

Special Edition

Issue 6

Shoreditch Star

Themed newspaper created by 9 to 11 year olds in Shoreditch



ART & DESIGN

University of the
Arts London

**Shoreditch
Trust**

Shoreditch Star is produced by Shoreditch Trust. This issue has been produced in partnership with the University of the Arts London working with Burbage, Randal Cremer, St John the Baptist and St Monica's primary schools.

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Additional workshops provided by

National Portrait Gallery
Whitechapel Gallery
Camberwell College of Arts

Visiting artists, David Lock and Peter Jones co-ordinated by Dylan Potter

Thanks to Jackie McManus and Mark Crawley from Widening Participation, University of the Arts London, Micheal Pyner CEO (Shoreditch Trust), Ingrid Swenson (PEER).

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Introduction

Welcome to a very special edition of Shoreditch Star, Shoreditch Trust's school newspaper.

This issue has been developed by Shoreditch Trust and the University of the Arts London working with children from Burbage, Randal Cremer, St Monica's and St John the Baptist schools.

Lecturers from Camberwell College of Arts came to our schools to run week-long workshops in sculpture/installation, fashion and textiles, painting, 3D design, typography, photography and theatre design. The schools also visited the National Portrait Gallery and the Whitechapel Gallery and got to see the Summer Show at Camberwell College of Arts. We have put together all the exciting work from these projects and visits to create this newspaper.

The creative industries are a large part of London's economy, there is so much art and design on our doorstep here in Shoreditch and so much to see throughout London. If you enjoy art and design, you will find plenty of information throughout this issue. We hope it will inspire you to create your own work and visit exhibitions or public art - and give you ideas about the kind of course available to study at college or university.

Shoreditch Trust is proud of all the hard work schools have put into this issue. We would like to thank all the teachers, lectures, the University of the Arts London and, most importantly the children.

Jacqui Roberts
Shoreditch Trust



Art and design is all around us. Look where you are now, what can you see? Who designed all these things, like the chair you are sitting on or the room you are in? Have you ever been to an art gallery, or seen a sculpture in the park and thought about who made it or why it was made?

Creative people, just like you and your friends, go on to work in art and design. Usually, they have studied art and design at a higher level. This means that they have gone on to college or university after school.

The University of the Arts London is made up of six world-famous colleges: Camberwell College of Arts, Central St Martins College of Art and Design, Chelsea College of Art and Design, London College of Communication, London College of Fashion and Wimbledon College of Art.

Lots of successful people have been to the University of the Arts London over the years, working as animators, artists, graphic designers, children's book illustrators, fashion designers, product designers, photographers, jewellery designers, make up artists, filmmakers, architects, interior designers, actors and in hundreds of other exciting careers.

All the staff involved with the school projects in this issue of Shoreditch Star are lecturers on the

one-year Foundation Diploma in Art and Design at Camberwell College of Arts. The Foundation course helps students from schools and colleges to find out what kind of subject they want to go on to study at college or university.

This issue of Shoreditch Star has been sponsored by the University of the Arts London Widening Participation Department. This department gives children and young people the opportunity to develop their skills and understanding in all areas of art and design.

We would like to thank everybody at Shoreditch Trust, the schools, the teachers, college lecturers and, above all, the children who have contributed to this fantastic newspaper.

All the staff working on this issue were very impressed with the talent that they found in each school. We hope that there are future artists and designers among the children featured in this issue.

David Webster

Associate Dean of Further Education
Camberwell, Chelsea and Wimbledon
University of the Arts London

Aretha Rutherford

Widening Participation
University of the Arts London

Things that people study and do in art and design

Art

Art is usually presented in art galleries, although it can also be seen in more unusual places such as warehouses or public spaces, like the park (see page 46). People often become artists by studying fine art courses. These can be called fine art or maybe have names like painting, sculpture, drawing or photography. In this issue of the Shoreditch Star you can see painting (see page 18), photography (see page 68), sculpture (see page 6). Can you see any work in this magazine that you would like to see in a gallery? Would you like to make things for people to look at, think about and enjoy? Would you like to be an artist?



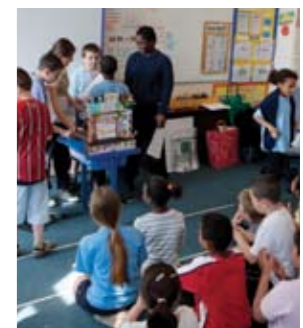
Design

Design is usually about planning ideas, which can either be made by the designer or given to a production team to produce. There are different types of designers although some people do more than one type of design. There are graphic designers who design things like advertisements, books, newspapers (like this Shoreditch Star), internet sites, posters and even typography (see page 58). Some graphic designers work as illustrators drawing pictures, which explain ideas and tell stories (see page 80). There are fashion and textiles designers who design shoes, jewellery, handbags, and, most of all, clothes for us wear (see page 10). There are product designers who design all the objects around us like televisions, phones, computer, the chairs and tables that you sit at in your classroom (see page 48). There are architects and interior designers who design the flats and houses that we live in, the spaces that we can go to like the park, the supermarket and the library (see the last issue 5 of the Shoreditch Star). Can you imagine being a designer? What would you like to design or make?



Media

As well as art and design many creative people also study and work in the media industries producing films, television programmes, animations, computer games and internet sites. There are many different types of roles in media industries and people usually work in teams. For example, the team making a film will include a director, actors, lighting technicians, make up and special effects artists. Also some people enjoy writing and become journalists or scriptwriters (see page 80).



SCULPTURE / INSTALLATION

This artist-led project focused on looking at space, through a range of drawing and sculpture activities.

Each day of the three-day workshop, the group looked at different aspects of space. First they started by exploring personal space and the body – the invisible space around the body that we think of as ours. After discussing in groups, the children discovered they all had different ideas of what personal space was, and they went on to make structures to fit their bodies that represented their own 'personal space'.

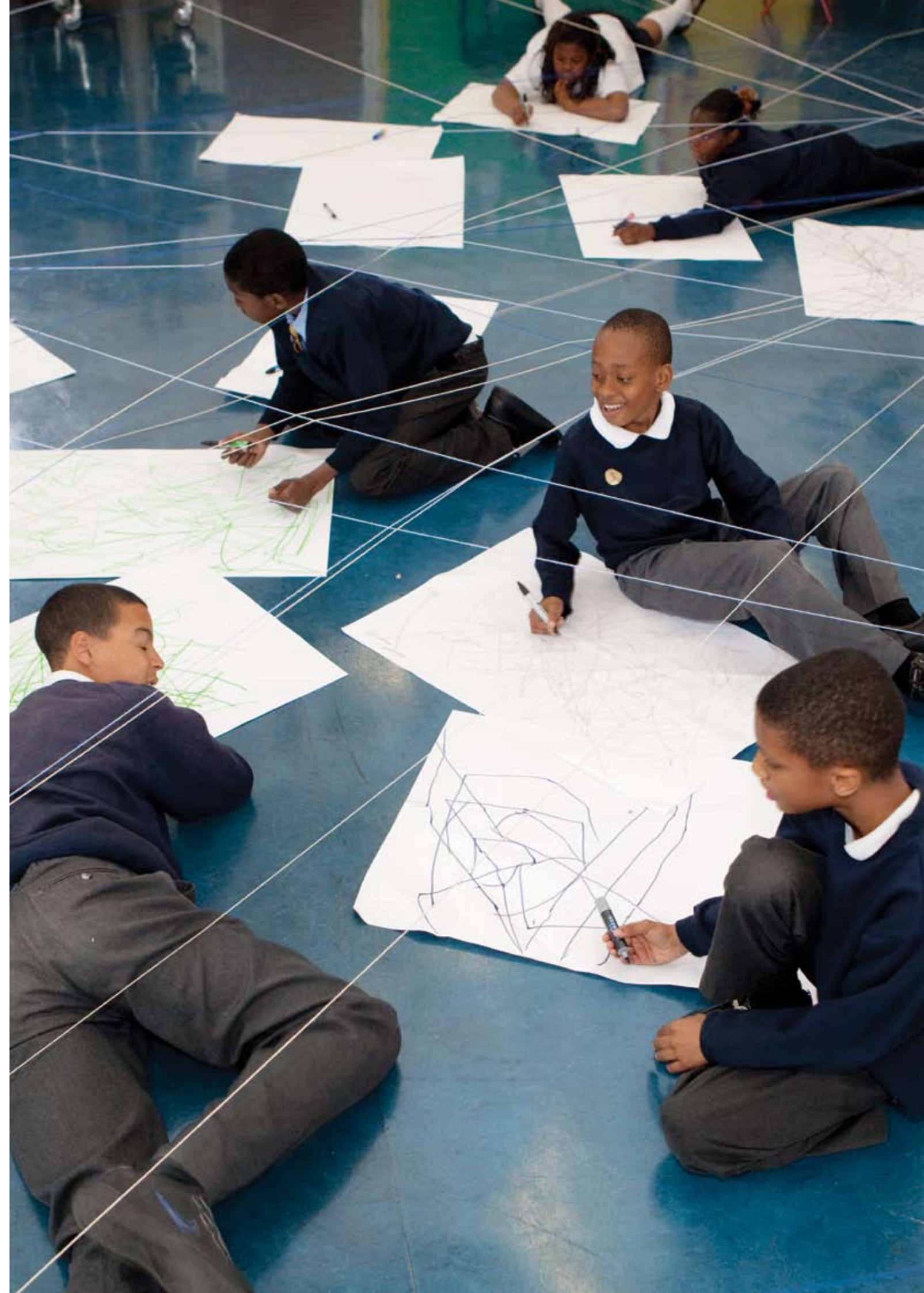
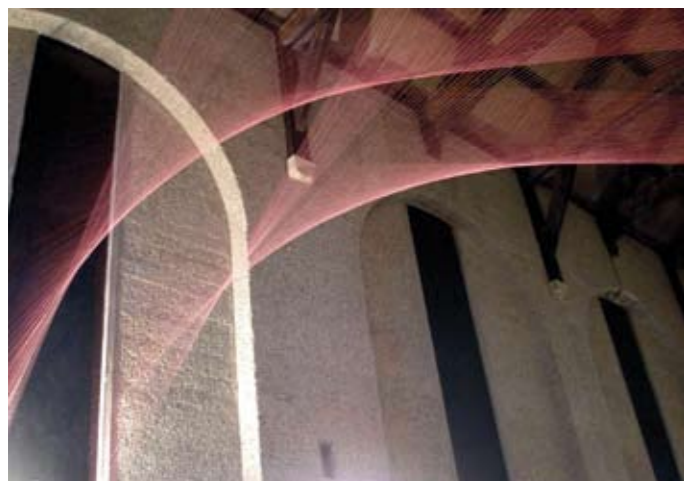
Then the group looked at the space within the classroom. Finally they had a go at mapping space through drawing and installation.

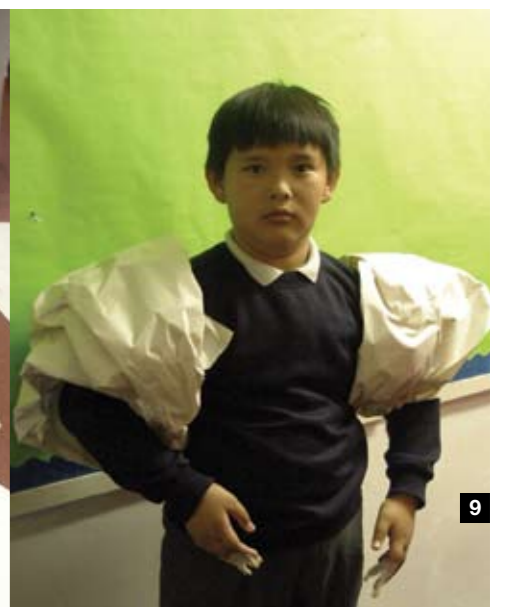
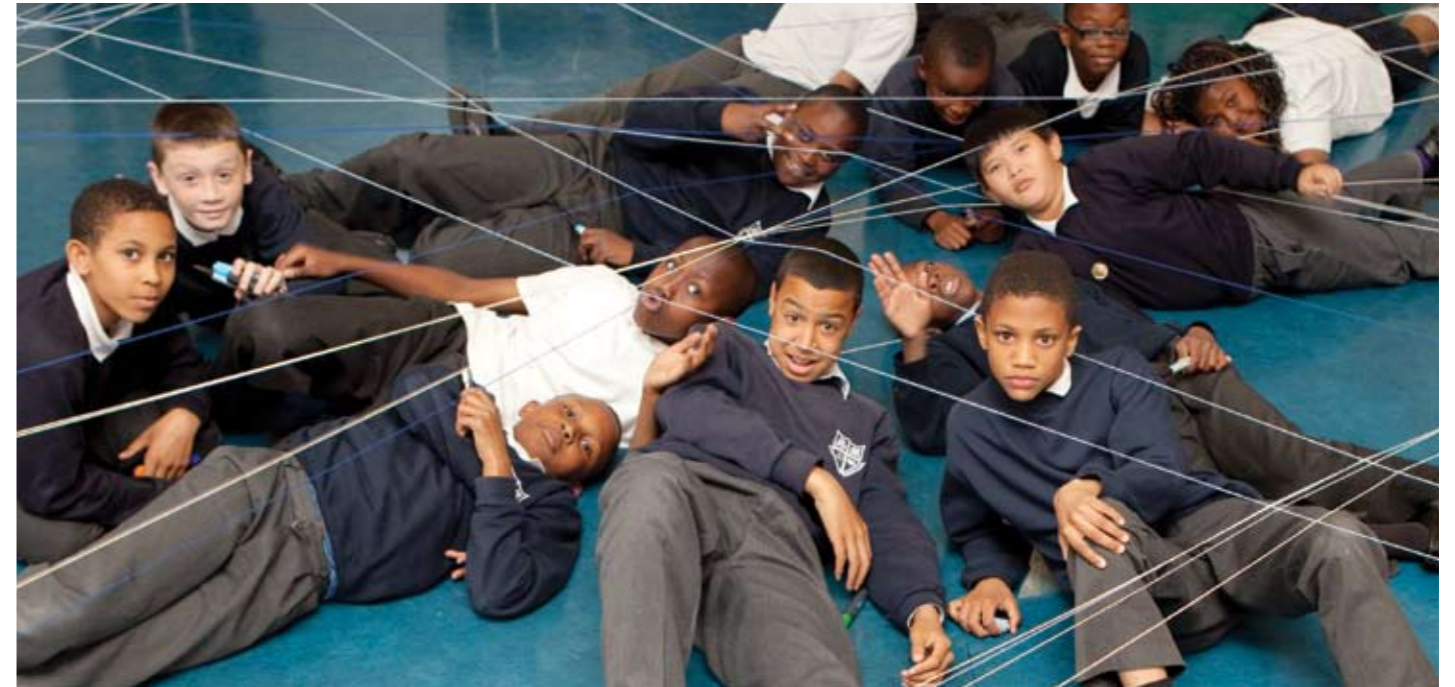
Many of the activities involved the children working together in pairs or in small groups of four to six, encouraging each other and

sharing ideas. The highlight of the project was an installation that all the children worked on together. The installation combined their observations of the school hall and their own experience of moving around within it.

