

PLAYFUL PLACES

Apollo at 50 / Landscape Art Project

Creative responses to the local environment | Key Stage 2 Teacher Resources

The resources allow for stand-alone activities or can be used in conjunction to support longer-term project work

Resources & materials

Paper, acetate, sharpies, pencils, scissors, cameras, i-pads, glue, tape (masking & gaffer)
References – Steve Messam work at Apollo Pavilion, video, fly through
Other case studies powerpoint

Outcomes

The activities will encourage children to:

- Engage with their local landscape including Victor Pasmore's Apollo Pavilion
- Explore and describe places
- Develop observational and literacy skills
- Experience materials and approaches to making

Outputs

Photographs, drawings, mood boards, design ideas, 3D models, interventions

Vocabulary

Add to this list with pupils, create a glossary:

intervention, sculpture, material, spatial, colour, texture, form, volume, landscape, audience, urban, inflate, transform, observe, mundane, joyous

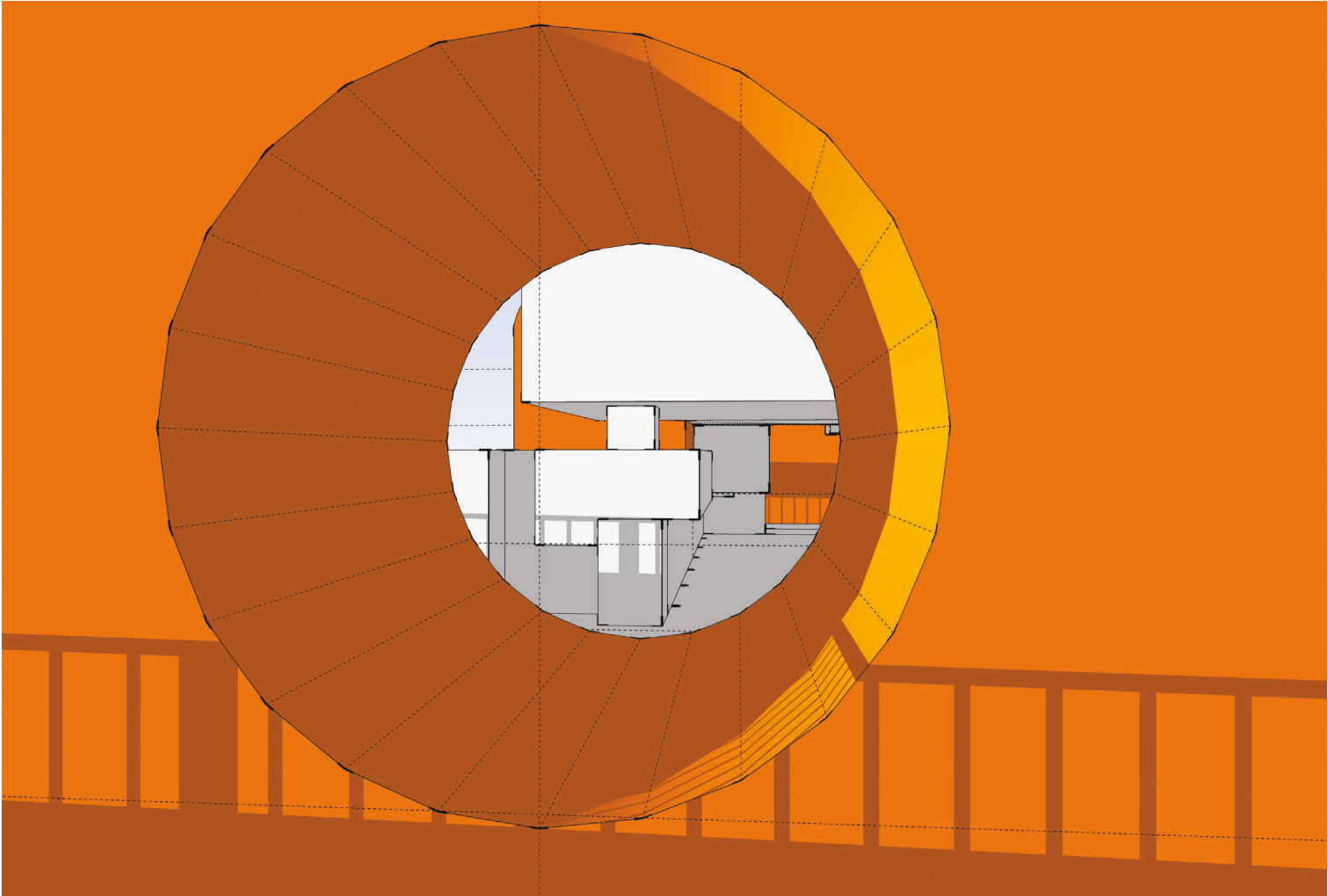
Curriculum links and opportunities for development

