Google search: dresses inspired by paintings

<http://www.buro247.me/culture/arts/10-artists-influenced-fashion.html>

<http://www.artrepublic.com/articles/417-when-fashion-meets-fine-art.html/>

#### **Word bank**

Repeat pattern, fabric, draping, pleating, folding, cutting, couture, colour palette, texture, fabric painting, artifacts, patterns, Art Nouveau, Arts and Crafts Movement.



# FASHION 1

---

## A. Design brief

Design an A-line dress, pattern/surface decoration inspired by a painting found in the Glasgow Art Club.

*Consider: identify the relevant design issues, e.g. client, function, lettering, product, scale etc.*

## B. Design constraints

- Dress must be simple dress (sleeves, cuffs, collars and length optional).
- Surface decoration must reflect a painting found in GAC.
- Surface decoration to be applied using paint.

## C. Research

- Select a painting as source of inspiration.
- Explore the club seeking out a painting that inspires you.
- Drawings/sketches to be carried out.

*Consider: research the work of other designers, do market research, investigative material, use photographs as reference material, investigate possible techniques.*

## D. Development: working through the design process

- Using your primary resources as inspiration, start to consider design ideas.
- Develop a series of initial ideas.
- Take time and give consideration how you are going to apply the surface decoration.
- Sketch out initial idea.
- Evaluate your work.

*Consider: develop ideas, refine and improve ideas always making sure you are fulfilling the requirements of the design brief.*

## E. Further develop your idea

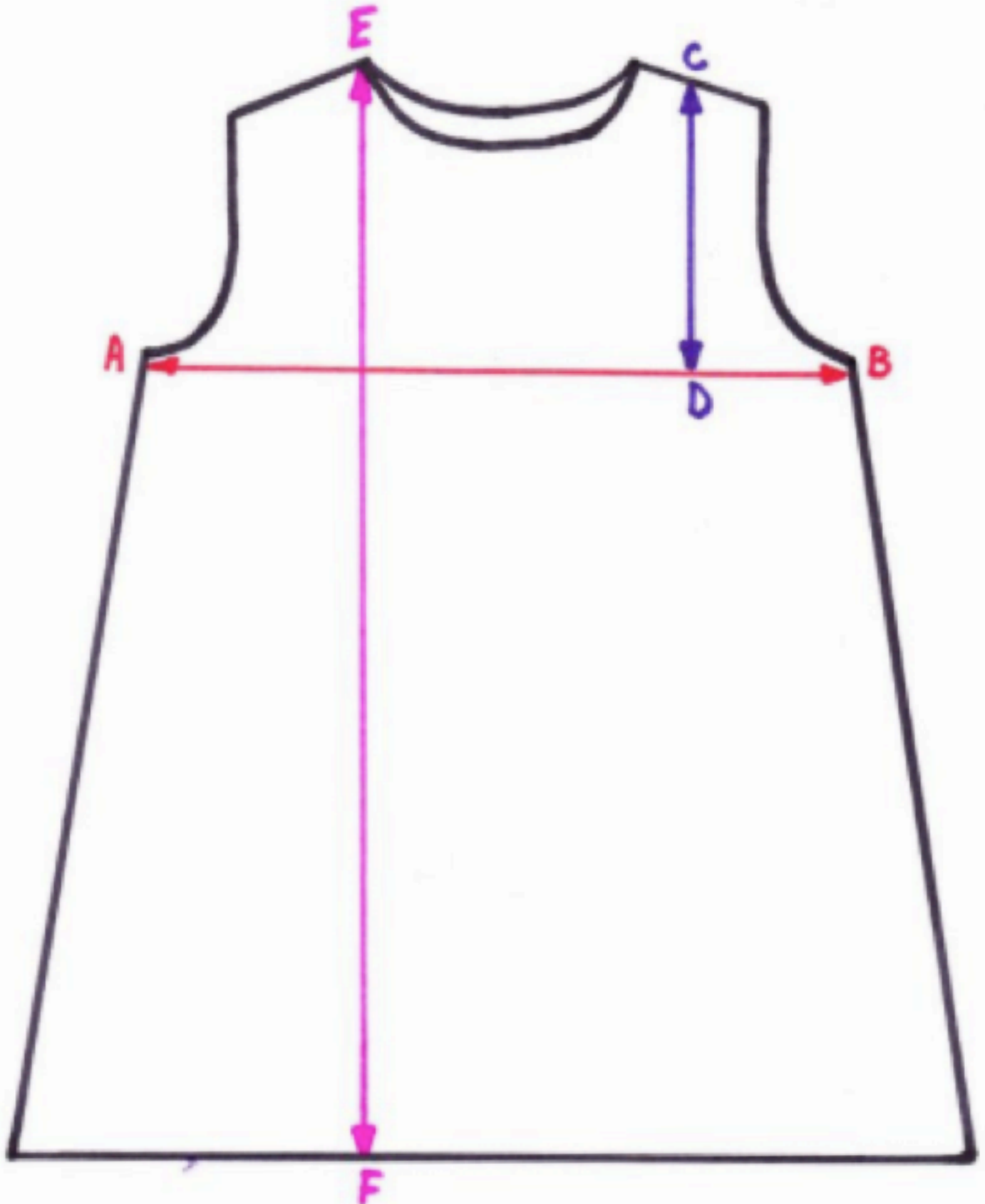
- Further develop your idea in to your final outcome.