After looking at Marcel Duchamp's artwork, 'Mile of String', and images of my own work shown in a talk earlier, the children took the idea of 'taking a line for a walk'. They walked across the space and charted their journey with a piece of string; all their string journeys combined to create a complex criss-crossing web of string across the whole space. The result was an installation that took over the whole space, turning the hall itself into an artwork!

Kate Terry
Artist





FASHION / TEXTILE DESIGN

How do fashion designers get inspired, and how do they develop their ideas?

For this project, children from St John the Baptist Year 6 began by taking a look at the sketchbooks of some fashion students from Camberwell College of Arts. They looked at drawing styles and how the students developed ideas, gathering information from lots of different sources. The children began to realise that designers get inspiration from history as well as current fashion and magazines. They also noticed that the Camberwell students often used fabric collage to develop their ideas.

Because the children had been studying the Victorians they then looked at lots of images of Victorian dress. They made their own drawings in their sketchbooks and cut out pictures they liked. Then, adding more ideas and pictures from fashion

magazines they began to make their own designs.

The class spent one afternoon learning some sewing skills. They practised using some unusual materials and techniques to add to the samples and drawings in their sketchbooks. The children then made fabric collages of their final ideas onto large colour photographs of themselves and they developed their ideas further using some of the sewing skills they had learned.

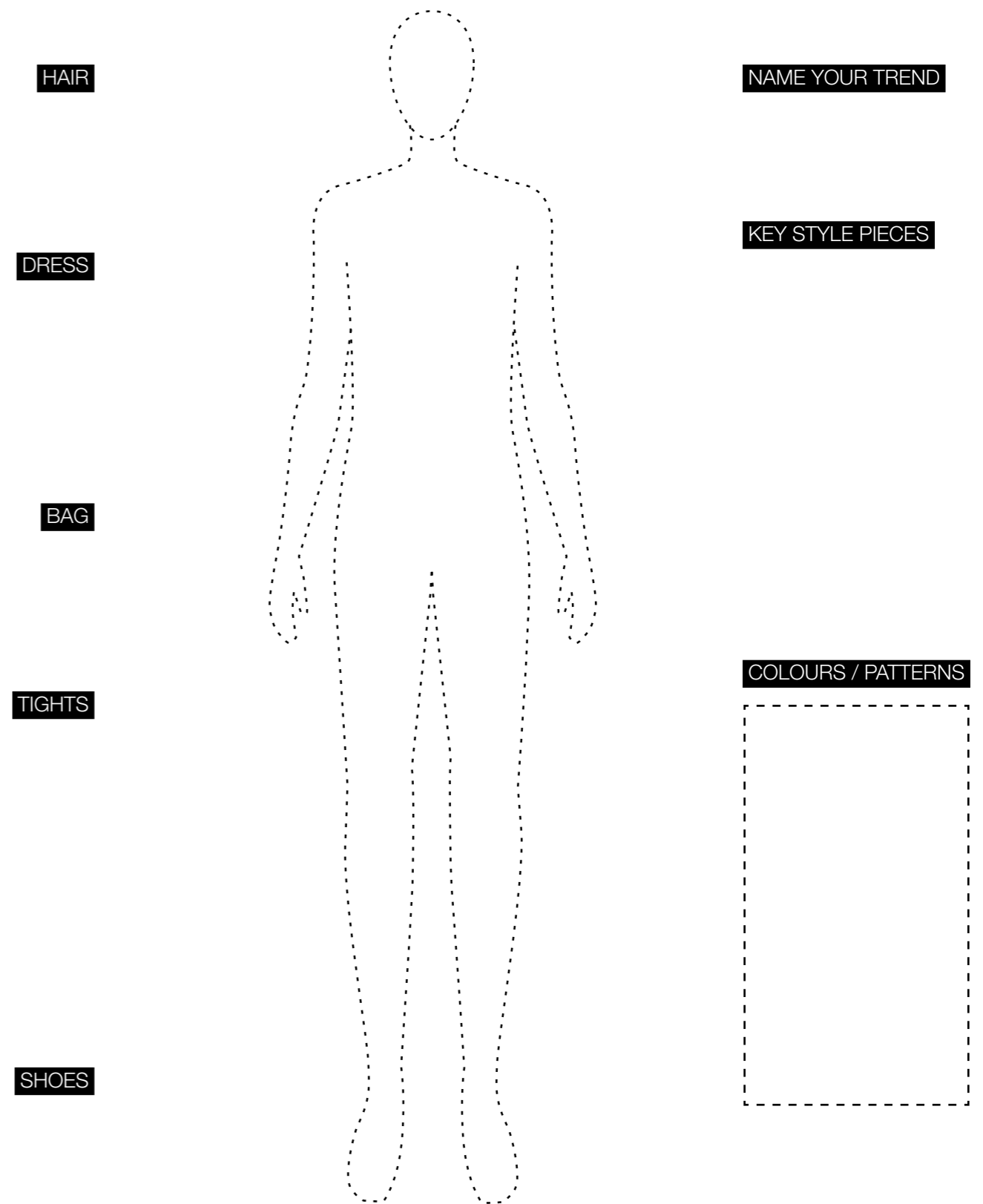
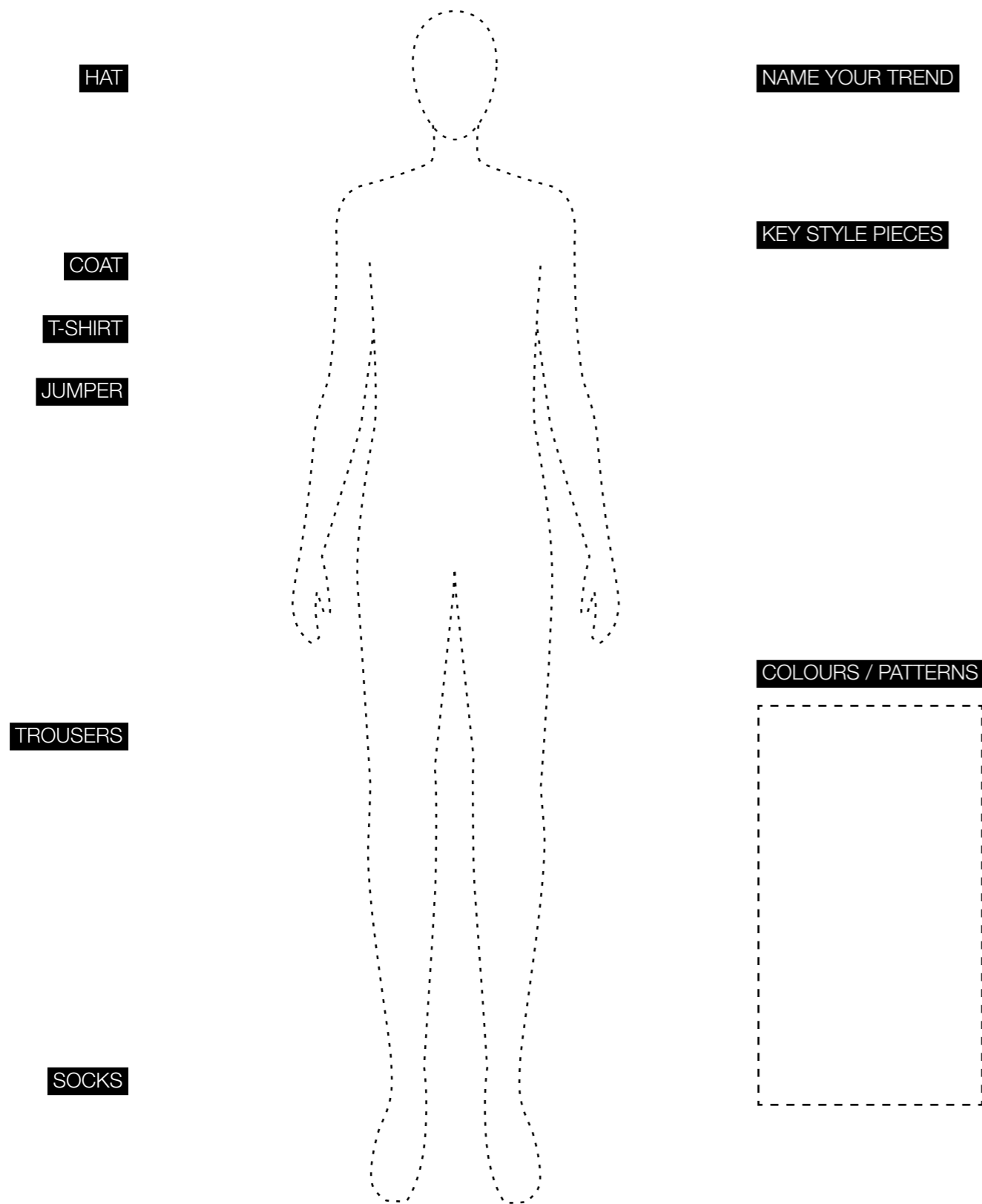
Finally the class made life-size cardboard cut-outs of themselves, designed an outfit for a fashion show and working, with fabric, collaged onto the card to make a full size outfit. They then held a fabulous fashion show in the park to show off their designs!

Susan Postlethwaite
Fashion designer & curator









How much of a trend spotter are you?

While walking through the streets of Hackney you may notice a lot of people dressed very differently. The area is known as a source of inspiration for musicians, artists and especially fashion designers. See if you can spot any new styles, unusual accessories or noticeable trends and draw them on the figure above for future reference.

Or you could imagine what people will be wearing next season, next year, or even in the next century. Then you can look back and see how much of a trend spotter you are.

[Photocopy this page](#)

PAINTING PORTRAITS

What are the reasons for making images of people? Pictures tell you about people's lives, their roles in society – and what the people in them wanted to tell you about themselves. Children from Randel Cremer Year 5 began the project by looking at a range of images from ancient Roman funeral portraits to present day digital photos. We discovered that in many ways the reasons we make images of people have not changed much in 2000 years. For example, people then and now used them to mark a special occasion such as a wedding or party, or to remember or commemorate individuals.

We also considered how groups are represented, the sort of imagery that might suggest things in common, and how the children in the class would like other people to see them.

We then worked with two simple themes for our workshops – how you present yourself to others and how you would like other people to see you. This involved looking closely at physical appearance – at proportions of the body and

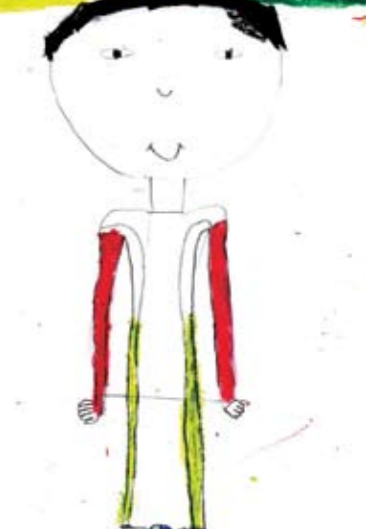
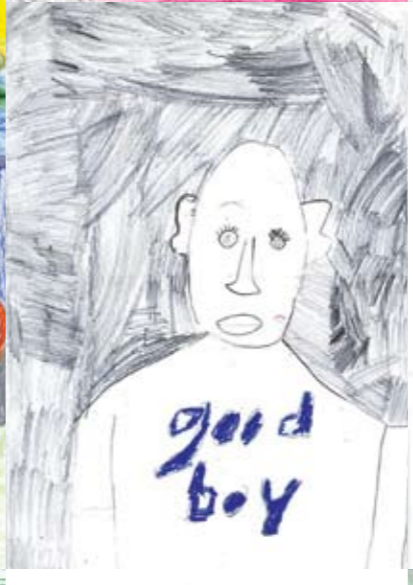
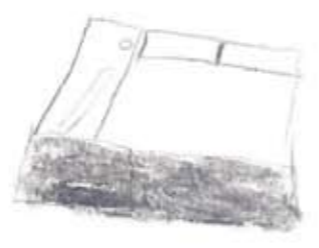
face, skin tones, colours of clothes, as well as how to mix these colours from paint.

The class made self-portraits with items they felt said something about them. They made carefully-measured drawings of figures and faces, using body parts as markers for scale. And then they spent time thinking about how to make a range of colours from the three primary colours (red, blue, yellow). Everyone practised mixing paint to make the colour of their own hands, so that they could get their skin tone right.

These two ways of looking at proportion and at colour were then used to paint measured self-portrait figures. Finally, we finished with a competition to paint a background image for a group self-portrait which best represented the class as a group. You can see the brilliant results on the centre pages.

Susannah Round
Artist







“When we looked at portraits through the ages, I was really inspired by the African mask because the rest of the pictures were paintings or photographs, and this one was a hand-made sculpture.”

Anh Pham

“My favourite portrait was one of a Chinese empress, because she was very beautiful and quite sad, for some reason.”

Jenny Hoang

“I learned how to do proportion, and I found that it was easy. Proportion is when you use a pencil to check the size of one part of the body, so that the rest matches it and looks realistic.”

Shai-Lamar Delisser-Gayle

“Proportion is all about thinking about size – it’s the difference between a lion and a cat.”

Aidan Hines

“Art is everywhere around you, and I strongly believe we are even made of art.”

Anh Pham



"I'm not a push-over, and I'm a very happy boy."
Abdul Mohamed



"My best things are football and my mum."
Aiden Hines



"I've never been to New York but I'd really love to go there."
Aaron Owusu



"I love to go to Vietnam."
Dung-Tri Nguyen



"Thank you for teaching me that two colours can make a new colour. I learned to draw and paint better, so I am very happy!"
Gokhan Akbas



"I learned that collage is a type of art, and it is very beautiful in its own way. Now art is my favourite subject."
Jenny Hoang





"I learned that art is never ugly."
Grazielle Nyarkoh

"I learned from Peter Jones that being an artist means lots of hard work, but also believing in your work."
Rhian Graham-Benjamin

"When we drew our hands and had to find the right skin tone, this made it look more realistic."
Madihah Rahman

"My final task was to make a collage face. What I mostly liked about this was that I would be really playful."
Hector Steven



Visiting artists

As part of the painting project, the children in Randal Cremer met two very different painters – David Lock, who makes portraits in a collage style, and Peter Jones, known for his paintings of toy monkeys. After interviewing both artists about their work, the children were set tasks by the artists. Peter Jones worked with his group to create portraits of toy monkeys, and David Lock had his group make self-portraits using cuttings from magazines. Both of them were tremendously impressed with the work that was produced, and thought there were lots of talented artists in the classroom!

David Lock

Q: What do you like best about being an artist?

A: I love being able to play around with colours and painting with my hands. I like making a mess as well.

Q: What inspires you to make art?

A: All sorts of things like people, photography, magazines, culture.

Q: Did you love art when you were a child?

