

Sporting
Heritage

Art

Teacher Resource Guide 2022

#SportAndArt 🎨



Overview

This flexible resource, drawing on the initial stimulus of the Olympic Art Competitions which ran between 1912 and 1948, has been produced to coincide with Sporting Heritage and Art Month and can be used at any time across Key Stages 2 and 3 to enrich learning in relation to the National Curriculum Art Programmes of study and Attainment Targets. In particular:

Key Stage 2

Pupils should be taught...

- To develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- About great artists, architects and designers in history.



Key Stage 3

Pupils should be taught...

- To develop their creativity and ideas. They should develop a critical understanding of artists, architects, and designers, expressing reasoned judgements that can inform their own work.
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

The PowerPoint guide through the activity encourages students to research and 'match' iconic sporting images – or those related to the local community or school – to artistic styles and genres and produce their own work in response. This work can form the basis of a class or school 'Sporting Heritage Gallery' display.

Aims

- To develop interest in and understanding of Pierre de Coubertin's vision for the connection between art and sport and how this was reflected in Olympic competitions.
- To develop interest and understanding of different artists and artistic styles in history.

Guide to PowerPoint Use

Slides can be selected, edited or deleted based on context of delivery and desired learning outcomes.

Slide 1	Title Slide.
Slides 2 - 4	Introduces Pierre De Coubertin's vision and ideas about the relationship between sport and art, reflected in art competitions running alongside the Olympic Games held between 1908 and 1948. For further information and detail go to: https://tinyurl.com/2p8snvdv
Slide 5	Shows the Competition Catalogue and exhibition of entries at the 1932 Olympic Games in Los Angeles by way of illustration.
Slide 6	Illustrates further information about the art competitions at the Amsterdam Games of 1928 and London Games of 1948.
Slide 7	Provides examples of sports-themed entries to the competition L-R: Rudolf Herman Eisenmenger (Austria), 'Runners at the Finish Line' - Silver Medal 1936 Mahonri Young (USA), 'The Knockdown' - Gold Medal 1932 Jean Jackoby (Luxembourg), 'Rugby' - Gold Medal 1928
Slide 8	Introduces the core activity. A class a group approach would lend itself to a final 'gallery' outcome of a variety of pieces of work, potentially using different media.
Slide 9	Step 1 of 3 - a research activity to select famous sporting moment to form the focus of the piece of art. Slide 16 offers the option of a more local or school focus.
Slide 10	Provides tow examples of 'iconic' images that will be subsequently worked through; Ben Ainslie celebrating after winning the third of his four Gold medals in the Finn Class at the Beijing Olympics in 2008 (Ainslie is the most successful sailor in Olympic history), and Seb Coe's victory 'scream' celebration upon winning the 1500m at the 1980 Moscow Olympics (he 'only' achieved a Silver Medal in the 800m earlier in the Games at an event where he was a big favourite to win, beaten by his arch British rival, Steve Ovett).
Slide 11	Step 2 of 3 - introduces the idea of researching and 'matching' an artistic style or genre to creatively represent the selected moment. Slides 12 and 13 provide examples. This is the opportunity for research on major movements or artists in history.
Slide 12	Provides the example of 'matching' the image of Ben Ainslie the Olympic sailor with Hokusai's iconic 'The Great Wave off Kanagawa'. For more see, for example: https://www.katsushikahokusai.org
Slide 13	Provides the example of 'matching' Seb Coe's victory 'scream' with Edvard Munch's iconic 'The Scream'. For more see, for example: https://tinyurl.com/5n7ep7x2
Slide 14	Step 3 of 3 introduces the creative process, illustrated in Slide 15.
Slide 15	Provides examples of the Hokusai-themed Ainslie and Munch-themed Coe paintings, produced in a school setting by Year 9s piloting the project
Slide 16	Encourages students to think about sport in their local area or school as an alternative focus for the activity. This could substitute or be combined with Slide 9.

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The Olympic Museum

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