*Consider: evaluate your work.*

## F. Present your idea

## FASHION 2

### Simple A-line dress pattern



# RESOURCE FOR SECONDARY SCHOOLS



## TEACHER'S NOTES

## THE GLASGOW ART CLUB

---

### RESOURCE TWO: PAINTING

#### **Curriculum for Excellence outcome/ subject: Expressive Arts**

Inspired by the painting by Scottish artist Norman Kirkham,

**LI:** Gain understanding and knowledge of the work of Norman Kirkham.

**Success Criteria:** I can form a critical analysis of the work.

#### **Focus of visit:**

#### **Analysing a painting**

Study of work of Norman Kirkham in GAC collection, compare and contrast his techniques to another artist's work of your choice

#### **Vist step-by-step**

- Arrive Art Club.
- Check in at Reception.
- Hand out pupil resource sheets:  
PAINTING 1-5
- View artwork exhibited at GAC.
- Locate work by Norman Kirkham.
- With your partner discuss the points on the worksheet.
- Jot down notes.

#### **Follow up suggestions**

Compare this piece of work to another of your choice.

#### **Sources of further information**

<http://normankirkham.co.uk>

<http://janpatience.blogspot.co.uk/2011/03/norman-kirkham-75.html>

#### **Other resources available for this visit**

<http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/analysingartistwork1.shtml>

#### **Word bank**

Shape  
Form  
Composition  
Mood  
Colour  
Pattern  
Techniques

# PAINTING 1

---

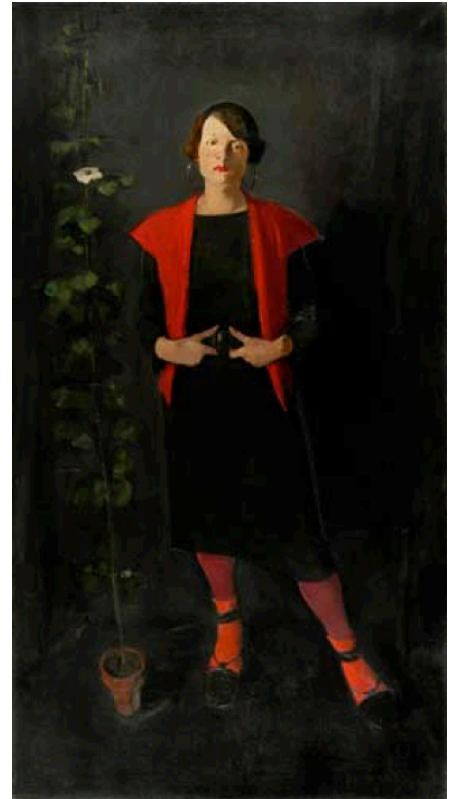
## Evelyn in Red and Black

Medium: Oil on Linen, Size: 78 x 43 inches

Study the painting.

Please give a response to the questions on the following pages, you may like to use some of the phrases in the word bank below in your answers.

- *The artist has used realistic colours for example ...*
- *The painting shows a true sensitivity to his subject matter*
- *I am led to wonder who the person in the painting is, I think she is ...*
- *When looking at the painting my eyes are drawn to ...*
- *The artist has used a fine brush to apply detail on ...*
- *The colour palette gives a ..... atmosphere*
- *The artist has used ...*
- *The objects have been placed ...*
- *In my opinion ...*
- *The mood of the painting is ... I know this because ...*
- *The style of the painting has influenced by ...*
- *The use of perspective draws your eyes towards ...*
- *I think ...*
- *In my opinion ...*
- *I find the colours very ...*
- *Perhaps it would have been better to ...*
- *The subtle tone expresses ...*
- *The dramatic tonal effect is caused by ...*
- *The painting made me think ...*





## PAINTING 2

---

### Colour

Do the colours express a mood?

What type of colour has been used?

Is there an obvious colour scheme?

#### Word bank:

Bright, dull, strong,  
bold, subtle,  
vivid, vibrant,  
light, dark, drab,  
deep, contrasting,  
hue, tint, shade,  
spectrum,  
rainbow, palette,  
colour scheme,  
complementary,  
warm, cool, rich,  
pale, soft, hard,  
intense, pigment,  
rich, gaudy, harsh,  
crude, loud, clashing,  
pastel, balanced,  
harmonious,  
opposite, related.





