

MUSA Young Artist Award 2018

Light and Dark

Primary 2 – Primary 4

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 vouchers for art materials as well as a specially commissioned medal.

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



Contents

What is the MUSA Young Artist Award and how do I take part?.....	2
What will happen in a classroom visit?.....	3
Preparation for a visit.....	5
Follow-up or additional activity ideas.....	6
Creating and submitting your entries.....	11
Competition rules.....	14

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 science of light, shadows and colour and consider how these can help us create exciting artworks or tell us how we can depict light in our art. 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.

The closing date for the competition is Thursday 29th 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.

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

P2 to P4 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 explore the science of light, the sun, the moon, shadows and colour, and discover how we can use scientific understanding of light in art (SCN 1-06a, SCN 1-12b, EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a).
- To understand how technology helps us explore light and how light-based technology can help us create art (TCH 1-01a, TCH 1-15a).
- To develop new artistic skills in mediums that may not have been previously experienced (EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a).
- To gain inspiration and knowledge from the historic, artistic and scientific collections cared for by the Museum of the University of St Andrews (EXA 1-01a, EXA 1-04a, EXA 1-05a, EXA 1-07a).

Practicalities

Sessions last around 90 minutes. Groups of 15 or more will be split in two for the session.

Themes

Shadows

Pupils will explore the science behind shadows and consider the different effects that including shadows in our artworks can have.

Colours

Pupils will conduct some simple experiments to discover that light is made up of all the colours of the rainbow. They will explore how different coloured glass can affect light and investigate what happens when different colours of light are mixed.

Artwork creation

Pupils will use what they've learnt about colour mixing to create their own glass painting using the warm and cold colours from the colour wheel to depict shadows. They can display these pictures using a magic lantern.

What will pupils see?

During the sessions pupils will see an important telescope dating from the 1700s, one of the first to use modern technology to allow astronomers to see the sky more clearly, and consider how a sundial works. They will look at artworks by William McCance (number 12 on the Teachers' Resources Page of the website) and Barbara Rae (numbers 6 and 7) as well

as a stained glass window (number 3) and a Roman bust. They will also see a magic lantern in use and get the chance to use it to show their own artworks.

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.

Kaleidoscopes

During the workshop pupils will examine kaleidoscopes to see how mirrors can be used to create patterns.

Encourage the pupils to create a simple pattern on an A6 piece of paper. They should use lots of bright colours.

Now they should experiment with different numbers of mirrors around it to see how the pattern they see changes. How does having three mirrors affect the pattern? Four? Five? More?

You might want to allow the pupils to make their own kaleidoscopes. To do this, fold sheets of mirrored card into elongated triangles with the reflective surface pointing inwards. Tape it in place. Pupils may want to decorate the non-reflective side before taping.

Tape a bendy straw to the side of the elongated tube with the bendy bit hanging down in front. On a circle of paper pupils should draw a bright pattern. Make a hole in the centre of this and push it onto the straw, so that the bendy bit holds the circle in place in front of the tube of mirrored card.

Pupils can look down the tube while turning the circle to see the patterns change.

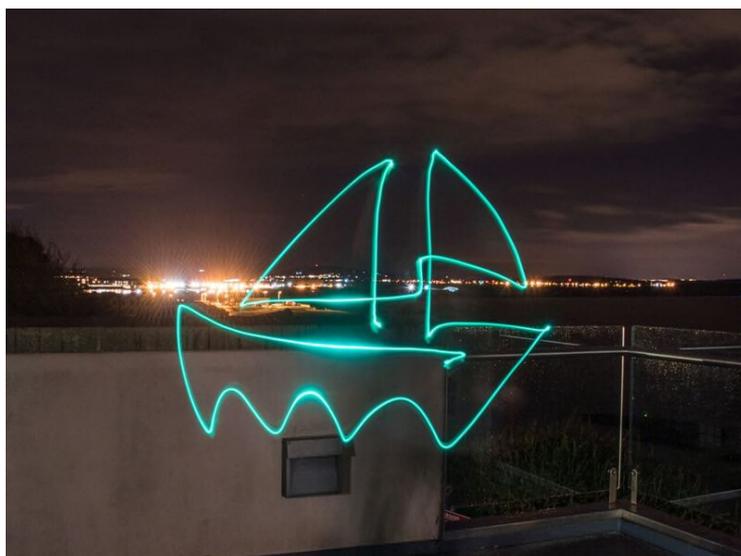
Follow-up or additional activity ideas

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.



Curriculum for Excellence: EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a, TCH 1-15a.

Telescope pictures

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

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?



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 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a, SCN 1-06a, TCH 10-1a.

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: EXA 1-01a, EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a, LIT 1-20a, ENG 1-31a.

Sun Pictures

This is a very simple art activity that allows pupils to experiment with different patterns created by light and shadow.

