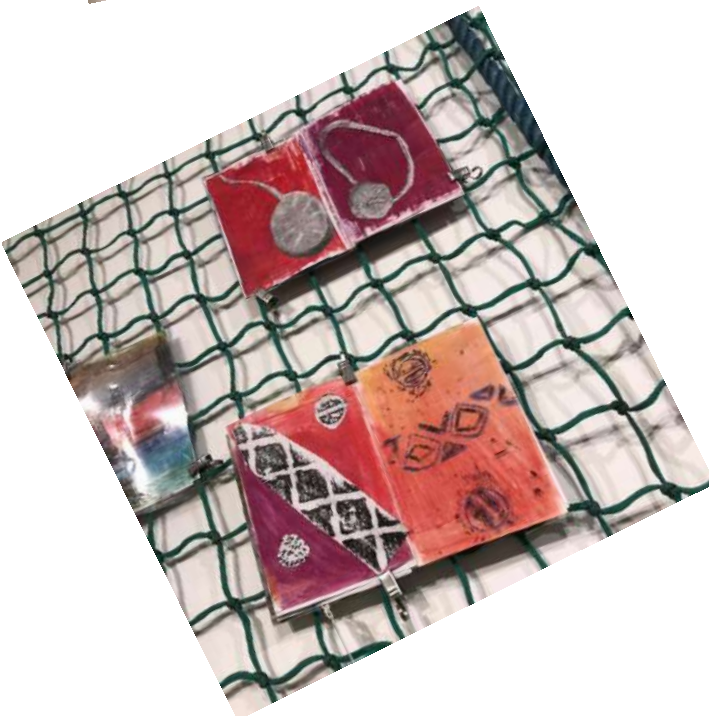


## Creative Lockdown Logbook

### The Danny Art and Design Family Activity Pack

*Packed with easy artistic techniques and tips using simple materials found at home – no art expertise needed! Make lockdown meaningful and fun, and create a record to look back on for years to come.*



## Art & Design: Creating Your Lockdown Logbook

This time of enforced isolation is a huge event in the childhood of primary age boys and girls, and one which they can benefit from reflecting on and processing. They may also like a record of this exceptional time in future years. We have adapted our Danny art and design learning resources for families at home in lockdown with primary aged children. Follow our simple activity plans to try a range of techniques with your child to creatively capture and reflect on their experiences. Support your child to edit these into an artist's sketchbook to keep for years to come!



*Images from Key Stage 2 pupils sketchbooks. Pupils have cut out sketches, rubbings and line drawings on acetate and overlaid them on colour backgrounds they created.*

The aim is for children to take notice of their surroundings, capture something of their experience in a variety of observation and art activities, and organize this work in an artist's sketchbook. You may wish to do one or more art activity each day over a period, and then have the children edit, collage and create over another couple of days.



*The children's colour mix experiments dry; the artist arranges their sketchbooks for display*

## **Preparation at home for creating sketchbooks: concept & examples**

You can prepare for the artist sketchbook project by visiting the Tate gallery's website and looking at examples of artist's sketchbooks here -

<https://www.tate.org.uk/art/albums/468595>

There are images of sketchbooks used in different ways by different artists. A sketchbook is an artist's 'trying-out zone' - a place to experiment and make mistakes. There are no rights or wrongs in sketchbooks. Each one is unique and reflects the person who made it. That's the beauty of art!

Encourage your children to reflect on how the artists use their sketchbooks. Are they practicing the same sketch? Taking notes of lots of different things? Do they use writing? Explain that we are going to use lots of different ways of taking notice of our surroundings and then making an artist's sketchbook of our own.

If you, by some great chance happen to have a suitable notebook for your child to use, that is great. If not, but you have some A3 paper, you can create an A6 sketchbook. Here is a simple video on youtube to show you how to do this:

<https://www.youtube.com/watch?v=21qi9ZcQVto>

If you don't have A3, but you've got A4 printer paper, then you can fold that into several A5 booklets and join them together using a needle and thread if you've got one, or by tying with string, or by just stacking inside one another for securing later.

