Inspire 2020



Stapleford Primary School

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How many teachers were involved in the Inspire 2020 project? 8

How many students took part? 192

Did you/ a colleague attend the Inspire day? Yes

Has your school used this project to support arts award or artsmark? Yes. We are currently working towards Artsmark Gold and some children did additional activities to enter their work for Arts Award. This option was open to all.

An additional film has also been sent.

Stapleford Primary School

This project was a fully immersive whole school project involving not only the classes of the school but school leadership, governors, family members and other members of our school community. Children's creativity was celebrated throughout and it was wonderful to see the various directions each class' project followed.

We began by holding a staff meeting at the Fitzwilliam Museum to introduce the painting and share activities that teachers may wish to use when starting the project with their classes. During this session, we created collages of the painting and discussed ideas that sprung to our imaginations when we looked at it.

With the help of the student art council, we launched the project in assembly before children began by exploring the painting in class. Although all classes made individual pieces, we collaborated on a whole school interactive artwork inspired by the Cupid's feathers.

We wanted to extend this project beyond just our school but also to the other schools in our academy. I met with the art leads from the other two schools and we shared ideas for the project and shared examples of artworks and sketchbooks for each school to display at fetes/ art cafes.

To celebrate the project, we held an art cafe which contained a gallery inside showcasing all of the children's art works and many sketchbooks. Outside, we had various different creative activities which children could participate in with family members. A number of Years 6s helped to run this event.















Beautiful Trees Foundation Stage Stapleford Primary School, Stapleford Mrs Hore - Deputy Head

In Reception we looked at the picture on the interactive screen, zooming in on different parts which the children noticed. We listened to a Reception friendly version of the story and the children drew patterns they noticed.

As a class we loved all the different tree shapes in the painting and decided to recreate them. This work linked with our forest school work at the moat. The children used a range of different media to create individual trees. We then put the trees together to form one big class tree which we displayed for the parents at the Art Café.

"I loved the painting bit."

"We made trees and bushes from the painting."





Angel in the Sky Year 1 Stapleford Primary School, Stapleford Mrs Grey - Year 1 class teacher

In year 1 we looked at the painting on the interactive whiteboard. The children were keen to know more about the characters flying in the sky. We looked at them in more detail and talked about who they might be and what they could be doing. Year 1 then decided to create a whole class piece using this as inspiration. They thought carefully about the colours and textures used and spotted a variety of different materials and patterns.

'They could be giving messages to the people on the ground'







Floating in Nature Year 2 Stapleford Primary School, Stapleford Miss Stinton - Year 2 class teacher

Inspired by the variety of nature and the element of floating in the story of Cupid and Psyche, Year 2 decided to create their own whole class nature mobile.

The class identified the different areas of nature in the painting and researched what would be found in each of water, land, woodland and sky. We then gathered materials from our own school nature area, and used these along with a range of other art materials to create a mobile depicting each of the four areas of nature. The children also decided that the items floating on the mobile also show the different images of flying and floating in the painting.

'I have gathered a lot of leaves and sticks from the moat, because there were lots of different trees in the painting.'











First impressions Year 3 Stapleford Primary School, Stapleford Miss Mason - Year 3 class teacher

The picture was shown on the board and we discussed what the first thing was which caught our eye. We then enhanced some parts of the painting to study in more detail. Each child was given a small piece of paper and asked to create a piece influenced by their favourite section. The children drafted their ideas and created a final piece with felt, paint, pastels and pencils. Their ideas came together to create a final piece which demonstrated the different areas of the painting such as scenery, colour, people, nature and buildings. The initial instruction was given by me, but the artwork created was completely child-led.

The first part I saw was the angel overlooking the painting. I created my own pastel piece focused on her and the scenery around her.





<u>Inspired by Fabric</u> Year 5 Stapleford Primary School, Stapleford Miss Cooper - Year 5 class teacher

Each child was given a copy of the painting and it was shown on the interactive whiteboard. I asked the children to explore its features and think about what the story could be. I then told the story of Cupid and Psyche, and they marked their paintings accordingly. We then focused on the journey being taken. This linked well to English work as the children explored the vocabulary relating to the painting. The children were particularly fascinated by the main characters in the painting so we decided to use different mediums to recreate those characters.

