

Talking Points: WWF and NOMINT

Explore the videos below to find out about the creation of a WWF campaign.

Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.

Please [let us know](#) if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

If you are having issues viewing videos it may be due to your schools firewall or your cookie selection. Please check with your IT department.

This resource is free to access and is not a part of AccessArt membership.

AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

A Stop-Motion Made of Ice

“We follow the story of a young polar bear that tries to survive in the increasingly melting Arctic environment. In the film, as in real life, Arctic sea ice is melting quickly “changing the Arctic ecosystems forever, causing destruction around the planet.” This is a stark reminder that world leaders need to act now.

We used an innovative combination of 3D-Printing, Mould-Making, and Ice-sculpting to create 500 unique polar bear ice-sculptures that were then used to create the stop-motion animation. More than 1000 liters of ice were used to create the polar-bear sculptures and environment. The film, which took a year to produce, was created by

NOMINT co-founder Yannis Konstantinidis, in collaboration with Marcos Savignano and Jua Braga, with music by Ted Regklis.” – [Vimeo](#)

Watch the video below to find out how the animation was created.

In Hot Water

“In our latest project, we’ve partnered with WWF to unveil “In Hot Water,” a film that explores the devastating impacts of climate change on the world’s oceans. The film tells an important story about rising ocean temperatures and marine heatwaves, highlighting the threats they pose to both marine life and humans.” – [WWF](#)

Watch the video below to find out how the animation was created.

Questions to Ask Children

What can you see in the animation?

What do you like / dislike about the animation?

How does the animation make you feel?

How successful is the animation in communicating its message?

Would you like to create an animation out of ice? Why?

If you could make an animation with a message about our planet, what would that message be?

This Talking Points Is Used In...

Pathway: Using Art To Explore Global Issue

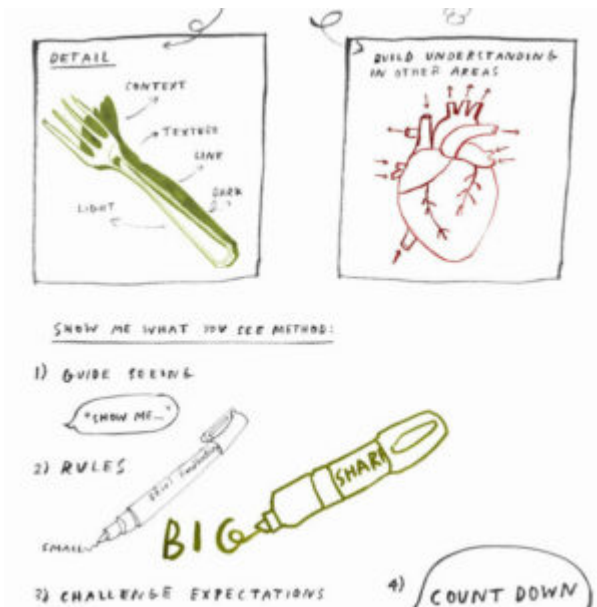


[This is featured in the 'Using Art To Explore Global Issue' pathway](#)

using sketchbooks to make visual notes



Show me what you see



Pathway: Using Art To Explore Global Issues

Pathway for Years 5 & 6

Disciplines:

Sculpture, Painting, Drawing, Collage, Sketchbooks

Key Concepts:

- That art can help us focus on, and explore, big issues. By looking at the artwork of others, and by making our own artwork, we can feel empowered to explore topics which might otherwise be overwhelming to us.
- That by working alongside others on a similar project we can feel a shared sense of purpose. We can feel supported and understood.
- That we can bring many disciplines together (including drawing, painting and sculpture) into one artwork.

In this pathway children are enabled to begin to recognise that they are able to make an individual creative response which will be different to that of their peers, but one which comes from the same starting point and share a similar message. They learn that all artwork, however it is made and by whom, will be valued, and that each piece can contribute to a larger shared artwork.

As children progress through the school, they are enabled to use and further develop the knowledge and skills learnt so far, and bring their personal

likes, dislikes and experience to a project, working towards being confident creative decision makers.

By using a variety of media and techniques, all children are enabled to explore and succeed.

The projects featured centre around an exploration of global warming and ice worlds, but this pathway can easily be adapted to explore other global issues such as deforestation or weather patterns. Change your source material accordingly.

Try to make sure you leave time at the end of the project for a discussion over the global issue to emerge, based upon the artwork.

Theme: Climate change, Landscape, Habitats, Animals

Medium:

Drawing Materials, Modelling Materials (incl. Modroc)

Artists: Faith Bebbington, Frances Hatch, NOMINT

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!



Additional Pathway

This pathway is an additional pathway to help you extend, develop or further personalise the [AccessArt Primary Art Curriculum](#).

We suggest this pathway is used to replace a “Working in 3 Dimensions” (Blue) Pathway or a “Print, Colour, Collage” (Yellow) Pathway.

It works well in replacement of the [Set Design](#) (Year 5 & 6) or [Activism](#) (Year 5 & 6) Pathway.

Please note the Modroc Polar Bear activities in this pathway are best suited to more confident teachers who are happy with a higher level of

interaction with the work, and more able or experienced pupils.

You may also like to use the activities in this pathway with a smaller group of children in an after school club or community context.



AGES 5-8

AGES 9-11

Teaching Notes

Find the MTP for this pathway [here](#).

[See the recording of the Zoom CPD session exploring Modroc.](#)

Curriculum Links

Geography: Climate zones, North & South Hemispheres

Science: Animals, Predators/Prey, Environmental changes.

PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion.

I Can...

- I have explored the work of artists who use art as a way of drawing attention to global matters, and I can share my responses with the class.
- I can use my sketchbook to record and reflect how the artist's work makes me feel.
- I can use my sketchbook to make drawings, working from still images, videos and from life, demonstrating close looking and drawing. I can use these drawings to inspire my sculpture.
- I can make a sculpture of an animal, understanding that by working in 3d my

sculpture will be seen from different viewpoints.

- I can explore and experiment using “Design through Making”, and I can discover how I can transform and construct with different materials to make my sculpture.
- I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each others’ ideas.
- I can explore painting and collaging using colour mixing and different surfaces and see how the materials respond to each other. I can create an environment for my sculpture.
- I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Soft B pencils, Charcoal, Acrylic Paint

Construction Materials

For Ice Worlds

Fruit Crates, A variety of paper, Making Tape, PVA glue

For Polar Bears

Modroc sheets, Newspaper, Plastic bags, Masking Tape

Pathway: Using Art To Explore Global Issues

A PDF of this pathway can be found [here](#).

. Aim of the Pathway

The aim of this pathway is to give children the opportunity to understand that art can be used to enable an exploration of important issues which affect us all. Through drawing and making, and through looking at art made by other people, we can build our understanding of the issues involved, and make a creative response to share with others.

Look and Draw



Introduce pupils to a stop-motion campaign about the effects of melting ice with “[Talking Points: A WWF Campaign](#)”. Find out how ice was used to create the animation and discuss the impact of the campaign.

▪ Drawing in Skethbooks



Continue the session by exploring “[Drawing Source Material: Polar Bears](#)”.

Refer to the first section of the “[After School Art Club: Drawing, Collage, Painting and Sculpture. \(Part 1\)](#)” resource to help you guide the drawing session.

