



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 PRIMARY SCHOOLS



TEACHER'S NOTES

THE GLASGOW ART CLUB

RESOURCE ONE: EXPLORING BUSTS AND SCULPTURES

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 0-05a / EXA 1-05a / EXA 2-05a

Pupils are learning to:

- Describe and discuss busts.
- Examine the methods and approaches used by artists and designers and to use their methods and approaches imaginatively to stimulate their own ideas.

Benchmarks

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

- uses a variety of available materials and technology.

Focus of visit

Use of objects to encourage learning through exploration and discovery. Study, compare and handle a range of busts made from different media e.g. marble, bronze etc. and sculpted by different artists.

Visit step by step

Arrive at Art Club, check in at Reception. Explain safety rules and give a brief history of the club (appropriate to stage). Explain that the reason for being here is to learn about busts – have a bust available for observation. Brief information session – What is a bust? What can they be made of? etc.

Children are divided into three groups and each group is set an activity. Carousel, each activity lasting ten minutes.

Activity 1 – Video Clip ‘How to Create a Bust’

Watch a video which demonstrates how to create a bust, having examples at different stages of completion and appropriate to stage.

Early – air drying clay, use of fingers and simple tools to create detail.

First – air drying clay with the use of slip to add hair, ears, eyebrows etc.

Second – modelling clay, use ‘funnel’ technique.

Activity 2 – Tour of Club and Charles Rennie Mackintosh Gallery

Adult/teacher to tour the club observing and studying busts. Information sheet about busts to be used by group leaders as well as question prompt sheet. Charles Rennie Mackintosh Gallery to be used to highlight purpose of a gallery.

Print question prompt sheet and distribute to teacher, support staff and parents accompanying the class.

Activity 3 – Handling Session of Sculptures

Hands-on session where children get to handle busts, use question prompt sheet to develop discussion, critical thinking skills, promotion of sensory experiences etc.

Print question prompt sheet and distribute to teacher, support staff and parents accompanying the class.

Follow up suggestions

- Children can create their own bust at school.
- Learn about famous statues and sculptors both in Scotland and beyond.
- Topic and Curricular Area Links – Greeks, Romans, Victorians etc, Literacy, Thinking Skills, Art and Design, Technologies etc.

Sources of further information

There are online tutorials available demonstrating sculpting techniques e.g. You Tube.

Other resources available for this visit

http://www.nicurriculum.org.uk/curriculum_microsite/the_arts/art/keystage_2/malleable_materials.asp

This web site shows learning intentions and activities for using malleable materials and is worth a visit.



PROMPT SHEET

I See, I Think, I Wonder...

This thinking routine encourages the children to make careful observations and stimulates their curiosity.

What do you see?

What do you think?

What does it make you wonder?

Object Question Framework

Describe:

What does it look like?

What is the sculpture made from?

What colour is it?

Is it dull or shiny?

How does it feel?

Are there any patterns on it?

Can you see/feel any shapes?

What parts of the head can you feel?

How heavy do you think it is?

Does the sculpture smell of anything?

What kind of sound does it make when you (gently) tap it?

What do you think is inside the sculpture?

Work out:

Do you think the sculpture looks heavy or light? Why?

Who do you think made this sculpture?

How do you think this was made?

What would you use this sculpture for?

Why would you have one?

Where else might you see this kind of sculpture?

Response:

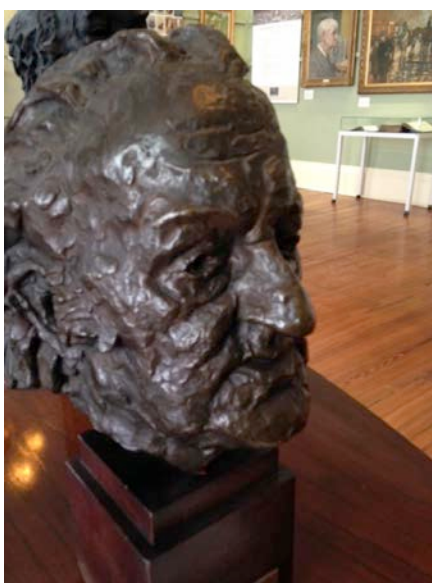
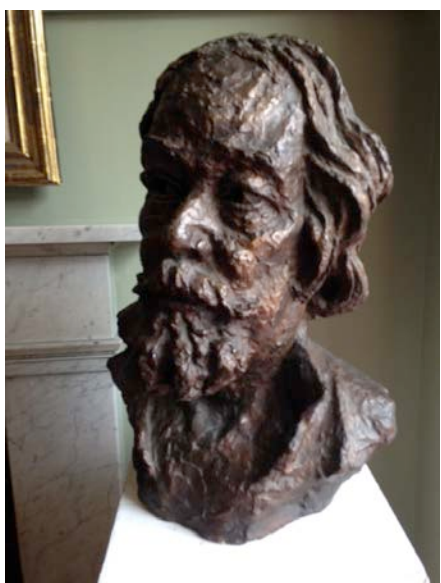
Do you like this sculpture?

