

# CPD      Recording:      Using AccessArt in ITE and ITT

Find a recording of a CPD session exploring how lecturers in Initial Teacher Education and Initial Teacher Training are using AccessArt resources to support the creative development and knowledge of our future teachers.

In this session, we hear from Maria Vinney and Kaytie Holdstock, who have used AccessArt as part of the ITT programme, and talk about the benefits of the resources.

If you're from an institution looking to enrol students in an AccessArt membership, you can [find out how to do this here](#).

Please find Maria Vinney's Presentation [here](#).

In the session, we explored lots of resources on AccessArt. You can find links to the resources below:

## [Pedagogy](#)

- [Pedagogy in 250 Words](#)

## [Primary Art Curriculum](#)

- [See all Pathways](#)
- [Curriculum Versions](#)
- [Artists, Crafts People, Designers](#)

## [Secondary School Offering](#)

- [Intention for Enquiry-Based Learning](#)

## [Resources](#)

- [Explore Resources by Discipline](#)
- [Explore Resources By Material](#)

## [Drawing](#)

- [The Drawing Journey](#)
- [Drawing Pedagogy](#)

## [Sketchbooks](#)

- [Making Sketchbooks](#)
- [Sketchbook Pedagogy](#)
- [The Sketchbook Journey](#)

## [CPD](#)

## [Upcoming CPD Sessions](#)

- [Recordings of Past CPD Sessions](#)

## [AccessArt Core Values](#)

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This is a sample of a resource created by UK Charity AccessArt. We have over 1500 resources to help develop and inspire your creative thinking, practice and teaching.

AccessArt welcomes artists, educators, teachers and parents both in the UK and overseas.

We believe everyone has the right to be creative and by working together and sharing ideas we can enable everyone to reach their creative potential.

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**Talking Points: Samantha**

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# Bryan

A collection of sources and imagery to explore the work of Samantha Bryan.

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

*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.

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AGES 5-8

AGES 9-11

AGES 11-14

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## Samantha Bryan

“Working from her garden studio in Mirfield, West Yorkshire, Samantha Bryan has produced a new body of work for her exhibition at [YSP](#) celebrating 20 years of making. Known for creating distinctive figures, she has gained a worldwide cult following.

For two decades Bryan has been making humorous yet industrious fairy-like creatures; adorned with items from her eclectic hoard of buttons, spotted feathers, seed pods, dyed leathers, and contraptions influenced by Victorian flying machines. She combines these materials and found objects to inform their intriguing personalities.”

– [Yorkshire Sculpture Park](#)



## Introducing the BAAV Blimp

Brain's Ariel Application Vehicle is a new cutting edge tool welcomed by the Fairy Dust Industry. This aircraft can do in minutes what it would take ground-based workers days to complete. Its increased capacity makes dust spreading incredibly efficient. It's hopper can hold 120 pounds of dust and can sprinkle around 80 acres per hour. Revolutionary for fairy life.

51 x 41 x 21cm (w,h,d) 2022 Image: Red Photograpgy



**Introducing... Brain's Bottom Warming Garments for fairies. Vital for high altitude flying. 36 x 12cm x 10cm (h,w,d) 2022 Image: Joanne Crawford**

**Fairies often find themselves flying at high altitude. A dangerous pursuit with its many risks. The most obvious and most disastrous outcome would be 'wing or limb freeze'. The consequence of which is high speed plummeting fairies. This is easily preventable if body temperature is maintained.**

**Bottom Warming Garments for fairies © were first developed in 2008. Rolled out in 2009, the revolutionary bottom warming garment has prevented numerous fairy injuries to date.**



**Brain's Crash Helmet, designed specifically for accident prone fairies...**

**36 x 12cm x 10cm (h,w,d) 2015 Image: Jess Petrie**

**The clumsier variety of fairy would always be advised to wear a crash helmet rather than a standard issue helmet. The Crash Helmet offer greater head coverage and substantial inner padding for increased protection.**

**The fairy is wearing a tan leather flight suit, hand stitched with patch detail. It stands securely on a wooden base that can be easily mounted on the wall should you wish to do so. It features a typed label and is signed on the reverse**



## Brain's Dust Distribution Vehicle (Glider)

35 x 31 x 35cm (w,h,d) 2014 Image: Edward Chadwick

Designed to enable a busy fairy to spread dust easily and efficiently

## Questions to Ask Children

What objects can you see in Samantha's fairies and inventions?

What do you like about the fairies and why?