A: Yes. When I was at school it was my favourite subject, but I wasn't very good. Other children were much better than me. I was good at drawing though, and I used to draw my favourite pop stars like Madonna and Michael Jackson. When I was doing A Levels I loved painting things like starfish and birds. I enjoyed it so much that I decided to go to art college.

Q: Would you ever want one of your paintings to be as famous as the Mona Lisa?

A: I'm not sure. It would be very exciting, I suppose, because Mona Lisa is the most famous painting in the world.

Q: What is your ambition now?

A: I have to work really hard, and I want to be able to make art all the time and have a bigger studio.





“On the last day I worked with David Lock, who makes collages. I think David’s work is very creative and imaginative. He said that he likes using primary colours, which are blue, red and yellow.”

Renisha Dornelly-Greenidge

“My final task was to make a collage face. What I mostly liked about this was that I could be really playful.”

Hector Steven

“I learned that collage is a type of art, and it is very beautiful in its own way. Now art is my favourite subject.”

Jenny Hoang

“In these few days I’ve learned how to do a self-portrait perfectly – because I drew the whole body the size it should be!”

Abdul Mohamed

“Overall I learned that you won’t get anywhere if you don’t try.”

Billy Purdue

“Now I want to know more about art, because the past few days were so interesting and so much fun.”

Grazielle Nyarkoh

“I learned that being an artist means lots of hard work, but also believing in your work.”

Rhian Graham-Benjamin

“I really liked this project and I hope we get to do something like this again!”

Hector Steven

“Now I love art more than anything else.”

Volkan Sahan



Peter Jones

Q: What do you like about being an artist?

A: I've been making art since I was a child. It's just something I've stuck with. I enjoy the process of making paintings and exhibiting them for people to see.

Q: What inspires you?

A: My biggest inspiration is other people's art. An artist is always inspired by other art. My favourite artists are Pablo Picasso, Vincent Van Gogh and Andy Warhol.

Q: How do you become a professional artist?

A: You have to go to art school and you need to spend lots of time around other artists. I went to art college and to university.

Q: When did you decide you were going to be an artist?

A: It was probably when I was in secondary school, when I was 13 or 14. Teachers thought I would be an artist, because I was the best artist in the class, but I just really enjoyed making art.

Q: Have you ever won an art competition?

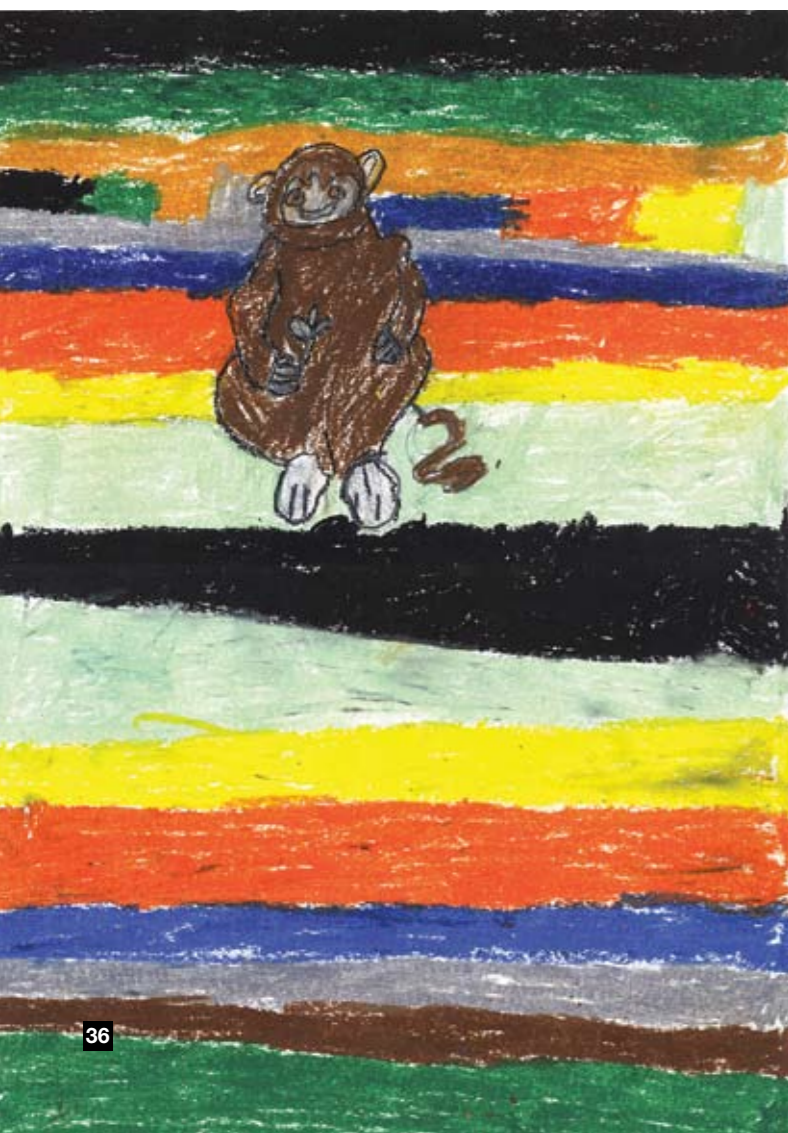
A: Yes – when I was nine years old, I won a colouring competition in a newspaper. I was really excited when I won!

Q: What is your ambition now?

A: To get better and improve all the time.







VISITING GALLERIES

Visit to the National Portrait Gallery

Our class went to visit the National Portrait Gallery, which is near to Trafalgar Square in central London. We went to learn more about portrait art and to look at the work of portrait paintings and photography. And while we were there, it wasn't only the pictures that caught our eyes – it was the amazing building!

We all split into groups and went up an escalator to investigate the different galleries, but we mainly looked at portraits of royal people from a long time ago – from the Tudors to the Victorians.

There were lots of portraits of the Tudors, including a very interesting portrait of King Henry VIII. This portrait was really interesting because it showed his qualities through his facial expression.

The Victorian portraits included Prince Albert, who was married to Queen Victoria but died before her. He wore nice golden clothes and clean white socks, and looked very important. He was remembered for a long time after his death, because Queen Victoria was so in love with him. His portrait makes you think how sad his death must

have been for Queen Victoria. And the picture of Queen Victoria's coronation showed how young she was when she became queen.

One of our favourite pictures was of a young Queen Elizabeth II, because she looked very beautiful on the throne. There was also a picture of Prince Charles in a class, and he looked like a girl!

All these portraits really inspired us and made us think more about the people in them and the lives that they lived. We learned that in some portraits, they use objects to tell us something interesting about the person. For instance, there was a portrait of a lady, who sat with a fish in a bowl, and there was a cat in the picture, too. These things were all clues – because the lady's name was Kitty Fisher!

After looking round the gallery, we went to a workshop room where a woman taught us that pictures aren't just for looking at – they can also be full of meaning. And in the workshop, we used pastels and chalks to draw famous people from Tudor times, which was quite difficult to do.

By Angelica Menelaou,
Damilare Amodu, Patrizia Vidal,
Robel Gebrau, Helen Agyemang,
Chloe Le, Onyedika Ikpa and Malika Chawe
from St Monica's Year 5

IDEAS - Developing ideas is one of the most important parts of being an artist or designer. As an artist or designer you are expected to have lots of ideas and be developing them all the time. If you look throughout all the projects in this magazine you will see ideas about how we sit, how we see ourselves, how we view nature or our environment. Artists and designers usually develop ideas

in sketchbooks, on sheets of paper called worksheets or by just experimenting with materials. Most artists and designers visit museums, galleries, bookshops as well as looking through books, magazines and the internet for inspiration. When they do these things they usually take their sketchbooks with them to draw or write down any ideas.



A different world: exploring art at the Whitechapel Gallery

By Daisy Dwomah, Chloe Durack-Robinson,
Helen Agyemang, Rossy Sanojku, Damilare Amodu,
Chiziem Junior and Chayenne Callender
from St Monica's Year 5

Visiting the Whitechapel art gallery in London is a magnificent experience. There's so much outstanding artwork, just spending a day there is like being in a different world!

As we looked around the gallery, we thought about what certain art-works were trying to say. Like how an installation with caged dummies could be screaming for help, or how these concrete radios were saying 'What are you looking at?'

Some of our favourite art-works there included a tall tower-like sculpture which seemed to have 100 windows, and a work with mirrors and lots of different coloured lights. It was so bright that you couldn't look directly into it, but it was amazing. There was a sculpture that was as tall as a giraffe's neck, and it was made of glass so you could see your reflection in it. Sometimes we were disappointed that we couldn't touch things – but then, it was a gallery, after all!

While we were there, we took part in lots of different activities. The first thing we did was partner up and start

to think about what all these art-works were saying to us. We had to take turns wearing a blindfold, while our partners described the art that they saw – and then we had to guess which one they were describing.

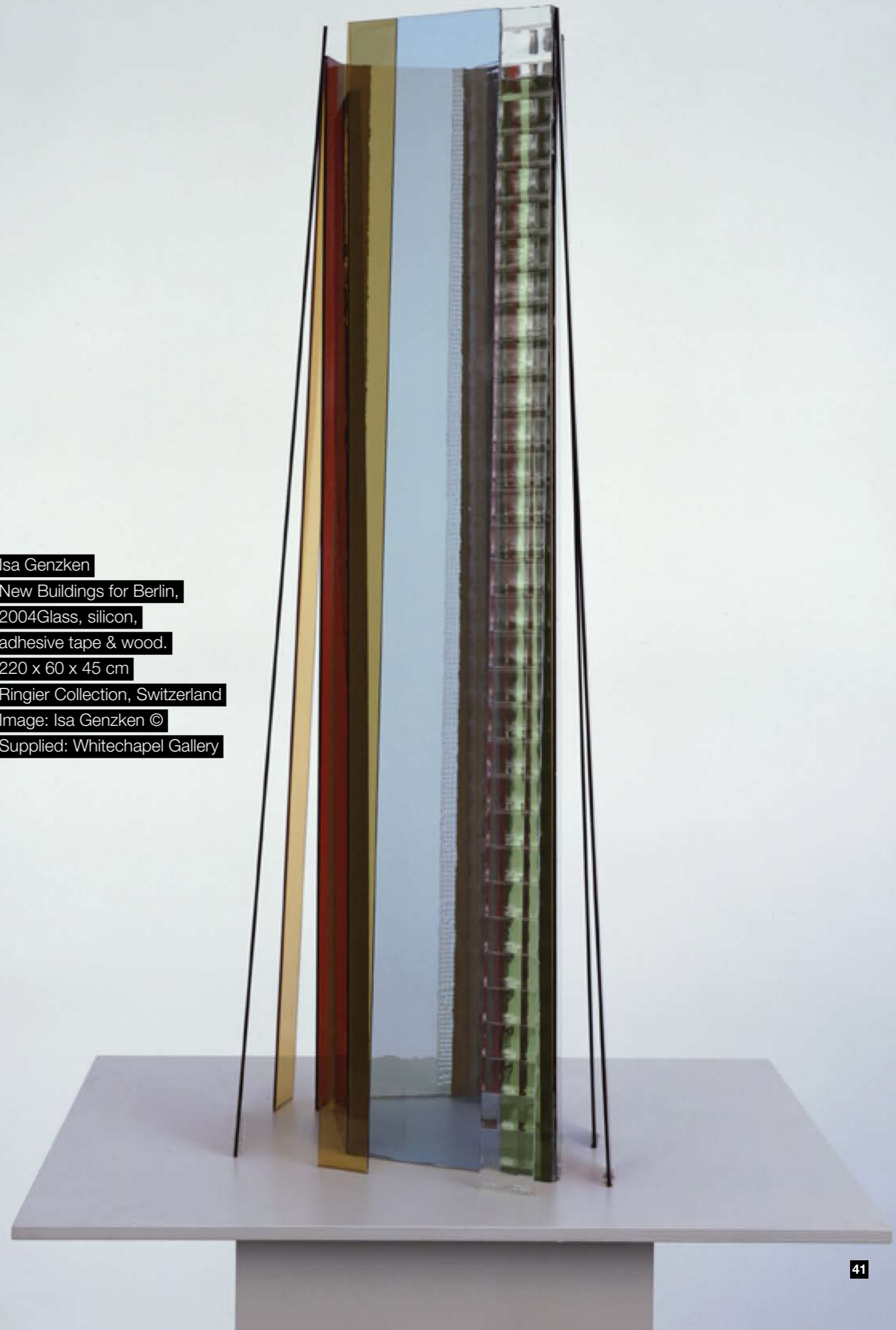
Then we were all given an art-work to look at, and we had to try and express what it was saying to us, by cutting out lots of words from newspapers and putting them together like ransom notes.

Next we played a mind-reading game, where we put on headphones with antennas, got into a perfect circle and had to send colours to each other using our minds!

After this, we all sat around a vast table and started cutting pictures from magazines. We stuck these pictures onto plastic cups and we made paper sculptures. We then took photographs of our sculptures near a picture in the gallery – so that they looked like works of art!

Altogether, it was a brilliant day, and we learned so many things about art and sculpture. Go visit the Whitechapel with your class, and you will be inspired too!

Isa Genzken
New Buildings for Berlin,
2004 Glass, silicon,
adhesive tape & wood.
220 x 60 x 45 cm
Ringier Collection, Switzerland
Image: Isa Genzken ©
Supplied: Whitechapel Gallery



Visit to Camberwell College of Arts

A group of children from St Monica's school got on a bus at their school and went south across the river to visit Camberwell College of Arts' annual Art and Design show. When they arrived they had drinks and biscuits in the college canteen and met some of the staff and students from the college. They were then all given a sketchbook, pencil and pencil sharpener and spent the next two hours drawing and writing down everything that inspired them on their tour of the college.

On their tour they saw painting, sculpture, drawing, photography, graphic design, illustration, 3D design, architecture, fashion and design crafts all made by students who had just completed the Foundation Diploma in Art and Design. Children also got to talk to students currently studying on the Foundation Diploma course, like Chantelle who is going on from the Foundation to study BA (Hons) Textile Design at Chelsea College of Art and Design next year.

After the tour, all the children came to one big room where they brought their sketchbooks, which were now full of wonderful drawings of the show. Once in the room they all stood on a single piece of large paper each and were asked to make a drawing inspired by their sketchbook without stepping off the piece of paper. After lots of balancing and drawing, everybody had a piece of work, which they took back to their school to finish.



Interview with Chantelle Hewitt Student on the Foundation Diploma in Art and Design

Q: Can I make jewellery at home?

A: Yes, you can make jewellery anywhere! You can use any material to make jewellery, from buttons to plastic tubing. You don't have to be at home to make jewellery, you can be anywhere.

Q: What do you like the most?

A: I like the whole process of making, from the idea to the finished product and overcoming any problems that I am faced with.

Q: Why did you decide to make jewellery?

A: I don't always intend to make jewellery, but sometimes when an idea is strong enough it can lead from being a fabric print all the way to being a 3D piece of jewellery.

