

# AccessArt and 2023

As the days slowly lengthen, we can let ourselves feel a sense of opening outwards once again, and it is with that mindset that we'd like to share AccessArt's aims and intents for 2023.



Three words help define our continued direction for 2023: appetite, understanding and demand.

## **Appetite**

We want to help create an appetite, or desire, for the visual arts. A feeling that, in whatever form,

“art offers me something that I can value”. The most rewarding emails we receive are often the ones from teachers telling us that staff are “excited to teach art again” and that pupils “are talking about what they have made”.

## Understanding

There is sometimes an assumption that when we teach or facilitate art, it might somehow not be as rigorous as other subjects. It is true to say that art is a unique subject, with its own requirements in terms of teaching and learning, but our approach should be no less rigorous than any other subject. Art offers us very special benefits, and develops very particular skills and experiences. It is vital that as well as building subject knowledge, we also develop subjective knowledge about what it is to be a creative human being.

## Demand

Finally, by creating appetite and understanding, we create demand. Or perhaps we should write DEMAND – because we need to shout louder about the fact that “art” (making it, talking about it, looking at it) is important. Humans think and act creatively, and if we do not find ways to nurture creativity in those around us (and in ourselves), then we are depriving individuals and society of something which is fundamental and critical to our development.

As AccessArt continues to grow and reach new

audiences, our aim is to use our position to help create more opportunity for all. That means more opportunities for:

- Pupils and students to receive high quality arts education
- Educators to understand and enjoy teaching art
- Experts in their field to engage with audiences
- Life-long learners to feel able to explore their creative potential
- Artists to share their work and approaches
- And more opportunities to work together with other partners to help change policy and practice at all levels.

Key areas of focus for AccessArt for 2023 include:

- Continued development of resources and CPD for Primary teachers.
- Development of resources and approaches for Secondary schools.
- Celebration and sharing of the impact AccessArt has on visual arts education, including work made in schools, as a way to help gather evidence and further impact policy and practice.
- Connected thinking between all educational settings including life-long learning.
- Exploration of the purposes and benefits of art/creativity, including the roles and responsibilities of artists to our society.

To help us to move into this next phase, we are pleased to announce AccessArt has become a member

of the [Council for Subject Associations](#) and that we have also appointed [Trevor Horsewood](#) as Business Manager.

“I’ve been a huge fan of AccessArt and their work for years, so I am really excited to be joining such a great team, and looking forward to working with the AccessArt community and members.” Trevor

Trevor will work closely with myself and the team to ensure that we have a robust foundation from which to grow. [Find out more about the team and Trustees here.](#)

The recognition as a Subject Association, combined with increased capacity, will enable us to pursue even more partnership working. [We invite interested individuals, schools, cultural organisations and other subject associations to get in touch](#), and together explore how we can use our combined voice to create more appetite, understanding and demand in visual arts education.

Wishing you a peaceful but inspired 2023,

Paula Briggs, CEO and Creative Director, AccessArt  
January 2023

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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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**Start The Year With The  
AccessArt Primary Art  
Curriculum**

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**CPD Recording: Colour Mixing**

# You May Also Like...

colour mixing



Adapting AccessArt: Colour and Composition



# EYFS & SEND: Resources & Skills Editable Document

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## Modroc Plasterboard

### You May Also Like...

**Session Recording: how to use modroc**



**How to use modroc**



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# Deconstructing to Help You See