▪

Find Your Focus

Choose between whether you would like to create sculptures of polar bears or if you would like to make 3d ice world landscapes. For less experienced teachers we would recommend following the Ice World resource.

▪ Week

2/3/4/5

Option 1: Create an Ice World



Begin by introducing pupils to the work of artist Frances Hatch through “[Talking Points: Drawn to Antarctica](#)”. Use the questions to prompt discussion and feed into sketchbook and 3d work.

Explore colour, form and texture in a playful way. Working in small groups pupils will create a 3d interpretations of an “[Ice Worlds](#)”.

If you have time at the end of week 5, add some of the drawings made of Polar bears in week 1 to the ice worlds.

Option 2: Build a Polar Bear

Introduce pupils to sculptor Faith using the "[Talking Points: Faith Bebbington](#)".



Invite children to create “[Visual Notes](#)” documenting what they notice about the artists work.

▪ Week

3:

Build

Creating Sculptural Forms



In this session pupils will be creating a sculpture of a polar bear using either plastic bags or newspaper and tape. Refer to Part Two of "[After School Art Club: Drawing, Collage, Painting and Sculpture. \(Part 1\)](#)".

▪ Week	4 :	Introduce	Modroc
--------	-----	-----------	--------

Using Modroc



Once the forms are complete, invite children to cover them in modroc. See “[How to Use Modroc](#)” to find practical advice about how to use modroc, or refer to our our recorded Zoom CPD “[Exploring Modroc](#)”.

Use Section 3 of the “[After School Art Club: Drawing, Collage, Painting and Sculpture. \(Part 1\)](#)” for extra support.

▪ Week

5:

Paint

Paint the Polar Bears



Finish off the polar bear sculptures with some paint. Explore part 4 of the "[After School Art Club: Drawing, Collage, Painting and Sculpture. \(Part 1\)](#)" resource to see how you can use and adapt the session in your classroom.

- Week 6: Share and discuss

Share, Reflect, Celebrate



End the pathway by taking time to appreciate the developmental stages and the final outcomes in a clear space.

Depending upon the project option chosen, display the work appropriately including having open sketchbooks. Use the "[Crit in the Classroom](#)" resource to help you.

Encourage children to reflect upon all stages of the journey, and reference the artists studied.

If available, children can use tablets or cameras to take photographs of the work.

[Explore how children can take high quality photographs of 3d artwork with this resource.](#)

If You Use AccessArt Resources... You might like to...

Join our Facebook Group



[Join the AccessArt Network group on Facebook and ask questions of others using our resources](#)

Share and Tag



[Share photos of work made by tagging us on social media](#)

CPD Recording: Sketchbook Share

You May Also Like...

see all sketchbook resources



The Sketchbook journey



Sketchbook pedagogy



CPD Recording: Exploring The World Through Mono Print Pathway

Sketch Your World: Drawing The Details

**Sketch Your World:
Perspective**

**Sketch Your World: Choosing
Subject Matter**

Sketch Your World: Materials

**Sketch Your World:
Sketchbooks & Composition**

Sketch Your World: The Basics

CPD Recording: Drawing for Wellbeing

You May Also Like...

arts and wellbeing



Introducing the New AccessArt Primary Art Curriculum

You May Also Like...

Accessart primary art curriculum



Session recording: The Primary Art
Curriculum Celebration



AccessArt Recorded CPD: Primary Art Curriculum



Clay Pens

You May Also Like

EYFS Curriculum



fruit pinch pot



how to clay play



Urgent Reform Needed In 11-16 Education

CPD Recording: In The Studio With Joe Gamble

You May Also Like...

Manipulating Form in Landscape Painting



Changing colour



Adapting AccessArt: Colour and Composition



Tools & Questions for Assessing Drawing

CPD Recording: Adapting AccessArt

You May Also Like...

**session recording: Managing a creative
classroom**



Adapting AccessArt



CPD Recording: Be An
Architect Pathway

Adapting AccessArt: Stone Age Clay Play

See This Resource Used In
Schools...





You May Also Like

fruit pinch pot



clay pens

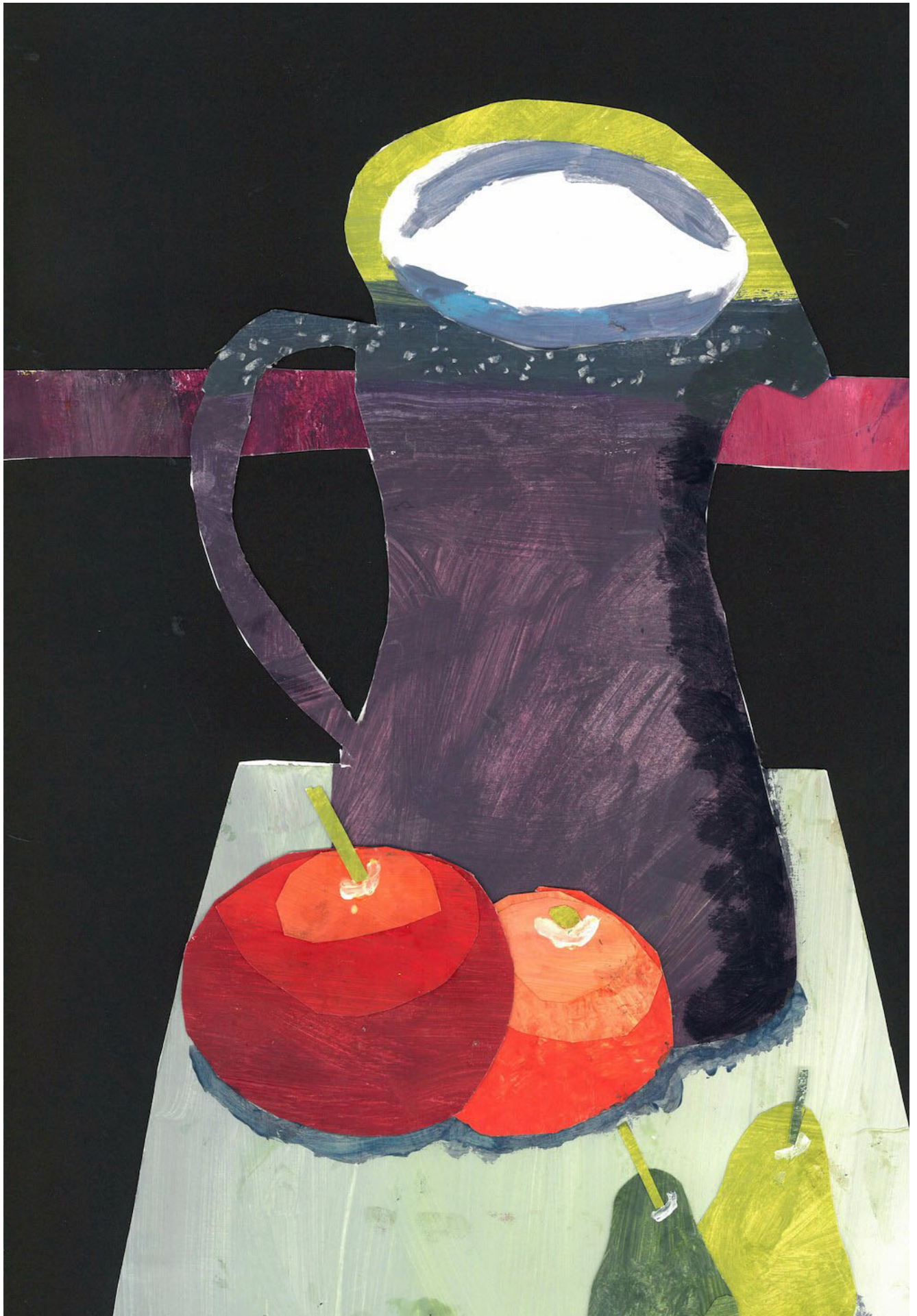


how to clay play



The AccessArt Primary Art Curriculum User Survey

October 2023



In the summer of 2023, a year on from the launch of the [AccessArt Primary Art Curriculum](#), we conducted this survey to invite users to feedback their experiences of using the resources so far.