Now we're ready for the fun bit – supporting the children to record, document, draw, sketch, paint, rub, write, collect their impressions. Have a folder or box where they can store their artwork as the collection grows, to keep it safe for when they bring it all together in their wonderful sketchbooks. Make sure they do all their work on paper of a size that can fit in the sketchbooks they have prepared.

## Activity One: Colour Samples

### You will need:

Whatever paint you have at home, safe for children to work with (water colour, poster paints, acrylics), thicker cartridge paper or card if available, paint brushes, pots of water.

If you've got watercolour pencils, and are using these instead, you'll need brushes, pots of water, thick cartridge paper or card if possible.

### Aim:

The aim of the activity is for the children to experiment with paint and with colour mixing to create pages of colour. The activity is not about drawing or representation, just about filling pages with colour, and taking inspiration from the colours around us.

Store the pages safely once dry. The children can then select which of these pages they want to use as background in their sketchbook, or they may want to cut and collage some of them.



### TOP TIPS:

- Fold your paper in half and half again so you have four sections to fill.
- Start with the primary colours (red, yellow, blue) and secondary colours (orange, purple, green).
- More than three colours usually make a muddy brown. Colours are clearer when there are just two in the mix.
- If you are using watercolour pencils, colour with the watercolour pencil first, then brush over with water. If you are using paints, paint one half of the paint with one of the colours you want to mix, and the other half with the other, and carefully blend in the middle.

- Hold your paper up to the surrounding view and match your watercolours to those you can see around you. Notice unexpected colours, like the colours in the cloudy sky.
- Colour sample backgrounds can take away the dread of the blank white page!
- Fill the whole page - no white paper.
- Use very little water – if it gets soaked, paper will tear.
- Don't rub hard with your brush as this will also tear the paper
- This is a very relaxing activity. Allow your child to get absorbed and to engage at their own pace. Without interrupting their concentration, find moments to observe their work with them and have them reflect on what they are doing.

### **LOCATIONS:**

This can be done in the garden, in the kitchen, or anywhere that can easily be cleaned up afterwards. Children can also look at objects or images to get inspiration about colour.

### **PROMPTS AND PRAISE:**

- What happens when you mix all the colours together? There is lots of that washy brown Everywhere – let's try for that green, what two colours make green?
- If a child has been heavy-handed with the colours, suggest they try to make very pale, lightly drawn colours next. And vice versa. This encourages them away from their comfort zone. Praise them for *trying* this variation.

### **VALUING YOUR CHILD'S WORK**

Leave the work to dry somewhere it won't be moved, or won't blow away.

Come back and look at it with your child. See can you match the colours to the landscape.

What does your child think about the colours?

Work together to agree a place to safely store all your child's work for their artist's sketchbook project.



*An example of a pupil's work, held up against the background which inspired the colours he created. Can you spot where the colour matches the landscape?*

## Activity Two: Making Observations/Taking Notice

You can help your children to fill in this resource, looking at and taking notice of your home (not the Danny as it says below!). They can take notes or do drawings. They may want to cut out the circles to stick in their sketchbooks. Give them some extra paper if they want to write more about how they feel/what is different at home now.

**SOUNDS...**

**SMELLS...**

**TEXTURES...**

**SHAPES...**

**COLOURS...**

**THE WEATHER FELT...**

**I NOTICED...**

**QUESTIONS I HAVE...**

**I ENJOYED...**

**SOMETHING I FOUND CHALLENGING WAS...**

**I WAS SURPRISED BY...**

Be an artist  
**TAKE NOTICE**  
As you wander around the Danny take time to stop for a moment and take notice of what is around you.

**TOP TIP**  
Ask someone else to time you for a minute of noticing.

## Activity Three: Rubbings

**You will need:** thin paper (photocopy paper or even thinner), wax crayon blocks if you've got them, pencils

**Aim:** The aim is for children to explore and capture the textures around their environment. This activity gets results quickly, so the children can produce a lot of material if they are engaged.

First of all have the children explore a surface with their eyes closed (eg the surface of a wooden table with a grain, the surface of an outdoor wall) and describe what it feels like. When they've got a couple of ideas, give them paper and crayons/pencils and do one initial rubbing together and then set them a challenge to make a rubbing of all the interesting textures around the house.



