



Artwork Guide



You don't need to be a professional artist to help pupils make ambitious, meaningful artwork - your role is to create the conditions for curiosity, experimentation and mutual support to flourish. This guide offers practical advice on materials, preparation and teaching approaches to help every pupil create a unique, high-quality artwork they can feel proud of.

Materials

Paper – Must be **A4**, and ideally heavyweight quality drawing paper to stand vigorous rubbing-out and wet paint. Watercolour paper is recommended if you are using a lot of very wet paint.

Pencils – There are a wide range of artists pencils available. We recommend **2B or 4B** as they have higher graphite content, supporting darker shades that can still be rubbed out if necessary.

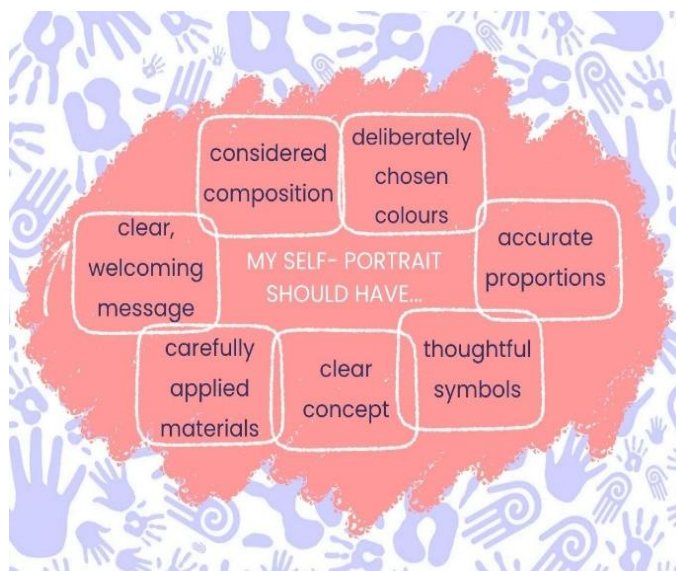
Colouring materials – Acrylic, watercolour, oil pastels, crayons, ready-mixed paint... there are many options to choose from. Consider the following to help you decide -

- **Choice** – Give pupils the opportunity to choose from a range of materials and support them to develop confidence using them.
- **Impact** – Encourage pupils to choose materials that create strong, vibrant results. Colouring pencils can appear washed out when exhibited alongside acrylic paint and other bold media, so consider offering materials that create greater impact. We strongly recommend avoiding felt tips.
- **Quality** – Give pupils opportunities to experiment before choosing materials for their final artwork. Provide scrap paper and time to explore, including practising colour mixing to create different skin tones, hair colours and complementary colours. Pupils could practise these techniques on the portrait they created in Session 1.

Small Mirrors – Invaluable for self-portraiture. These may be found in your school science store cupboards, or you could ask pupils to bring makeup mirrors from home for Sessions 2 and 3. Alternatively, print photos of pupils so they have an image to refer to.

Brushes – Choose small brushes that allow pupils to achieve detail and control. Make sure brushes hold enough paint to create an even mark without excessive paint building up and 'splodging'.

Supplementary materials – Rubbers, pencil sharpeners, whiteboards/clipboards, scrap paper, water pots, bibs/painting clothes.



Teacher Tips

Prepare your studio

The sessions are full, so **ensure you have all materials set up before the start** to ensure pupils have as much time to create as possible. Ask for volunteers at the end of session 1 to come early and help set up the materials for sessions 2 and 3.

Be mindful with symbols

The focus of the project is to build bridges across difference. We ask that you **encourage pupils to be sensitive about their use of symbols, avoiding flags** and other images that may leave others feeling excluded or targeted.

Many pupils will want to include trends in their artwork, whether that be images from video games, characters from films or phrases that pupils across the world are using. Whilst this can be a great way for pupils to express their interests, it can limit the depth with which they think about their identity. **Encourage pupils to think deeper** about what makes them unique and draw these. This will create a more authentic artwork as well as a more interesting exhibition.

Celebrate difference

Drawing Hope is a wonderful opportunity to celebrate diversity in your class. Whether they are representing a partner (Session 1) or themselves (Sessions 2 and 3), **encourage pupils to observe and represent differences with care and respect**. Explain what caricature and stereotyping mean and encourage close observation without pupils exaggerating or diminishing features. Ensure you have materials available to represent a wide range of skin tones and be mindful of pupils who may feel uncomfortable being singled out because of a protected characteristic. If comments draw attention to difference, address them sensitively **and create age-appropriate opportunities for reflection** without placing individual pupils in the spotlight. As they draw, be open about differences that they observe, whilst also encouraging pupils to notice similarities between each other.

Offer curiosity, not praise

Rather than expressing approval of individual artworks or making assumptions about what a pupil is drawing, **show curiosity** about their choices. This helps pupils understand that there is no single 'right' way to create art.

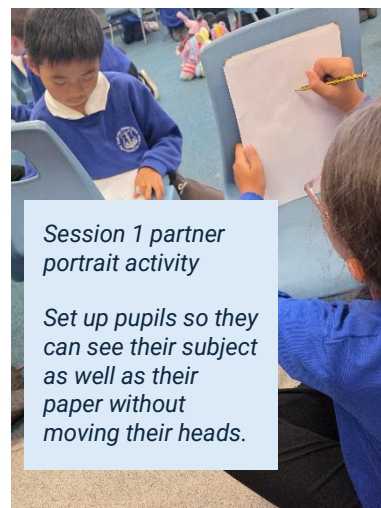
Encourage reflection through the use of open questions and invitations, such as "what made you choose these colours?" or "tell me about a choice you've made". Use the success criteria to help pupils think about *how* they are making their artwork as well as *what* they are creating. The aim is to encourage pupils to develop their ideas and become more confident in making artistic decisions.

Take time

Although there are some limitations of time in the sessions, you can **help pupils slow down and look carefully**. Pupils can tend to dive straight into using materials, so encourage them to observe closely before they draw. Ask them to begin lightly, using their pencil 'like a feather', and gradually build their image in layers.

Model the process

Rima Stains, a wonderful Devon-based artist, says that if an adult's drawing looks like the work of a five-year-old, it's probably because that's the age they stopped. You don't need to feel confident or "good" at art to model curiosity and commitment to your creative practice. **Explore materials alongside the pupils, make discoveries and share what you might try differently next time**. Being a learner gives pupils permission to make mistakes, experiment and keep trying.



Session 1 partner portrait activity

Set up pupils so they can see their subject as well as their paper without moving their heads.