To finish the project, the class decided they wanted to make a whole-class fabric, inspired by the fabrics in the painting.

"We looked at the fabric in the painting and noticed its delicate nature. We decided to research Greek patterns then use polystyrene and printing techniques to make a whole-class fabric."









Year 6

Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

In Year 6, we began by trying to infer what the painting could be about. We came up with a huge variety of amazing ideas using clues from the painting. Although these weren't all correct, it was really enjoyable taking such time and care to dissect the painting. We then completed a variety of activities to become better acquainted with the painting such as drawing abstract maps of the character's progression through the painting (both physical and emotional), wrote scripts and performed plays of the story and created collages of a tiny fragment. We then did more in depth studies on various cross curricular links such gods and goddesses, types of tree and building cassone. Throughout all these exploratory activities, it was wonderful to hear the children's excitement to share their ideas. In groups or as individuals, they then started planning and researching their own projects - there was a wonderful atmosphere in the classroom whilst they did this.































Year 6 - Temple Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

The main inspirations that led to our 3D model was the delicate embroidery of the tents and pillars in the first panel of Cupid and Psyche.We liked the idea of dying and designing our own fabric and making it into a tent and fit things-such as cushions- inside. The idea that we started with was to make pillars out of bamboo, spray painting them and then wrapping them in string.

We were inspired by the symbols and scripture in Arabic design (from our Aladdin production) so researched the language of Arabic and symbols that would represent royalty and wealth that we wanted to include on our fabric. Furthermore, we researched size shape and colour for example the colour of the fabric which is a royal red.

Our project linked to the subject of DT and construction because we had to make the model of a tent and make sure it would hold and not fall down. Additionally, we used mathematical calculations to construct the triangular prism and used symmetry in designing our patterns ;we had to measure the right amount of dye in order to get the perfect royal red. Finally,the english has a part in this because we wrote the story of Cupid and Psyche.`

Some of the new skills we developed was carving complicated patterns onto lino for the first time and dying fabric. Also we tried out spray painting which was very effective because it was time efficient and gave us a very strong colour.

The things that we enjoyed were dying the fabric and seeing our prints improve as we came to the end of the material. We also enjoyed spray painting the bamboo sticks-which ended up being the pillars-and then sawing them into the right size and wrapping them in string for decoration. Another thing we enjoyed was looking into the tent when it was finished and seeing it with cushions inside. Over all we have enjoyed our whole project.

The explanation is written by the children who made this piece.









Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

Atticus was inspired by the objects within the painting and how these linked to the paintings. He started by thinking of pieces that could be added that held some sort of a connection to the piece. He began by making a necklace which linked not only to wealth and extravagance shown by colours and textures in the painting, but also to the offer Cupid makes and the wealth Psyche is offered. He then added a cushion which linked to the variety of materials shown in the painting. Finally he created a box to store them in.

Atticus shared his ideas with parents and grandparents. His Mum taught him how to sew the cushion whilst in Grandad taught him how to make the box.



Year 6 - Love and temple Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

The group were inspired by temple in the painting and wanted to make this a standout feature. Using a technique they had developed in Year 5, they made a pasta frame for the painting which they spray painted gold. They worked together on using the spray safely and applying an appropriate amount of pasta. They then started building up the temple and focussed on using symmetry with this.

DP was then inspired by the aspect of love within the painting and used his hands to create the outline of a heart onto a canvas. Although his considered adding additional details, he decided that the simplicity of the message was most important.






Year 6 - Italy Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

I took inspiration from the setting and geography of the painting. It drew my attention because I was looking for the less bold things in the painting. I started to draw Italy in my sketchbook because that is the setting of the painting and where the artist is from. Before starting, I found out what the environment is like in Italy, including what type of trees you get in there. I also found out where in Italy the Mountains and deciduous trees are. I linked my piece to geography and habitats. I explored applying paint to a canvas in different ways and using 3 dimensional areas in a piece of artwork. My artwork evolved as I started adding additional 3D elements rather than keeping in 2D.I enjoyed the freedom of being able to do whatever you want and you had a long time so you could make something amazing.