### TOP TIPS:

- Use one side of the paper only.
- Examine the textures with the fingers.
- Move the paper around to create layered rubbings.
- If you have wax blocks, use the long side of the wax block. If you are working with ordinary crayons, check before you start this activity how well they work. You may need to just use a pencil and spend a bit more time showing them a rubbing technique.
- Make sure the paper doesn't move as you're rubbing.





### **Extension Activity**

Get a sheet of greaseproof paper and trace over the rubbing using coloured pencils or markers.

### **PROMPTS AND PRAISE:**

- Was there a time earlier in the making when you were more pleased with your rubbing? The great thing about rubbings is we can do lots of them. Try again on some more paper.
- Encourage the children to explore and notice details.
- Make suggestions instead of telling them what to rub. 'Let's try...Let's see...See what works...'

## Activity Four: Drawing

Drawing can be a real barrier for children, especially as they get older. Pre-empt the 'I'm not good at drawing' reaction, by doing some activities that focus on drawing as a process of making marks on paper, that you can have fun with, and where there doesn't have to be a 'right' result. Let go of control and the need to produce something 'perfect' or even 'right'!

### A fun way to start is by **Drawing Without Looking at Your Paper**

This is an exercise in looking and trusting rather than creating a perfect drawing. The aim is to make a drawing while looking only at the subject, *not* at the paper!

**You will need:** Paper, pencil

**Aim:** This is an exercise in looking only at the object, person or scene you are drawing. You must not look at the paper, and you must not lift your pencil.

Start with an object in the natural world if possible (can you see a tree or shrubs out your window? Do you have any plants indoors if not?). Look at the object, get your pencil on the paper, say 'go' and start drawing. Don't look at your paper! Talk about what details you are drawing.



Look at the drawings together and try to pick out what details you have done where. Have a go again and see how it turns out.

**PROMPTS AND PRAISE:**

- Was that challenging?
- Do we have to have a perfect drawing?
- I can see you've followed the instructions as your drawing doesn't look like a photo. You've really been looking at what you were drawing.
- How did that feel?
- Shall we try it again?

**VARIATIONS:**

- Blind portraits. Have each member of the family sit opposite another family member. If you have an uneven number of participants, two people can draw the same family member. Everyone has pencil and paper. When you say go, draw the portrait of the person opposite without lifting your pencil and without looking at the paper. Give yourselves one minute and then look at your family portraits.
- Drawing with your non-dominant hand. Choose an object or scene to draw. If you are right-handed, use your left hand. If you are left-handed, use your right hand. How does it feel?
- Drawing to music. Use a variety of drawing materials. Play a piece of music. Close eyes and listen for 20 seconds. Then start to draw pencil/marker/pen over your paper in response to the music. You are not trying to create an image, just let your hand move with the music.

## Activity Five: Drawing Objects or scenes

Now that the children (and hopefully the whole family) has started to have fun with drawing, and to realise that drawing is also about freedom and enjoyment, and not about getting things right, you can introduce drawing objects or scenes that the children might be interested in.

Natural landscapes and objects that have soft curves and patterns often allow children to produce results that they are happy with. Encourage an attitude of trial and experiment.



*This rope (called a monkey's fist) was something children enjoyed drawing, as they could focus on the patterns in the rope. This boy has drawn on clear acetate and overlaid it on top of one of his colour experiments.*



*However, some of the children really enjoyed drawing man made objects with complex geometric shapes. There were lots of great versions of this bridge.*

Ideally, have the children choose what they want to draw, and encourage, encourage, encourage. You might also want to chat to them about what they chose to draw and why. They might find that starting from a drawing helps to get them expressing their ideas. We will look at this further in the next activity on annotated drawings.

## Activity Six: Annotated Drawings

Annotated idea or observation: it's all about experimenting and innovating rather than starting out with a set image in mind. Draw the object in front of you and add written information about it. It's okay if the drawing doesn't look exactly like the object; you also have the notes and labels to communicate information.

**You will need:** paper and pencil

### TOP TIPS:

- Focus on just one aspect of the thing you're drawing: shape, texture, function, a detail...
- You can label the drawing - parts, colours, surfaces, materials, thoughts, etc
- You can use these drawings to imagine things which don't exist yet.
- You could ask the following questions (and make up your own), What is it made of? How is it put together? What colour is it? What is the texture? How does it move? What does it remind you of?

