

1 DISCOVER



Prepare

You will need:

- Presentation:** Marks Expression DISCOVER MARKS PowerPoint slides
- Video:** Marks Expression Hero Liz Pichon video (embedded into presentation)
- PDF:** Tom Gates faces and Musical Moodle activity sheets
- Sketchbooks** (or paper) with pen/pencil

Think

- **Slide 2:** Show children images on slide and ask: What connects these things?
- Notice that they are all forms of mark making. Point out some of the different art forms: sculpture, painting, drawing, Prehistoric art, Aboriginal dot painting, Japanese Shodo, African fabric art, inks printing, wood carving. Encourage children to suggest more examples that they have encountered or experienced.
- **Slide 3:** What sort of marks can we make? Think about: blobs, lines, scribbles, swirls, splats, dots, patterns, textures, shapes, doodles, smudges, prints, carvings, layers, stitches, welding.
- **Slides 4-5:** Challenge children to suggest how long ago the art work was created in both slides, looking for evidence to back up their claims. Enthuse that mark making is in our DNA – it is very much unique to humans as we are the only species to knowingly create art. Explain that it can be 2D (applied onto a surface) or 3D (made out of something) (**Slide 6**).

- Explain that visual artists use different marks to communicate different meanings, stories and emotions.

Watch

- **Slide 7:** Play **Marks Expression Hero video** - *Draw along with Liz Pichon (and Tom Gates)*. In this video, Liz demonstrates how she uses simple marks to show different emotions on her characters' faces.

Do

- Pause when Liz invites children to draw along, allowing them to create their own Tom Gates expressions that show different emotions. They use the activity sheet to make their marks.
- Liz then introduces the Musical Moodle activity, where children listen to a piece of music and make marks that reflect the emotions of the music. They can then have a go at doodling to three more musical pieces. Compare the results at the end of the activity.
- On your marks... Get set... Let's go! Highlight that children have now DISCOVERED Marks! Look ahead to the rest of the journey, explaining they will now EXPLORE 2D Mark Making (**Slide 9**), then they will MAKE their own marks before they SHARE their creative journey.

2 EXPLORE

PART 1 ARTISTS



Prepare

You will need:

- Presentation:** 2D Mark Making: EXPLORE MARKS part 1
- Video:** Artform Icon Bob and Roberta Smith video Part 1 and Part 2 (embedded into presentation)
- PDF:** Art literacy activities (including 2D Marks Word Bank, discussion prompts and writing frames)
- Sketchbooks** (or paper) with pen/pencil

Think

- **Slide 2:** Ask children to remind you what it means to make 2D marks.
- **Slide 3:** Confirm that 2D mark making involves making marks on a 2D (flat) surface. Marks can be made from almost anything and applied onto almost any surface.
- Challenge children in small groups to think of as many ways as possible they could make 2D marks: "By using..... on....."
- **Slides 4-12:** Look at some abstract 2D marks.
Ask children:
 - o How do they make you feel?
 - o What one word might you use for each example of mark making?

- Children make a facial expression and share with a talk partner what emotion each example makes them feel and they suggest a word to match the artwork (either one of the emotion words or they may suggest their own!). Do all children have the same response? Record some of the responses.
- Explain that you are now going to meet a real-life artist and find out about their mark making art...

Watch

- **Slide 13:** Play the **Artform Icon video part 1** (*Exploring Marks: 2D Mark Making with Bob and Roberta Smith*)
- In this video Bob and Roberta Smith explains why he uses 2D mark making and why it's important. He shares insights around these four topics:
 1. Me – who he is, what he does and why he does it.
 2. My life – a day in the life (insights into the working life of a creative).
 3. My sketchbook – how he uses his sketchbook to plan and reflect.
 4. My art – the kind of artwork he creates.

2 EXPLORE

PART 1 ARTISTS (CONTINUED)

Do

- **Slides 14-19:** Give children time to explore one of the three pieces of Bob and Roberta Smith's art. Don't offer them any background information on the piece of art you have selected – children should respond to the artwork in a raw form.
- Ask children to think, pair, share what the painting means or says to them using the **Discussion Prompts** and **2D Marks Word Bank**.
 - o What jumps out at you?
 - o How does the artwork make you feel?
 - o How would you describe the artwork to someone who hasn't seen it?
 - o Do you think the artwork has a message? What is that message?
 - o What do you especially like about the artwork?