Q: Where do you get your ideas from?

A: I get my inspiration from nature, tribal societies, architecture and everyday objects.

Q: How can I be a jewellery maker?

A: Anyone can be a jewellery maker. As jewellery doesn't need to be made using precious stones or metals, it allows for everyone to have a go. So start collecting you buttons, plastics, strings and bits of wiring or whatever else you can get your hands on. Be creative and you're halfway there!





ARTISTS IN SHOREDITCH



Shoreditch Trust and PEER

Peer is a local gallery at 99 Hoxton Street. Shoreditch Trust and Peer have worked together on many art projects, which have contributed to the Shoreditch environment. Here are three that you can go and visit when you're shopping on Hoxton Street, playing in Shoreditch Park or strolling along Regent's Canal.

1. Bob and Roberta Smith's 'Shop Local' (2006)
 This is a project made up of five text works painted around Shoreditch. The artist worked with five shops on Hoxton Street, promoting the idea that people should shop locally to support local businesses. Have you seen these artworks:

- Hoxton Electrovision – side wall of 101 Hoxton Street
- Dad's Unisex Hair Salon – side wall of 128 Hoxton
- Discoveries – Burbage school
- Hoxton Fruit and Veg – Evelyn Walk
- Ron's Eel and Shellfish Van – Regent's Canal, near Dene Terrace

2. Yuko Shiraishi's 'Canal Wall' (2008)
 This is a wall painting which explores the different effects of colour and is painted on an old building wall along Regents Canal. The colours react to different types of light throughout the day. You can see the Canal Wall from the west of Kingsland Road Bridge. Look at the reflection in the canal!

3. John Frankland's 'Boulder' (2008)
 This was a massive undertaking to move two very large boulders of solid granite (one weighing over 85 tons) from Carnsew, a quarry in Cornwall, to Shoreditch Park and Mabley Green in Hackney. John Frankland's idea was to create something spectacular to look at as well as something people could climb. People come from all over the country to climb the Boulders. Some people wonder how the Boulders got to each park. How do you think they got there?

Yuko Shiraishi's Canal Wall
 Bob and Roberta Smiths Shop local
 Photography: Chris Dorley-Brown

3D DESIGN

The aim of this project was for the children of Burbage Year 6 to produce their own chair designs using sketching and model making as a way of communicating their ideas. Beginning with an introduction to the history of chair design to the present day, we discussed designs, looking at function, materials and form, and the intention behind the design. The class voted for their favourite chair designs and explained their choices.

In the next exercise they were each given a line drawing of a chair, and in four stages they had to redraw the chair with tracing paper, each time removing or adding something to the design.

Then after an introduction to drawing 3D cubes and transforming the cube drawings into chair designs, we later applied the same approach to 3D paper model making, starting off with the cube shape as a form to build from. We also learned about other paper constructions,

such as cones and curved shapes reinforced with wire. We also had a go at working with aluminium mesh to build forms out of a sheet material that retains its shape.

Finally, we ended up with some very inventive and interesting results. For example, someone made a chair model with hinged parts that could be turned over to become another type of chair. There were other more playful interpretations of the chair, such as designs taking on the human form, or a T-shirt chair for a basketball court, and tree trunks that turned into park seating, complete with a squirrel attached. Overall, each of the children managed to produce a very individual design. There were some very excited and inspiring young makers in the class, and an abundance of inventive ideas.

Nikki Ida
Applied Artist



How to make a sketchbook

Sketch

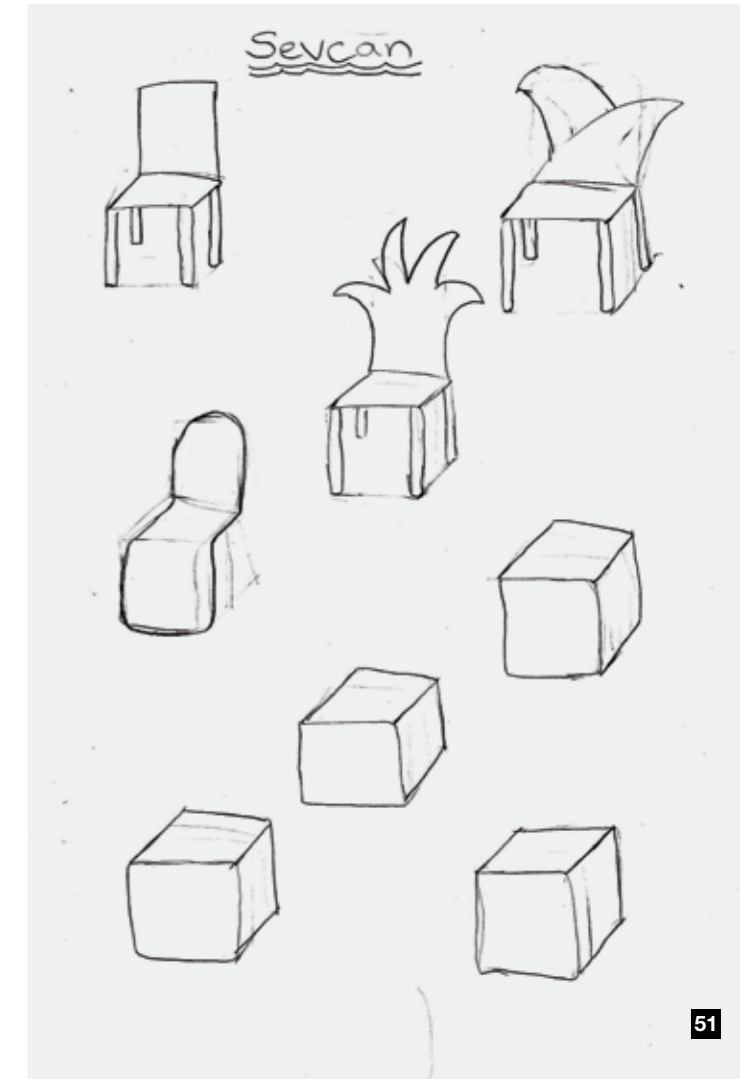
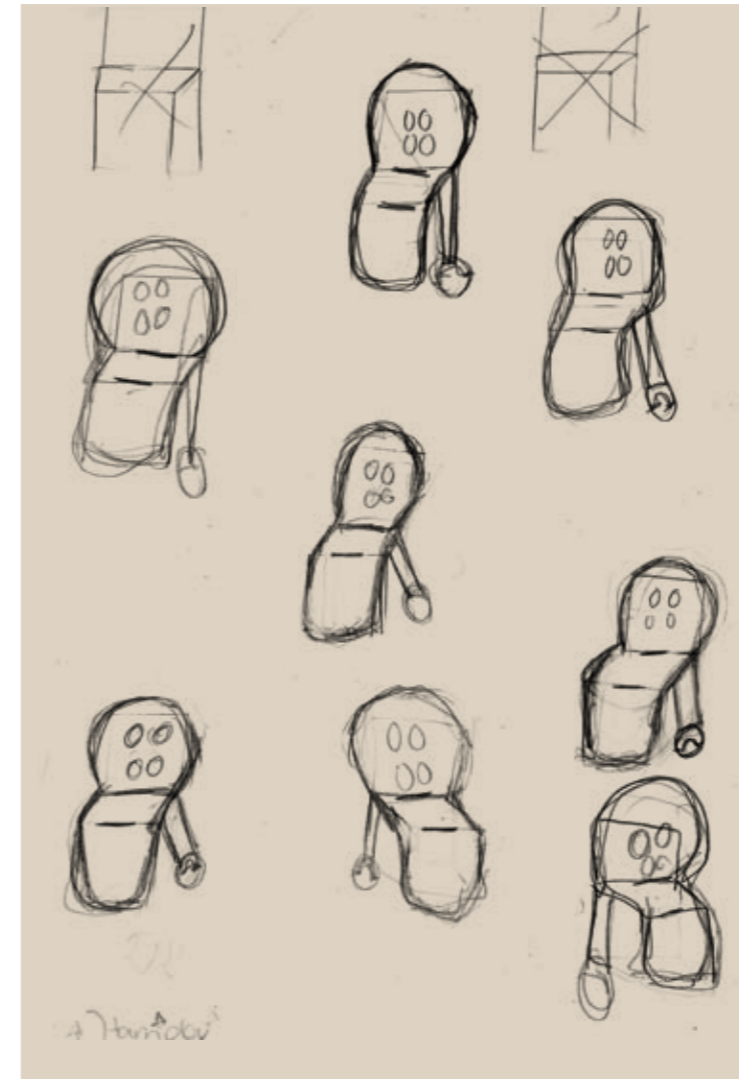
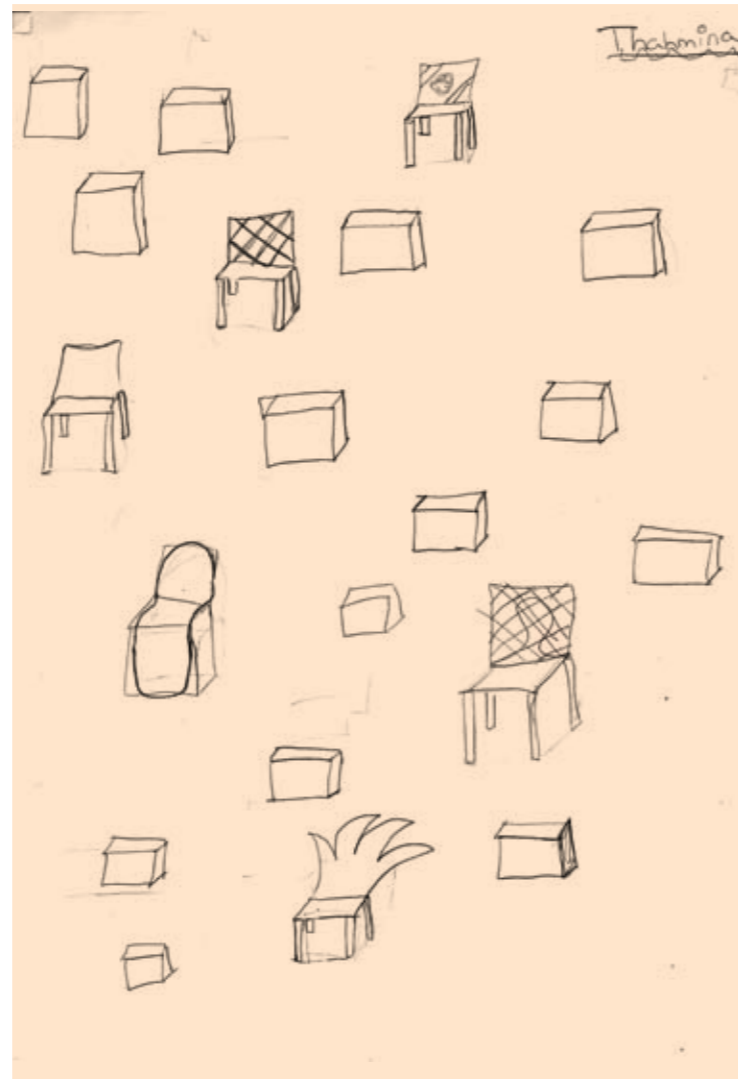
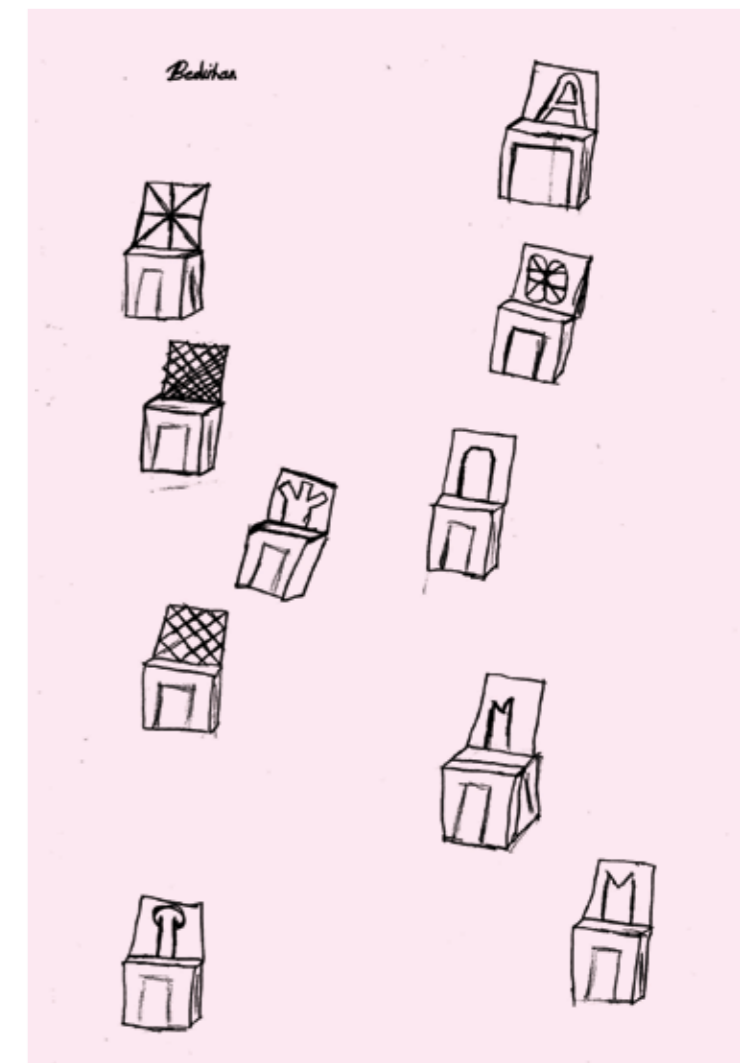
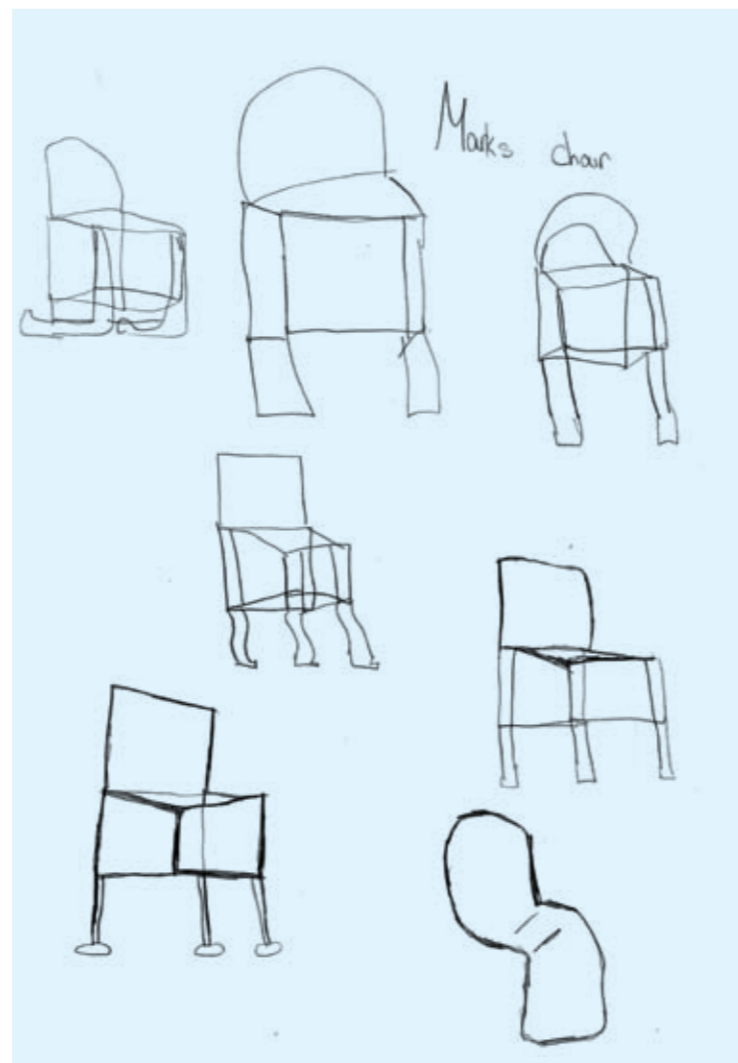
A sketch is a simple, rough drawing or design, done quickly and without much detail. Artists and designers do rough sketches to plan out their ideas for what they are going to make or design. Sometimes they are called roughs. Often a lot of energy and thought goes into an artist or designer's rough sketches as this is often where they begin to develop their ideas. When you make a sketch you can use pens, brushes, pencils, sticks or anything that will make a mark on the page.