Which fairy is your favourite and why?

How has Samantha created personalities for the fairies? Consider accessories, outfits and props.

Do you think the personality grows as she creates the fairies or she plans it in advance? Why?

If you were going to design a fairy based on you, what personality traits might it have? And how could you highlight those traits through accessories, outfits and props?

## You May Also Like...

### Our Creative Community



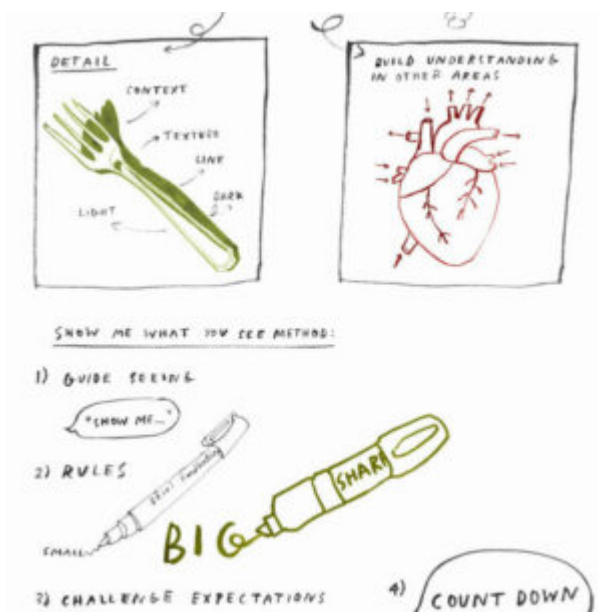
[Explore this community focused, pupil-led exemplar project, modelled by Natalie Deane](#)

using sketchbooks to make visual notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



Enable close looking and drawing with this exercise

**Our Creative Community:  
Funding our Trip to YSP**

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**Our Creative Community:  
Finding Exhibitions Near You**

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**Our Creative Community:  
Curating an Exhibition Part  
One**

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**Our Creative Community:  
Curating an Exhibition Part  
Two**

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# **Our Creative Community: Tips for Organising an Exhibition Setting**

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## **Our Creative Community: Plates Inspired by Janine Burrows**

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## **Our Creative Community: Inspired by Samantha Bryan Part One**

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## **Our Creative Community: Inspired by Samantha Bryan**

## Part Two

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**Our Creative Community: The Island: A Thinking Skills Workshop**

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**Our Creative Community: Finding Artists In Your Community**

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**CPD Recording: Sketchbook Share**

**You May Also Like...**

**see all sketchbook resources**



## **The Sketchbook journey**



## **Sketchbook pedagogy**



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## **Our Creative Community: Top Tips for Facilitating an Island Thinking Workshop**

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## **Our Creative Community: Preparing Screens**

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**Our Creative Community:  
Inspired by Nigel Hoyle**

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**Our Creative Community:  
Yorkshire Sculpture Park  
Visit**

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**CPD Recording: Typography and  
Maps**

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**Pathway: Explore  
Sculpture by Making a**

# Mobile

## Pathway for Years 5 & 6

Disciplines:

**Design, Making, Drawing, Sketchbooks**

Key Concepts:

- That a mobile is a kinetic sculpture which relies on balance and counter balance of materials.
- That through 'Design through Making' we can explore how we can create objects which balance and move.
- That we can be inventive and playful exploring sculptural elements which are both abstract and representational when creating a mobile.

In this pathway, suitable for ages 9-11, we explore the work of Alexander Calder.

Calder created sculptures and mobiles using solid blocks of colour and simple shapes, exploring the relationships between the objects and lines.

This pathway encourages children explore the relationships between line, shape, form and colour when working in three dimensions. Pupils explore the relationships between design and fine art, and practise Design through Making. They have the opportunity to explore balance and counter balance, and learn to take creative risks and solve problems.

This pathway will take approximately half a term, based upon a weekly art lesson.

**Medium:**

Construction Materials (card, wood, wire, string), Drawing & Painting media.

