

**MUSA Young Artist Award 2018**  
**Light and Dark**

**Nursery – P1**

**Resource Pack**

*Light*  
*and*  
*Dark*



An annual art competition for schools in Fife organised by the Museum of the University of St Andrews.

Pupils can win art materials as well as a specially commissioned medal.

Winning artworks will also be displayed in an exhibition in St Andrews.



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## What is the MUSA Young Artist Award and how do I take part?

The MUSA Young Artist Award is an annual art competition for schools in Fife organised by the Museum of the University of St Andrews. Each year pupils attend workshops at the museum or receive classroom visits from museum staff allowing them to develop inspiration and skills which they can draw upon to create artworks on a particular theme. Pupils are encouraged to submit their work to the competition, giving them the chance to win art materials, a specially commissioned medal and a certificate for their school. Winning artworks will also be displayed in a public exhibition in St Andrews.

The theme for 2018 is *Light and Dark*. Workshops investigate the ways in which knowledge of the sun, moon and stars can help us make excellent artworks. Sessions aim to incorporate various elements of the Curriculum for Excellence as well as to give pupils first-hand experiences of objects and artworks which might not be otherwise available to them.

Sessions can be booked to take place at MUSA during the spring term by phoning 01334 461663 or emailing [museumlearning@st-andrews.ac.uk](mailto:museumlearning@st-andrews.ac.uk).

The closing date for the competition is Thursday 29<sup>th</sup> March 2018. 2D entries or photographs of 3D entries should be sent to:

Matt Sheard  
Learning & Access Curator  
Museum Collections Unit  
University of St Andrews  
87 North Street  
St Andrews  
Fife  
KY16 9AE

Please read the full rules carefully before submitting your entries. Rules, further resources, information, top tips for creating winning artworks and winning entries from previous years can all be found on the MUSA Young Artist Award website at <http://www.st-andrews.ac.uk/museum/art-competition/>

For more information contact Lisa Scrimgeour, Curatorial Trainee, on 01334 461663 or email [museumlearning@st-andrews.ac.uk](mailto:museumlearning@st-andrews.ac.uk).

## What will happen during a classroom visit?

Museum staff will discuss a preferred approach with schools at the time of booking in order to tailor sessions to the needs and desires of teachers. The following is a template for a standardised session and can be adapted in terms of content as teachers and museum staff deem appropriate.

### Learning outcomes

Nursery to P1 sessions will usually have the following learning outcomes (the references in brackets are the Curriculum for Excellence experiences and outcomes to which these contribute):

- To discover the role of the sun and to explore the night sky, finding out about the stars and the moon (SCN 0-6a)
- To investigate how day and night influence our daily routines (SCN 0-6a, MNU 0-10a)
- To explore ways of helping us view the night sky (TCN 0-01a)
- To recognise how sources of light in nature create different patterns and how we can use these patterns to create art (MTH 0-13a, MTH 0-16a, EXA 0-02a, EXA 0-05a, EXA 0-07a)
- To gain inspiration and knowledge from the historic, artistic and scientific collections cared for by the Museum of the University of St Andrews (EXA 0-01a, EXA 0-05a, EXA 0-07a, SOC 9 0-09a).

### Practicalities

Sessions last around 90 minutes. Time for snack can be included. If you'd like this please tell your session leader on arrival.

### Themes

#### *Daytime*

Children will consider the role of the sun in our daily lives and explore how shadows are formed through games, songs and artwork.

#### *Night time*

Children will discover the difference between the stars and the moon and investigate how we can use telescopes to see the stars more clearly.

#### *Night colours and day colours*

Children will consider what colours we use to depict the daytime and which colours we use to depict the night.

### Artwork creation

Pupils will create two artworks during the session.

One will be a sun print, using light sensitive paper to create pictures using shadows. This will encourage pupils to discover the patterns that light can create when seen through different materials.

For the second, participants will choose to paint the sky either at night or during the day, using the most appropriate colours and inspired by artworks on display in the museum.