Numeracy / geometry – exploring shape & volume

Local geography – exploring man-made & natural spaces

Science / design technology – investigating materials & construction

Literacy – generating descriptive writing, reportage, discussion



PLAY

Spaces to PLAY

Responding to and describing urban spaces

Developing visual literacy

- 1.** Locate a site within or close to your school grounds
Spend time investigating the qualities of the space – texture, colour, pattern, form, structure, viewpoints
- 2.** Try a series of sensory exercises
What does it feel like? What does it smell like? What can you hear? Is it light or dark, warm or cool?
- 3.** Record pupil's responses to the space to develop a place vocabulary
- 4.** Work in pairs or groups - pupils interview one another to find out what they would like to change? Document conversations

Change for PLAY

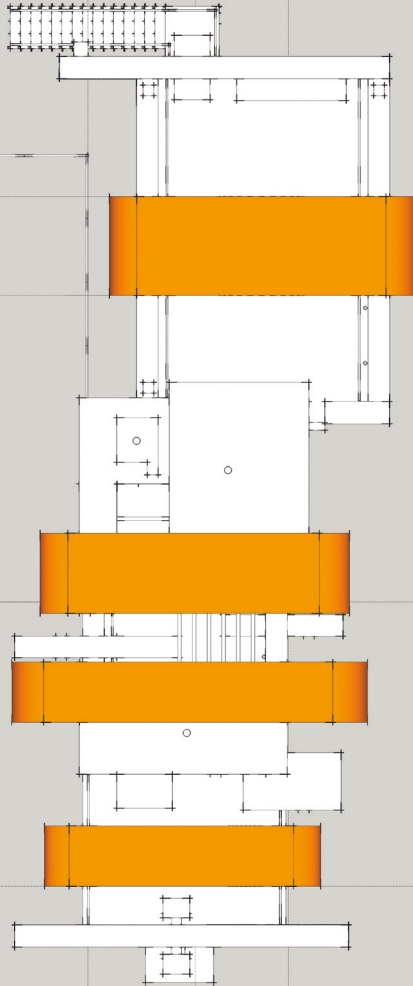
- 1.** Discuss places in their school grounds or local area that children would like to change
Ask why and record pupil opinions
Use google street view to help pupils identify these sites and begin discussion
- 2.** Go on a site visit to the Pavilion, town centre or around school grounds
Pupils take photos of the place they want to change
- 3.** Ask children how they would make the space more 'playful'
Show case studies or refer to Steve Messam work at the Pavilion
- 4.** Create a class resource to display the pupils' research, include children's photos and key words on 'transformations'

Image Credit : Steve Messam



Supported using public funding by
**ARTS COUNCIL
ENGLAND**





19244.1mm

Draw for PLAY

Considering social and shared spaces

Developing visual language

- 1.** Print photographs from the site visit (or found images) to A5
These could be of the pavilion, local area or around school grounds
- 2.** Show images and discuss what 'everyday' activity happens here
Ask children how they would make the space more 'playful'
- 3.** Place acetate over photos and secure
Ask children to draw their ideas for interventions in the spaces – use brightly coloured Sharpies or indelible pens on the acetate
- 4.** Show case studies or refer to Steve Messam work at the Pavilion

Design for PLAY

- 1.** Challenge pupils to become artists and designers
Create group mood boards to show pupil's design and art ideas
- 2.** Include samples of materials, colour, surface textures, shapes
Use pupil research photos, case studies, found images
- 3.** Refer to vocabulary and make labels for the mood board

Image Credit : Steve Messam



Supported using public funding by
**ARTS COUNCIL
ENGLAND**





PLAY

Inflatable PLAY

Exploring shape and form through inflatables
Developing making skills

- 1.** Make templates of simple shapes - circles, squares, triangles – ask pupils to draw around these onto plastic sheeting or newsprint/paper
- 2.** Cut out pairs of shapes leaving a tab on each side through which to inflate the model
- 3.** Use masking tape to seal around the shape, fastening both pieces together
- 4.** Inflate the models by blowing into the shape to create form
- 5.** 3D form - experiment with creating nets or attaching multiple flat shapes together ie. four triangles joined at the apex will create a pyramid shape

Which materials work best for inflating?

Which shapes are the most successful?