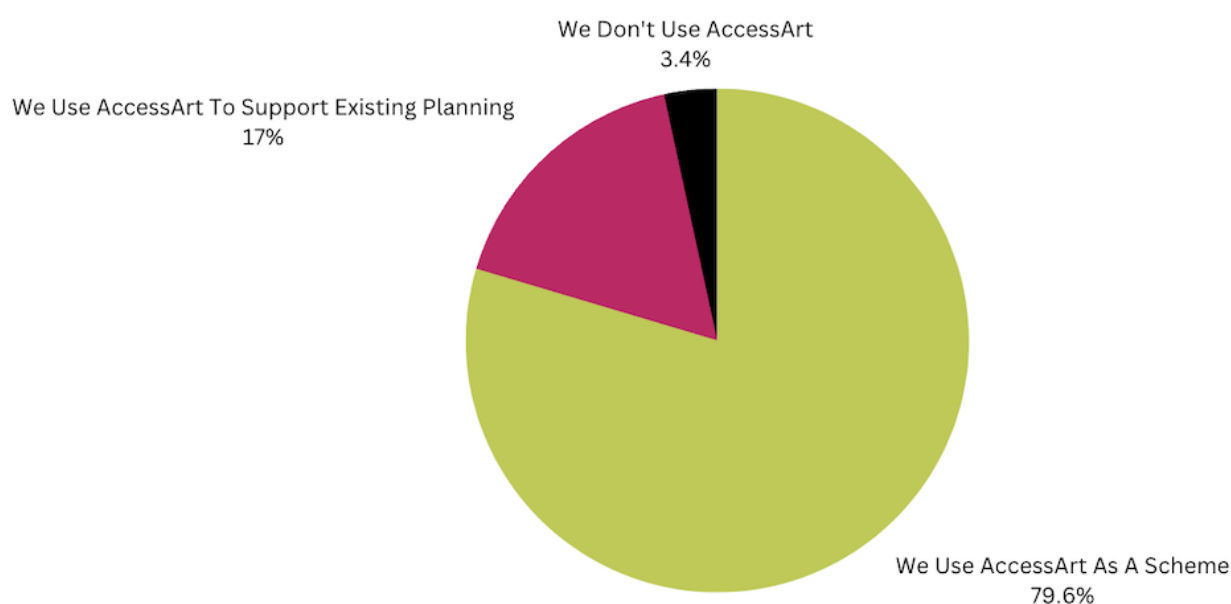
You can find everything you need to know about the AccessArt Primary Art Curriculum [here](#). The survey did not include feedback to the EYFS element of the Curriculum, though many respondents mentioned the benefits of this addition in their qualitative responses.

A total of 447 people completed the survey – thank you to all those who took the time. We hope you find this summary useful.

You can find a pdf of the report [here](#) including an appendix of qualitative feedback.

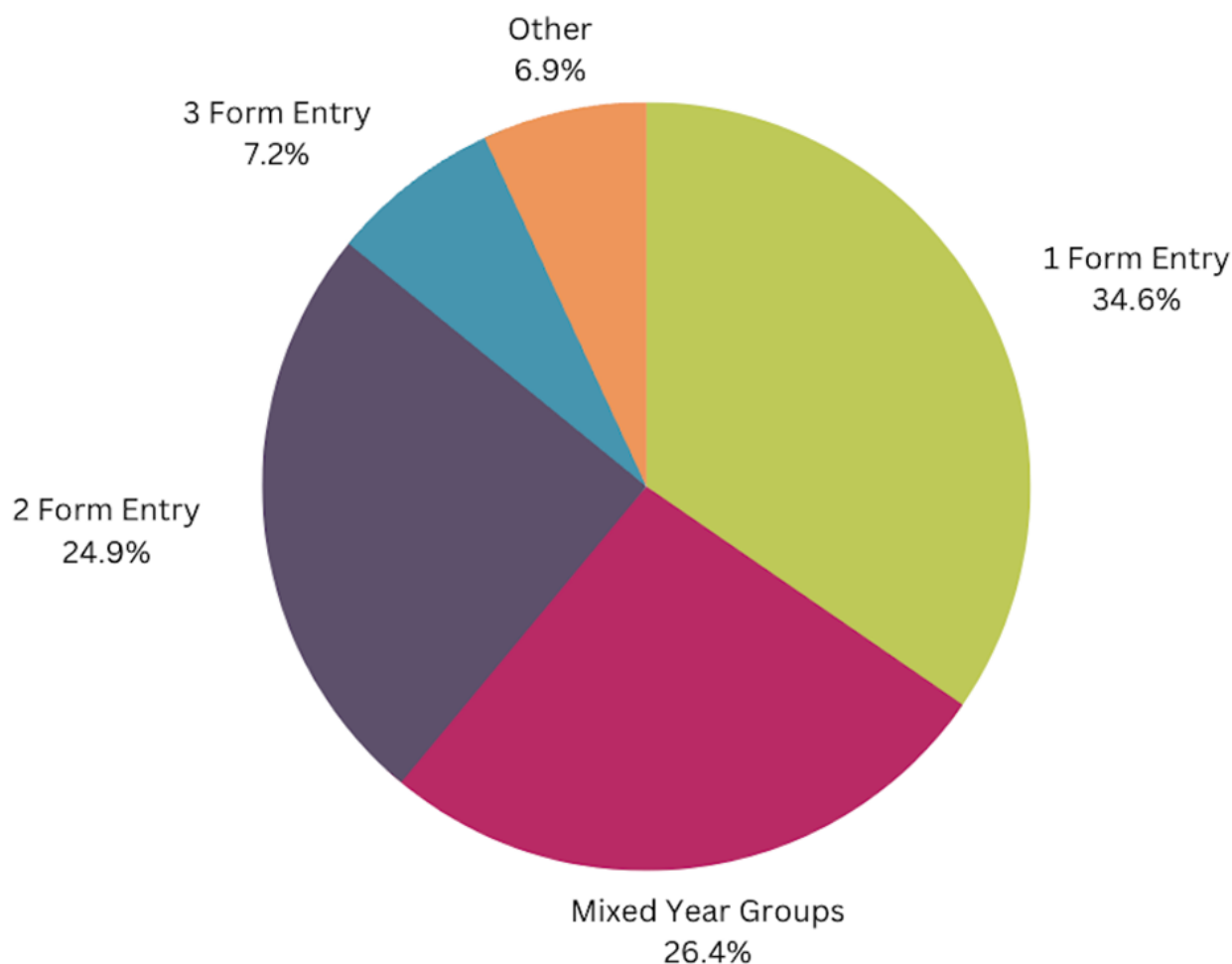
How do Schools Use AccessArt?