**What will pupils see?**

During the sessions pupils will see an important telescope dating from the 1700s (number 1 on the Teachers' Resources page of the website), one of the first to use modern technology to allow astronomers to see the sky more clearly. They will also investigate artworks created by local artist Kit Martin (numbers 5 and 5) that use the sun print technique which the children themselves will try. Finally, pupils will explore colour using artworks by well-known artist Barbara Rae (numbers 6 and 7).

## Preparation for a visit

Preparation for a MUSA Young Artist workshop is not necessary. However, it can be helpful for teachers to prepare their groups for a workshop. The following **optional** activities can be used to help in this preparation.

Images of all the artworks and objects referred to are available on the **Teachers' Resources page** of the MUSA Young Artist Award website.

### Reflections

During the workshop children will discover that the moon does not create its own light, but reflects that of the sun.

Allow the children to explore their reflections using mirrors. Looking in a mirror, what happens if they smile? Does the person in the mirror smile too? What happens if they pull a funny face?

Try looking at different materials that reflect. Which ones reflect their faces well and which ones reflect their faces badly? Which materials don't reflect at all?



Next, try shining a torch onto a reflective material. What happens to the light?

### Colours

During the workshop children will separate colours into those that best represent the day and those that best represent the night. This game helps children learn their colours in advance of the workshop.

Ask children to respond depending on the colours they are wearing. Ask children who are wearing red to nod their head. Anyone who isn't wearing red who does so is out, likewise anyone who is wearing red who doesn't do it is also out. Next, ask those wearing green to be a jumping bean, or those wearing pink to pretend to drink, or those wearing blue to tie their shoe.

### Rainbows

Ask the children to paint a rainbow. Set out the paints and encourage them to paint a red stripe, then an orange stripe, then yellow, green, blue, indigo and violet.

While this dries, give them a sheet with objects of the different colours on them. This might include a red fire engine, post box and apple, an orange orange and carrot, a yellow banana

and so on. They should paint these items the correct colour. Cut these out and, when the rainbow is dry, stick them onto the stripe of the correct colour.

### **Songs and stories**

There are plenty of stories and songs that can help children explore the world of light, dark and colours:

#### *Songs*

- *The sun has got his hat on*
- *Twinkle twinkle little star*
- *There were ten in the bed*
- *Rock a bye baby*
- *I can sing a rainbow* – try singing this while encouraging the children to point at the correct colours on their rainbow pictures.
- *Ten Green Bottles*

#### *Stories*

- *Goodnight Moon* by Margaret Wise Brown
- *Night Monkey, Day Monkey* by Julia Donaldson
- *Can't You Sleep, Little Bear* by Martin Waddell
- *White Cat, Black Cat* by Silvia Borando
- *The Mixed Up Chameleon* by Eric Carle

## Follow-up or additional activity ideas

The following ideas can be used to build on what students have learnt during a workshop. All images referred to can be found on the **Teachers' Resources page** of the MUSA Young Artist Award website.

### Playing with light

Give the children torches with different coloured filters on them, turn off the lights and allow them to make patterns on the walls. Can they create pictures using the coloured lights?

If the torches are powerful enough, encourage them to draw pictures in the air with them. Using a camera, you can extend the shutter speed slightly to capture the patterns that they make. You could use the resulting photographs as your entries to the MUSA Young Artist Award.



Next you can encourage the children to experiment by shining two different coloured lights at the same spot. What happens? You should find that the two lights create a new colour. Shining red, green and blue together will make white. This can lead on to experimenting with paint. When the different coloured lights were mixed a new colour emerged. Does the



same thing happen with paint? Do the same colour combinations made in paint result in the same new colour that the same light combinations made? Children should find that these paint combinations mostly work in the same way as light; the only difference will be that a mixture of red, green and blue light creates white, whereas the same combination of paints creates black.

Children should also discover that shining red, green and blue torches at the same object will create a multi-coloured shadow rather than a black one.

Curriculum for Excellence: EXA 0-02a, EXA 0-04a, EXA 0-05a



### Stained glass windows

Take a look at the Chalmers Window (number 3). The different glass pieces are all different colours. What do the children think will happen when light shines through the window? Perhaps they can think back to the *Playing with light* activity above to help them work it out.