Why?

Why not?

How do you think this person feels?

Examples of sculptures that can be found in the Glasgow Art Club.



RESOURCE FOR PRIMARY SCHOOLS



TEACHER'S NOTES

THE GLASGOW ART CLUB

RESOURCE TWO: EVERY PICTURE TELLS A STORY

This lesson would be suitable for children working at Early, First and Second Levels of CfE. This lesson could be used to promote listening and talking and reading and writing as well as learning as part of a group, developing communication skills, learning to evaluate and appreciate, etc.

The biggest focus would be talking and listening as the children describe the subject(s) of the paintings, create an imaginative story of the subject(s) painting and giving constructive comments on the painting. Older pupils could be encouraged to analyse the style of work, medium and techniques.

The literacy follow-up might include writing a story and/or a play or a poem based on the picture, researching the artist or their own favourite artist etc.

Curriculum for Excellence outcome/ subject: Expressive Arts/Literacy

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 0-07a / EXA 1-07 / EXA 2-07a

- Shares thoughts and feelings by expressing personal views in response to the work of at least one artist and one designer.
- Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some art and design vocabulary.

When I engage with others, I know when and how to listen, when to talk, how much to say,

when to ask questions and how to respond with respect.

LIT 0-02a / ENG 0-03a / LIT 1-02a / LIT 2-02a

- Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.
- Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.

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 / EXA 1-05a / EXA 2-05a

Pupils are learning to...

- develop the ability to express and communicate their thoughts and feelings.
- collaboratively create an imaginative story.
- use observation to identify art work.
- describe some elements of a painting – tone, shape, colour, pattern, space, movement and texture.

Focus of visit

To use art work to stimulate a response in children where through sharing thoughts and responses they create the story of the subject(s) in a painting.

Visit step by step

Arrive at Art Club, check in at Reception. Explain safety rules and give a brief history of the club (appropriate to stage). Explain that the reason for being here is to explore and talk about paintings. Children are divided into three groups and each group is set an activity. Carousel, each activity lasting ten minutes.

Activity 1 – The Real Story

Print out 'PROMPT SHEET' for each adult.

Adult shares the designated painting with the children, through questioning and discussion they create the story of the person/people in the painting. Real story revealed, compared to children's story, differences etc discussed.

Activity 2 – Find the Painting

Print out 'FIND THE PAINTING' sheets 1-5 for each child.

Children have to use powers of observation to find the paintings shown.
Answers on following sheet.

Activity 3 – Match the Story and Painting

Children are told a story (created for one of the paintings on display), and working as a group they have to decide which painting matches the story explaining how they arrived at that decision.

Follow up suggestions

- Record each groups 'painting story' to create an audio book.
- Stage a scene (using dressing up clothes?) and use this to create their own painting.
- Paint the work studied in the Art Club in their own style or in that of a famous artist.
- Experiment with different styles of painting.
- Create their own gallery space displaying art work, poems and stories.
- Critique a famous piece of art work.
- Write the story of a painting.
- Create a play either beginning or ending with the 'scene' from the painting.
- Research the artists of the paintings seen at GAC or their own favourite artist.
- Make a power point of their visit to share with others e.g. parents.
- Investigate the era depicted in paintings.

Glasgow Art Club: brief background notes for teachers

- Obtain information sheets, print question prompt sheet, find a painting sheets etc prior to visit.
- Clear instructions re what we can and cannot touch while in the Art Club.
- Awareness of safety risks as some busts may be easily knocked over and are very heavy.



PROMPT SHEET

I See, I Think, I Wonder...

This thinking routine encourages the children to make careful observations and stimulates their curiosity.

What do you see?

What do you think?

What does it make you wonder?

Object Question Framework

Describe:

What can you see in the picture?

What is the person doing?

What is in the background of the painting?

How are they dressed?

How would you describe the colours the artist has used?

What has the artist used to create the picture? (paint, chalk etc)

How would you describe the way the artist has painted the picture?

Interpretation:

What can you tell about the man/woman/animal by looking at her/it?