How is AccessArt Being Used Across Schools?

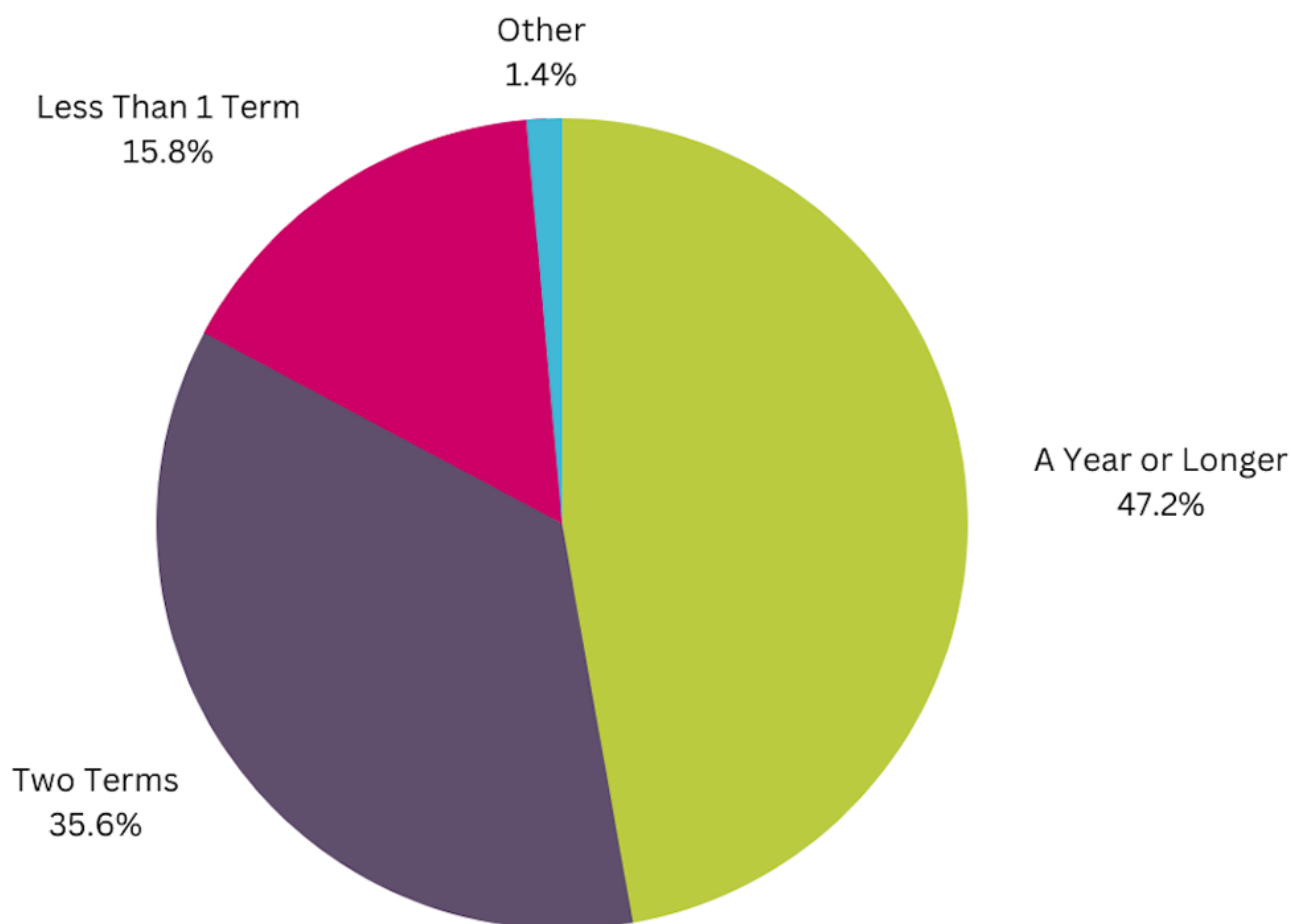


The majority of respondents use AccessArt as a scheme, with a smaller percentage using our resources to support their own planning or to extend the resources of other schemes such as Kapow.

How Large is Your School?



How Long has Your School Been Using AccessArt?



The smallest school that uses AccessArt as a scheme has just 18 pupils.

The majority of schools are 1 form entry and a significant number teach in mixed year groups.

AccessArt Primary Art Curriculum Versions

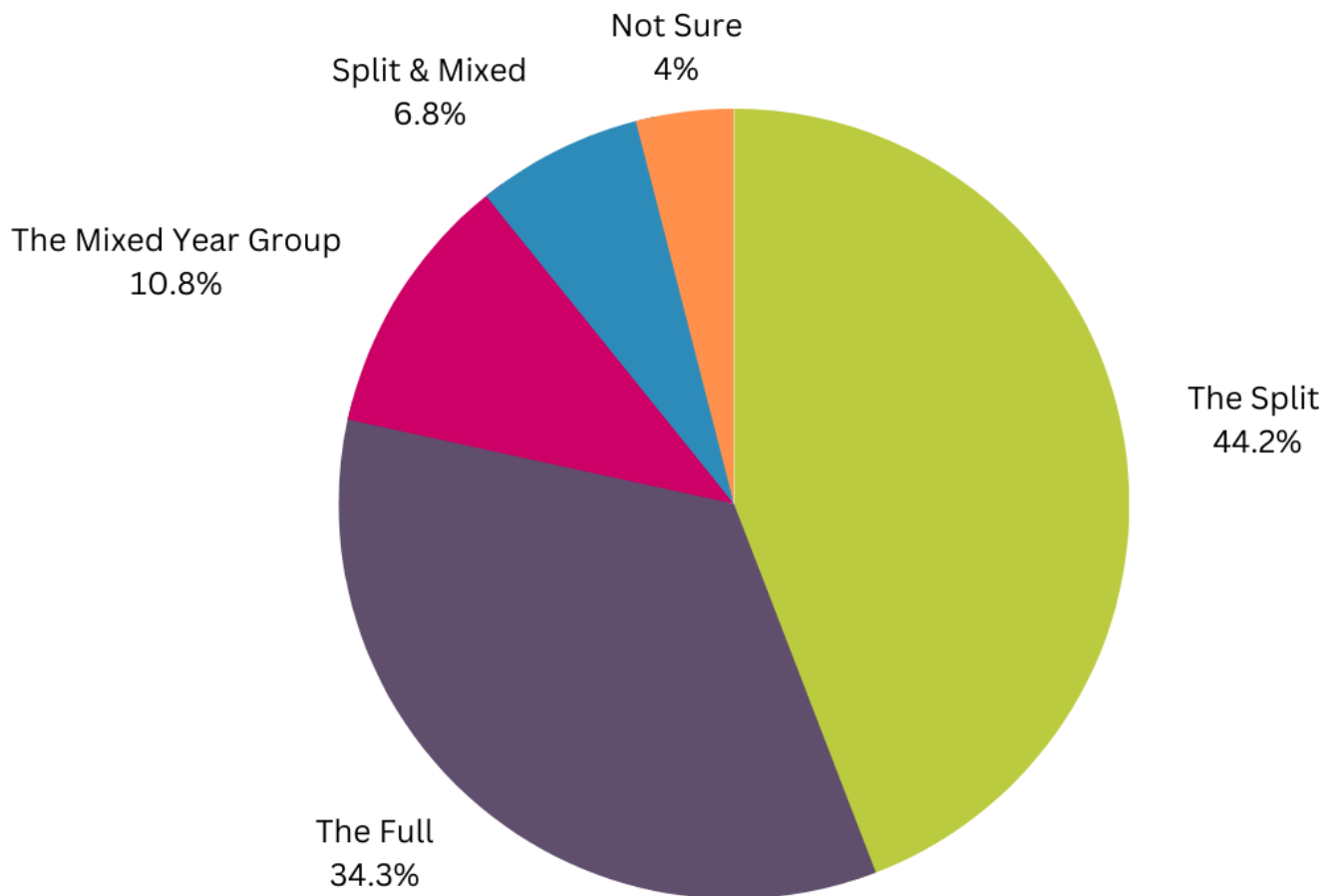
We offer four versions of the Curriculum: the Full (36 pathways based upon one week of art each week), the Split (for schools who alternate Art with DT), the Mixed (for schools teaching art full time in mixed year group classes), and the Split & Mixed (for schools teaching in mixed year group