Take a look at the sun prints made by Kit Martin (numbers 4 and 5). The pictures are made with a special type of paper. The paper is white, but when sunlight touches the paper it turns blue. What can the children see on the paper? The sun has hit some bits of the paper (the blue bits), but some bits are in shadow. Which bits are in shadow? What has the artist used to create the shadows?

Use sun print paper, or cyanotype paper, to create a picture just like the ones pupils have seen. You'll need to do this in a darkened room so that the paper doesn't change colour too early!



Aves III by Kit Martin

Allow the children to experiment with laying different materials on top of their paper. They can try leaves, feathers, flowers, different materials or anything else they can get hold of. This should be done in a darkened classroom. Then lay a Perspex cover over the top to keep things in place if the wind blows. Take these into the playground and leave them in the sun. It should take five to ten minutes for the paper to change.

When the paper has changed colour, bring the pictures back inside. Most papers will need gently washing in water and hanging up to dry. Check when buying cyanotype paper that chemicals are not required.

Curriculum for Excellence: EXA 1-02a, EXA 1-03a, EXA 1-03a, EXA 1-04a, EXA 1-05a, EXA 1-07a, SCN 1-06a.

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). Ask the children how it works. 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 the time beside the head of the shadow. 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. 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 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 them when they are outside, or to the pointy bit of a sundial.

The children could use chalk to colour in their shadows.

Now you can look at some artworks that use shadows. 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). Where is the light coming from in each of these pictures? In *Tree Trunk Composition* is the sun high or low in the sky? How do they know? Encourage them to think back to what time of day their shadow was longest when they draw it in the playground.

Now you could encourage the pupils to draw their own pictures with shadows, thinking about which parts of the picture would be light and which parts would be dark.

Curriculum for Excellence: MNU 1-03a, MNU 1-10a, MNU 1-11a, MNU 1-11b, EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a, EXA 1-07a, SCN 1-06a.

Black and white

This activity makes use of *Tree Trunk Composition* by William McCance (number 12). Discuss how McCance has used white and black to represent shadows, creating confusion. How easy is it to tell which parts of the picture are trees and which parts are shadows?

Note that in this artwork there is no shading and no grey. McCance has used solid black and solid white to create his picture.



Tree Trunk Composition by William McCance

Encourage pupils to think about an artwork that uses only black and white without any different shades. Their composition might be similar that which they did for the *Black and white with charcoal and chalk* activity above.

Tree Trunk Composition is a print. Encourage pupils to create a printing block for their picture. The black bits of their image stick up from their block, the white bits should stay flat. There are a number of different ways to create the block. Polystyrene blocks can be easily carved. Alternatively, cardboard can be layered to create the image in 3D. The most professional approach is to use lino cutting, but this requires very sharp tools and can easily lead to bad cuts. This approach is not recommended with younger groups and, if chosen, should be carefully risk assessed and closely supervised.

Once the printing blocks are finished cover them in black printing ink and press onto the paper to create the final picture. Pupils should note that the picture will be reversed.

Curriculum for Excellence: EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a, EXA 1-07a.

Creepy faces

Look at *The Age of Uncertainty* by Ken Currie (number 13). This artwork uses black and white to create very expressive faces.

Encourage pupils to look at the artwork closely and experiment with using black charcoal only to create faces with the light coming from different directions. To help them, they could experiment by looking in a mirror while shining torches on their own faces from different angles.

Curriculum for Excellence: EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a, EXA 1-07a.

Art with a difference!

Light lends itself to exploring a more contemporary approach to art and to the use of film and installations.

Take a look at some of the ways that light has been used in these ways. You could look at *Waldella* by David Batchelor, on display at Dundee's McManus, or Bruce Munro's light installations, which can be found online.

During the workshop pupils will have had a brief opportunity to explore how patterns can be created using light, mirrors and prisms. This should be an opportunity to explore in greater depth.

Curriculum for Excellence: EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a, EXA 1-06a, TCH 1-15a.

Creating and submitting your entries

All your entries must reach us by **Thursday 29th 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.

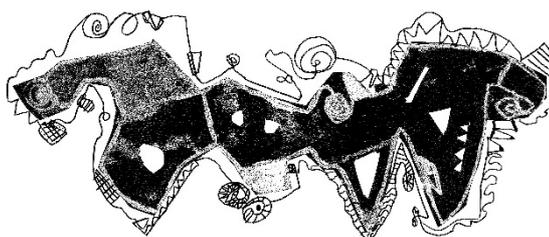
Creating an excellent entry

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 10th May 2018 and results will be posted on the University of St Andrews' website 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)

1st, 2nd and 3rd 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 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 29th March 2018**.

The MUSA Young Artist Award 2018
Light and Dark
Primary 2 – Primary 4
Resource Pack

Front cover image by Duncan Stewart

p.12 Entries by Evie Young and Harry
DIngwall

All images
© Museum Collections
University of St Andrews

Except
p.8 © Kit Martin
p.9 © Estate of William McCance

This pack can be reproduced for
educational purposes only.