

Which Artists: Toby Pritchard

By Toby Pritchard

Toby Pritchard is a recent Masters Graduate from Manchester School of Art where he studied Illustration. In this post he shares his creative journey and the development of his practice over the years from 3D Stop Motion Animation to more digital animation. Toby talks about inspirations, from artists like [Eyvind Earle](#) to percussion music and explains how [anthropomorphism](#) (the attribution of human characteristics or behaviour to a god, animal, or object) has given his work life.



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What We Like About This Resource...

“It’s a really positive thing for an artist to share the concept of the creative journey. At AccessArt we believe journeys are pretty important

and we are pleased to show this in action through Toby Pritchard's post. We particularly like the anthropomorphic element, and how this really brings life to Toby's work." – *Rachel, AccessArt*

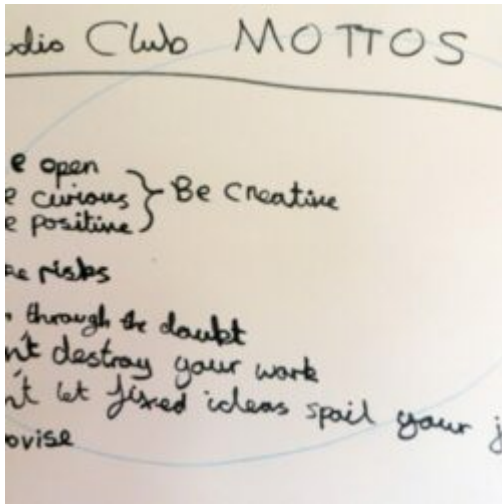
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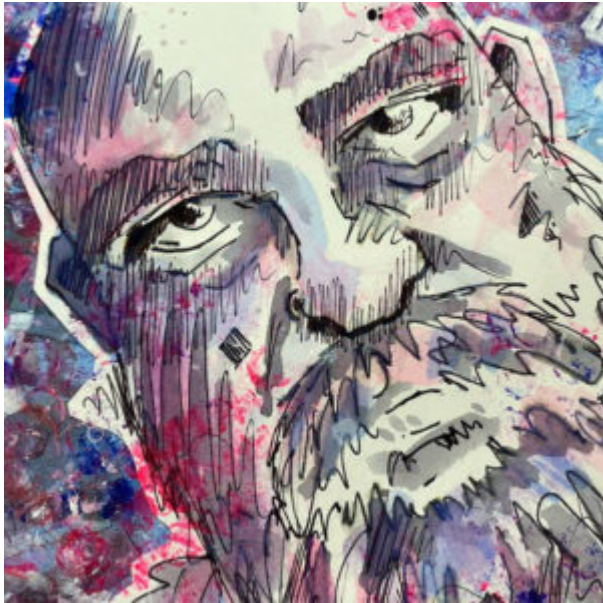
"We're really grateful to Jake from Draw Brighton for sharing this activity which became so well received during lockdown 2020."

This is the perfect reminder that wherever we are in the digital or physical world, we have our eyes, hands and faces, and drawing provides a wonderful opportunity to come together in small groups to make sketches of each other. Use this activity as an ice breaker before a workshop, or

as a transition activity between classes or events. Thank you Jake!" Paula, AccessArt

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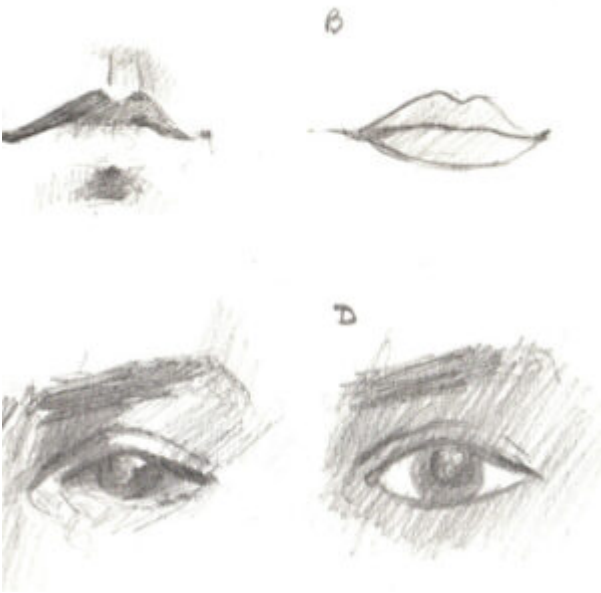
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"These are such beautiful and evocative images – certain to inspire. There is a lot of potential for schools to explore Gabby's work as a way to

inspire pupils to create their own imagery inspired by literature, or inspired by imaginative writing by pupils.

Although etching might not be particularly accessible to many schools, there are low tech ways of approaching the process (see below) which mean pupils can explore similar ways of working in the classroom." *Paula, AccessArt*

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Gabby Savage-Dickson: Felting

& Embroidering Sets

What We Like About This Resource...

