

Change Your View

*A Drawing Resource that explores how we see and express the Landscape
For the Art & Design Curriculum at Key Stages 2 & 3*





The Observatory

The Observatory is a sculptural installation, an intervention, a space, a platform, a shelter, a look-out where six of artists will take up residence in two special locations over the next year.

- South Downs National Park at Winchester Science Centre
- Lymington Keyhaven Reserve

Whether through the study of the structure's unique design and engineering, learning about the local landscape, or exploring the work of contemporary artists, The Observatory supports learning for students across the school age range in subject areas including: Art & Design, English, Geography and Science. The Observatory also supports the aims of the Learning Outside the Classroom and Learning Through Landscapes programmes.

This pack forms part of a wider package of learning resources created by SPUD for The Observatory project. All of the learning resources for The Observatory are available to access on-line via the project website:

www.lookinlookout.org

SPUD also offers free workshops and activities for schools linked to The Observatory. If you are interested in having a workshop, developing a project, or undertaking a more in-depth unit of work about The Observatory, please contact: Kristina@spudgroup.org

Using this Pack

Change Your View was developed and delivered by Observatory artist, Isabella Martin, with the Year 8 art & design students at St Swithuns School in Winchester. The programme was inspired by Isabella's residency in The Observatory during May and June 2015, and the lines of enquiry explored by the students through their work mirrored those of the artist. The original programme involved 2x half-day workshops (one in school, and one at The Observatory) and around 6 hours of classroom study.

This *Change Your View* learning resource is based on the original programme but has been re-designed to be used by teachers in the classroom with existing resources, and in any landscape, including the view just outside the classroom window. The learning resource has been organised into 4x sessions, which can be delivered as single or double lessons. SPUD offer workshops to support of this learning resource, both in school and at The Observatory.

Change Your View supports attainment targets in the Art & Design programmes of study for key stages 2 and 3. The programme also be used across the curriculum, for example to support descriptive writing in English, or environmental study and observation in Science and Geography.

What is the Observatory?

The Observatory is a sculptural, architectural installation offering a work space, a platform, a shelter, a look-out, for a series of twelve artist residencies to take place over 2 years in 4 different and unique locations:

- South Downs National Park at Winchester Science Centre
- Lymington Keyhaven Reserve
- Jurassic Coast, Dorset
- River Tamar, Cornwall

The resident artists will be undertaking an investigation of site, environment and community, resulting in an outcome that will be presented to an audience. The Observatory will generate an exciting and varied body of new work by artists responding to 4 special locations and introduce contemporary art to new audiences, through planned activity and through people 'stumbling upon' the Observatory and its artists by chance.



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Isabella Martin, Artist



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Isabella Martin is a cross--disciplinary artist who explores how we develop and are formed by our perception of place. She uses language as a means of navigation, in an approach shaped by questioning, conversation and collaboration. Her work is context specific, driven by a synthesis between experimental play and active research, and ranges from outdoor interventions to performance and participatory projects. Isabella has exhibited nationally and internationally, and completed residencies in North America, Wales, Denmark and Japan. She is a member of the international curatorial and research collective Camp Little Hope, and an associate artist at the Sainsbury Centre for Visual Arts, Norwich and Kettles Yard, Cambridge. She is currently based in the East of England.

www.isabellarosemartin.co.uk

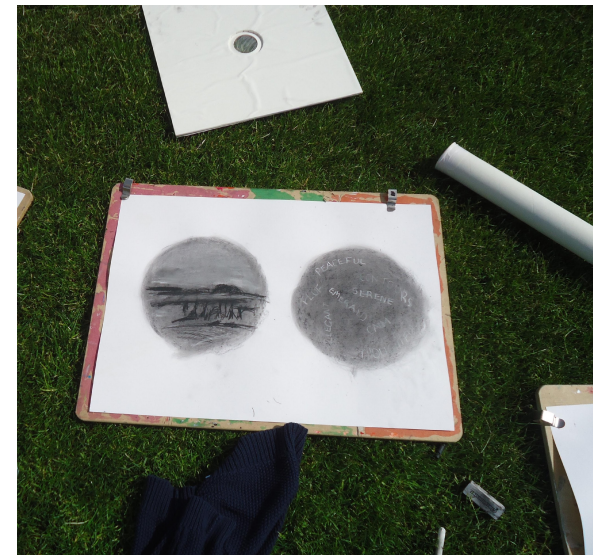
Session 1

Learning Objectives:

- 1) To make observations of the landscape and record through sketching.
- 2) To draw with charcoal and chalk using a range of techniques.

