

Art and Design Box

Contents lists, teaching notes and activity ideas

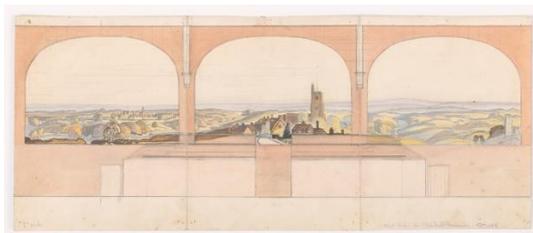
Landscapes and perspective

Contents



Landscape 1

Tubs Hill, Sevenoaks (1909) by Charles Knight © Kent County Council Sevenoaks Museum



Landscape 2

Sketch for the Club Hall panorama (1938) by Felix Carey Tomlyn © Kent County Council Sevenoaks Museum



Landscape 3

Untitled (c.1900) Charles Knight © Kent County Council
Sevenoaks Museum



Landscape 4

Sketch for the Lime Tree Studio drop curtain (1940) by Felix
Carey Tomlyn © Kent County Council Sevenoaks Museum



Landscape 5

The Barn, Brittain's Lane by Henry Jarvis (1867-1955) © Kent
County Council Sevenoaks Museum



Landscape 6

Evening in the Shoreham Valley (1931) by Vincent New ©
Kent County Council Sevenoaks Museum



Landscape 7

The High Street, Sevenoaks (1932) by Vincent New © Kent
County Council Sevenoaks Museum

x 21 pieces string

Discussion

Perspective in art is a technique for creating the illusion of three-dimensions on a two-dimensional surface.

Question: Look at these landscapes from the Sevenoaks Museum collection. What tricks have the artists used to create a sense of distance?

Possible answers: Buildings are depicted increasingly smaller, scenery that is further away has been painted lighter and in less detail, roads are a triangle shape.

These artists have used a horizon line, vanishing lines or both to create a sense of perspective. Imagining these lines can help with the initial stages of a drawing or painting.

In a picture with a 'horizon line', everything above the line slopes down, and everything below the line slopes up. It is not necessarily where the land meets the sky, rather it means the horizontal eye level line of the artist.

The 'vanishing point' in a picture is always situated on the horizon line. Exactly where depends on the direction of the artist's view. A vanishing point is more definable in cityscapes than rural scenes.

In the technique known as one point perspective, vanishing lines start from the foreground and meet at a single vanishing point, forming a triangle.

There might be two or three vanishing points, known as two point or three point perspective.

Activity 1

Divide into 7 groups. Give each group one of the landscape pictures and 3 pieces of string.

Can you place a piece of string where you think the horizon line is?

If possible, can you place pieces of string where you think the vanishing lines are?

You can look at the diagram to help you.

Activity 2

Draw a landscape (from life, a photo or your imagination) which includes objects both close and far away, using what you've learnt about perspective.

You will need: Pencils, rulers, a choice of paint/ colouring pencils/ oil pastels.

Tips:

Lay out your horizon and vanishing lines in pencil to guide the size and direction of everything you want to add to your picture.

Use darker shading or stronger colours to draw the eye to objects in the foreground.

Don't be afraid to exaggerate what you actually see. This is called artistic license. Remember, you are trying to create depth on a flat surface.

Symbolic design

Contents



Object card 1 / Answer card 1

Fireman's helmet © Kent County Council Sevenoaks Museum



Object card 2 / Answer card 2

WW1 Women's Land Army badge © Kent County Council Sevenoaks Museum



Object card 3 / Answer card 3

WW2 Royal Air Force cap © Kent County Council Sevenoaks Museum



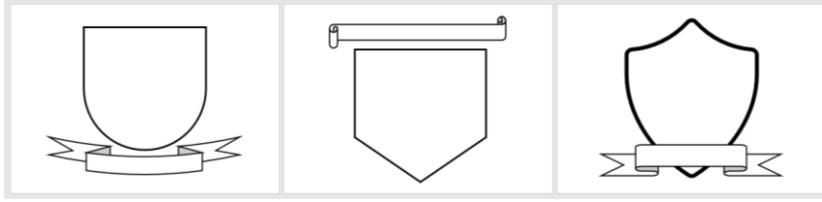
Object card 4 / Answer card 4

Cricket umpire's tie (1960s) © Kent County Council Sevenoaks Museum



Object card 5 / Answer card 5

McDougall's flour bag (early to mid 20th century) © Kent County Council Sevenoaks Museum



Coat of arms templates

Picture board of museum objects with coats of arms

Activity 1

A symbol is something that visually represents something else, such as a concept or an emotion. In design, symbols are often used to represent an industry or organisation.