## PAINTING 3

---

### Line

Has line be used to define shape?

Has line been used to define detail?

#### Word bank:

Thin, thick, straight, curved, short, long, wavy, linear, continuous, broken, fuzzy, uneven, zig zag, soft, hard, light, heavy, neat, messy, rough, smooth, jagged, ragged, scratchy, torn, faint, fine, flowing, graceful, elegant, confident, hesitant, clear, subtle, distinct, definite, horizontal, diagonal, sensitive, accurate.

---

### Techniques

State what medium has been used and describe the technique that has been used. Say why you like, or dislike, this technique.

How has the artist applied his medium?

#### Word bank:

Flat, textured, smooth tones, broken colour, collage, cross hatching, flat wash, graded tones, impasto, pointillism.



## PAINTING 4

---

### Texture

Texture is the tactile quality of a surface. Are there any obvious textures in the painting, and if so, how has the artist achieved this?

#### Word bank:

Smooth, rough, soft, hard, coarse, bumpy, jagged, indented, crinkly, woven, uneven, abrasive, cracked, spongy, waxy, tactile, scratched.

### Pattern

Pattern is the arrangement of similar or repeated line, shapes, tones or colours. Pattern can be regular, rhythmic or random. Pattern can be natural or man-made.

Has the artist created patterns using repeat shapes? Say what patterns have been used and what they look like.

#### Word bank:

Decorative, rhythmic, applied, repeating, random, varied, regular, irregular, simple, complicated, natural, man-made, positive, negative, ornate, ornamental, bold, subtle, optical, geometric, floral, chequered, tartan, dots, lines, stripes, squares, triangles, motifs.



## PAINTING 5

---

### Composition

Describe in detail:

What is the focal point?

Is there evidence of movement?

Is there a sense of depth or distance (i.e perspective)?

Is there much empty space?

Is there symmetry in the painting?

Is there any overlapping?

# RESOURCE FOR SECONDARY SCHOOLS



## TEACHER'S NOTES

## THE GLASGOW ART CLUB

### RESOURCE THREE: PATTERN AND TEXTURE

#### **Curriculum for Excellence outcome/ subject: Expressive Arts**

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

**EXA 3-06:** While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.

**EXA 4-06a:** By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions.

#### **Focus of visit: Exploring Textures and Patterns**

##### **Hand out pupil resource sheets:**

##### **PATTERN AND TEXTURES 1**

##### **PATTERN AND TEXTURES 2**

#### **A. Design brief**

Design a sample, swatch or length of fabric for Glasgow Art Club Dining area e.g. cushions, tablecloth or curtain fabric. The fabric may be printed, hand drawn or digitally created.

#### **Theme 1: GAC Artefacts inspired**

#### **Theme 2: Mackintosh inspired**

#### **B. Design constraints**

- The design must be based on one of the above themes.
- You are restricted to using a max of 6 colours plus black and white.
- You must show your pattern repeated.

#### **C. Research**

- Explore the club seeking out an item that inspires you.
- Select an item as source of inspiration.
- Drawings/sketches to be carried out.

#### **D. Development: working through the design process**

- Using your primary resources as inspiration create a story/theme. Include using different types of materials i.e. pen and ink, water colour, mono printing, collage etc.
- Develop a series of repeat pattern ideas and samples using a range of painting and textile techniques.

#### **E. Further develop your idea**

- Further develop your idea in to your final outcome.

#### **F. Present your idea**

#### **Follow up suggestions**

Pupils can consider designing a whole package: curtains, cushions and tablecloths.

#### **Sources of further information**

How to do a repeat pattern sites:  
<https://www.skillshare.com/tutorials/5-Steps-to-Illustrating-a-Repeat-Pattern-by-Hand/59>  
<http://www.designsponge.com/2017/07/welcome-julia-and-how-to-make-a-repeat-pattern.html>

#### **Word bank**

Repeat pattern, colour palette, texture, artefacts, patterns, embellishments, Art Nouveau, Arts and Crafts Movement, design process.



# PATTERN AND TEXTURE 1

---

## A. Design brief

Design a sample, swatch or length of fabric for Glasgow Art Club dining area e.g. cushions, tablecloth or curtain fabric. The fabric may be printed, hand drawn or digitally created.

**Theme 1: GAC Artefacts inspired**

**Theme 2: Mackintosh inspired**

*Consider: identify the relevant design issues, e.g. client, function, materials, product, scale etc.*

## B. Design constraints

- The design must be based on one of the above themes.
- You are restricted to using a max of 6 colours plus black and white.
- You must show your pattern repeated.