Encourage the children to use felt tip pens to draw a picture on a piece of acetate. If acetate is not available than an empty, sealed laminating pouch will work equally as well. They could recreate one of the Barbara Rae pictures they saw on their museum visit (numbers 6 and 7) or use what they learnt about night time and

daytime colours to draw picture of the night and day.

When they are finished, hang them in the window on a sunny day and admire the coloured patterns that result from the light passing through them.

Curriculum for Excellence: EXA 0-02a, EXA 0-04a, EXA0-05a

### Telescope pictures

During their visit to MUSA the children will have seen a telescope and thought about how it works (number 1).

Ask them to think back to their visit. Did the telescope help them see things that were far away or close up? When they looked through a telescope did things look bigger or smaller? You could ask them to think back to *Shark in the Dark*, which they will have heard during their museum visit.



Ask them to draw a picture of what they think they might see in the night sky using a telescope. They could see the face of the moon, another planet, a spaceship or maybe even an alien!

Once they have finished there are two things they could do. Cut a large circle out from a piece of black card and lay the resulting hole over the page, so that it looks like the children are looking through a telescope.

Alternatively, the children could cover the picture in thick, black pastel and then use a toothpick to scrape the telescope's hole back into the picture, so that a circle of colour shows through.

Curriculum for Excellence: EXA 0-02a, EXA 0-04a, EXA 0-05a, EXA 0-06a, SCN 0-06a, TCH 0-01a

### Shadow puppetry

Hang a white sheet in the classroom. Make faces out of cardboard, with different facial expressions cut out of them, then place them on sticks. More able groups can make full bodies, perhaps using polystyrene balls for the body and head and pipe cleaners for arms and legs.



Encourage a selection of the group to come behind the sheet and use torches to project shadows onto the sheet. The rest of the group can sit on the other side of the sheet and see the results. Children can experiment by making different gestures with the arms of their puppets, or can see what happens if they change the angle of the light or the distance of the light from the puppet. Encourage more able to groups to invent stories to go with their shadow shows. You can also experiment with different colours of acetate or cellophane over the torches. Does this make the children watching feel differently?

Curriculum for Excellence: LIT 0-01c, LIT 0-09b, LIT 0-31a, EXA 0-01a, EXA 0-02a, EXA 0-05a, EXA 0-07a, EXA 0-12a, EXA 0-13a, EXA 0-14a, TCH 0-15a.

### Shadows and my face

Give each child a torch and a mirror. Turn off the lights and encourage the children to shine the torches side-on to their face to see how the shadows form. What do they look like?

Curriculum for Excellence: MTH 0-13a

### Human sundials

For this activity you'll need a large outdoor area, chalk and a sunny day.

Take a look at the sundial (number 2). How does this work? What happens when the light from the sun hits the bit that sticks up? It forms a shadow. Explain that today we are going to create our own sundial using our bodies.

Go outside at the start of the day. Encourage the children to work together to draw around each other's shadow with chalk on the ground. Write beside the head of the shadow what time it is. At lunchtime, have the children stand in the same place they did the last time and draw around their shadow again. Once more, write the time beside the shadow's head. Finally, do the same thing again at the end of the day.

What has changed? The shadow should have changed location and will be a different size at different parts of the day. This is exactly how a sundial works. Can the children think why this might be?

Use a globe and a torch as the sun to show children why this happens. Stick a small figure onto Scotland on the globe, then, keeping the torch in the same place, slowly turn the globe. The children will see the shadow grow, shrink and move. The same thing happens to us when we are outside.

The children could use chalk to colour in their shadows.

You could look at some artworks that use shadows and use these as inspiration for the children's own work. Good examples might be *Tree Trunk Composition* by William McCance (number 12), *Sunset, St Andrews* by Sam Bough (number 8) or *The Rock (The Radical Road)* by Alexander Moffat (number 9).

Curriculum for Excellence: MNU 0-01a, MNU 0-10a, MNU 0-11a, EXA 0-02a, EXA 0-04a, EXA 0-05a, SCN 0-06a.