“It’s really interesting to see how Gabby works across the different disciplines of textiles and illustration in her work, and you can see how the principles of each are present in these beautifully made felt sets. We enjoyed learning how she went between planning and making – showing that the process of creating isn’t completely linear, and that the journey of idea creation can happen through sketching ideas, but also through making itself” – *Andrea, AccessArt*

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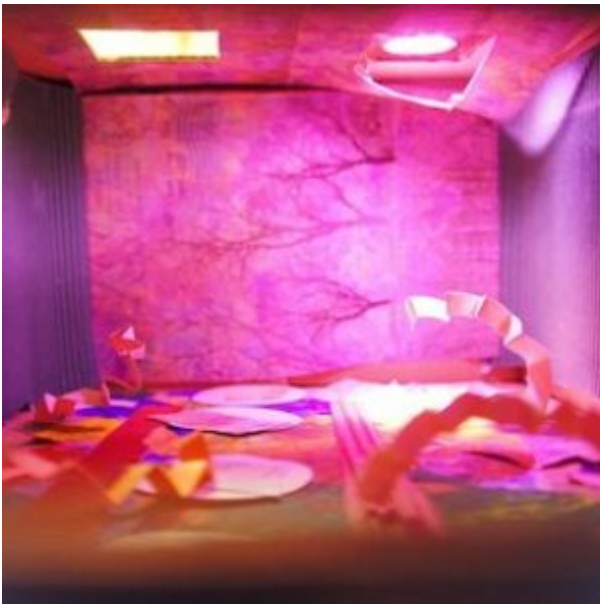
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Rosie Hurley: Esio Trot

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“Rosie highlights the importance of embracing a wide variety of interests and ways of working into our wider creative practice, resulting in wonderfully rich and very personal explorations and outcomes.

There are so many clues in this resource for teachers. Look out for how Rosie slows down her whole process into a series of interconnected stages, which weave in and out of each other. These include time for research (collecting and observing), analysing and revisiting, drawing, making and finally documenting.” *Paula, AccessArt*

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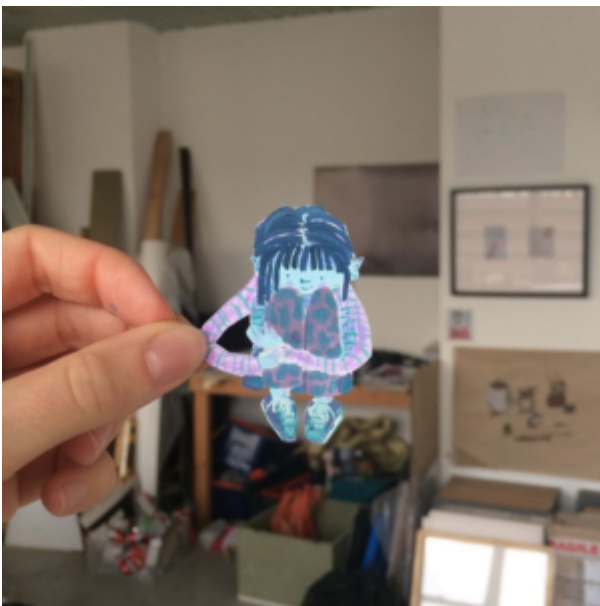
What We Like About This Resource...

“This resource shows pupils how the experience, background and passions of an illustrator all feed into his or her work.

We like the way Natsko shares how her experience over time informs her work. For example, her background as a “visitor” or person living in cultures which she isn’t initially familiar with, enable her to see that culture through fresh eyes.

She takes these observations in through her sketchbooks, and then these inform her work at various points going forward. This is an important concept when facilitating art and developing pupils' own creativity – and [sketchbooks](#) provide the perfect tool for building this experience.”
Paula, AccessArt

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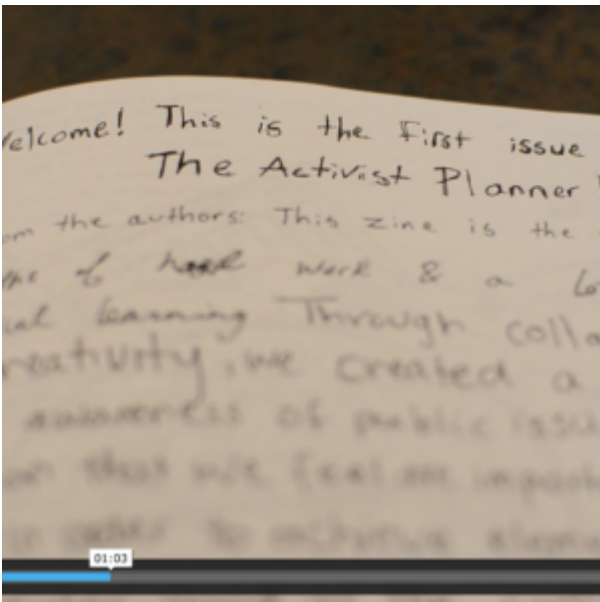


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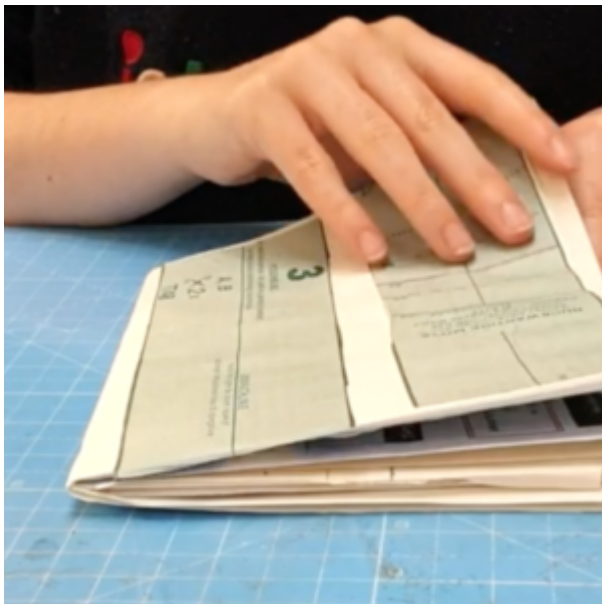
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Make Assessment Inclusive

**Attainment And Progress Are
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**Make Assessment a Classroom
Tool For Improvement**

**Assess a Broad Range of Art
Abilities Over Time, Linked
To Your Curriculum**

**Know Your Pupils' Starting
Points**

**Identify What It Is You Want
To Assess**