Year 6 - Layers Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

The main inspiration was the Cupid and Psyche painting by Jacopo da Sellaio which was based in Italy so me and Vic decided to create an artwork based on Italy.This painting is very old Jacopo started painting in 1477. That was 541 years ago!

The research that we did was we looked in an atlas for Italy to see where it was. We photocopied the page that we needed for the project then we did experiments using the map.

Our project links to the subject geography because it has photos/maps of Italy on it that we use to make a background. We added earth themed colours and painted pebbles on the various parts like a blue pebble on the blue part and a green pebble on the green bit of the background. This added a secret effect/ layer to our painting; just like all the layers of meaning in the painting of Cupid and Psyche.





Year 6 - Trapped? Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

We were inspired by Psyche because she is beautiful, but she is trapped in the never-ending cycle of suitors. It drew our attention because we had an idea to create a costume inspired by Psyche's freedom in the painting. Our design is about a free psyche and a trapped psyche. The trapped one is wearing rags and we want it to look like a prisoner. However, the free psyche will have a beautiful feather dress with a golden leaf crown and a matching corset. They will both be as beautiful a psyche is, but they will be a bit different from each other. In the end we just focussed on the one outfit so we could spend more time on it and add a greater attention to detail.

Before starting our beautiful costume we researched more thoroughly and looked into different types of dresses to see what type fit our style would be e.g researching dresses from different eras .We decided on a corset as this made reference to the trapped idea we started with. We also researched the different sorts of feathers we could stick onto our dress so that it fits with our theme and tried to keep the colouring consistent with her white dress in the painting and Cupid's golden wings. The reference to Cupid was important as he was directly linked to her freedom.



Year 6 -Cupid Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

Peter was inspired by the figures involved in the painting and focussed his final project on Cupid. When completing whole class exploration activities at the start of the project he created some beautiful pencil/ smudging sketches of Psyche. When starting his picture of Cupid, he used some similar outline techniques and eye shapes but instead used a variety of bold colours. The picture demonstrates the conflict Cupid must have felt. At home, he then made a bow and arrow with his parents out of bamboo which we tested on the playground - it covered the whole distance!



Year 6 - Crown Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

One of the ideas Rhys and I came up with was a waterfall made of modroc as we were inspired by the flowing water in the painting and how it looked. The other idea was a mini forest that we could put on a mod roc foundation and the trees would be made of chopped up bamboo painted brown with pieces of green scrunched up paper on to. The last idea was a crown made of cardboard with modroc to keep the points on and gems on each point, we would paint gold with gold paint and add glue delicately to the bottom and stick red glitter to it.

First we looked up a picture of crown and drew it into our sketchbooks and labeled it but instead of all of the actual gems we made it with our own ideas like, glitter for the amethysts, fake gems for the gems, gold paint for the gold and modroc for the jagged edges. While measuring the crown we used maths as we used centimeters. We also used D and T because we constructed the crown from cardboard and other materials. We explored different ways we could paint the crown such as: gentle brush strokes for lighter effect, pushing brush strokes for darker effect, different type of brush moves make different effects and finally different brush sizes such as, little brushes, big brushes, medium brushes and large brushes.

I enjoyed painting and sticking the crown but in general I enjoyed everything. I liked everything.



Year 6 - Cliff Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

What were the main inspirations that led to your design?

We were inspired by the cliffs in the painting because, although they are a tiny fragment of the painting and only mentioned a few times in the story, there is a wide range of subjects including cliffs in the world. Chalk cliffs were the sort of cliffs that looked most like the ones in the painting so we chose to base our project around chalk cliffs by the sea. At first a couple of our ideas were that we could make a 3D cliff or painting, but then they formed into a better version; lots of split, different sized canvases using different mediums to form one big painting of a picturesque cliff scene - A house on a cliff overlooking the azure sea. Time is a bit backwards (The sky is blue in one canvas but the sun is setting in a different canvas and it's night in another), as we tried to have the general background match the different canvases and styles, but it adds a bit of originality to the piece, making it more unique.