What is the person in the picture doing?

Why do you think they are doing that?

What do you think is happening?

What noises do you think you would hear if you were in that picture?

What might you smell?

What job might the person have?

What can the objects in the painting tell you?

Can you tell feel/tell what the atmosphere in the room is like? How?

What is going to happen next?

What makes you say that?

What could be the title of this work?

Response:

Do you like this painting? Why? Why not?

What do you like best/least about it? Why?

What do you think of the painting?

How does this painting make you feel? Why?

FIND THE PAINTING ANSWERS



Answers to Activity 2 – Find the Painting

- 1.**
Members of the Glasgow Art Club, 1933. Left to Right: William Smith, John Keppie, John Watson, Philip Halstead, H C Hopkins. Oil painting by David S Ewart



- 2.**
L/Cpl Margot Millen by Hugh Adam Crawford, oil on canvas



- 3.**
Mrs George Singleton by William Crosbie, oil on painting



- 4.**
Summer, stained glass panel



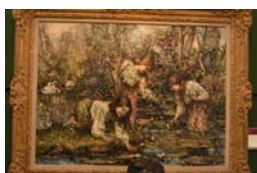
- 5.**
Tribute to Lord Macfarlane of Bearsden



- 6.**
Poster for Carmen at Glasgow Art Club by Thomas Hunt



- 7.**
The Lily Pond by EA Hornel, oil on canvas
Note - on loan to the Club, all the other paintings are the property of the Club.



- 8.**
The Gros Horloge, Rouen by John Keppie, watercolour



- 9.**
Michelle Cunningham by Alexander Gaudie oil on canvas



- 10.**
19th Century Japanese print



FIND THE PAINTING ANSWERS

Answers to Activity 2 – Find the Painting

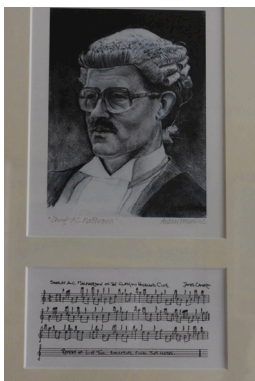
- 11.**
19th Century Japanese
print



- 12.**
Canal Basin, Maryhill
by Frank Martin, oil on
canvas



- 13.**
*Sheriff A Macpherson
& pipe music* by
Andrew W McMorris, pen,
ink and charcoal



- 14.**
High Tea, Richard
Norman, gouache



- 15.**
Angus MacDougall by
Phyllis Dodd, acrylic on
canvas



- 16.**
Tarazona by James
Miller, watercolour



- 17.**
Toy Shop by Hazel
Nagl, giclee print



- 18.**
The Artist's House by
Hazel Nagl, giclee print

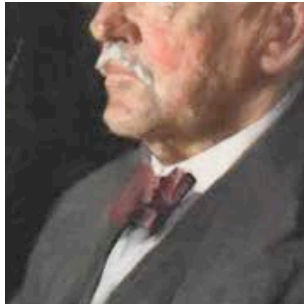
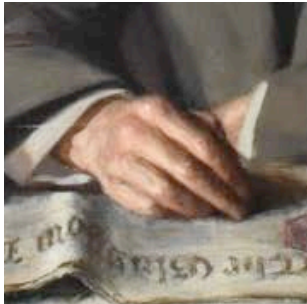


FIND THE PAINTING 1



Can you find the painting using the clues below:

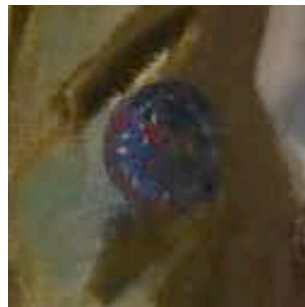
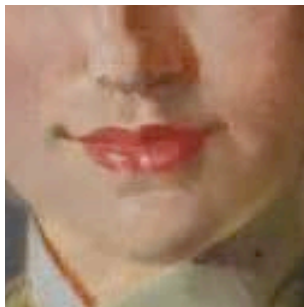
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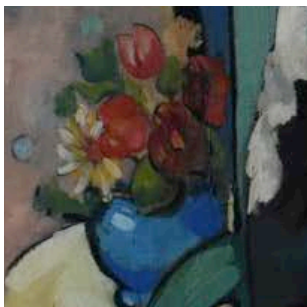
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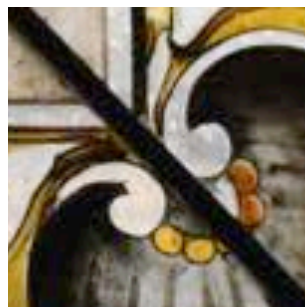
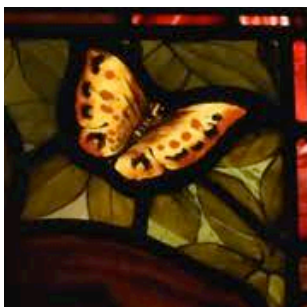
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FIND THE PAINTING 2