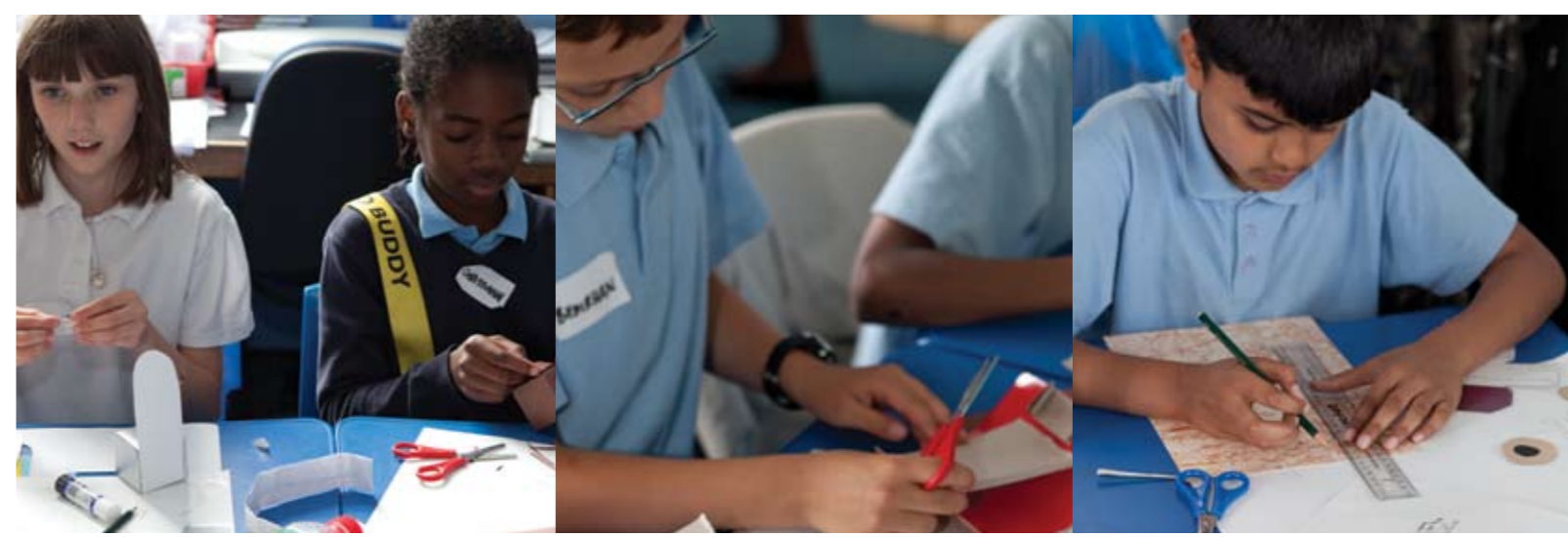
Sketchbooks

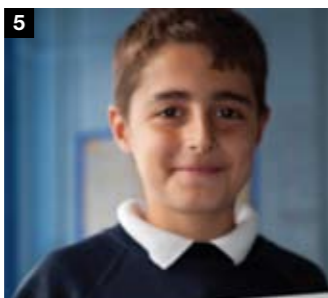
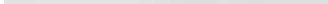
Most artists and designers use sketchbooks. It is more than just a place to sketch – it is a workbook to collect images, write down thoughts, experiment with mark making, a place where you try out all your ideas. Some sketchbooks are so thick with drawings, materials and notes that it is hard to close them. In Picasso's sketchbook he even put his shopping lists. Many artists and designers never go out without their sketchbook so that they can draw or write down whatever they see or hear.

Maquette

Maquette is a French word for a small scale model or rough draft of a three dimensional thing, like a sculpture or a building or in this case, a chair. It is used to test shapes and ideas and see what something might look like without all the effort of producing a life size product. All the children for this project have built wonderful maquettes. Can you imagine if they were built to life size what it would be like to sit in them?







1. The Dome Chair by Daniel Coffey

A dome chair is easier to move around because it doesn't have legs. You sit inside it and it's more comfortable because it is curved.

2. Transforming Seat by Onur Manga

It's not like other chairs because you don't sit upright – it's more like a couch, actually. You can recline in this chair, but if you turn it around you can lay your head down and go to sleep.

3. Relaxing Chair by Christianah Oke

You can rest really well in this chair, because the back reclines and a leg support comes out. There's a music function, too, and a control panel on the side of the chair – and the chair bounces up and down to the sound of the music!

4. The Timber Chair by Darnell Copeland

This unusual chair is made of three tree logs with a 2D squirrel on the top, giving it a touch of nature! I came up with the idea by experimenting with the shapes, and found that the three logs make a natural seat. It's very environmental and it's recyclable.

5. Wizard Chair by Volkan Yelocagi

This chair is for children to sit in and read stories. It's all black, like a wizard's cloak, and it's comfortable, with soft pillow arms and a leg rest.

6. Satellite Chair by Carla Jackson

I wanted to create a playful chair, and that's why this one is really different. It stands on three cone-shaped legs and you sit in a bowl-like seat. More than one person can sit in it at the same time. You could put this in a park or a playground, and children would love it because it's really fun to look at. There's also a countdown facility in a box, and the rocket on the top can shoot into the air!

7. The Queen's Throne Chair by Kayleigh Warne

It's made of silver fabric and it's got red cushions. The back is high like a throne, so it makes you sit upright, like a queen would have to. There's also a fridge underneath the seat for snacks and drinks – but it also keeps the seat cool in summer.

8. The Strongman Chair by Abdulhalim Abdillahi

This chair is for boys – it's a not-for-girls chair – and it's made of wood, with a soft leather cover. You can hang your sports kit from the arms.

9. The Silver Heart Chair by Emma Little

This is a really comfortable chair made of metal and velvet fabric. It has a love-heart back and plays romantic music – and two people can sit on it at the same time.

10. The Red Garden Sofa by Kiran Kaur

It's made of plastic and it's waterproof. It's especially for parks and gardens. Homeless people can also sleep on it at nights.

11. Musical Chair by Mabinty Kamara

It has a diamond design because it is glamorous. It plays music through two speakers and has a control panel at the front. You'd probably use this at home in private because it's entertaining, and because it would be too noisy to have at school.

12. Football Chair by Mark Wilson

It's an ordinary chair, but it's especially for football fans. This one is for Arsenal fans, but you could adapt it for your favourite team. You can also hang your football kit off the back.

13. The Cookie Chair by Fahim Ali

It's made of chocolate with cookies and it's completely edible!

14. Reclining Rocking Chair by Bedirhan Caner

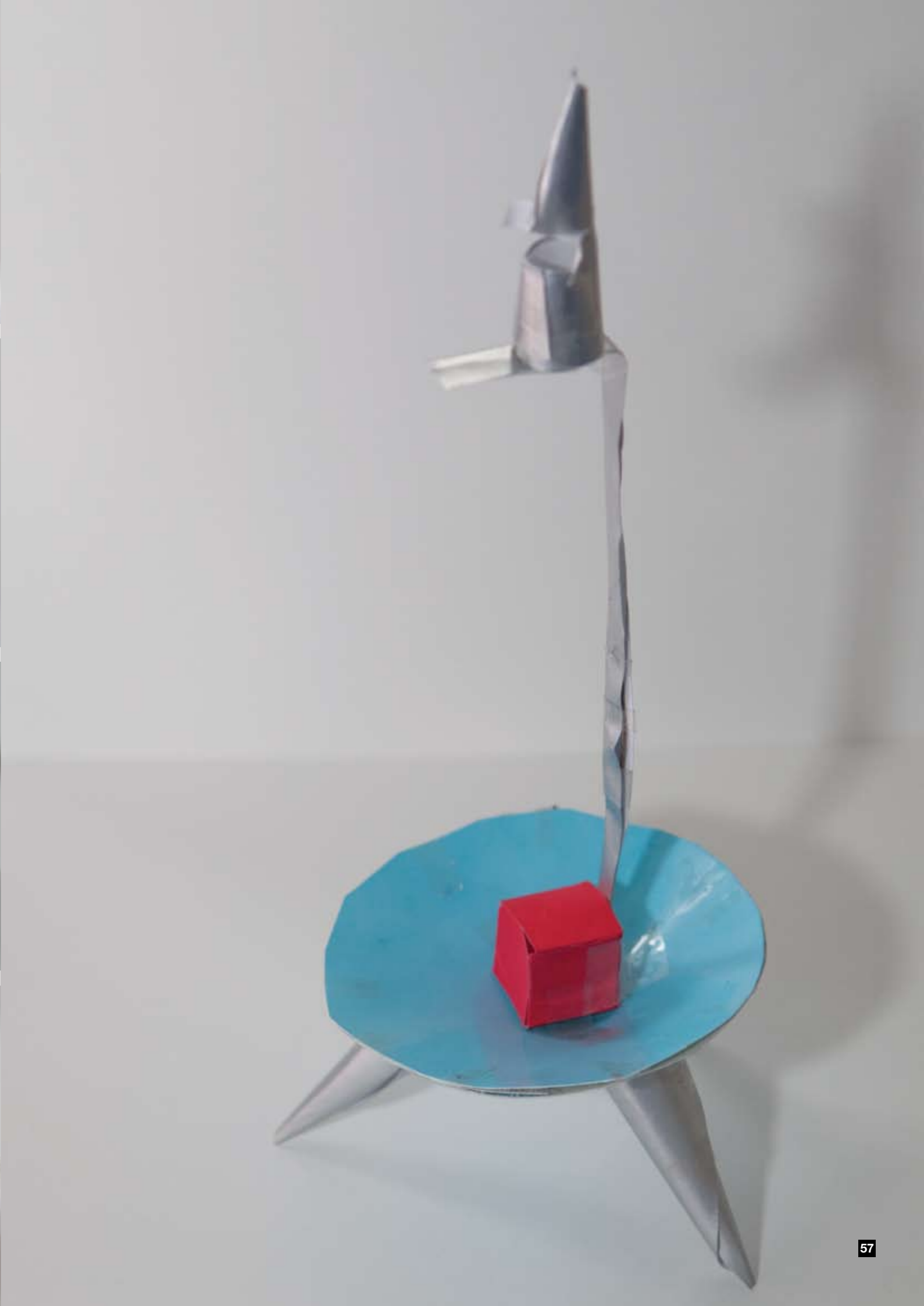
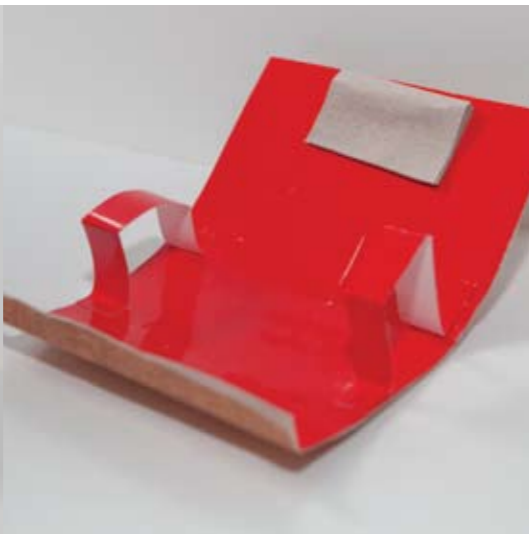
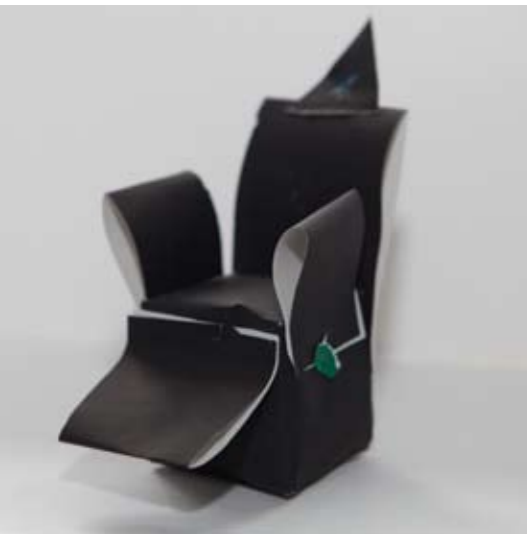
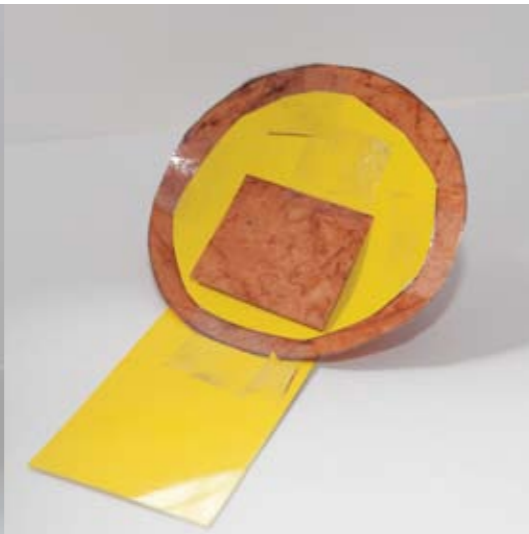
You can either sit up or lie down in this chair and it rocks, which is great for helping you get to sleep! It's made of plastic, so it's waterproof and you can use it indoors and outdoors.

15. The King's Throne Chair by Emine Senkoy

You can lean your head against the head-pillow in this comfortable chair. It has gold fabric pillows and real leather covers. It's for people who want to feel like kings for a day!