**Artist:**

Alexander Calder

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

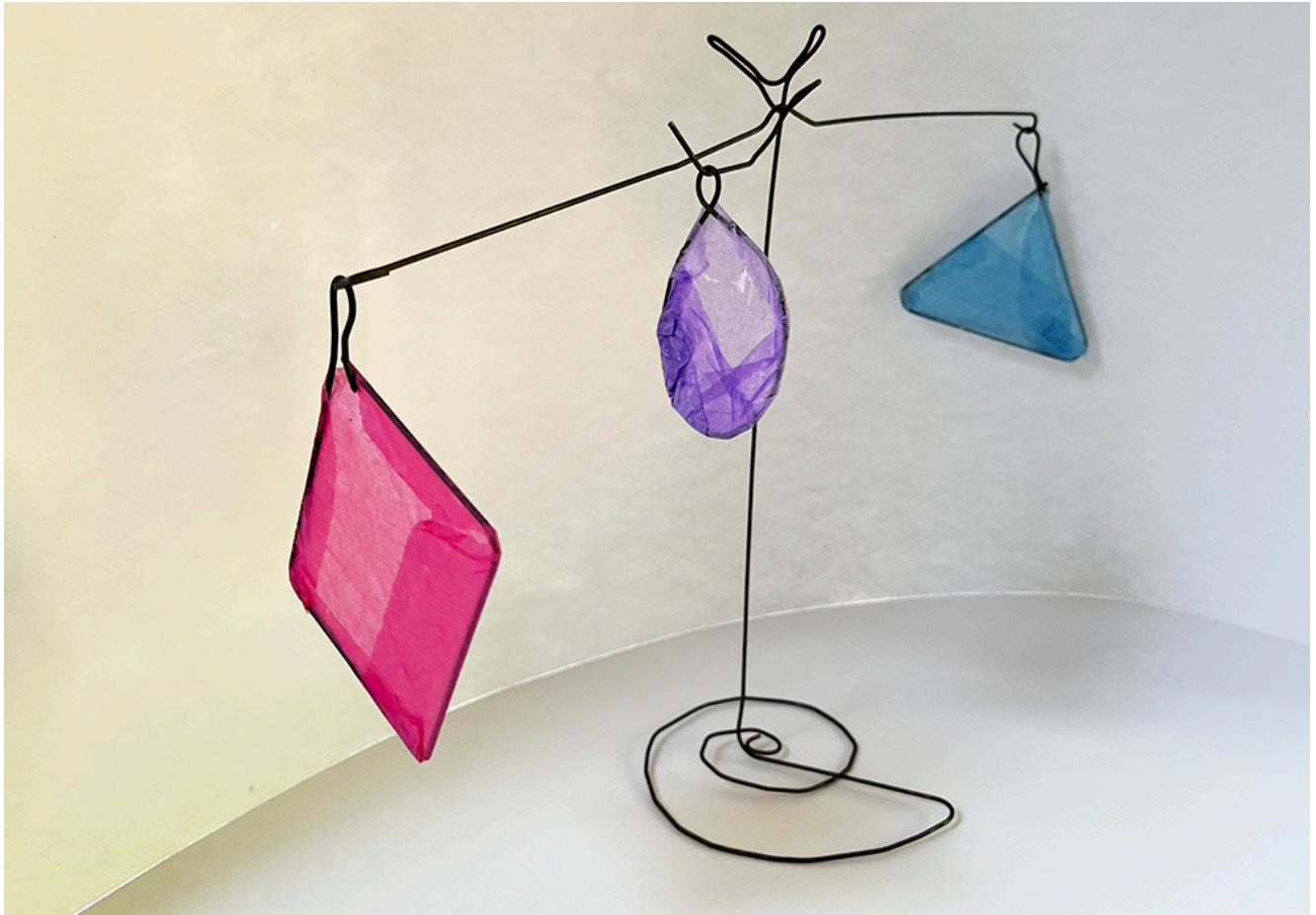
This pathway is an additional pathway to help you extend, develop or further personalise the [AccessArt Primary Art Curriculum](#).

We suggest this pathway is used to

replace a “Working in 3 Dimensions” (Blue) or a “Drawing and Sketchbooks” (Orange) pathway for ages 9 and above. This pathway could replace the “[Shadow Puppets](#)” or “[2D Drawing to 3D Making](#)” (Years 5 & 6).

Please note the 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 9-11

# Teaching Notes

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

[Pedagogy in 250 Words: Making is Hard](#)

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## Curriculum Links

**Maths: Measuring, 2D and 3D Shapes**

# Science: Weight, Position, Direction & Movement, Shadows, Forces and Gravity

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## I Can...

- I have explored the work of a sculptor/designer and seen they explore shape, form, line, colour and balance to make mobiles (kinetic sculptures).
- I can use my sketchbook to make visual notes to record and reflect. I can progress these notes into drawings in their own right.
- I can use my sketchbook to research the types of elements I might make, linking to an appropriate topic or idea.
- I can use the Design Through Making technique to create elements (shapes or forms) using colour, marks, etc, and see how these elements balance

as a mobile. I can handle materials and tools and I can persevere when I need to.

