

Manchester Art Gallery

Early Years Foundation Stage

Self-guided resource



Theme: Animals

Links to *Where the wild things are*, *Mini beasts* and *In the garden*

Background

This resource was developed during the Magpie (Museum and Gallery Project in Education) Early Years pilot project. The project aim was to develop creative ways of using museums and galleries in Early Years provision, especially literacy skills, language for communication, reading and writing.

The gallery worked in partnership with Anne Coffey, Early Years Coordinator at St Anthony's RC Primary School in Wythenshawe. The children involved were a class of 28 Foundation 2 (Reception).

They explored animals at school as part of their half-term topic and visited the gallery to take part in our workshop, *Where the wild things live*. After this visit, they developed the topic further and also planned a second visit to the gallery which would be self-guided. The result of this self-guided visit has been developed into the following resource to inspire teachers to conduct their own independent visits to the gallery.

Aims

To develop language for communication and thinking.

To encourage pupils creative response and imagination through art.

To use paintings, sculpture, textiles and ceramics inspired by animals to explore colour, texture and shape.

To build up new vocabulary that reflects the children's experiences.

Preparation

Look at a variety of animals, observing skin, scales, animals shapes and pattern.

Observe similarities and differences.

Identify features of living things.

Be able to recognise both real and imaginary animals.

Read a variety of animal stories, e.g. *Where the wild things are*, *Giraffes can't dance* and *The tiger who came to tea*.

Explain expectations of behaviour for the gallery visit.

For further information about the artworks in the resource please use our online collection search at www.manchestergalleries.org/the-collections/search-the-collection

Resources

Sketchbooks

Pencils, crayons and white chalk

A2 brown sugar paper cut in half length ways

A4 back sugar paper

Magnifying glasses

Camera to record the visit

The gallery visit

Structure of the visit

The self-guided visit lasts approximately two hours in the gallery.

Ratio of one adult for every five children.

Split your class into four groups.

Please sign in at the information desk in the atrium on arrival.

You can pre-book the gallery's lunchroom for a 10 minute snack break if needed.

N.B. Morning visits are often quieter.

Introduction 10 mins

Find a quiet space in the gallery–this could be in the atrium or in gallery 14.

Recap with the class why are they are at the gallery today.

Explain they are going to look at sculpture, furniture, textiles and ceramics inspired by animals.

Gallery 14 (1st floor)–The Giraffe Cabinet and Doves 30 mins

These two artworks are situated in the same gallery space. Two groups will work by the *Giraffe Cabinet* for 15 minutes led by the teacher and the other two groups will work by *Doves* for 15 minutes led by the teaching assistant. The groups will then swap over.



The Giraffe Cabinet, 1915/16 Artist: Roger Fry

Ask the children to look at the cabinet and tell you what they think it is.

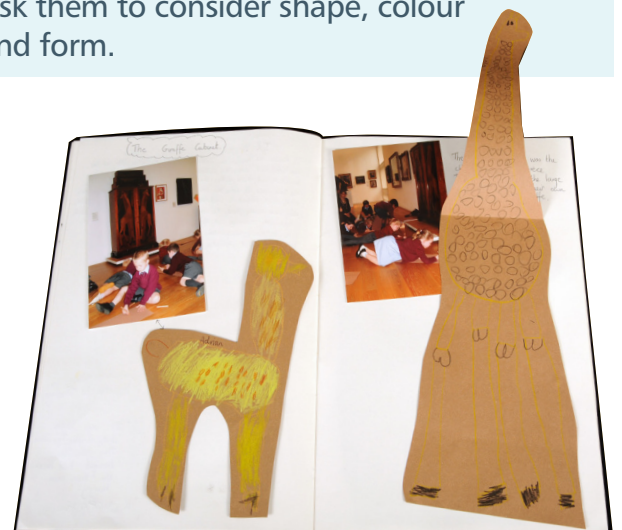
Consider what is it made from, its shape and colour and what it is used for.

Have they spotted the animal? What is it? Talk about its features.

Why do they think the cabinet has got giraffes on it?

Use A2 brown sugar paper and crayons, let the children draw from the cabinet.

Ask them to consider shape, colour and form.



Doves, 1927

Artist: Barbara Hepworth

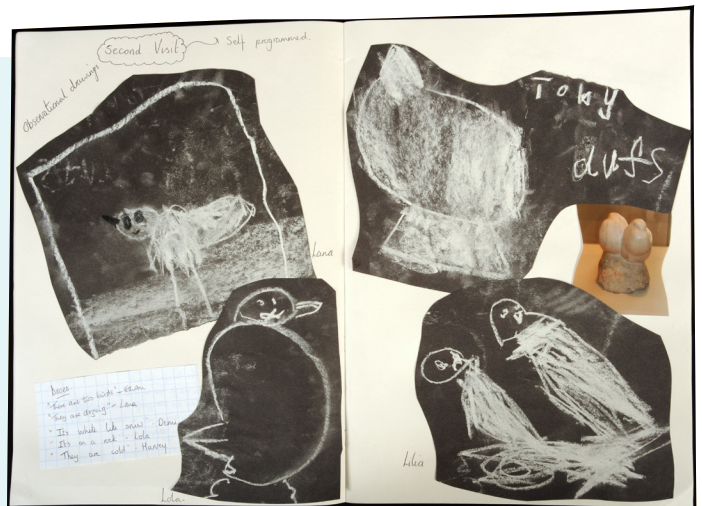
Ask the children to stand around the sculpture so they can see it from all sides.