classes and alternating with DT).

Interestingly, and a clear indicator of the pressures on schools across the timetable, the single largest sector of schools use our Split Curriculum. This may also be an indicator of the flexibility of our Curriculum for schools working in this way.



Which Curriculum is Used by Schools?



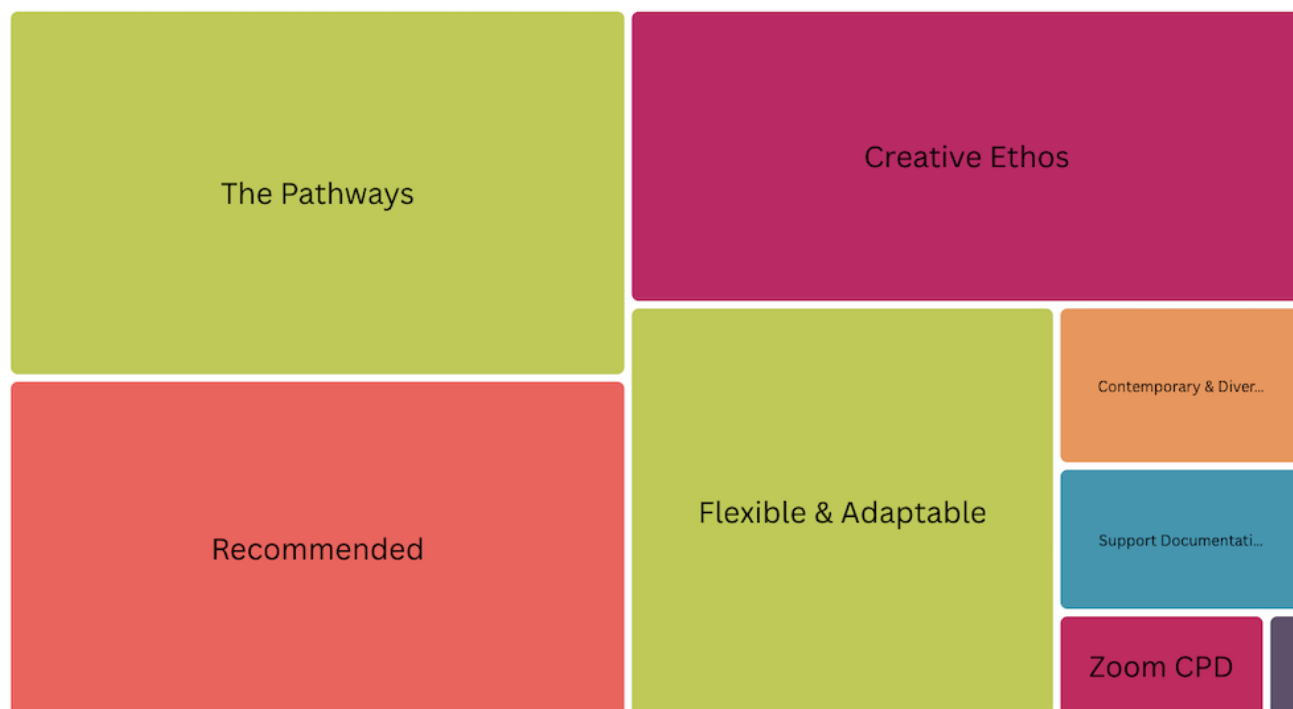
Some schools did comment that using the Split Curriculum successfully in their school had strengthened their argument to move art to a full time basis; clear evidence that if we can create an enthusiasm for art in schools amongst teachers and pupils, and demonstrate its purpose and relevance, then we can create a demand.

When making choices about which scheme to use, it is vital that teachers choose a scheme [whose ethos](#) matches or informs that of the school.

[The Pathways](#), [Creative Ethos](#), flexibility and adaptability all scored highly as reasons teachers choose AccessArt. The Curriculum also comes highly

recommended by other teachers and trusts.

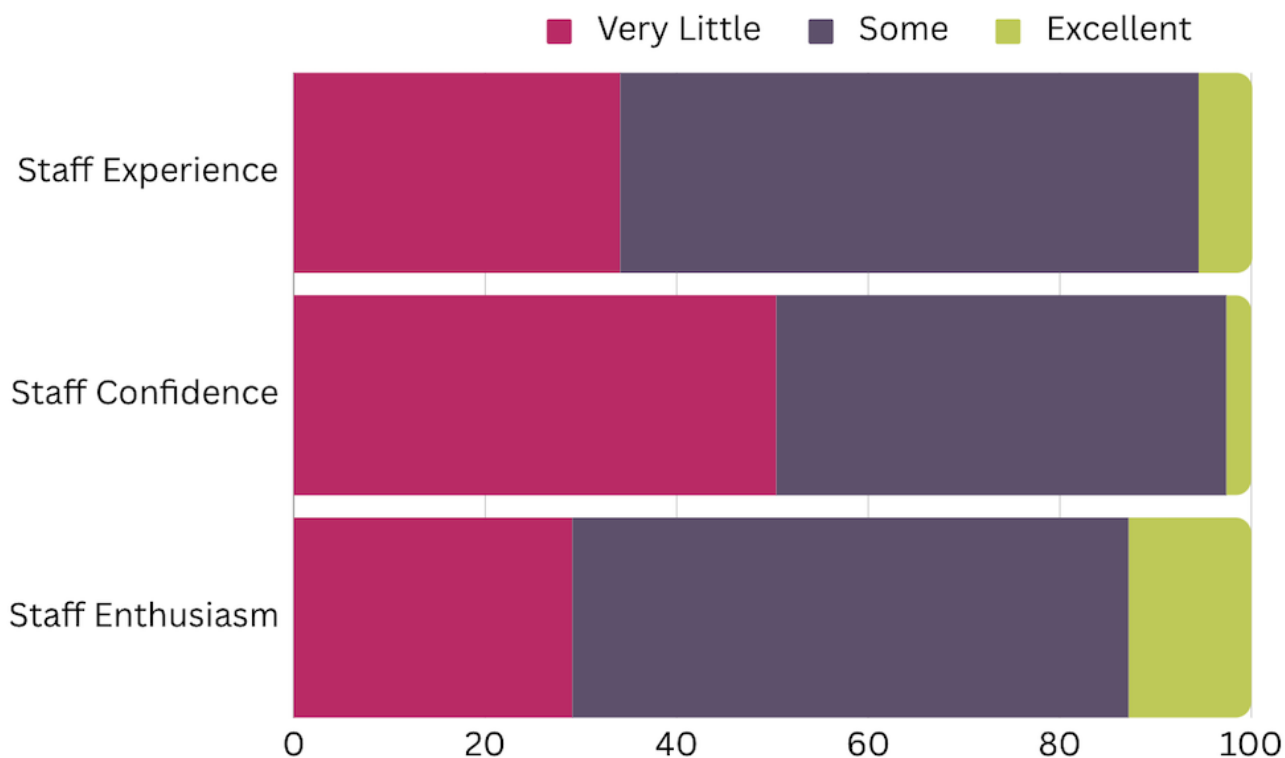
Why do Schools Choose AccessArt?