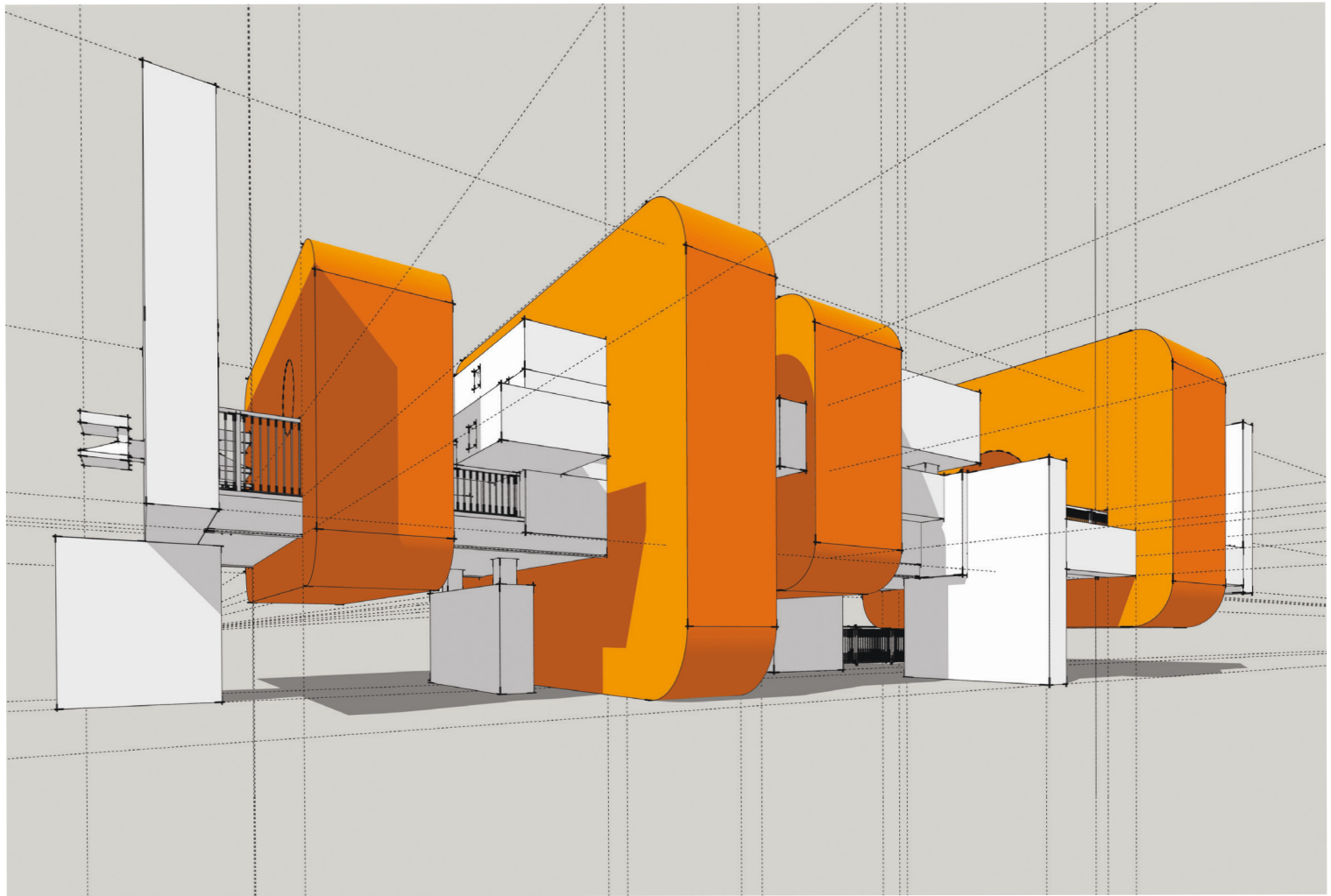
Photograph or scan these test pieces, print photographs at varying scales

Image Credit : Steve Messam



Supported using public funding by
**ARTS COUNCIL
ENGLAND**





Collage for PLAY

Transforming places

Developing decision making and problem solving skills

1. Print photographs from the site visit (or found images) to A5 or A4
These could be of the pavilion, local area or around school grounds

2. Describe the characteristics of the site?

Ask pupils how they would make the spaces more 'playful'

3. Print copies of inflatable images (Resource 3 or found images)
Using scissors and paper and/or with photo-shop, ask pupils to place their inflatable in the landscape

4. Re-evaluate the site with the interventions in place

How has the space changed?

Class vote on most successful transformation

5. Discuss what other sites could be improved by inflatables or interventions?
Make plans to visit sites and scale up test pieces.

PLAY