Look at the **object cards**. Can you guess what the objects relate to from the symbolic imagery in their design?

Object card 1

Dragon

Fireman's helmet. The Ready Volunteer Fire Brigade was established in 1826 in Sevenoaks.

Object card 2

Wheat

Women's Land Army badge. The WLA was set up to grow food for the nation whilst men were sent to war.

Object card 3

Flying bird and crown

WW2 Royal Air Force uniform cap buttons. RAF Biggin Hill squadron near Sevenoaks played an important role in defending Britain.

Object card 4

Owl and weighing scales

Cricket umpire's necktie. An umpire needs to be keenly observant and make fair decisions during a cricket match.

Object card 5

Water mill wheel

Flour bag. Traditionally, flour was ground by mills powered by water.

To see full images of the objects, look at the **answer cards**.

Look at the **picture board**. What recurring symbol/s can you see on the objects?

Coat of arms/ crests.

Coats of arms are so called because they were originally used on shields and flags to identify which side you were on in a battle.

Families, army regiments, corporations and towns can have coats of arms. The symbols used on coats of arms can be literal or metaphorical.

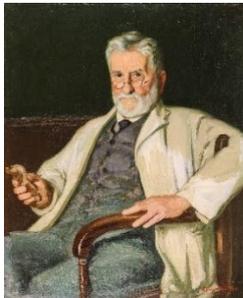
The Sevenoaks coat of arms features on many objects in the museum collection, the acorns representing the oak trees which the town is named after.

Activity 2

Using the template provided, design your own coat of arms, made up of 4 visual elements which represent you.

Portraits

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Benjamin Harrison (1837-1921) by Cyril Chitty

© Kent County Council Sevenoaks Museum



Emily Jackson (1840 - 1916) by unknown © Kent

County Council Sevenoaks Museum



Vita Sackville-West by William Strang (1918) ©

Kelvingrove Museum and Art Gallery

Discussion

Look at the portraits, are there any clues in the pictures as to what kind of people they were? How about their profession?

Benjamin Harrison is wearing a traditional shop keeper's jacket and holding a stone tool in his hand. A grocer from Ightham, Harrison became a pioneering archaeologist with a particular interest in the early stone age.

Emily Jackson is dressed in a nurse's uniform. She raised money to build a hospital on Eardley Road in Sevenoaks, where she and others cared for children with tubercular hip disease.

Vita Sackville-West is wearing bright colours and holding a book. She was a writer and part of the Bloomsbury group, a forward-thinking group of writers, intellectuals and artists in the first half of the 20th century. She grew up at Knole, the home of her aristocratic family.

Activity

Draw your classmate wearing or holding something that represents their interests or hobbies.

Still life drawing and pattern making

Contents



x13 example patterned fabrics

Natural world:



shells



acorns



feathers



butterfly box (not glazed - take extra care!)



plaster model grass snake

Human made objects:



x2 glass inkwells



x8 wooden dolly pegs



x4 marbles

Activity

Make a repeating pattern using geometric shapes and still life drawings of the objects provided.

In addition to the resources provided, you will need: pencils, pens, sticky tape, A4 paper

Step 1)

Arrange a selection of objects for your still life. Draw the arrangement, **staying in the centre of the page**. You can also include some geometric shapes and lines, using the stencils to help you, or free hand abstract shapes. Once you are happy with it, go over your pencil lines in pen.



Step 2)

Cut your drawing in half lengthwise.

Switch the two pieces so that the original outer edges touch. Stick the two halves together with **tape at the back only**.



Step 3)

Cut your page in half again, width wise this time.

Switch these two new halves and stick them back together again only taping the back.



Step 4)

Add some more drawings to the blank space in the middle to complete your design.



Now you have your pattern tile! You can add colour if you want.

Step 5)

Photocopy or digitally scan your tile to replicate it.
Piece together to create your repeating pattern.