16. The Night Chair by Mansoor Faiz

By day, this chair is black – but at night it changes colour! It's restful, with a footrest, and you can sleep easily in it.



TYPOGRAPHY

Typography is the art of designing with words and letters as a means of communication.

Although we see typography every day in books, newspapers, on signs and online many of us overlook it as an art-form. We take its literal meaning and see nothing else. By doing this, we miss the many ways that typographers and font designers influence the choices we make every single day.

The children at Randal Cremer Year 6 have been taking a closer look at how we use and respond to typography, as a way of communication and also as creative expression.

During their journey, they explored different ways that type can be used to attract us, hold our attention and communicate messages. They also saw how the style, size, weight and colour of typography, along with its positioning on a page, all affect how we, the audience, view and interact with it.

Firstly, the class looked at the building blocks of typography. They learned the origins of alphabets and how typefaces are formed. They were introduced to the different elements that go into making a typeface and the rules that govern those elements. Taking this information, they

found out how fonts are created and, using a set of modular shapes, the class created a brand new font of their own.

Then they experimented by finding out how typography could be used to visually capture the actual sound of a word, as a means of creating harmony between what is seen and what we say.

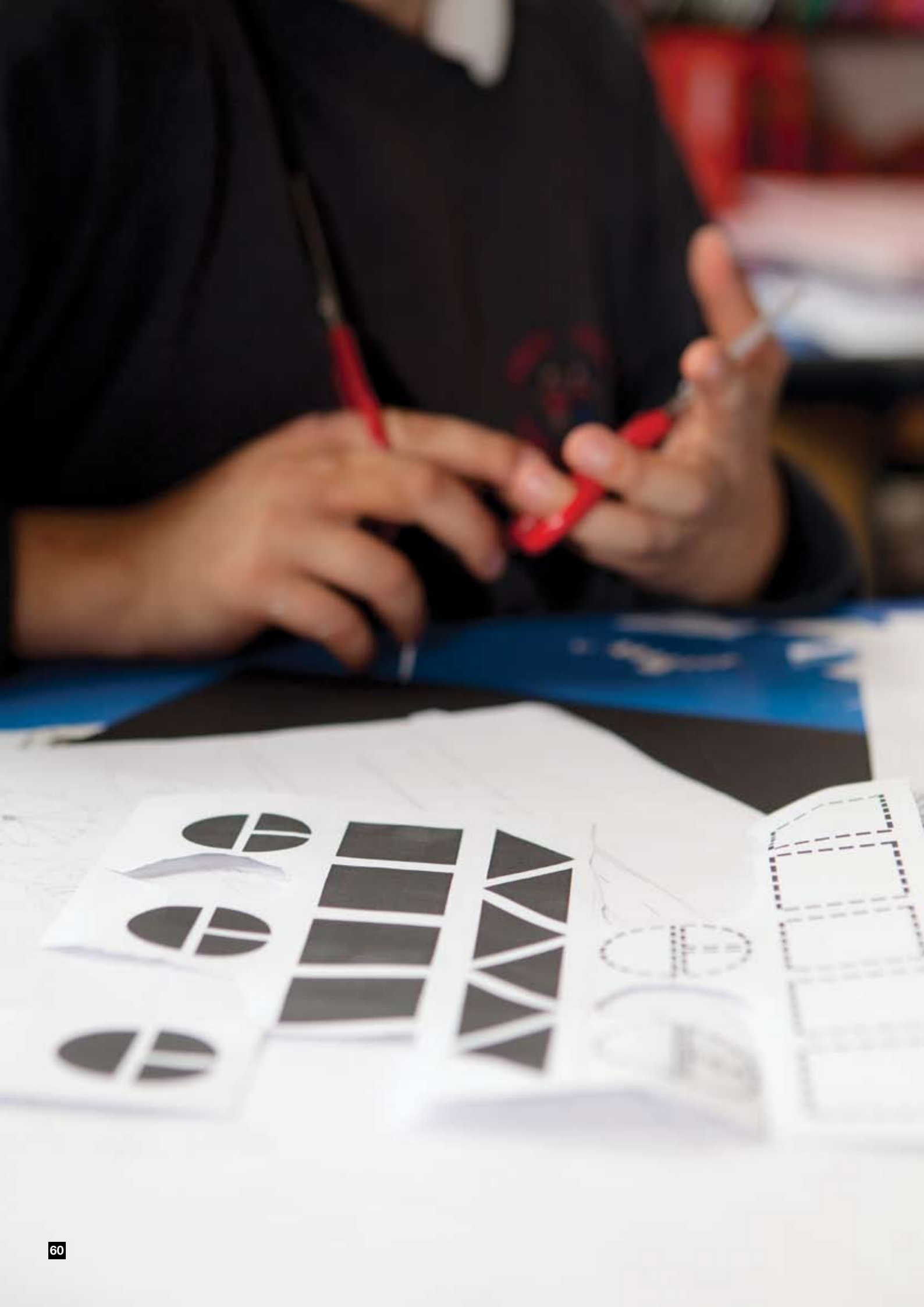
Thinking about the subject of communication, each member of the class was asked to look at how they might show other people something about their own identity. Using what each of them considered to be the important things in their lives and personalities, the class members reproduced the information as individual typographic posters.

Finally, the class used typography, simple shapes and colours as a drawing process, and the different groups were asked to produce a visual cityscape.

Hopefully their work will give you an insight into way that typography is much more than just a collection of functional letters, which, when used creatively, can inform, excite and even give you some ideas for future projects of your own.

Frank Owusu
Graphic designer





a b c d e f g
h i j k l m
n o p q r s t
v w x y z

Modular Randal Cremer typeface

I LIKE ALL SPORT EXCEPT FOOTBALL I LIVE IN LONDON BUT MY PARENTS COME FROM BANGLADESH I LIKE MY COUNTRY BECAUSE ITS SANDY AND SUNNY PLUS YOU CAN LEARN QUICKER THERE AND LASTLY I LIKE JUNK FOOD

MY NAME IS **MIA**

I COME FROM **ENGLAND**

CHICKEN BALLS R EXCELLENT

I **ADORE** SHOPPING I **ADORE** ANIMALS I **ADORE** IS **FUN!!**

BECAUSE I AM A MUSLIM I CAME FROM NIGERIA WITH MY PARENTS FOR MY LIVING I LIKE TO BE A FOOTBALLER LIKE MESSI I LIKE LIVING WITH MY FAMILY AND THEY TAKE CARE OF ME I BELIEVE IN ALLAH

BETTER

ROZALDO ROZALDIN HO EN

MY NAME IS **JOEL**

MY CULTURE IS **ANTIGUA**

MY RELIGION IS **CHRISTIAN**

MY AGE IS **11**

DUMMING

ALL ABOUT ME **SARAH**

MY RELIGION IS **CHRISTIAN**

MY BEST COLOURS ARE **BLUE AND WHITE**

MY FAVOURITE FOOD IS **CHINESE**

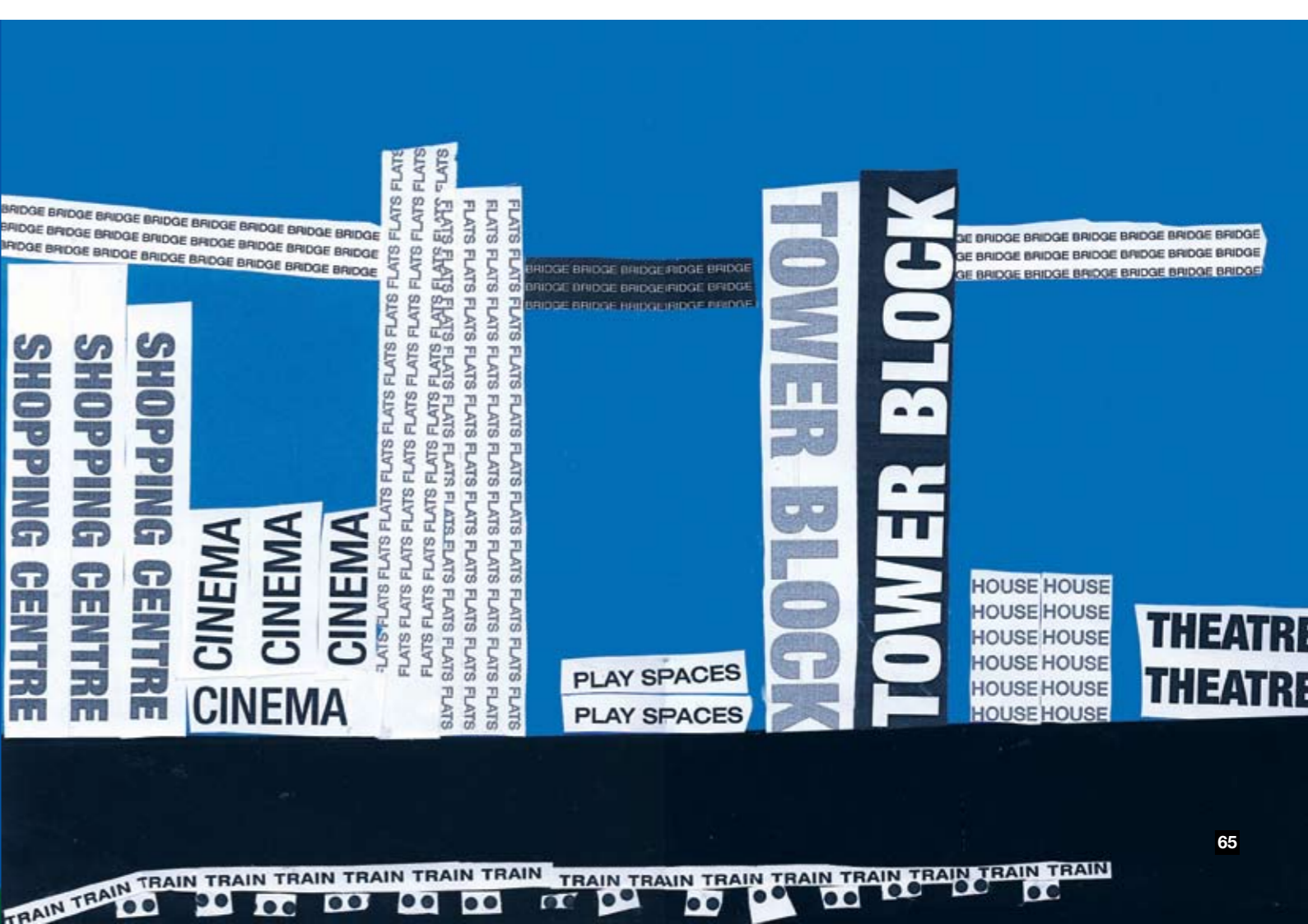
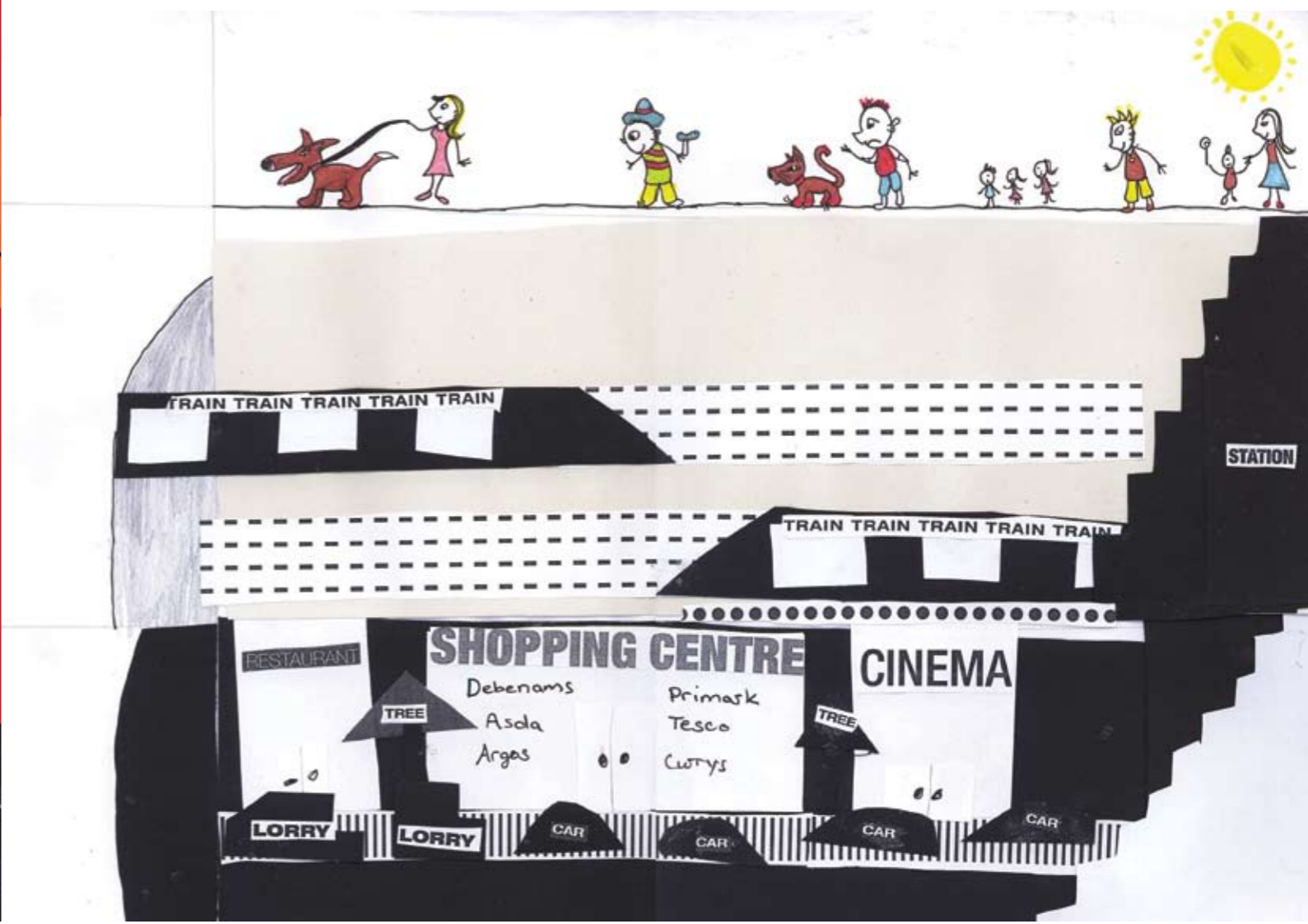
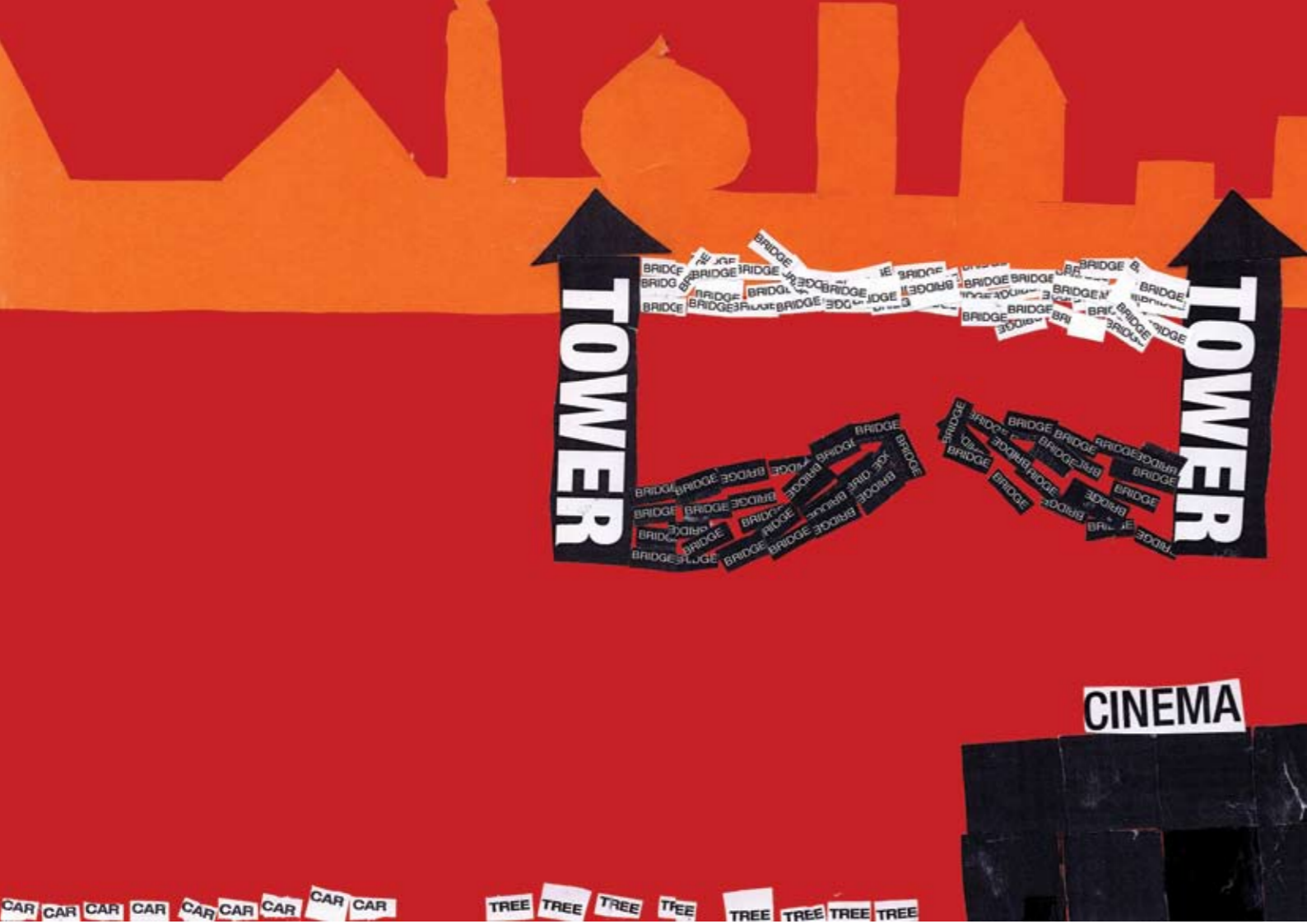
MY FAVOURITE HOBBIES ARE **ROUNDERS KING BALL DANCING TV COMPUTER**