Ask them what can they see, what it is made from, how it might feel to touch.

Can they see any animals? Is there more than one? What are they doing?

Use the A4 black sugar paper and white chalk, let the children draw from the sculpture.

Ask them to consider shape, colour and form.



Gallery 14 (1st floor)–Show and tell 5 mins

Select one or two children from each group to share their thoughts and drawings to generate discussion with the whole class.

Gallery 15 (1st floor)–Untitled, 1986

Artist: Keith Piper 15 mins

Gather whole class around the artwork that represents a tiger's face.

Ask the children to tell you what they can see, describing pattern and colour.

How does the tiger look and feel? Does he look happy or sad?

What are the helicopters doing?

Where do you think this tiger is living – the jungle or the zoo?

Let the children spread out into the space and draw the tiger in their sketchbooks, using pencil to concentrate on line, shape and pattern.

Gallery 16 (1st floor) –

Vacuum, 1994

Artist: Steven Phippen 15 mins

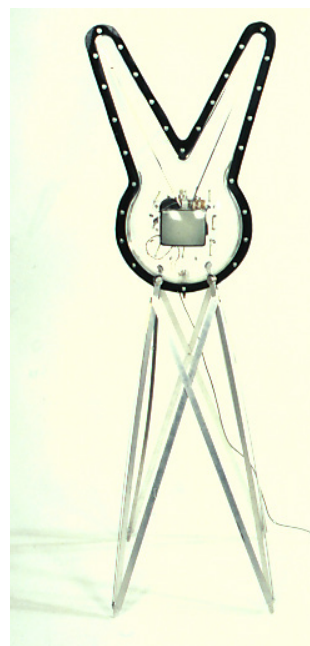
As you move towards this artwork, open up the children's imaginations by asking them to tip-toe towards the sculpture.

Suggest that it is asleep and we don't want to wake it up.

Whisper to them to consider what it is, what is it made of, and will it come to life?

What creature do they think it looks like and what is the television for?

Bring in imaginary worlds and creatures and ask the children to create a name for the creature.



If you feel it necessary, this would be a suitable time to take a snack break. You would head back down stairs to the lunchroom by the main entrance.



The Gallery of Craft and Design (2nd floor) 20 mins

The Gallery of Craft and Design is one of the highlights of the gallery. This vast high-ceilinged room provides a perfect backdrop to 1,300 objects, including ceramics, glass, metalwork, furniture, toys, textiles and armour.

The children will be working separately in their four groups to explore this gallery.

At the entrance to the gallery, explain to the children they are going to use magnifying glasses and become detectives.

Ask them to look for animals hidden in the artefacts in the glass cases.

They can discuss how many animals they find and which animal is their favourite.

Look for real and imaginary animals.

If they have time they can draw some of them in their sketchbooks.

The adults can make a list of what their group has found.

Plenary 10 mins

Find a quiet space in the gallery – this could be in the atrium or in gallery 14.

Mind map all the animals the children found in the Gallery of Craft and Design.

Allow the children to pair talk their favourite part of the visit and select two or three children to feedback.

Back at school follow up activities

Make a display of the children's drawings from the *Giraffe Cabinet* and *Doves*. Select some examples from their sketchbooks and photocopy these to add to the display. Don't forget to include any photographs you have taken during the visit.

Recap the mind map produced at the gallery, allowing the children to think about their favourite animal. Introduce three dimensional model-making through small and large construction and junk modelling.

Writing for a purpose: recount the visit. Create signs and labels for models the children have made.

Use small world play to include the farm, zoo, jungle etc and encourage the use of talk for pretend imaginary situations.

ICT: Using the name the children created from the *Vacuum* artwork, explore on the interactive whiteboard a design for their own creature. Develop a simple story structure around this character, using a wide range of words to express and elaborate on their ideas.

Learning Outcomes/links to EYFS Profile Points

Communication, language and literacy

LCT

PP6 – interacts with others in a variety of contexts...

PP7 – use talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words

Writing

PP6 – attempts writing for a variety of purposes, using features of different forms

Reading

PP5 – shows an understanding of the elements of stories, such as main character, sequence of events

Knowledge and understanding of the world

PP1 – shows curiosity and interest by exploring surroundings

PP3 – identifies obvious similarities and difference when exploring and observing

PP4 – identifies some features and talks about the features he/she likes/dislikes

PP5 – asks questions about why things happen, how things work, looks closely at similarities, differences, patterns and change

Creative development

PP5 – explores colour, texture, shape, form and space in two or three dimensions

PP7 – uses imagination in art and design, music, dance, imagination and role play and stories, responds in a variety of ways to what s/he sees, hears, smells, touches and feels

Physical development

PP5 – demonstrates fine motor control and coordination

PP7 – handles tools, objects, construction materials safely and with basic control

Problem solving, reasoning and numeracy

SSM

PP3 – describe shapes in simple models, pictures and patterns

PP4 – talks about, recognises and recreates simple patterns

Personal, social and emotional development

D&A

PP7 – is confident to try new activities, initiate ideas and speak in a familiar group

SD

PP6 – understands that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously

ED

PP4- responds to significant experiences showing a range of feelings when appropriate