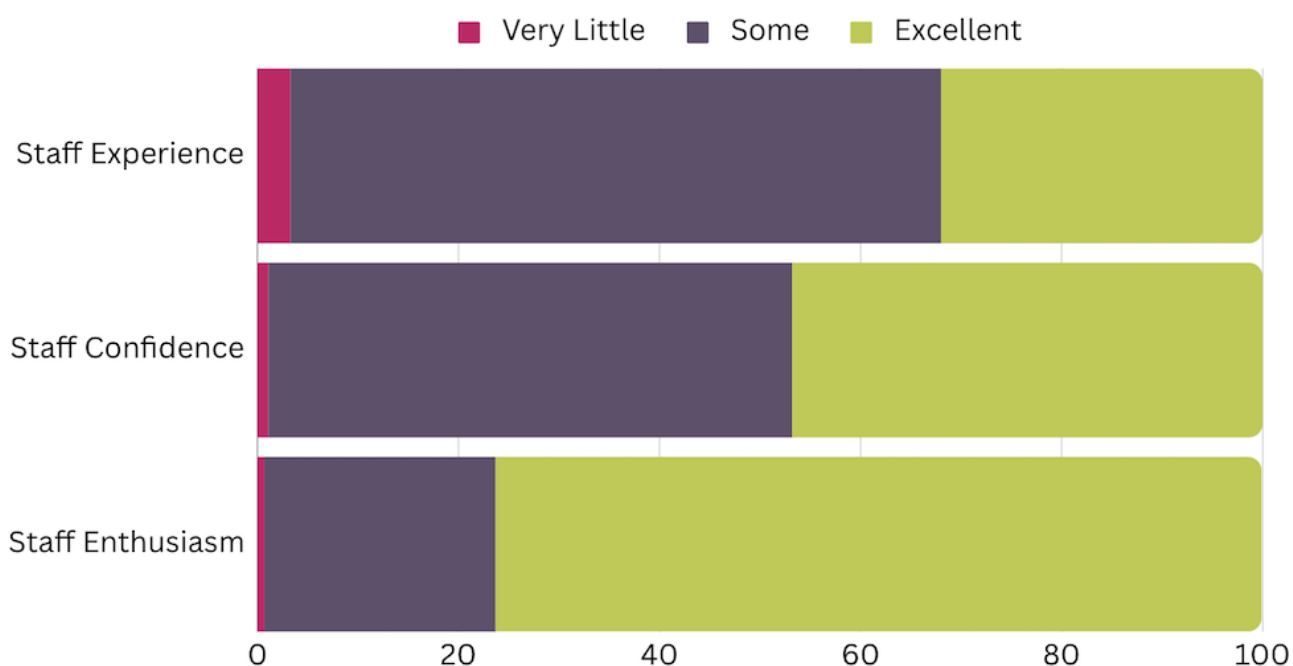
Impact Upon Teaching

We are thrilled to see dramatic increases in staff experience, confidence, and enthusiasm in teaching art after just a short time of using our resources, as perceived by the Art Lead.

Staff Feeling *Before* AccessArt



Staff Feeling *After* AccessArt



Over 67% of respondents feel that their arts curriculum is now more diverse, contemporary and relevant, and therefore there was more

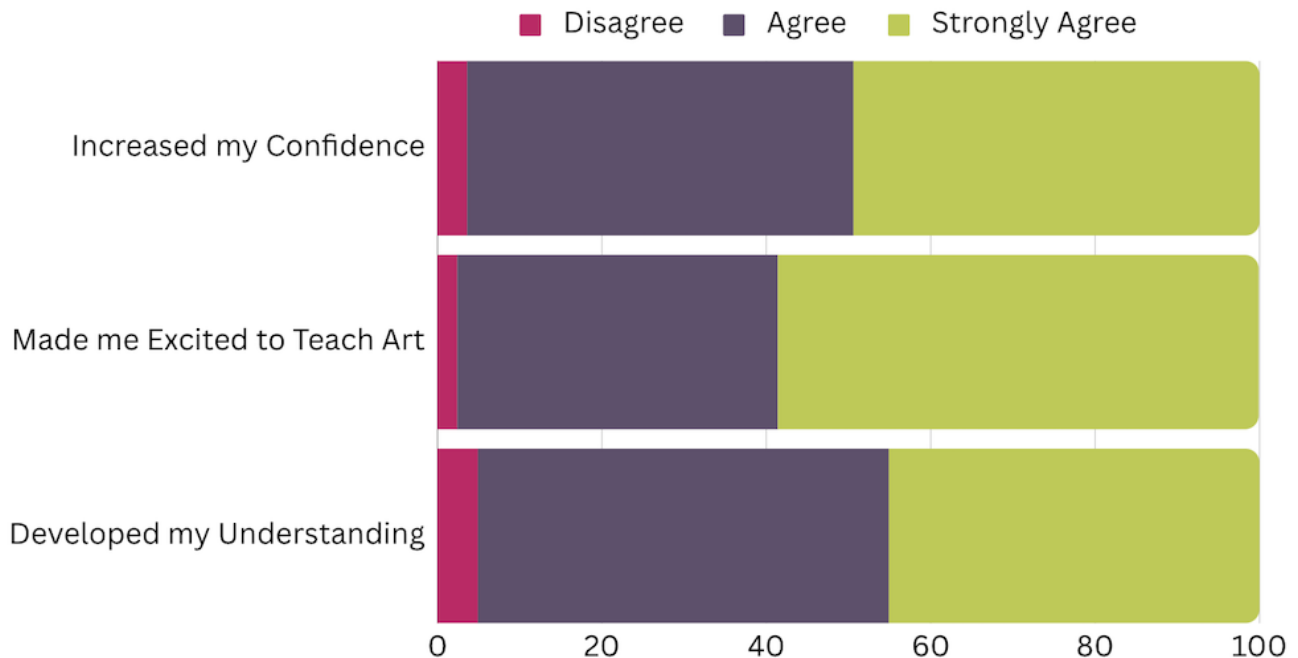
appreciation for art as a valuable subject in their school. Over 66% of teachers feel that they now have a clear structure from which to explore art, and that they understand how their teaching fitted into the bigger picture in school. 62% of teachers have a better understanding of the importance of an open-ended exploratory approach and how to enable this kind of learning.