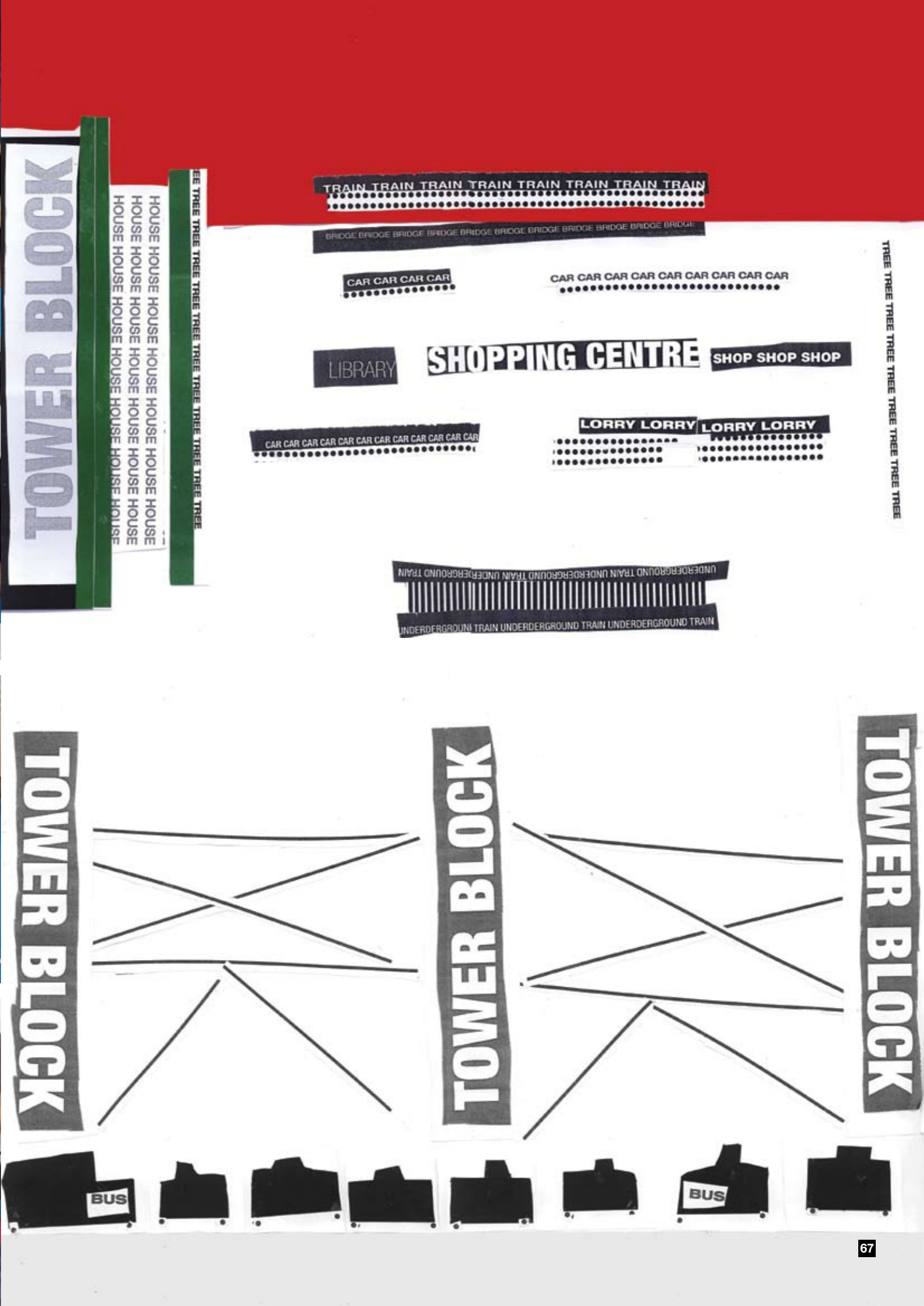
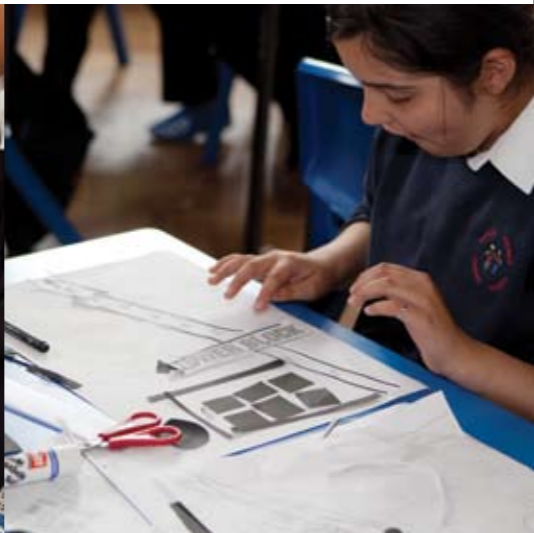
HIYA MY NAME IS **GIFTY DUFIE ADU**

LOVE FASHION **GOD**

I WISH TO BE A **DOCTOR**





PHOTOGRAPHY

For our three-day photography project with St John the Baptist school children, we learned one new photography technique each day and then tried a creative way of using it. The students of Plum Class, Year 5, were doing a project on the Victorians, so each activity involved looking at the Victorians and the kind of photography and paintings they made.

On the first day we went into a dark room and made a small hole in black paper, which covered the window. This made the room into a camera obscura, which projected an image from outside into the room. Next we talked about pinhole cameras and made our own pinhole cameras using cans.

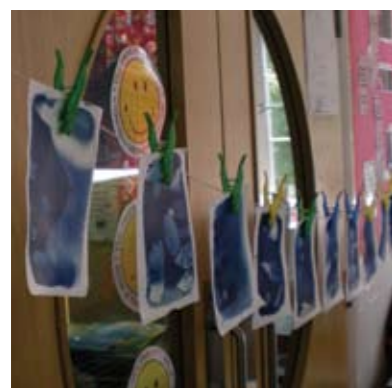
On the second day we looked at some photographs by Victorian photographers like Henry Peach Robinson and Julia Margaret Cameron. We discussed the fact that a lot of photographers were inspired by paintings. We recreated some Victorian paintings in groups. Then we tried to figure out what happens next in

the picture and acted that out in a sequence of photos.

On our last day we made cyanotype pictures. We put leaves on top of the cyanotype paper and put it in the sun. Then we washed it under the tap and the paper turned blue and the place where the object was stayed white. Afterwards, we cut some landscapes out of paper and put those on top of our sun print paper to make some blue landscapes. Later in the afternoon we made some large landscapes with characters we created. Finally, each student pasted their work into a photograph album to record everything they did.

Sarah Michael

Artist/Photographer



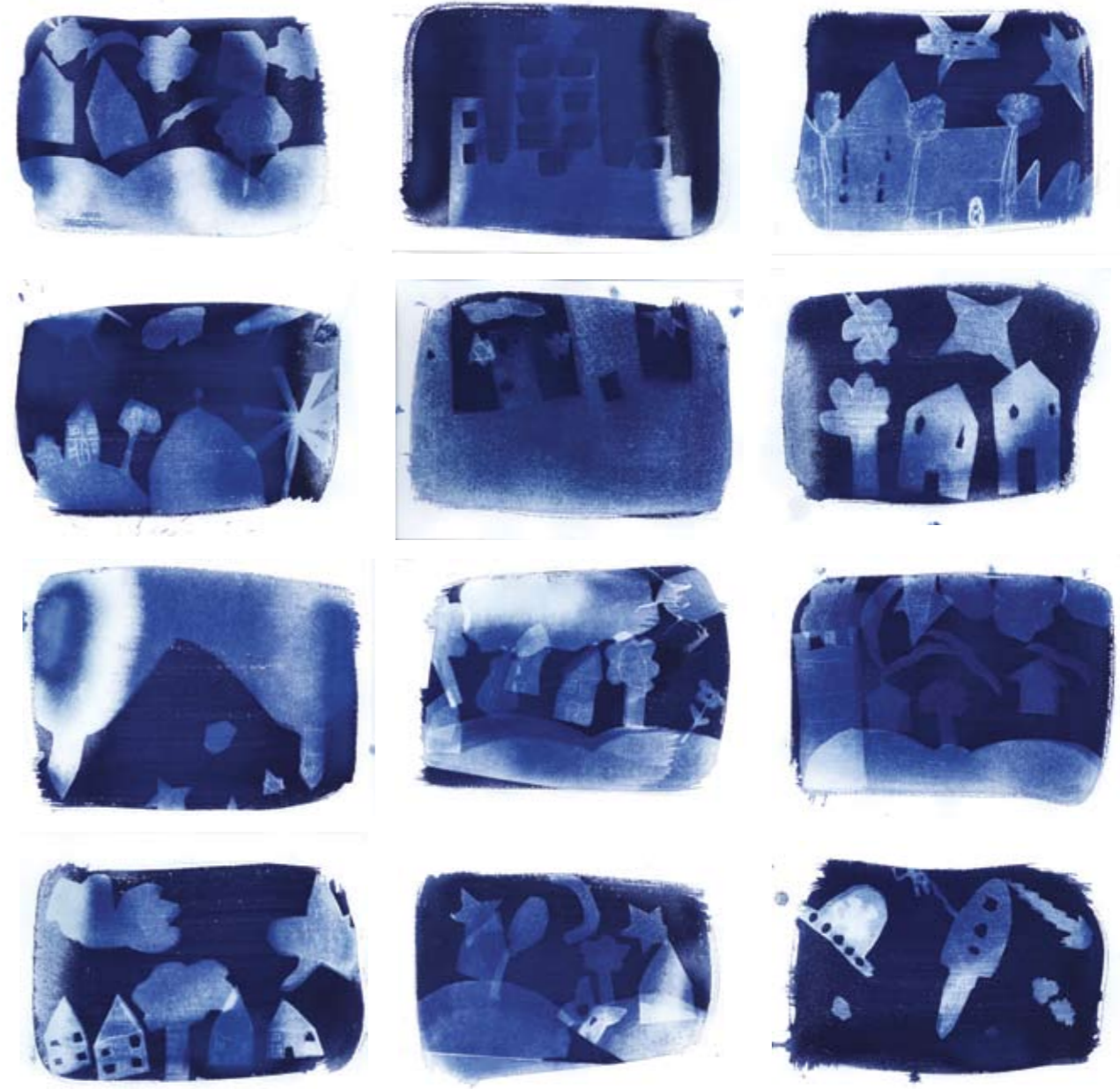


Pinhole camera

When you make a pinhole camera, you have to use a container that doesn't let any light in. Then you put in some photographic paper and seal it up. When you set up the paper to make a picture, you make a pinhole in the container to allow the light in. The amount of time that you let the light in is called the exposure. And the length of time you expose the paper changes depending on how much light there is. Here are some exposure times for different types of light:

Bright sunlight	5 seconds
Sunlight	30 seconds
Overcast daylight	1 minute
Poor daylight	2 minutes
Interior light (in a room)	4 to 5 minutes





The English scientist and astronomer Sir John Herschel discovered this cyanotype procedure in 1842. Cyanotype is a form of printing process. However, it was actually someone called Anna Atkins who brought the process to photography. She created a series of cyanotype books of images of plants – and she is thought of as the first ever female photographer.

To make a cyanotype photograph, you put something on paper and expose it to sunlight for about 30 minutes. Then you wash the paper under a tap, and the sheet turns a bright blue, which is called cyan. Finally the image of the thing you placed over the paper will be revealed in a lighter blue!

