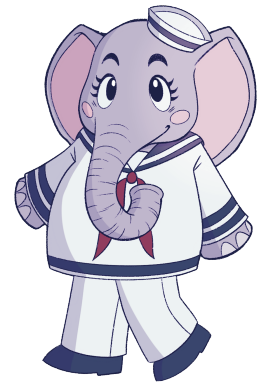


ART AND DESIGN

Introduction by Loxie, our Art and Design expert!

Art has always played an important role in the maritime world, from designing ships and navigational tools to creating logos, signage, and promotional materials for trade and tourism. The Animates: River of Life can be used as part of Art and Design lessons to show how visual creativity contributes to industry and culture.



Objectives

- **KS1:** To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- **KS2:** To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To use sketch books to record their observations and use them to review and revisit ideas.

Activities

Design a Compass: Function and Decoration

Begin by showing the Old Sea Dog's compass on page 12 and ask pupils what it is and what it's used for. Show pupils images of compasses from various cultures and eras, including ancient Chinese, medieval wooden, Victorian brass, and modern hiking designs.

Which parts of the design are purely functional? Which parts of the design are decorative? How have compasses changed over time?

Pupils sketch or create a collage of 3–4 compass designs, annotating what they like about each one: "this casing looks elegant because it's shiny brass."

Encourage pupils to use these ideas to design their own compass, ensuring it includes an outer casing, navigation features, and decorative elements. Pupils can either use the given template or use drawing compasses, protractors and rulers to create their own 4- or 8-pointed compass.

Ask the pupils to share their designs in pairs or groups and discuss which features were chosen for functional purposes and which for decoration.

Extension: Develop this into a 3D compass model using cardboard or other materials.





Design a Compass: Function and Decoration

On page 9, the Old Sea Dog says, “We’re Merseyside, and we live by the sea.”

What is Merseyside? Why is it called this?

Show images of the River Mersey with the Liverpool skyline behind it, including photos taken in daylight, at sunset, and more abstract versions. Encourage discussion about the shapes and patterns in the skyline and how the colour of the sky and light from the river affect the mood of the images.

Introduce two artistic approaches for drawing the skyline. First, practice continuous line sketches by choosing a reference photo and drawing the outline without lifting the pencil off the page. Then, try separate shape construction by lightly sketching each building using simple geometric shapes, thinking carefully about which buildings are in the foreground and which are in the background before refining the drawing. Ask the pupils to consider which method they prefer and why.

Look at photographs of the sky at different times of day and in different weather conditions. Discuss the range of colours and the atmosphere they create. Experiment with watercolours, chalk pastels, or tissue collage to explore different sky effects, such as sunsets, sunrises, night skies, or foggy days.

Using their preferred drawing method, pupils sketch their chosen skyline onto black construction paper and cut it out. They then decide on colours and materials based on their earlier sky experiments, create the background using their chosen technique, and once the sky is complete and dry, glue their skyline in place to form the final artwork.

Encourage pupils to share which part of their artwork they are most proud of, how their choice of colours affects the overall mood, and what they might change or improve if they created the piece again.

Design a Trainer: Colour Theory

Revisit the book and look at page 4 where Bam Bam orders some new trainers. Gather pictures of trainers for the pupils to look at. Explore how often the trainers can have very similar designs but in different colour schemes. Discuss why firms release products in different colour ways.

Show a diagram of a colour wheel. For KS2, talk through primary, secondary and tertiary colours and introduce the concepts of complementary and analogous colours. For KS1, look at primary colours and discuss how you can combine them to make secondary colours and discuss how some colours are hot and some are cold.





In sketchbooks, encourage pupils to experiment by colouring swatches next to each other. What is the impact of the colours next to each other? Jot down what the combinations make you feel e.g. blue and green together are calming, blue and orange together are vivid and loud and feel sporty.

Using the trainer worksheet (or pupils could draw their own trainer design), create their own new colour way. Decide what feel the trainer will have – will it be sporty? Fashionable? Sophisticated? Modern? Lively? Choose a colour-way that will help them meet their brief.

Ask the pupils to reflect on their final design. Do you think that the chosen colours worked the way you hoped? Would you make any changes to your design?