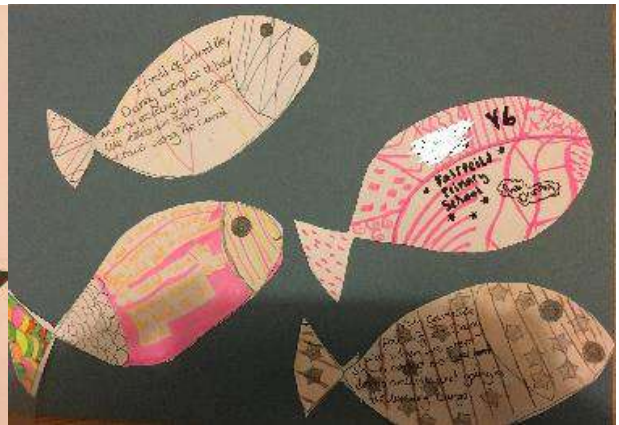
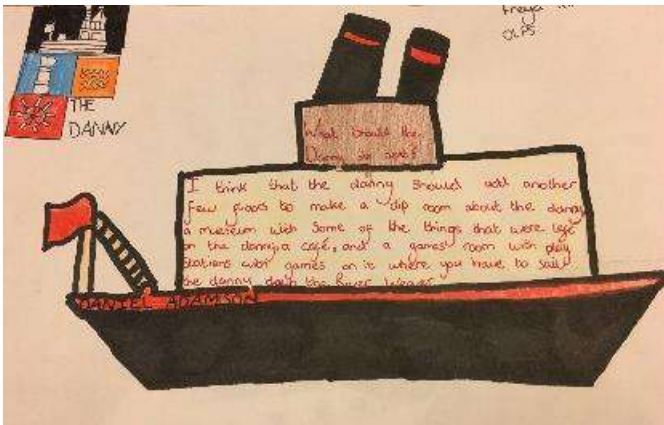


### LOCATIONS:

- This works well with everyday objects. You can label to explain how things work, what they are made of, or what impression they have made on you.
- You can also use this technique for the children to draw their room, and label to explain their daily routine, what they do or what they play in different areas.

**PROMPTS AND PRAISE:**

- I can see you're looking really hard.
- Yes, I can understand the idea you're trying to communicate.
- What if...? This gets the children thinking about inventing
- Another way you can use annotation is to encourage the children to reflect. Here are some of the drawing and comments we got as feedback on the Danny, presented within their own drawings:



## The final step: Filling your Sketchbook

So, now you have a box or bag crammed with drawings, sketches, rubbings, paintings you have made. Now is the time to turn them into your sketchbook.

You'll need:

- Your sketchbook (which may be an A6 blank folded book (previously made from a piece of A3 paper)
- Your work: rubbings, drawings, diagram drawings, colour samples, not-looking-at-the-paper-drawing, observations
- You may also want to scour magazines or flyers from home to see if there are any images that would fit in your sketchbook
- Scissors
- Sticky tape/stapler/glue stick/paper clips (some or all of these)

Take a look at your drawings and notes, remember what you did and notice the drawings you really like and why. This mix of drawings will become your sketchbook - a record of the impressions and details of everyday life you have recorded. Everyone's sketchbook will be different because it's your impressions, not anyone else's! There's no right or wrong.

A few things to remember before you begin:

- Cover all of the blank white pages.
- Lay out your double page spread to see how it all works together before sticking or stapling in place.

Now take your scissors and start cutting, arranging, testing, sticking and stapling.

Here are a few tips to get you started...

- Cut out your favourite parts of drawings and layer them over rubbings or colour washes.
- If the drawing is too big for one page, stick or staple it over two pages, or fold it over so it's a fold-out page.
- You could cut out your observation portholes and place them on a colour wash background.
- Cut out sections of drawings and collage together with others.



- You might make a flap to fold over the next page. Try cutting differently shaped edges.
- Maybe you could cut a window in a page to reveal the drawing underneath.
- Invent other ways to include your drawings.

Most importantly, experiment and have fun!