Resources:

- White paper and drawing boards or sketchbooks
- Objects that change what we see, e.g. magnifying glasses, convex/concave lenses, 3D glasses, transparent materials, mesh, coloured plastics attached to tubes or view finders, etc.
- Charcoal (different thicknesses)
- Chalk
- Rubbers



Session 1

Warming up the eyes:

Go out into the landscape or look out of a window. Get students to look at the macro view, perhaps the horizon or the sky. What can the students see? Ask them to describe what they see using as many different words as they can. Repeat the exercise on the micro level, e.g. looking at the grass in detail.

Discussion:

Discuss with students what things can change what we see, e.g. glasses, obstructions, light & shade, etc. Explain that students will be looking at the landscape using something that changes what or how they see and recording what they see in a drawing.

Activities:

Students choose two objects that change the way they see. They will look through these objects to do their sketches. They will need two defined areas to work in for this activity, e.g. students could draw around a large plate to create round apertures if they are looking through tubes or lenses, or simply use a page in their sketchbooks if looking through a view

finder. Ask students to use charcoal to shade the defined area for their drawing to create a grey background. Encourage them to turn the charcoal on its side, use their fingers to rub the shaded area to create a smooth surface.

Sketch 1: Students choose a view and an object to look through that changes their view, and sketch what they see. Students are not allowed to look at their drawings whilst they are drawing and should keep their eyes fixed on the view. The drawings should be quick and responsive.

Sketch 2: Students choose a different object to look through and in the second circle write words to describe the view they see. It can be one word or many. Encourage students to think about the words visually, and to explore different elements of the view, from the texture, colour, light, emotions triggered and perspective.

Encourage students to use all the materials in different ways (e.g. on the side, use rubbers as another drawing material, to remove and add light and shade as well as rub away).

Plenary:

Create a group exhibition of the drawings created during the lesson. Discuss what things can change how we see, e.g. how we are feeling or what we are thinking about, our preconceptions, opinions, etc.

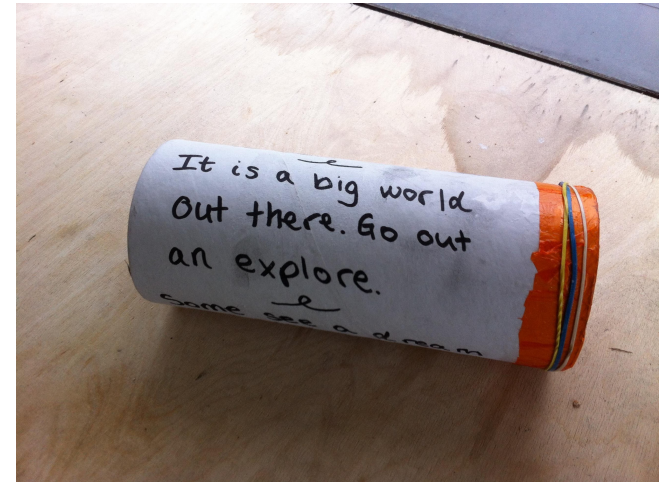
Sessions 2 & 3

Learning Objectives:

- 1) To make sculptural maquettes, viewing devices or other objects that change what and how we see a view.
- 2) To select and use a range of materials and techniques to create sculptural objects.

Resources:

- Sketchbooks
- Materials that change what we see, e.g. magnifying glasses, convex/concave lenses, 3D glasses, transparent materials, mesh, coloured plastics, tubes, etc.
- Junk modelling materials
- Examples of devices that change how/what we see – e.g., sunglasses, kaleidoscopes, lenses, 3D glasses, blindfold, etc.



Sessions 2 & 3

Discussion:

Revisit the activities from the last session. How did the different materials change what the students could see? Think about ways to change how someone sees something, how can you influence what they think or feel when they look at a view?