- I can present and share my work, talk about it with my classmates, and listen to their responses to my work. I can review my own work and think about what I might do differently.
- I can respond to the work made by my classmates and I can share my thoughts.
- I can take photographs of my work, thinking about focus, light and composition.

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## Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience.

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## Materials

Drawing materials, Large sheets of cartridge paper, Glue sticks, Foam board or Cardboard, Wooden kebab skewers (or Dowling or thin green garden canes), String.

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# Pathway: Explore Sculpture Through Making a Mobile

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

## . Aim of the Pathway

The aim of the pathway is to give children the opportunity to explore line, shape, form and colour in

**three dimensions, challenging  
themselves to make a sculpture which  
balances and moves.**

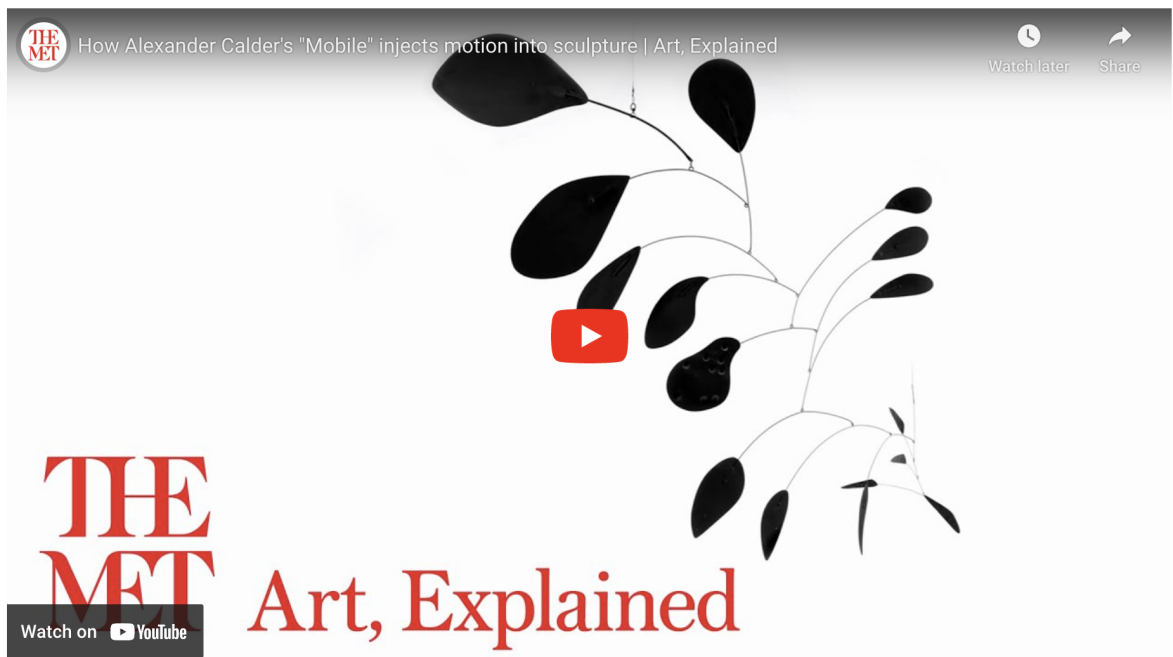
**• Week**

**1:**

**Introduce**

**Introduce  
Calder**

**Alexander**



Introduce children to the work of Alexander Calder with “[Talking Points: Alexander Calder](#)”.

Follow the prompts on the “Discussion & Sketchbook Work” part of the “[Talking Points: Alexander Calder](#)” to develop understanding through sketchbooks and conversation. Encourage children to create “[Visual Notes](#)” in their sketchbooks as they watch.

• Week 2: Sketchbooks & Prep

## Show Me What You See

Revisit “[Talking Points: Alexander Calder](#)” and this time make a series of drawings in sketchbooks based upon the “Sketchbook Development Work” section.

You may like to use the resource ["Show Me What You See"](#) for guidance on running the session. Encourage the children to not just make drawings of Calder's mobiles, but also to understand how these drawings can begin to exist in their own right as images.

