

## Key Stage 3 and beyond

Most pupils at Key Stage 3 will be more confident about exploring abstract concepts and ideas, and will also be keen to develop their practical and technical skills to a higher level. With this age group, drawing games can provide a fun way to encourage continued play and to help pupils to be experimental, as well as to enhance creative thinking and problem solving abilities.

However, by this age, some pupils may have already have a fixed idea that they are not 'good' at art or 'can't draw'. Encourage pupils to relax, get into a creative frame of mind and to work confidently by introducing a quick, inventive, open-ended drawing game or mark-making exercise at the beginning of a more formal session.

Make these unpredictable, varied and fun: try two minutes drawing

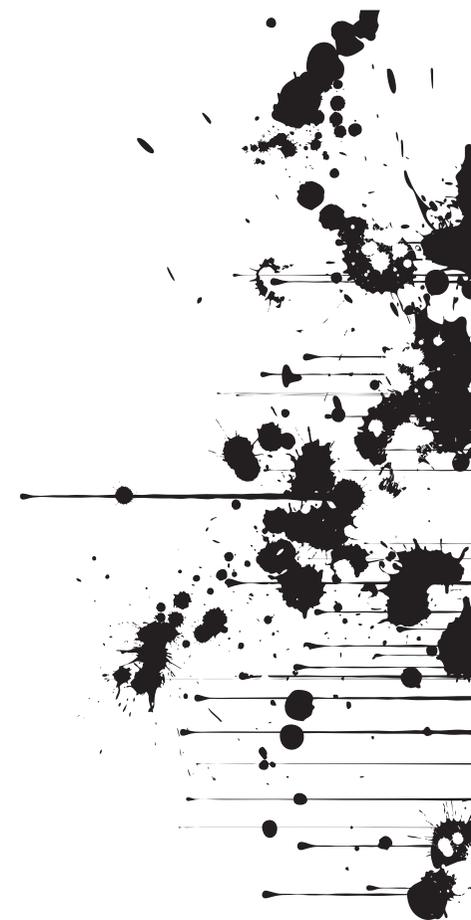
to a piece of music; random mark-making using a new or unfamiliar medium; playing the Shape Game; describing your mood visually in a one-minute doodle; or drawing the back of the person sitting in front of you. These playful activities can also provide an accessible and inspiring way in to a more ambitious or challenging project.

Encourage pupils to research and explore the work of different classic and contemporary visual artists and designers to inspire and inform their own artworks. For example, when playing the Shape Game, look at some of Anthony Browne's favourite examples of artworks that incorporate transformation – from Picasso's use of a toy car to represent of the head of a baboon in his sculpture *Baboon and Young* to Max Ernst's Surrealist reinterpretation of an

African corn bin as an elephant-like creature in the painting *The Elephant Celebes*.

Pupils at this age will enjoy working with a wide variety of media. As well as traditional art materials, consider experimenting with printmaking, film and video or photography.

**“Creativity involves breaking out of established patterns in order to look at things in a different way”**  
- *Edward de Bono*



# Starting points



**Experiment with photography:** have pupils go out with a camera and take a series of photos on a given theme, such as variations of circles, windows, patterns in buildings, reflections or close-ups of different textual objects. Look for unusual and unexpected viewpoints and encourage inventiveness in interpreting the theme. Use the images as starting points for your drawings or paintings.



**Play the Shape Game in 3D:** provide a large box of construction materials – string, wire, plastics, masking tape, card, canes, pipe cleaners and found or discarded objects. Invent 3-dimensional sculptures, either working individually or as a group on a large scale. You could also experiment with deconstructing an object such as a plug and socket, an old bicycle or a mechanical toy, and then reassembling it to create a new sculptural object. Look at contemporary artist Bill Woodrow's work in adapting and rearranging discarded household objects or Picasso's transformation of a bicycle seat and handlebars into a bull in the sculpture *Bull's Head*.



**Words and pictures:** provide a selection of descriptive words, which pupils select at random and put together to create a starting point for imaginative drawing or illustration projects. Offer a selection of nouns and adjectives which convey a strong visual impression when combined: try adjectives like “multi-coloured”, “robotic”, “dancing”, “kaleidoscopic”, “dangerous”, “exploding”, “flying” or “geometric” combined with nouns such as “insect”, “pizza”, “bicycle”, “shoes”, “cake”, “circus”, “alien” or “hat”.



**Explore random image-making:** pin up a large sheet of paper on the wall, on the floor, or under trees in the school grounds, and create a record of the movement of shadows and reflections as they pass over the paper at different times of the day. Layer different coloured lines or thin washes of colour, and then use the abstract shapes and images produced as the starting point for drawings or paintings. For more information and ideas for random image making, gain inspiration from *You'll Never Know: Drawing and Random Interference* (Hayward Publishing)



# Activities

## 1. Developing the Shape Game

For a more challenging version of the Shape Game, try extending the game and playing it as a group on a large scale.

In advance of the class, prepare a series of instruction cards which can be drawn in turn at random from a hat such as: turn the paper upside down; use colour; use black and white; repeat a part of the image somewhere else on the paper; change medium (you could specify paint, felt pen, crayon, charcoal), fill a shape with colour; add a new shape somewhere on the paper (you could specify a circle, square, triangle, zig zag line, or even legs, eyes or a hat); make the image connect to the edges of the paper on all sides.

Start by asking one pupil to draw a random shape anywhere on a large sheet of paper. Now they take it in turns to select an instruction card and respond accordingly, developing the image as a group. Make a variety

of different drawing media available. Decide when you all feel the image is complete, then cut the paper into squares and give each pupil their own piece to develop. Reassemble the developed pieces in a different sequence, or to make a display.

**“Although on one level it’s just a game, I believe that the Shape Game encapsulates the act of creation... everything comes from something else, inspiration is everywhere...”**

- *Anthony Browne*

## 2. Inspiration is everywhere

Find a selection of interesting images (details of art works or architecture, abstract images, photographs or film stills) and then use a laptop and projector to project them on to large sheets of paper attached to the classroom floor or wall. Working directly on to the paper, have pupils draw from the projected images, selecting details and using them to construct abstract compositions, working in chalks, paints and felt pen.

Overlay images to create more complex effects, or experiment with moving images such as short film and video works, or graphic animations to provide a more challenging version of the project. Look on YouTube [www.youtube.com](http://www.youtube.com) for short clips of films by contemporary film and video artists such as Pipilotti Rist, John Baldessari or Ian Breakwell, or visit the British Film Institute website for free video clips to download, plus more useful resources for teachers

about working with film and video:  
[www.bfi.org.uk](http://www.bfi.org.uk)

