



Create Artwork for the International Competition!

About

After six successful creative arts competitions to mark the centenary of the First World War, Never Such Innocence is giving children and young people from across the world the opportunity to process, respond to and reflect on all forms of conflict throughout history and consider the value of commemoration.

Never Such Innocence invites young people to have a strong and powerful voice to influence the world's decision makers. To date Never Such Innocence works with young people in 50 countries, territories and dependencies across five continents. This work will continue as we invite young people to create a poem, a speech, a song or piece of art reflecting on something they feel strongly about historically or currently, on an international scale, or within their local community or wider society.

The project will be extended to embrace our intergenerational society, encouraging young people to collaborate with older people, sharing stories and experiences.

A schools' resource will be published online, and updated year-on-year, to provide inspiration for competition entries. The resource will be thematic and will cover impacts of war and responses to war, drawing on examples throughout history.

<https://www.neversuchinnocence.com/hsi-resource-conflict-through-the-ages>

Objectives:

- To view and compare a range of artists' work
- To deepen understanding of war and conflict, using a specific example of a conflict from history or the present day
- To recognise a range of techniques used by artists to tell a story or create a mood
- Create our own piece of War Art

Resources:

Our Stories of the First World War and our Anthology are both available on Amazon for purchase!

https://www.amazon.co.uk/Never-Such-Innocence/e/B07HOR1L59/ref=dp_byline_cont_book_1

Classroom activities:

Option 1 – viewing artists' work

Show pupils some different examples of War Art.

Have your pupils work in groups to list words that describe how it makes them feel and words they could use to describe the picture. Share as a group, writing down new words as they hear them. Ask pupils how the artist has created these ideas.

- You may find the Imperial War Museum Collections Online a helpful resource for finding images: www.iwm.org.uk/collections

Option 2 – other young people’s artwork

Look at artwork created by previous winners of the Never Such Innocence competitions:

- *Peace* by George Sanders, *Forgive and Remember* by Lydia Calman-Grimsdale and *Post War Vision* by Fatima Arman can be found in the accompanying document.
- You can also find all of the winning work in the Winners’ Booklets, which can be downloaded for free [here](#).

Discuss in groups how the art makes the pupils feel? Ask pupils to share which piece they liked the most and why.

Help pupils to identify techniques that have been used – how is Vivian’s piece different to the others? What message do they think Lydia is trying to convey? How does Fatima’s piece make you feel? Why do you think George chose a print?

Option 3 - mad, sad, glad, and scared

This activity will help pupils understand the universality of certain human experiences, and help develop empathy.

- Ask pupils to write a list or mind-map of things which make them feel ‘mad’. Encourage them to think of some things from their own everyday lives, some things within the broader community, and some things happening in the wider world.
- Have everyone feed back to the class and write the common themes on the board.
- Repeat for ‘sad’, ‘glad’, and ‘scared’.
- Ask pupils whether they think someone living 100 years ago might have felt the same things for the same reasons. Did their siblings make them mad too? Did seeing their friends and family make them glad?
- Show pupils that most things can be drilled down to a few fundamental human emotions, and that they have lots in common with other people - whether across history or geography.

The pupils could then focus on one theme from the list in their artwork.

Option 4 – using poetry in art

Show pupils some poetry from the period. Ask them to think about the themes explored in the poem, and the imagery the poet uses. Does the poet create a visual picture? Is this something that could be expressed as art?

- Honey Marshall used lines from *In Flanders Fields* by John McCrae to inspire her winning piece, *We are the Dead*. This can be found in the accompanying document.
- Like Honey, pupils don’t need to use drawing or painting to create a great piece of art! We accept work in any medium at all.
- You might find the Poetry Foundation’s collection of War Poems helpful: www.poetryfoundation.org/collections/144683/war-poetry

Option 5 – recreating art ourselves

Select a piece from the period that pupils can easily recreate. Display it for the class and ask for pupils' thoughts.

- Ask them what they think they can see and how they would recreate it themselves, or with things in the room.
- Pupils could use photography, lino printing, painting or drawing to respond to this.

This is inspired by a project by Mrs Williams at Hampton School – see her explanation of the work in the accompanying document

Option 6 – architecture and destruction

Show the students some images of architecture in an area affected by conflict – some images from before, and some from after or during the conflict to show the impact. More current photographs may be more hard hitting.

Ask pupils how the images make them feel, how the images translate to them, ask them to imagine their own town transformed like this.

Encourage pupils to then think about the impact of conflict on the people who live in the area they have seen photos of.

- Pupils could then create their own pieces inspired by the architecture and the people who have been impacted by conflict

This project is inspired by Ms McAinsh's work with S2 pupils at Larbert High School. Some examples of the students' finished work are in the accompanying document.

Option 7 - commemoration and remembrance

Discuss in groups the different ways that we commemorate:

- The Commonwealth War Graves Commission care for war memorials to remember 1.7 million people who died in the two world wars
- Many communities build memorials or hold events (e.g. Remembrance Services) – ask pupils if they are aware of local commemorations
- Visiting museums and learning about someone's life is a way of remembering them

Ask your pupils whether they think it is important to remember and commemorate people who have lost their lives in conflict and why. They could then create a piece of art to remember someone from a conflict they have studied.

Option 8 - worksheet on commemoration

Ask pupils to each complete a Never Such Innocence worksheet about commemoration –these can be downloaded [here](#).

- Their thoughts will directly inform the next phase of Never Such Innocence
- We hugely appreciate any completed worksheet that can be sent to us – either by post, or emailing scans.

Tips on creating artwork from Caroline de Peyrecave:

1. Never underestimate the importance of drawing
2. Take a black and white photo to help with tonal values to create a life like 3D effect
3. Stand back from your work to get perspective on it and see it as a whole.
4. Have your work vertical when working so you can see it as it would be when hanging
5. Loose and effortless effects can only be achieved once you've mastered control



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Please be sure to enter your artwork into Never Such Innocence's International Competition
[https://www.neversuchinnocence.com/!](https://www.neversuchinnocence.com/)

Please note that we accept artwork in any medium, and strongly encourage teachers not to filter entries.

Email: enquiries@neversuchinnocence.com Tel: 0207 836 2603