Can you find the painting using the clues below:

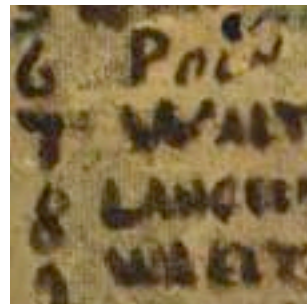
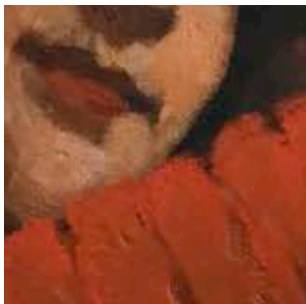
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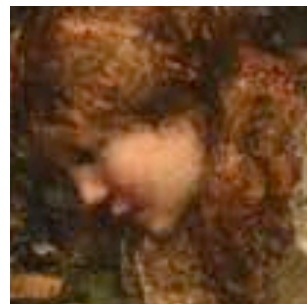
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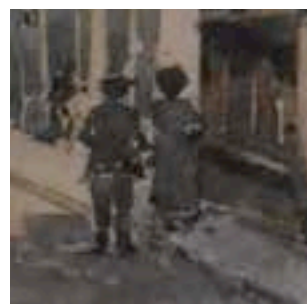
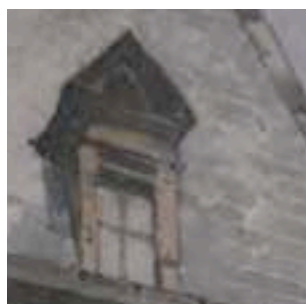
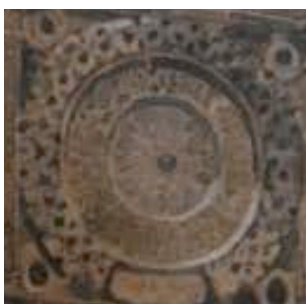
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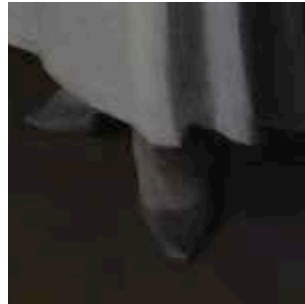
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FIND THE PAINTING 3



Can you find the painting using the clues below:

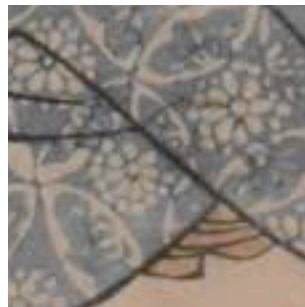
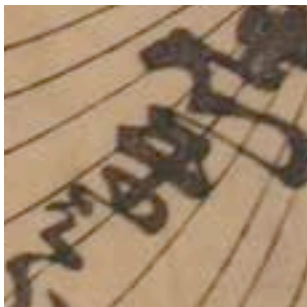
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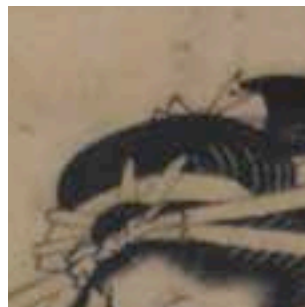
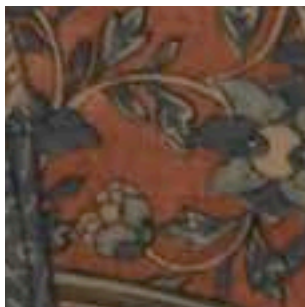
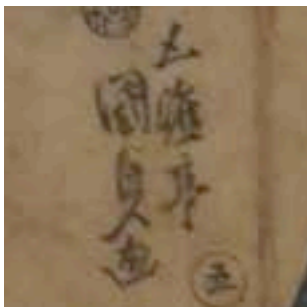
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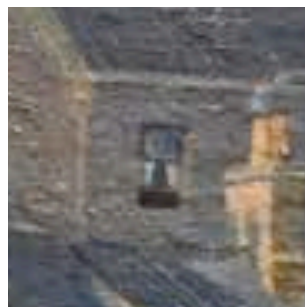
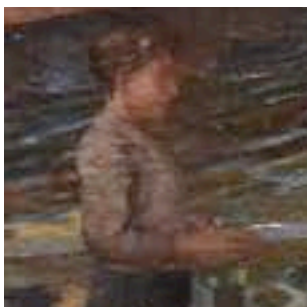
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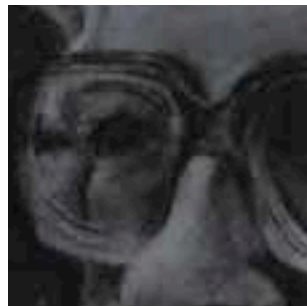
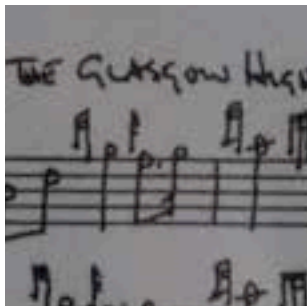
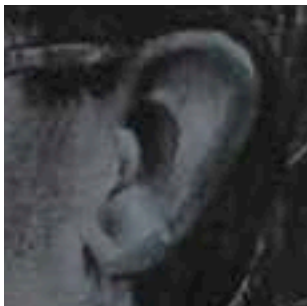
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FIND THE PAINTING 4