## Creating and submitting your entries

All your entries must reach us by **Thursday 29<sup>th</sup> March 2018**.

Entries should be posted to:

Matt Sheard  
Learning & Access Curator  
Museum Collections  
University of St Andrews  
87 North Street  
St Andrews  
KY16 9AE.

Alternatively you can drop off entries at MUSA. Please phone us in advance to ensure that somebody is available to meet you. You can call us on 01334 46 1663.

### Format of entries

Entries can be in any medium at all, from painting to pastels, sculpture to photography, textiles or anything else you can think of.

**2D entries** should be submitted unmounted on A4 or A3 paper. You should send us the original.

**3D entries** should be no bigger than 35 x 35 x 35cm (13.8 x 13.8 x 13.8 inches).

For **3D entries** please do not send the original creation. Instead send a **printed photograph**. Unfortunately we cannot accept photographs digitally, either by email, memory stick or any other way. If your 3D entry wins a prize we will require the original for display, so please don't send it home with the pupil.

### Labelling your entries

It is vital that you attach all the information we require to each of your entries. Entries that are not properly labelled may not be accepted.

Please attach the following information:

- Category entered: A (Nurseries), B (P1-P3), C (P4-P5), D (P6-P7), E (S1-S3) or F (ASN).
- Object that artwork is in response to (name or description)
- Pupil's name
- Class and age
- Name of teacher / school contact
- School name, address, email and telephone number
- Whether the work is to be returned.

You can download printable label templates from the MUSA Young Artist Award website.

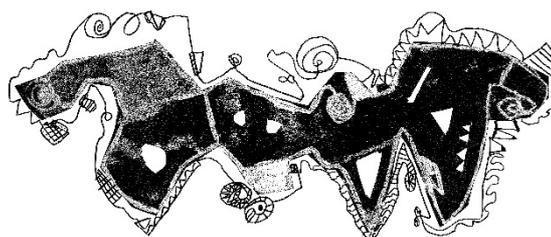
### Creating an excellent entry

You can either submit the artwork created during your MUSA workshop or create something completely different in the classroom, the choice is entirely up to you.

Here are some of our top tips for creating an artwork that will wow the judges. You'll find a fuller version of this advice in the *Hints and tips for producing artworks* resource on the MUSA Young Artist Award website.

#### 1. Make sure that there's a clear link to the collections of the University of St Andrews.

- Take a look at the images on the Teachers' Resources page of the website and consider how these can influence your pupils' work.
- Consider the objects that pupils looked at during workshops and the connections to the theme that were discussed.
- Pupils don't need to represent the whole of an object. They can take part of it, or even an idea that it represents, and use this as inspiration for their work.



#### 2. Allow pupils to be original and creative.

Ensure that pupils are able to add their own personal touch to their work. There's nothing wrong with setting a theme, technique, approach or style, but pupils should be given the chance to be different and add their own flourishes.



#### 3. Be bold and look to create an impact.

- A winning artwork won't always be the most refined or be the work that shows the most natural artistic talent. Often it will be one that has shown boldness, where the pupil has tried something new or has taken a risk.
- Don't be afraid to create 3D entries. They often stand out from the crowd more easily and can appeal to the talents of less "arty" pupils.

- Have a go at trialling different materials and techniques.

#### 4. Don't forget to link your artwork to the theme.

### Getting artworks back

Entries will be ready to return to schools in September 2018. You can either collect them from the museum or arrange for them to be posted back to you.

*Collecting entries*

Entries can be collected from MUSA during the month of October. Please phone in advance to ensure that someone is available to meet you. You can contact us on 01334 46 1663.

*Having your entries posted back*

If you wish your entries to be posted back to you please include a self-addressed envelope with the correct postage when you submit your work.

## Competition Rules

By entering the competition, schools and entrants confirm that they have read, understood and agree to be bound by the following competition rules:

### 1. Eligibility

The competition is open to all schools and nurseries in Fife, Scotland. Teachers shall be entitled to pre-select pupils' work before submitting entries from the school. Entries will not be accepted from immediate children or relatives of employees of the Museum Collections Unit at the University of St Andrews or any other person who is directly concerned with the organisation of the competition.