Class teachers reflected upon changes to their own understanding, with 47% / 49.4% teachers agreeing / strongly agreeing that their confidence had increased, 39% / 58.5% of teachers agreeing / strongly agreeing that they felt more enthusiasm to teach art, and 50% / 45.1 agreeing / strongly agreeing / that their understanding in teaching art had increased.



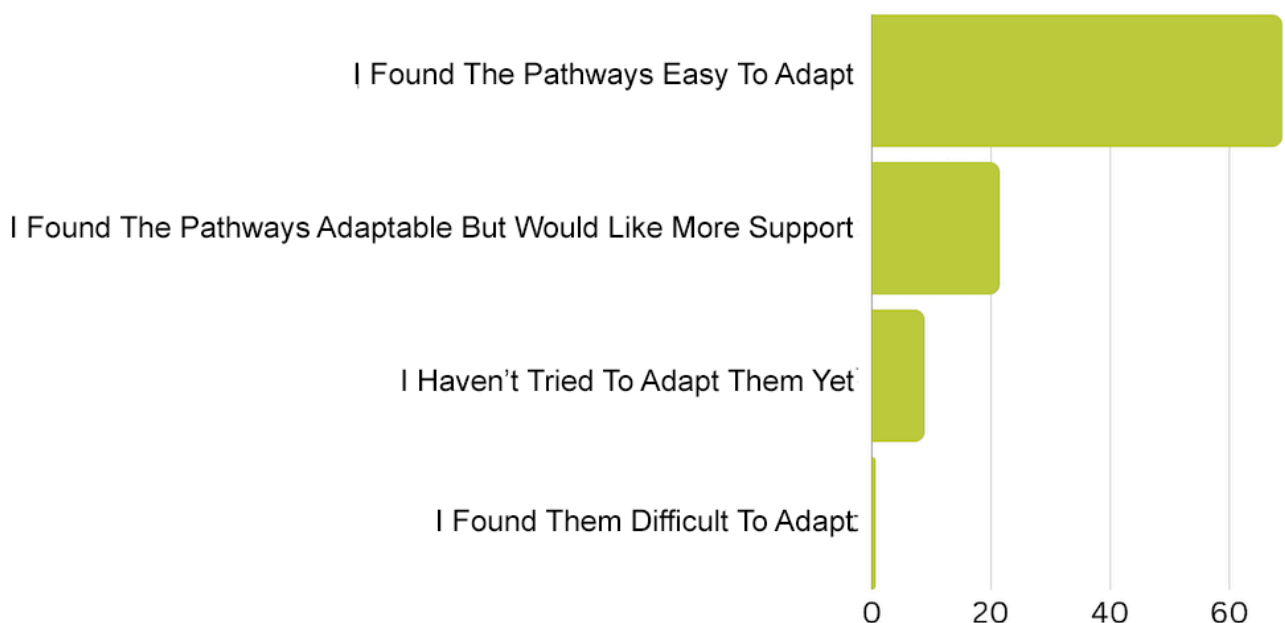
Impact Upon Teachers

65% of teachers responded saying they felt using our resources had helped them feel more connected to their own creativity.



Adaptability

Over 68% found it easy to adapt the [Pathways](#) to their pupils / needs.



"FEEDBACK FROM THE ART DEEP DIVE WAS POSITIVE.
IT WAS COMMENTED THAT THERE IS A SIGNIFICANT
DIFFERENCE IN THE PROGRESSION SKILLS AND
QUALITY OF WORK."

Ofsted

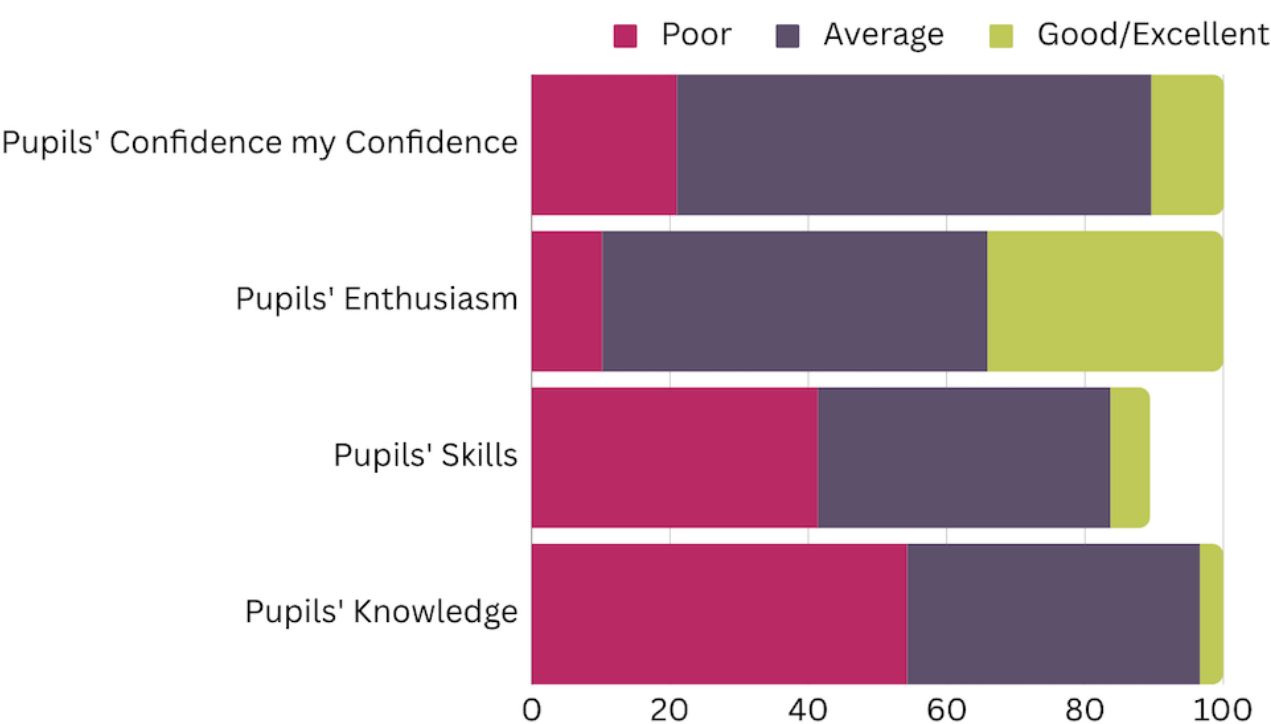
Of those who answered, 26% were due for an Ofsted Visit imminently and 13% had just been visited. AccessArt will be inviting teachers to submit experiences to share on AccessArt.