• Week 3, 4 & 5: Draw, Paint, Cut, Build

# Drawing & Making

Explore the “[Mobile Construction Methods](#)” post and the “[Heavy/Light Mobile – Drawing and Making](#)” resource. You may also like to see the “[Kinetic Mobile Sculpture](#)” resource – switching the knives for scissors.

Decide which method is right for your class. You can also tie the project into an existing classroom theme, for example an exploration of weather, or colour, or costume...



Spend one or two lessons researching

**(use sketchbooks) and making the “elements” before going on to construct the elements into a mobile in the next week.**

**• 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.

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.

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

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**Talking Points:  
Alexander Calder**

**A range of sources designed to**

help you explore the work of sculptor, Alexander Calder.

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AGES 9-11

AGES 11-14

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## Alexander Calder

Alexander Calder (July 22, 1898 – November 11, 1976) was an American sculptor known both for his innovative mobiles (kinetic sculptures powered by motors or air currents) that embrace chance in their aesthetic, his static “stabiles”, and his monumental public sculptures. Calder preferred not to analyse his work, saying, “Theories may be all very well for the artist himself, but they shouldn’t be broadcast to other people.” – [Wikipedia](#)

Explore his work at the [Calder](#)

## Foundation.

## Calder at the Tate.

### Discussion & Sketchbook Work

Watch the video below to introduce children to the idea of “mobiles”. Stop the video frequently and use discussion to help children understand the ideas in the video. In particular draw the children’s’ attention to:

- The idea of slowing down
- The relationship of the elements to natural objects
- The relationship of a moving sculpture to dance and music.

Throughout the process, have sketchbooks open on desks with plenty of drawing materials, and pause during the conversations so that pupils can make visual notes.

Watch the video below to introduce children to the idea of “mobiles”. Stop the video frequently and use discussion to help children understand the ideas in the video. In particular draw the children’s’ attention to the idea of “trial and error” (or as we call it Design through Making) as a way of constructing the mobiles.

Throughout the process, have sketchbooks open on desks with plenty of drawing materials, and pause during the conversations so that pupils can make [visual notes](#).

## Sketchbook Development Work

Turn the sound down on the video below, and choose certain frames to stop the video so that pupils can make drawings in their sketchbooks based upon the compositions they see.

At first, you as teacher can choose the freeze frame, but then let the pupils

make their own choices.

Encourage them to think of the paper of their sketchbook as the “stage” and invite them to draw the shapes, lines and colours they see, thinking carefully about the white space of the page as well as the shapes they draw.

Invite them to use a variety of different materials to capture the shapes. In particular you might want to invite them to use soft B pencils or graphite sticks in one drawing for example, handwriting pen in another, charcoal or collage in another....

Encourage them to work with momentum – for example tell them the film will be frozen for 1 minute/5 minutes etc. Set a clock and invite them to draw, before moving on.

Spend time looking at the drawings they create and invite them to share their thoughts:

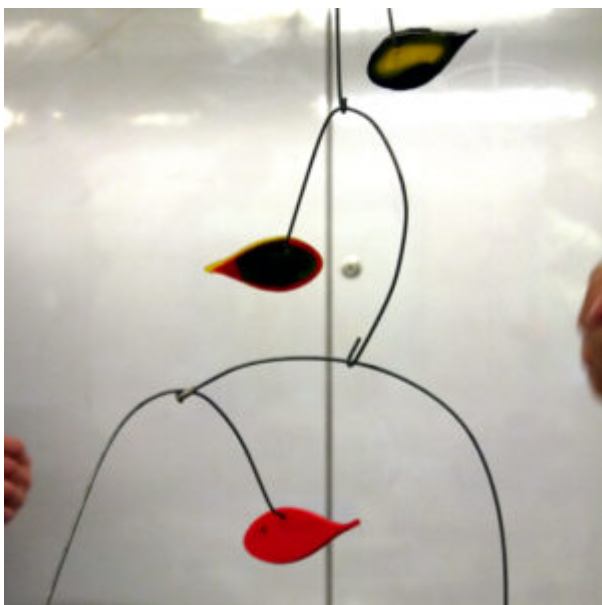
What did they think when they were drawing Calder's mobiles? How did they make them feel?

- What do they think when they see the shapes they have drawn? What do they remind them off?

You may like to show children [this drawing by Calder](#) of one of his own mobiles.

## This Talking Points Is Used In...

Pathway: explore sculpture through making a mobile



# This is featured in the 'Explore Sculpture Through Making a Mobile' pathway

using sketchbooks to make visual notes



Show me what you see