### 2. Format of artwork

Work may be created in any medium including painting, sculpture, drawings, collage, prints, photography, pottery, textiles, etc.

**2D work:** *Please use either A4 or A3 paper (any colour) and submit your original artwork unmounted.*

**3D work:** Maximum size 35 x 35 x 35cm (13.8 x 13.8 x 13.8 inches). *Please submit a colour photograph (or printout) showing the original work. We regret that we cannot accept entries digitally, either on CD, memory stick or by email.*

All entrants agree to make their original artwork available for display at University of St Andrews from May to October 2018.

### 3. How to submit your entry

Entry must be made through the relevant school. Entries submitted directly by pupils will not be accepted and only one entry to the competition per pupil shall be accepted.

Selected entries must be delivered by post or in person to:

Matt Sheard  
Museum Collections Unit  
University of St Andrews  
87 North Street  
St Andrews, Fife  
KY16 9AE

If you wish to hand deliver entries, please arrange this in advance with the Museum Collections Unit by calling 01334 461699 or 461663

### 4. Labelling work

Each individual entry must have the following information marked clearly on the back (preferably as a typed label) otherwise it will not be considered:

- Category entered: A (Nurseries), B (P1-P3), C (P4-P5), D (P6-P7), E (S1-S3) or F (ASN).
- Object that artwork is in response to (name or description)
- Pupil's name
- Class and age
- Name of teacher / school contact
- School name, address, email and telephone number
- PLEASE STATE CLEARLY IF WORK IS TO BE RETURNED

Such information will only be used by the University of St Andrews for the purposes of the competition and for acknowledging receipt of entries.

### **5. Return of entries**

Works that are to be returned should be submitted with a self-addressed envelope including postage of the appropriate amount. Alternatively teachers can collect entries from the museum by appointment.

### **6. Judging and announcement of winners**

The winner of the competition shall be decided by a panel of judges (consisting of a representative of the University's Museum Collections Unit and two independent representatives) who shall decide, in their absolute discretion, the winner. The decision of the judges shall be final and binding and no correspondence shall be entered into by the University of St Andrews.

Winning schools will be informed of the results by 10<sup>th</sup> May 2018 and results will be posted on the University of St Andrews' website [www.st-andrews.ac.uk/museum](http://www.st-andrews.ac.uk/museum). The relevant school will be responsible for informing the relevant pupil of any win.

### **7. Prizes**

All schools who enter the competition will receive a specially designed certificate in acknowledgement and recognition of their participation. In addition, winning pupils will receive:

#### **Categories A & B (Nurseries – P3)**

1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> places: MUSA Young Artist Medal and selection of art materials

#### **Categories C, D, E & F (P4 – S3 and Additional Support Needs)**

1st place: MUSA Young Artist Medal and £40 token for art materials

2nd place: MUSA Young Artist Medal and £25 token for art materials

3rd place: MUSA Young Artist Medal and £10 token for art materials

No alternative to any prize is available and the prizes shall be non-transferable.

### **8. Reproduction**

The copyright of any image entered in the competition shall remain with the entrant. However, entrants consent to the University of St Andrews using any of the artwork entered to the competition for any publicity and / or promotional activities. In particular, if an entrant is a winner of the competition, the entrant consents to their name and their winning work being exhibited in the University of St Andrews' premises and being used on the Museum Collections Unit pages of the University of St Andrews website [www.st-andrews.ac.uk/museum](http://www.st-andrews.ac.uk/museum) and appropriate social media outlets.

### **9. Liability**

Artwork is sent at the entrant's risk. The University of St Andrews is not responsible for late, lost or delayed entries or damage to artwork whilst in transit or on display.

### **10. Competition Closing Date**

Entries must be received no later than **5.00pm on Friday 29<sup>th</sup> March 2018**.

The MUSA Young Artist Award 2018  
Light and Dark  
Nursery – Primary 1  
Resource Pack

Front cover image by Duncan Stewart

p.12 Entries by Evie Young and  
Yuvaan Vinod

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