## C. Research

- Explore the club seeking out an item that inspires you.
- Select an item as source of inspiration.
- Drawings/sketches to be carried out.

*Consider: research the work of other designers, do market research, investigative material, use photographs as reference material, investigate possible techniques.*

## D. Development: working through the design process

- Using your primary resources as inspiration create a story/theme. Include using different types of materials i.e. pen and ink, water colour, mono printing, collage etc.
- Develop a series of repeat pattern ideas and samples using a range of painting and textile techniques.

*Consider: develop ideas, refine and improve ideas always making sure you are fulfilling the requirements of the design brief.*

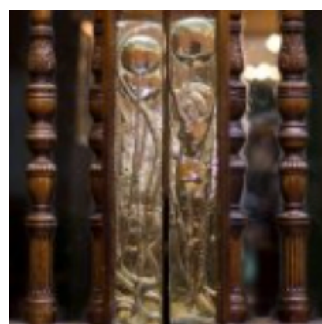
## E. Further develop your idea

- Further develop your idea in to your final outcome.

*Consider: evaluate your work.*

## F. Present your idea

Examples of items that can be found in the Glasgow Art Club that you may use for inspiration.





# RESOURCE FOR SECONDARY SCHOOLS



## TEACHER'S NOTES

## THE GLASGOW ART CLUB

### RESOURCE FOUR: POSTER DESIGN

#### **Curriculum for Excellence outcome/ subject: Expressive Arts**

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

**EXA 3-06:** While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.

**EXA 4-06a:** By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions.

#### **Focus of visit: Exploring Textures and Patterns**

**Hand out pupil resource sheets:**  
**POSTER DESIGN 1**  
**POSTER DESIGN 2**

##### **A. Design brief**

Design a poster that promotes Glasgow Art Club (GAC). The poster will encourage the public to visit GAC and view their website for further information about the club.

##### **B. Design constraints**

- The poster will be A3 and be vertically hung.
- It must contain images and type that reflect the Art Club.
- The colour palette is unlimited.
- The main headline of the poster must contain the words 'Glasgow Art Club' and the web address ([www.glasgowartclub.co.uk](http://www.glasgowartclub.co.uk)).
- The target audience is all age groups.
- There are limited restrictions on the creativity, however the poster must contain patterns found within the GAC.
- The poster must be eye-catching.

##### **C. Research**

- Explore the club seeking out patterns and record your findings.
- Patterns can be found on frames, wood carvings, metal work, even paintings.
- Drawings/sketches/photographs to be carried out.

##### **D. Development: working through the design process**

- Using your primary resources as inspiration, start to consider design ideas.
- Develop a series of initial ideas.
- Take time and give consideration to typeface.

##### **E. Further develop your idea**

- Further develop your idea into your final outcome.

##### **F. Present your idea**

#### **Follow up suggestions**

Pupils can consider designing a complimentary postcard to be used for a mail shot.

#### **Sources of further information**

<http://www.designyourway.net/blog/inspiration/excellent-posters-from-the-design-world-59-examples/>  
<https://gomedia.com/zine/insights/poster-design-inspiration/>

#### **Word bank**

Repeat pattern, colour palette, texture, carvings, engraving, typeface, layout, artifacts, patterns, Art Nouveau, Arts and Crafts Movement, Design process.



# POSTER DESIGN 1

---

## A. Design brief

Design a poster that promotes Glasgow Art Club (GAC).

The poster will encourage the public to visit GAC and view their website for further information about the club.

*Consider: identify the relevant design issues, e.g. client, function, lettering, product, scale etc.*

## B. Design constraints

- The poster will be A3 and be vertically hung.
- It must contain images and type that reflect the Art Club.
- The colour palette is unlimited.
- The main headline of the poster must contain the words 'Glasgow Art Club' and the web address ([www.glasgowartclub.co.uk](http://www.glasgowartclub.co.uk)).
- The target audience is all age groups.
- There are limited restrictions on the creativity, however the poster must contain patterns found within the GAC.
- The poster must be eye-catching.

## C. Research

- Explore the club seeking out patterns and record your findings.
- Patterns can be found on frames, wood carvings, metal work, even paintings.
- Drawings/sketches/photographs to be carried out.

*Consider: research the work of other designers, do market research, investigative material, use photographs as reference material, investigate possible techniques.*

## D. Development: working through the design process

- Using your primary resources as inspiration, start to consider design ideas.
- Develop a series of initial ideas.
- Take time and give consideration to typeface.

*Consider: develop ideas, refine and improve ideas always making sure you are fulfilling the requirements of the design brief.*

## E. Further develop your idea

- Further develop your idea into your final outcome.

*Consider: evaluate your work.*

## F. Present your idea



## POSTER DESIGN 2



Examples of previous posters for inspiration.



# 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!