TOY THEATRE DESIGN

Back in Victorian times, children loved to make small toy theatres out of paper, colour them in and then have fun performing plays to their friends.

It just so happened that the famous toy-seller Benjamin Pollock, who made and sold toy theatre kits to children back in those times, had his shop in Shoreditch on Hoxton Street – just down the road from Burbage school!

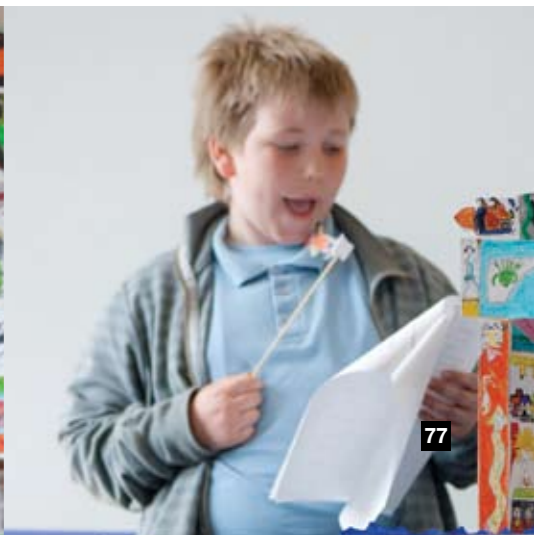
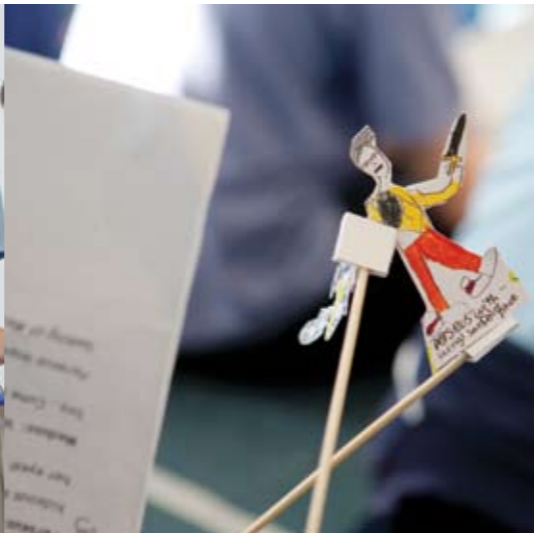
I thought it would be great fun to learn about toy theatre by making a play with some students of Burbage school and their excellent teacher. As the children were also learning about traditional stories like the Greek myth of Perseus and

spooky old Medusa, we decided to use that story to write an exciting and scary play – and to design a theatre with characters so that we could perform it.

We ended up with a really colourful performance, with all the scenery and characters made from paper and coloured in with felt-tip pens. I think we even used glitter to make it full of razzmatazz! All the children put in extra effort to bring the play to life with puppetry – and by speaking the lines of the play clearly and dramatically. The audience loved it. Well done to everyone involved!

Geoff Coupland
Illustrator







WELCOME

WELCOME



Perseus & Medusa

SCENE ONE

In the throne-room of a magnificent royal palace.

King Polydectes: So have you spoken to this woman, Danae? Have you told her that I wish her to be my wife?

Lord: Yes, your majesty, I have. But...

King Polydectes: Then what did she say! Tell me at once!

Lord: She said thank you very much but no thanks...

King Polydectes: How dare she! I am the king. I demand that she accepts. Bring her to me at once. Is she here?

Lord: Unfortunately, her son Perseus came in her place, your majesty.

King Polydectes: Very well. Summon Perseus. I shall deal with him.

Lord: Yes, your majesty.

He steps outside the throne room and we hear him call out:

Lord: Perseus? His majesty will see you now.

Perseus enters the throne room and bows.

Perseus: Greetings, your majesty.

King Polydectes: Ah, you've a very strong boy, I see. Then I've got a little task for you.

Perseus: A task?

King Polydectes: Yes. You can bring me the head of Medusa.

Perseus: But Medusa's a monster! And I'm just a boy!

King Polydectes: That's right. And unless you chop off her head and bring it to me, I will consider you to be disloyal – and I will chop your head off instead. Now, go!

Perseus: Yes, your majesty, I will do what I can.

Perseus bows and leaves the throne room.

King Polydectes: Now that he's out of the way, I shall marry his mother, whether she likes it or not!

SCENE TWO

On board a ship at sunset, Perseus is kneeling at the prow of the ship and praying to the gods.

Perseus: Oh, dear father Zeus – I can't stop thinking about this terrible task. I'm on my way to Medusa's island, and who knows what will happen to me when I get there? She's a frightening monster with snakes for hair – everyone knows she turns even the strongest men to stone! One look in her hideous eyes and I'll be just another statue in her collection.

Suddenly an owl flies across the sun – and then the goddess Athena appears on the ship.

Perseus: Goddess Athena!

Athena: Good Perseus, do not be afraid. Zeus has sent me to help you.

Perseus: Help me? But how?

Athena: *[Handing him a shield]* Take this shield. Its metal is like a mirror. You can use it to look at Medusa – so that when you catch her eyes they will not turn you to stone.

Perseus: Thank you, Athena!

Another god appears beside Athena. It is Hermes, the messenger god.

Perseus: *[Bowing down]* The god Hermes! I am honoured!

Hermes: Take these shoes – they will help you fly away. And take this sickle to cut off Medusa's head.

Athena: The gods are with you Perseus. You have our blessing.

Athena and Hermes ascend into the sky.

Perseus: Thank you – I shall always be your servant. And now I am ready to slay the wicked Medusa!

SCENE THREE

It's midnight, there's a full moon and Perseus stands outside Medusa's cave. There are lots of animal bones and statues of men she has turned to stone. Bats fly across the moon.

Perseus: Although I know the gods will protect me, and I have these magical weapons, I still fear for my life. I can smell death on the air – and the dead are all around me here. Those statues were once living men. What will happen to me? Will I be turned to stone just like them?

Medusa appears in the cave entrance and Perseus holds up his shield.

Perseus: But look – there she is, the evil Medusa. Look at those hideous snakes writhing in her hair. I must be careful not to look in her eyes!

Medusa: What's that I can smell? Is it human flesh? It smells like a boy... Come out, come out, little boy. I can smell you!

Perseus leaps out and walks backwards with his shield in front of him, looking at Medusa in the reflection.

Medusa: Look at me! Look into my eyes!

Perseus: You will not trick me and turn me to stone. Take this!

Medusa: [Screams] Aaargh!

He swings his sword at her and chops off her head. He picks up the head, which is still screaming, and puts it into a bag.

Perseus: That's it – mission accomplished. Now to return home to lay this monster's head before the king.

SCENE FOUR

Perseus is flying home over the sea when he sees a girl chained to a rock.

Perseus: What's that? A pretty girl? She looks like she's in trouble. I must go to rescue her!

He swoops down to the rock.

Perseus: You poor thing – who has done this to you?

Andromeda: My name is Andromeda, and I am being sacrificed to a sea monster because my mother insulted Poseidon, the god of the sea. It might come along at any minute – please can you help me?

Perseus: Of course I will rescue you! Hold on there, here I come.

But just then a huge snake-like seamonster bursts from the sea and roars at them.

Perseus: What an enormous monster! How could I possibly defeat such a thing?

Monster: Get away from that girl – she's my lunch!

Perseus: [To Andromeda] Fear not, fair lady. [To the monster] Get away from her – and take that...

He swings his sickle at the monster and cuts its tail off. The monster screams.

Perseus: And that...

With a fierce slash of his sword he cuts off its head and it rolls into the sea. Perseus flies back down and releases Andromeda.

Andromeda: You saved me! You saved my life!

Perseus: Oh, it was nothing.

Andromeda: How can I ever repay you?

Perseus: Well... how about a kiss?

Andromeda: I thought you'd never ask.





SCENE FIVE

In the palace of an ancient African kingdom, ruled by King Cephius and Queen Cassiopaeaia.

Cephius: We are eternally grateful to you, Perseus, for rescuing our daughter.

Perseus: Oh, it wasn't too much trouble.

Cassiopeia: In return, we should like to offer you our daughter's hand in marriage.

Perseus: Well, in that case, it would be pleasure. I accept.

Cephius: Then I see no reason to wait. Let the wedding celebrations commence!

Andromeda enters the room dressed as a bride and the king conducts the ceremony.

Cephius: Dear gods, accept these two and join them together forever. May they live long and have many children.

The goddess Athena appears.

Perseus: Goddess Athena!

Athena: You have our blessing, Perseus – but do not stay here for very long. Your mother is in danger back home. Hurry, before it's too late!

SCENE SIX

In the palace of King Polydectes.

Perseus: *[To Andromeda]* This is my home, Andromeda. I would love to show you around, but unfortunately I've got to rescue my mother. Now, where is that King Polydectes?

Captain: Halt – you shall not pass.

Perseus: I shall. I wish to see the king at once. He sent me on a task and I have completed it.

Captain: Very well then. *[He calls out]* Your highness? That young Perseus has returned. He says he's completed his task.

King Polydectes: *[Appearing]* Oh, he has, has he?

Perseus: Your highness, I have done as you asked. But first – where is my mother?

King Polydectes: Oh, don't worry about her. She'll be married to me by the morning. Now, where is that head of Medusa you promised me?

Perseus: Very well then – here she is.

He pulls Medusa's head from the bag and the king turns instantly to stone.

Danae: Perseus! Is that you, Perseus?

Perseus: Mother, I've returned – and now you're free.

Danae: And who is this?

Perseus: Andromeda. I rescued her too. And now she's my wife.

Danae: Your wife? But why wasn't I at the wedding?

Perseus: Well, mother, I believe you were a little tied up!

Danae: That's no excuse to treat a mother that way!

Perseus: But...

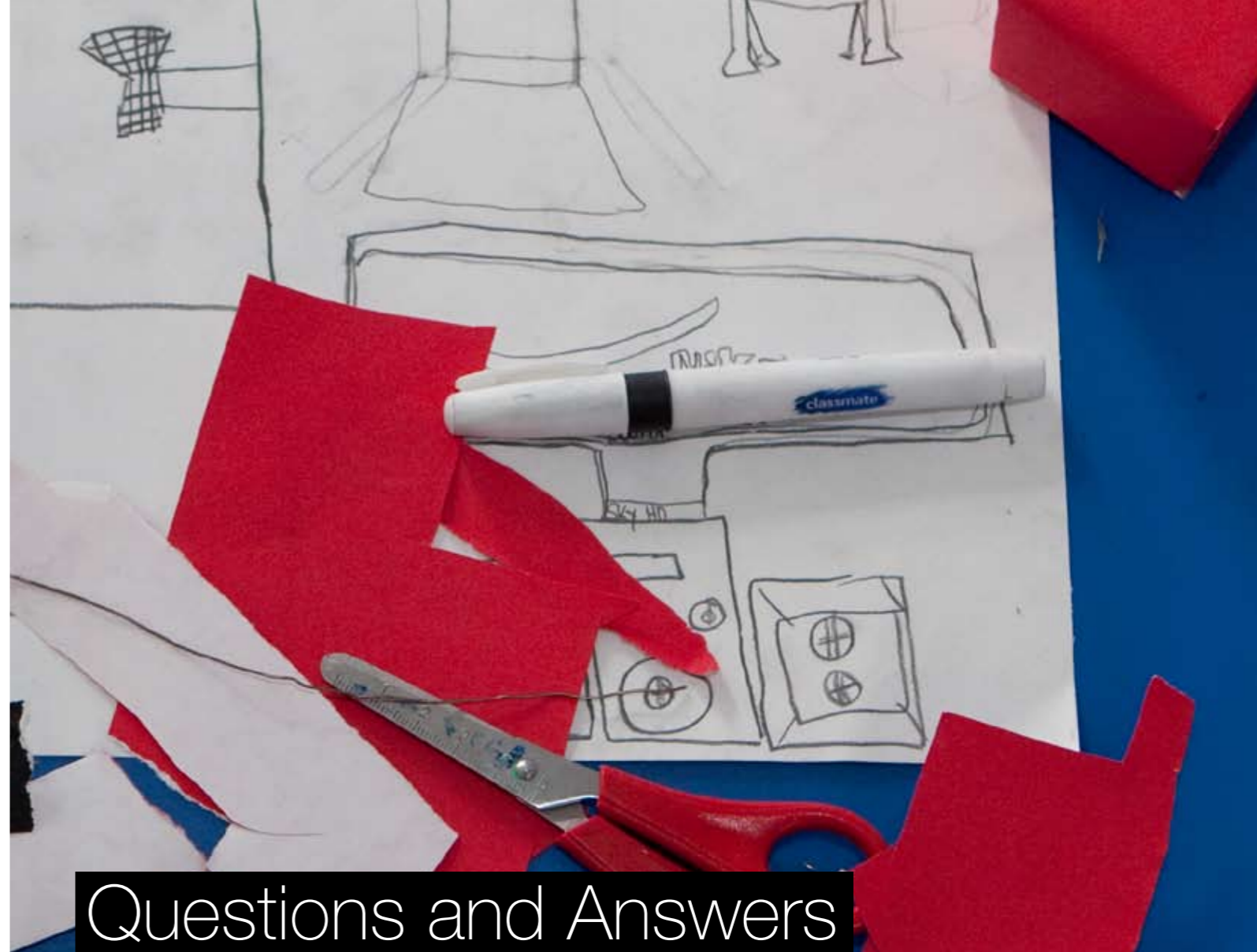
Danae: No buts: off to your room at once, young man.

Perseus: But I'm a hero, mother, you can't treat me like that!

Danae: Oh yes I can, you'll do exactly as your told. Now go!

Perseus leaves.

Danae: Now, my dear, we've got a little catching up to do. Whatever has my son been up to?



Questions and Answers

Q: How can I become an Artist or Designer?

A: Most people go to college or university to study Art and Design to get qualifications. Although some people also just start making things and go a different route. Either way they usually work very hard as they enjoy their work so much.

Q: What qualifications do I need to have?

A: The qualifications you need can vary from place to place and you can make different choices about the kind of course you would like to do. It can be quite complicated, so get advice from your school or look on the web. The main thing is that with each new course you are progressing to where you would like to be.

Q: Can I get a job after doing art and design at college or university?

A: Yes, there are lots of careers in art and design. Not everyone can become famous artist or designer but there are lots and lots of people working behind the scenes. For example, every film or programme

you see on the television employs prop designers, costume designers, graphic designers and a whole host of other people. It is even someone's job to make the hats in some films; the person would be called a milliner. When you go to an art gallery think about all the people who must have organised it, like the person who selected the work (the curator) and the person who organised the way the work is presented. There are even people who work with artists to help them prepare and make their work.

Q: What can I do now?

A: You can start your own sketchbook (any blank book will do) and fill it with your own sketches, drawings, written ideas and pictures. If you like the projects in this newspaper, perhaps you will be inspired to create your own art and design work. You can also visit galleries and museums to see art and design from the past and to see what artists and designers are creating now. This will help you to decide what you might want to do in the future!