What research did you complete before starting?

Since our art was established around cliffs, our research included types of cliffs: chalk, granite, basalt; but we decided on chalk. We were looking for details in pictures of cliffs and researching a variety of textures and mediums that would be useful for each part of the painting. We were partly inspired by Cezanne's block colours yet his paintings were still full of detail while keeping it simple and clear. Additionally, we were inspired by the Starry Night by Van Gogh, which used swirling, bold, streaky colours, and we included this style into our night sky. Modroc, a modelling plaster, was intriguing and we experimented by using it to make a realistic cliff. Furthermore, we were inspired by string, it's texture and flexibility could make out of it for a wave effect in our water; we also used string for the sand.

Continued ...

What cross-curricular links did you make?

Within our project are numerous aspects of learning. To help measure things and get the right angles, maths is an important feature, along with geography, showing different climates and terrains.

What new skills/processes did you explore?

Whilst creating the part of artwork created out of string we learnt how using string could bring out curves in the waves and also give the artwork a 3D effect, and tried many techniques using watercolours. Although difficult, we persevered with the block colours, trying to keep it simple but with details and shading.

How did your design evolve as you worked?

At first we have a jumble of ideas and no clear path, so we worked together to compromise and create an idea that all of us were happy with- many ideas included different styles, mediums and have one big canvas or lots of small ones. After a while of talking, we decided on have lots of small ones, each different styles and mediums, making a bigger picture. Along the way a few colour and medium changed we made, with the addition of modroc and dipping the watercolour pencils in glue not water to make a different texture.

What did you enjoy about the project?

We enjoyed creating our pieces on canvas and experimenting with different styles from what we normally do, while working together with friends.























Year 6 - Log Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

What were the main inspirations that led to your design?

I liked the look of the trees in the picture because they were drawn in a unique style that I hadn't seen before. My ideas started to come from a bit of inspiration from Miss Street, and then I started to draw out a plan for creating my log.

What research did you complete before starting?

I researched different types of trees, and looked at pictures of trees and drew them out into my sketchbook, before deciding what to make my tree look like.

What new skills/processes did you explore?

I explored skills like using glue guns, paint, moss and bark to make my project look like a log.

How did your design evolve as you worked?

My project evolved because I kept on adding on more things like paint, bark modroc, moss and details like different shades of brown.

What did you enjoy about the project?

I enjoyed sticking on the bark and moss onto the log and I like painting it and writing on the history and story of Cupid and Psyche in circles around the end s of the log because it added extra detail to my project. It linked how we can tell the age of a tree to the various stages and histories the painting and story contain.







Year 6 - river Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

The main inspiration for our project was the river in the painting and the flower bed she falls into. We started off by doing our 3d model of the grass and river .We then slowly adapted the model into a house and a flower bed from the painting of cupid and psyche by jacopa del selliaio. The river really completed the artwork and we wanted to emphasize the river in the painting and focus on how the river might be moving. We experimented with many different colours like blues, greens, pinks and purples and then we decided if we liked it, once we had found the right colour we added the tiny details.We explored modrocing and how it adds texture and more of a 3d affect.First we started of with a cardboard base. Then we started to add modroc to make the river, after that had dried we painted the bare bits of cardboard, and with the help of sponges, we dapped green paint to make the grass.

The research that we started was about the painting itself. We started to get involved in activities to do with the painting. As we were left to start and complete a project based on the art piece we started to study the tiny details of the nature. We found that the river was very hidden so we decided to make it the main piece of our project. As time went by we started to notice more about the river and developed a more detailed piece. I enjoyed working with my partner and exploring ways to add more detail to al art.





Year 6 - Cupid Stapleford Primary School, Stapleford Miss Street - Year 6 class teacher

Evan was inspired by the style of Picasso to create his own version f Cupid. He used sharp angles and edges to create this effect. To build the contrast, he used shading for the body of Cupid and strong oranges and yellows for the wings. To add further detail to these he used various mark making techniques and gold leaf. His project evolved through the decisions he tool at each stage such as colour and added detail.





