

Session 1: Observe

Look at website showing highlights from an exhibition of volcano art work – Volcano: Turner to Warhol [Volcano: Turner to Warhol | Art and design | The Guardian](https://www.theguardian.com/artanddesign/2017/sep/14/volcano-turner-to-warhol)

Analyse:

Children make observations, ask questions and discuss their thoughts about the artwork. What comparisons can they make?

Focus on the final volcano print by Andy Warhol. Annotate with thoughts in sketchbooks.



Prompt questions might include:

What are your thoughts about this artwork? Explain what you like/don't like about it. How do you think the artist created it? What artistic techniques do you think were used? What can you say about the colours, shapes, patterns, etc?

Learn a little about the artist and this work of art.

Look at some of Andy Warhol's most famous/recognisable artworks:

<https://www.myartbroker.com/artist-andy-warhol/guides/andy-warhols-5-most-famous-artworks>

Vocab: Discuss key vocabulary for the topic.

primary, secondary, colour wheel, printing block, colour print, layering, contrast, vibrant, bold, screen printing, stencil, scraping (See also vocab from previous year groups)

Session 2: Experience

Skills building and practising techniques

Sketch some simple parts from the picture in sketchbooks. Look carefully at the shapes and markings.

Practise simple printing by cutting simple shapes out of foam sheets (perhaps shapes inspired by Warhol's volcano) and gluing the on to small pieces of cardboard, painting the foam and printing them in their sketchbooks. Experiment with different colours and different amounts of paint.



Can they replicate part of AW's Vesuvius by arranging shapes next to each other on their cardboard but by leaving gaps between shapes and painting them with different colours before printing?

A more complicated alternative if you're feeling brave/if appropriate to the class:

Introduce the children to screen printing, which was the print-making process used by Andy Warhol. There are lots of videos.



A simplified version that the children could try is as follows:

Begin by making a stencil sheet: cut a simple shape out of a piece of thick card.

Place this stencil sheet down on a piece of paper, add a pool of paint on top of the stencil sheet, and use a flat/thick piece of card to scrape the paint over the surface of the stencil sheet, allowing only the exposed paper to collect the paint.

Peel back the stencil sheet to reveal the print of the shape on the bottom sheet of paper. Layer-on different stencils, and use different colours of paint, to build a picture.

Session 4: Create

Use their plans to begin



creating their printing blocks or stencils.



If using the stencil technique, adults may need to assist with cutting fiddly parts with a craft knife (in a box in the orchard).

Get printing! Experiment with colours, the paper being printed on, amount of paint/ink.

Session 5: Refine

Adapt and complete their final piece

Continue creating their block/stencil and using it to create different prints. Remind the children that no two prints will be exactly the same, so they can keep going until they achieve the desired effect.

If part of the print does not come out properly, discourage the children from filling parts in with a paintbrush! Instead, use this as a way to learn how to adapt next time.

Looking back at Andy Warhol's original piece, children might notice the black outline and detail. This is something that can be added (if necessary/appropriate) to their work, using a thin paintbrush, black pen etc.

Annotate their experiments as they go along, reflecting on the effect, successes, techniques, colours, etc.

Alternatively, they could try printing on black paper/card

Session 3: Imagine

Plan their own piece:

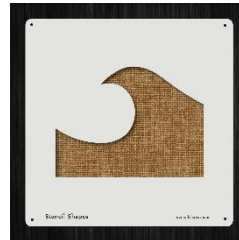
Decide on the subject matter of their artwork. They could stick with a volcano or use other extreme weather/earth event from their topic as inspiration, such as tsunami, earthquake, tornado, lightning, etc. Have some images of these things for children to look at and use for their designs/plans.

Model creating a simple design and translating it into either a printing block or stencil so the children can see what they are aiming for. More detailed designs may get too complicated to print.

Sketch some possible designs, keeping to simple shapes that they will be able to recreate with either printing blocks or the 'screen printing' stencil technique. Annotate their designs with thoughts about how they will achieve success and comments about their designs.



Some children might want to add words/onomatopoeia to their designs (although if printing from a block, remind children that any writing will need to be created backwards for it to be printed the correct way.



Session 6: Reflect

Around/underneath a photo of their artwork, write a few sentences about their work. Give their artwork an appropriate title.

e.g.

The title of my self-portrait is..... because....

I think my final piece is successful because...

The most successful part is....

I'm really pleased with how I...

Next time I might...

Arrange the children's artwork on tables/walls in the classroom or the hall for the other children look at, like a mini exhibition.

Display with their title and some of their sentences and critique each other's masterpieces, either verbally or using post-its.