How someone sees is influenced by how they feel, what they're thinking and what they are looking at. How could you change these things?

- **Objects** – to look through, to hold (size, texture) to sit on (shape, materials), to...?
- **Words** – to give directions or instructions, to show similarities and contrasts, to give descriptions, to...?
- **Images** – use in ways similar to words (see above), to trigger feelings, to show the past or future, to...?

Allow students to explore the range of examples of devices that change how/what we see. Ask them to describe how their view is changed and any feelings that emerge.

Activities:

Explain to students that over the next two sessions they will be making something that changes how someone sees using a range of materials. It could be something to look through, or something that engages the other senses.

Part 1: Students should explore the range of materials available for modelling and make selections for the object they will build. They should sketch their proposed models in their sketchbooks, labelling and/or including samples of the materials they will use.

Part 2: Students should make use of the range of materials that they have selected to build the models that they have designed. Encourage students to continually test the effectiveness of their model to change a view, throughout the construction phase.

Plenary:

Extend the discussion from the start of the lesson to consider what else could change how someone sees, other than physical objects? Encourage students to consider the impact of emotion, mood, upbringing, opinion and other influences on how someone sees.

What successes and challenges have students experienced whilst making their models?

Session 4

Learning Objectives:

- 1) To make observations of the landscape and record through sketching.
- 2) To select and use a range of drawing materials to record and express what they see.
- 3) To use different drawing techniques to record the landscape.
- 4) To explore how different artists approach landscapes.



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Resources:

- Examples of landscapes by different artists/styles, e.g. Constable, Turner, Monet, Cezanne, Pissarro, Van Gogh, Romanticism (Friedrich), Abstract (Rothko, Mondrian. O'Keeffe), Land Art (Richard Long, Andy Goldsworthy, Chris Drury, Robert Smithson, James Turrell), Isabella Martin, etc.
- White paper and drawing boards or sketchbooks
- Models created by the students
- Drawing materials: Charcoal (different thicknesses), Chalk, Felt pens, Pencils, Pastels, etc.
- Rubbers



© Isabella Martin

Session 4

Discussion:

Look at the examples of landscapes by different artists and discuss differences in style, materials, techniques they use to depict the landscape. Discuss the different ways that artists can change our view of a landscape in the way that they depict the landscape and/or the materials and techniques that they use.

- How does this change our view of the landscape?
- What does the artist want us to see in the landscape?
- What is the artist trying to express?
- What do you think the artist wants us to feel about the landscape?

Activities:

Go out into the landscape, taking the models that the students created in the last sessions. Allow students to explore the different models and viewing devices.

Now ask students to select one model to draw with (not their own).

Sketching: Students select a drawing material to sketch with and select a view. As in the first session, students should think about defining the space for their sketches by creating a frame. Using the model that they have selected, students sketch the view.

After 5 minutes, students can swap models and do a second sketch using the same view and drawing material.

Now ask students to consider using one or more different drawing materials or techniques to depict the landscape in a new way with the model and view they have chosen. For example, students could do a continuous line drawing of their view (not lifting their pencil during the drawing), move from a pencil or charcoal sketch to using coloured drawing materials, use words to express the view instead of drawing, etc.

Encourage students to make choices based on what they see/feel about the view and what they want people to understand when they look at the drawing. Allow 10 minutes or longer for this drawing.

Plenary:

Create a group exhibition of the drawings created during the lesson. Discuss the student's experience of drawing using the models and the choices they made. Critique the work as a group.

Resources

Learning resources, images and further information about The Observatory is available on the project website:

www.lookinlookout.org

For more information about the artist, Isabella Martin, and for further examples of her work, visit:

www.isabellarosemartin.com



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Useful Contacts:

The following organisations have information on the local area, additional learning resources and may be able to offer workshops, guided walks, talks or support further research:

SPUD

www.spudgroup.org.uk

Feilden Clegg Bradley Studios

<http://fcbstudios.com>

Winchester Science Centre

www.winchestersciencecentre.org

South Downs National Park

www.southdowns.gov.uk

New Forest National Park

www.newforestnpa.gov.uk

St Barbe's Museum

<http://www.stbarbe-museum.org.uk>