Write

- If time permits... choose from **Slides 20-26** to give children the opportunity to write either:
 - o **A caption** for the piece of art with a focus on description – what they can see and any clear messages the artwork sends.
 - o **A review** of the artwork, expressing their reactions and thoughts about the art and how impactful it is. This would also include a description.
 - o Children could alternatively write **a poem or story** to accompany the artwork that is inspired by it.



Examples and tasks can be adapted as required for age and attainment level of children. They use one of the **Writing Frames** to record their work.

Watch

- **Slide 27:** Play the **Artform Icon video part 2** (*Exploring Marks: 2D Mark Making with Bob and Roberta Smith*). In this video, Bob and Roberta Smith shares the meaning behind his own mark making, talking about the artworks children have just analysed.
- Encourage children to compare their interpretations with those of the artist. Emphasise that there is no right or wrong interpretation of art: *everyone sees different things!*

Sketchbooks

- **Slide 28:** Ask children: *If you were an artist, what type of slogan or word art would you like to create?*
- Challenge them to experiment with creating their own word or letter art in their sketchbooks. Encourage them to choose a favourite word and to experiment. See **Slide 29** for ideas to get them started.



Older children annotate their ideas offering insights and explanations.



Children share sketchbooks.

2 EXPLORE

PART 2 GALLERY



Prepare

You will need:

- Presentation:** 2D Mark Making EXPLORE MARKS part 2
- PDF:** 2D Mark Making Gallery Pack
- PDF:** Art literacy activities (including Gallery Questions, 2D Marks Word Bank, Sentence Starters and Question Prompts)
- Sketchbooks** (or paper) with pen/pencil
- A **gallery space** set up using pieces of art from the 2D Mark Making Gallery Pack (or by curating your own based around local artists or relevant subjects of interest) around the classroom (or alternative space if available). These can either be printed off or could be displayed on a bank of tablets or other devices.

Do

- **Slide 2:** Explore different mark making styles and forms through our Ninja Marks game. Pupils make links between gestural movements and actions and the marks they create. Show children the slide and action for some examples of mark making and they repeat them back to one another. Which marks do they think are strongest? Invent and play a game of 'Ninja Marks', similar to 'rock, paper, scissors', where certain marks beat other marks.
- **Slide 3:** Children then make up some moves of their own for other 2D mark making styles and forms: splat, blob, line, scribble, swirl, splats, doodle, smudge, dab etc. They replay 'Ninja Marks', using their new moves.

Look & Think

- **Slide 4:** Introduce children to the gallery space you created in advance by displaying artworks from the **2D Mark Making Gallery Pack**.
- **Slides 5-8:** Children walk around the gallery and develop their ways of 'looking' at art, discussing ideas with other children. Using the **Gallery Questions**, the **2D Marks Word Bank** and **Sentence Starters** and **Question Prompts** to help.
- Challenge children to write a question they would like to ask about the artworks on sticky notes or scraps of paper: *imagine you can ask the artist anything about the piece of art – what would you ask?*
- Once completed, children stand by the work of art that speaks most to them.
- In a group with the other children who have also chosen their selected piece of art, they read the questions left on it. Children share their ideas as to what they think the answers could be.

Sketchbooks

- **Slide 9:** Children sketch or stick their chosen artwork into their sketchbook and annotate with ideas (words or pictures) from their gallery 'visit'.

3 MAKE

PART 1 EXPERIMENT



Prepare

You will need:

- Presentation:** 2D Mark Making
MAKE MARKS part 1
- PDF resources:** Creative Experiments – you will need to select one or more of these for the session
- Sketchbooks** (or paper) with pen/pencil

Do

- Explain that you are going to conduct some 2D Mark Making Experiments.
-  **Slide 2:** Explain how children will use their sketchbooks to experiment and try out ideas. They can record and add observations, ideas, thoughts to their sketchbooks throughout the session.
- **Slides 3-18:** Select the appropriate slides for your chosen experiment(s) and have PDF resources printed off or available on devices.
- Read through and demonstrate any techniques to the class, where appropriate. Talk about how they might get their experiments started by exploring the examples provided.
- Then give children time to play, experiment and explore individually, experimenting in sketchbooks and trying out ideas.

- Depending on time and resources, children can attempt one or two experiments, or if you're feeling more confident, create an art carousel for children to select the ones they're most interested in or try out a range of the experiments.