Can you find the painting using the clues below:

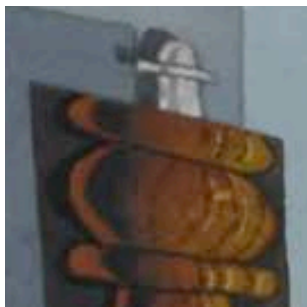
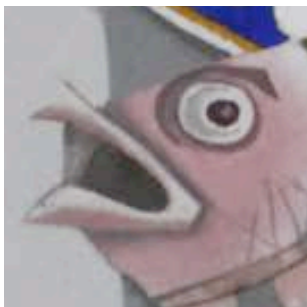
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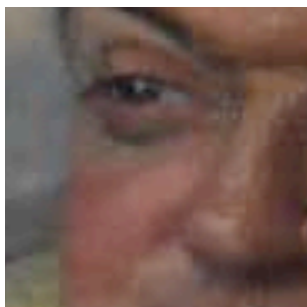
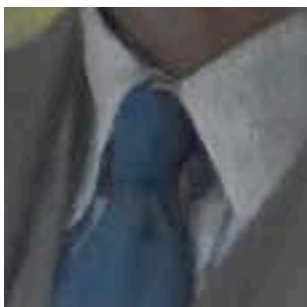
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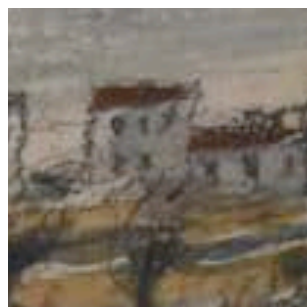
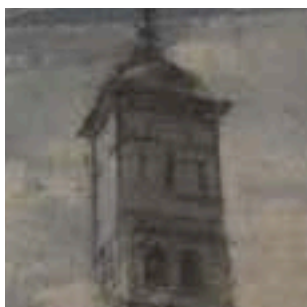
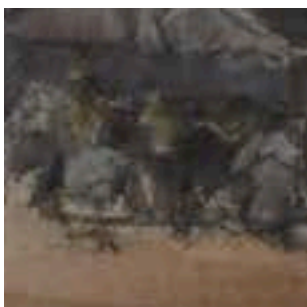
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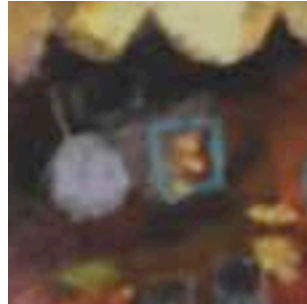
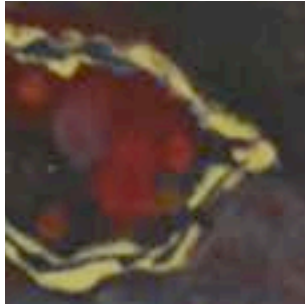
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FIND THE PAINTING 5

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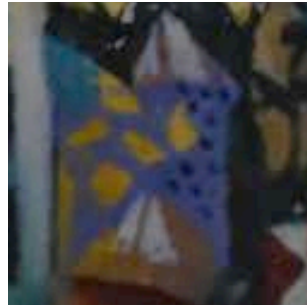
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18.



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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!