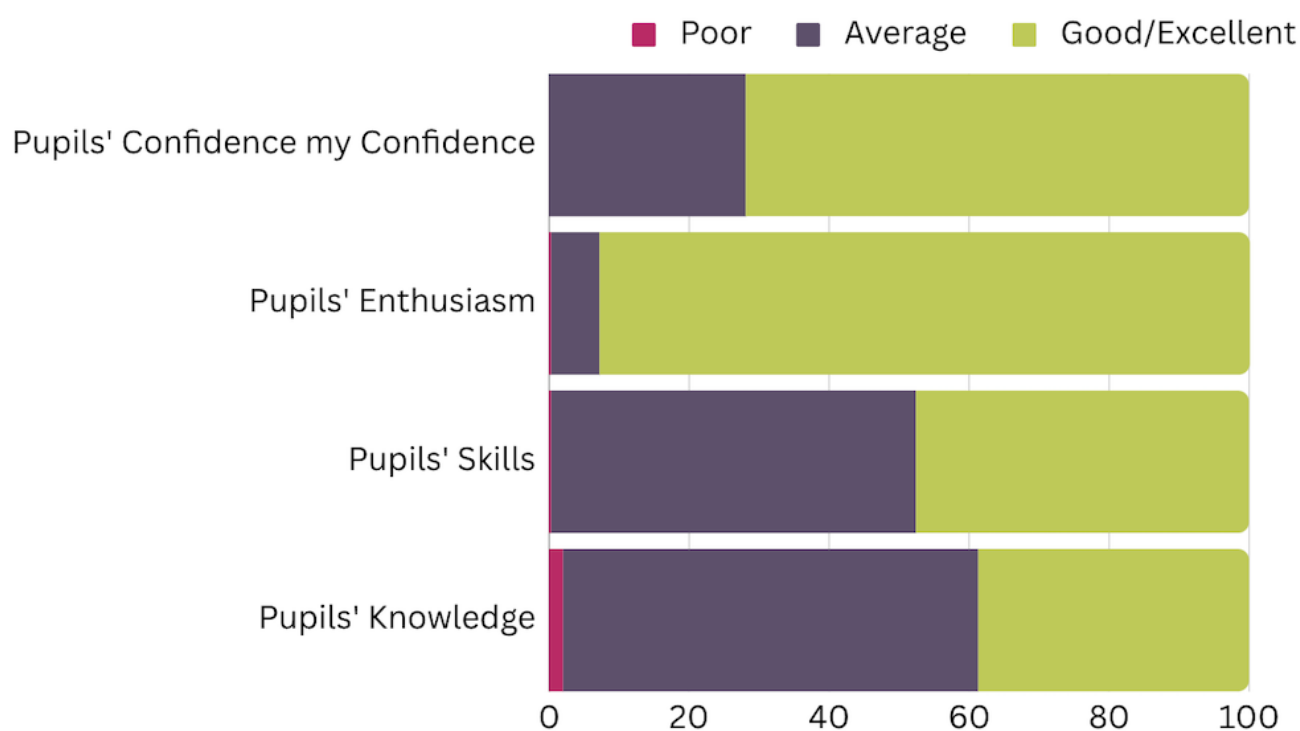
Impact on Children

As with the teachers, we saw large increases in confidence, enthusiasm, skills and knowledge from the children, as perceived by the teachers. This is especially heartening to hear given the short amount of time most schools have been using AccessArt. We expect these increases to compound over time as children are exposed to AccessArt approaches and pathways each year.

Pupils *Before* Using AccessArt

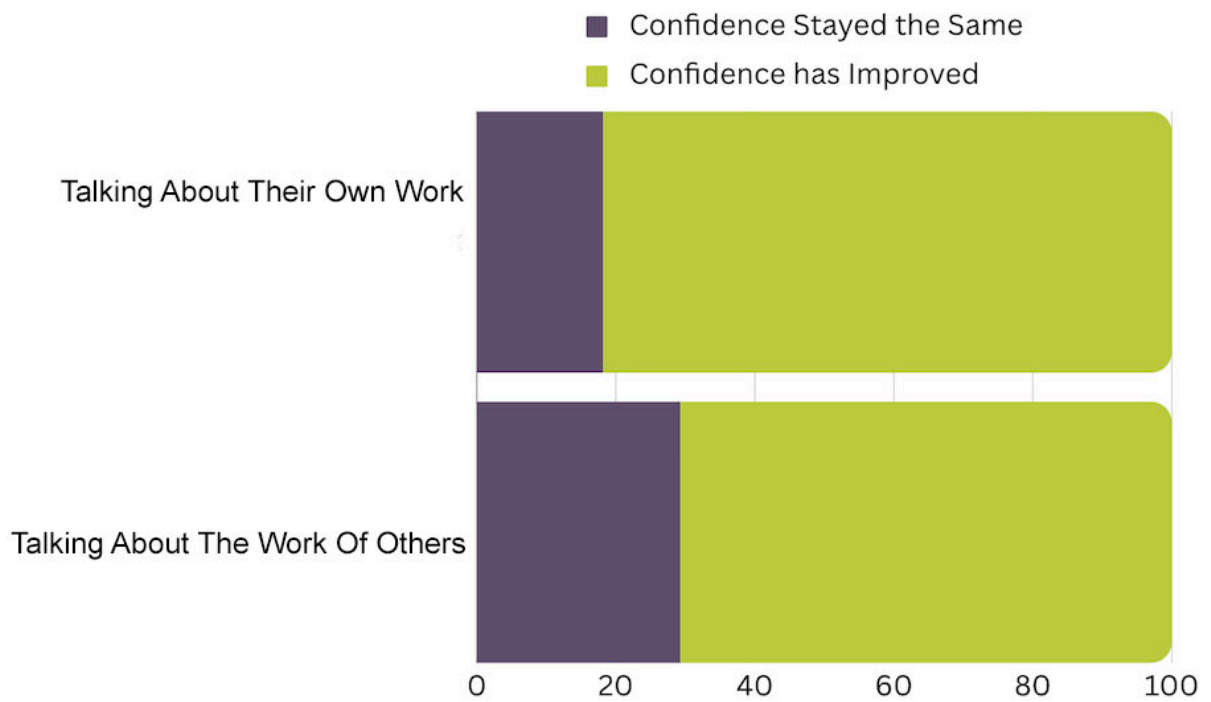


Pupils *After* Using AccessArt



Skills and Knowledge

Teachers report demonstrable growth in skills and knowledge relating to drawing (77.4%), sketchbooks (71.9%), painting, printmaking & collage (45.5%) and sculpture (45.5%), amongst others. These figures follow the emphasis in weight given to these areas in the Pathways with drawing and sketchbooks underpinning all creative activity.



Oracy

Oracy skills have dramatically improved.



"ACCESSART HAS BEEN ONE OF THE BEST SCHEME OF WORKS THAT WE HAVE BOUGHT AS A SCHOOL AND THE CHILDREN ALL TALK ABOUT ART AS THEIR FAVOURITE SUBJECT. THEY ARE PROUD OF THEIR SKETCHBOOKS, PROUD OF THE OWNERSHIP THAT THEY HAVE OF THEM, AND ALL THE EXPLORATION THEY HAVE DONE INSIDE."

"THEY DON'T TALK ABOUT THEMSELVES NEGATIVELY ANY MORE WHEN IT COMES TO ART. THEY ARE MORE CONFIDENT AT EXPRESSING THEMSELVES AND USING THEIR OWN IDEAS."



Behaviours

The AccessArt Primary Art Curriculum is a holistic curriculum, and teachers reported the following behaviours had been developed through Curriculum use:

- Enjoyment of Exploring 92.8%**
- Willingness to Take Creative Risks 82.1%**
- Sharing Ideas 60.7%**
- Pleasure in Discovery 60.1%**
- Opening of Minds 50%**
- Listening to Others 38.2%**

• Sense of Identity 28.9%

You can find a pdf of the report here including an appendix of qualitative feedback.

Explore [examples of the work made by schools](#) inspired by the AccessArt Primary Art Curriculum.