Older children can use the **Creative Experiments** cards to guide their experimentation.

Creative Experiments

- Experiment with marks
- Experiment with collage
- Experiment with techniques and textures
- Experiment with colour
- Experiment with styles
- Experiment with digital art
- Experiment with mediums
- Experiment with word art

Sketchbooks



Children display their outcomes and share experiences in groups. How will they use and develop this technique next time?

3 MAKE PART 2 REIMAGINE



Prepare

You will need:

- Presentation:** 2D Mark Making MAKE MARKS part 2
- Video:** Reimagine 2D Marks video showing Bob and Roberta Smith reimagining a work of art (embedded into presentation)
- PDF:** Gallery Picture Frame Template and Creative Playing Cards

Do

- **Slide 2:** What's your mark? Make a mark that represents you (in the **Gallery Picture Frame Template**) to share with children.
- **Slide 3:** Challenge children to make their own mark in the **Gallery Picture Frame Template** to represent themselves – encourage them to pick their preferred colour, medium, shape etc...
- **Slide 4:** Children experiment in their sketchbooks.



Create a display 'Me and my Mark'.

Look

- Explain that children are going to reimagine a piece of art. *To reimagine is to take something that exists and imagine it again, in a new way.*
- **Slide 5:** Show children the Mona Lisa and notice the different ways it has been reimaged.
- **Slides 6-8:** Show children further examples of reimaged art.
- Use **Slide 9** to introduce the 2022 Reimagine 2D Marks Challenge.
- Say to children: *Let's watch how Bob and Roberta Smith reimagines a piece of art...*

Watch

- **Slide 10:** Play the **Artform Icon Reimagine 2D Marks video** where Bob and Roberta Smith reimagines one of *his* favourite artworks, Matisse's *The Snail*, using his style, medium and tools.

3 MAKE PART 2 REIMAGINE (CONTINUED)

Do

- **Slide 11:** Remind children of the Reimagine 2D Marks Challenge.
- They reflect on Bob and Roberta Smith's process for reimagining. Children pick their favourite 2D artwork from the day – from the gallery, one of the creative experiments, or any other artwork they love – and think about how they might reimagine it in some way, using the ideas they've experimented with along the way. Share **Slide 12** for ideas.

Sketchbooks

- Children look back through sketchbooks for a few minutes to help inspire ideas.
- They experiment with ideas and plan their art.

Do

- Children create their reimagined artwork.



Support children to reimagine by using the **Creative Playing Cards** (see **Slide 13**) – these will help them reimagine their chosen artwork e.g. change the shapes used, play with the colours, use curved lines in place of straight lines, make it angry/happy/sad, pick a small part of the image and super-size it etc...

Write

- **Slide 14:** Encourage children to write a label or caption to accompany their reimagined art. They should include the name and artist of the original piece and then a sentence that explains the story of how they reimagined it. Share examples on **Slides 15-16** to model.



Older children should be encouraged to write a more detailed caption about their reimagine story. They can include a rationale behind their decisions and the materials and techniques they used.

4 SHARE



Prepare

You will need:

- Presentation:** 2D Mark Making SHARE MARKS
- PDF resources:** Mindful Art Cards

Reflect

- Once you have finished tidying up from the reimagine challenge, create a calm, zen space.
- **Slide 2:** Decompress with one or more mindful creative art activities from the **Mindful Art Cards**. Explain that these activities will help children relax and unwind.

Sketchbooks



Slide 3: Once they have unwound, children spend a few minutes looking back through their sketchbook entries from the day.

- o What has been their highlight?
- o What have they learnt that was new to them?
- o Which pieces of art have they discovered?
- o How did they reimagine their chosen piece of art?
- o What are they proud of?
- o What would they like to explore or experiment with further?

Share

- **Slide 4:** Children share their art and sketchbooks with a partner, exploring how their outcomes differ. Why do they think this is?
- Children trace and share their journey using the discussion prompts.

Celebrate

- Create exhibition spaces where children can put forward their art for display (please ensure that children give permission for their work to be displayed).
- Celebrate the journey and the creative outcomes by sharing on your school website and social media (with permission). Include children's captions.
- Submit work for the #accessallarts gallery on social media. To do this, share the reimaged art next to an image of the original piece of art, to show how it has been reimaged.