## You May Also Like

ten minutes, five times a week



**the drawing journey**



**all drawing resources**

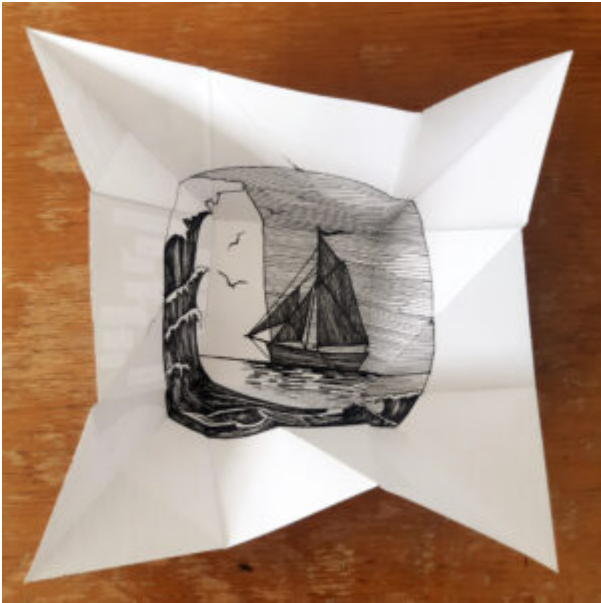


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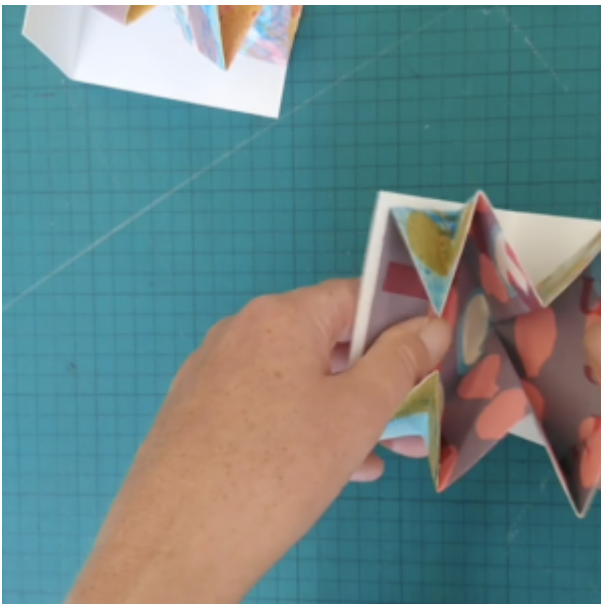
## **Recycled Baubles by Scarlett Rebecca**

**You May Also Like**

**making a puzzle purse**



**Turkish map fold**



**adapting accessart: 2d to 3d**



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# Introduction to Ink

## You May Also Like

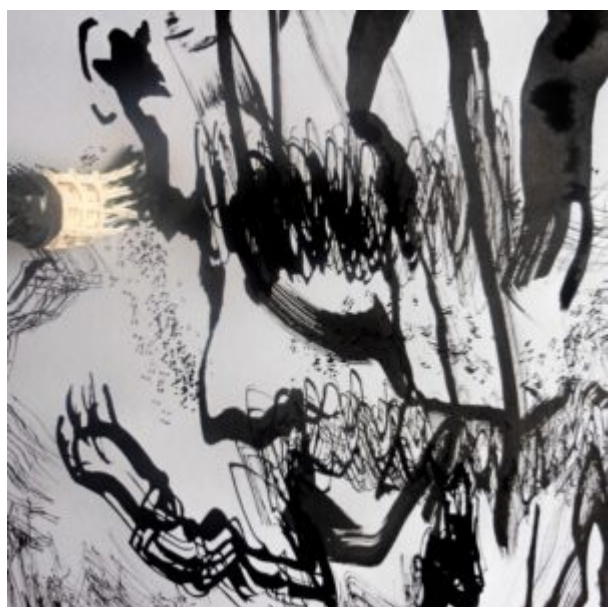
Graphic inky still life



## See Three Shapes



see all ink resources



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## T-Shirt Paintings

**DALER**   
**ROWNEY**



**You May Also Like...**

**Transforming Objects**



## Autumn Floor Textiles



## Collecting, Arranging, Drawing



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## CPD Recording: Sculpture,

# Structure, Inventiveness and Determination Pathway

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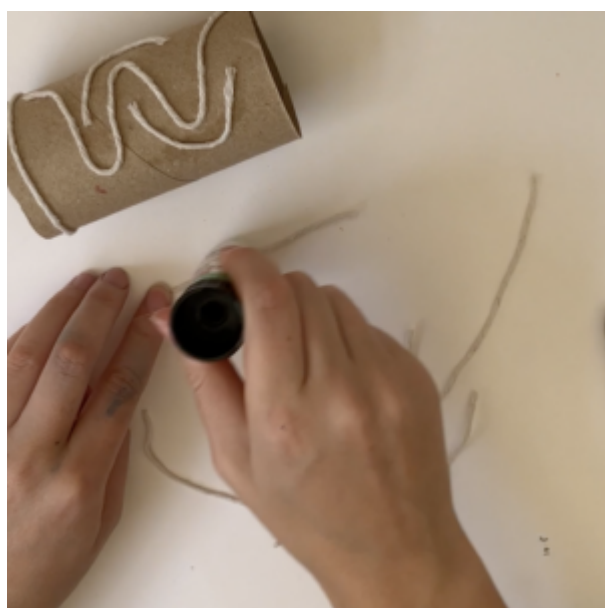
Printing with String

**DALER**   
**ROWNEY**



## **You May Also Like...**

### **Repeat Pattern Printing Roller**



### **Modroc Plasterboard**



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## **Imaginary Landscapes**

**DALER**   
**ROWNEY**



**See This Resource Used In  
Schools...**





## You May Also Like

Lets start with collage



## **Insect hotels**



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**Collecting,  
Drawing**

**Arranging,**

**DALER**   
**ROWNEY**



**You May Also Like...**

**Finding circles**



**Shells: Observational and imaginative drawing**



**Still Life Compositions**



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# Talking Points: Dancing to Art

A collection of imagery and sources designed to introduce children to using their whole bodies to respond to paintings.

*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.

EYFS

SEND

AGES 5-8

AGES 9-11

AGES 11-14

FREE TO ACCESS

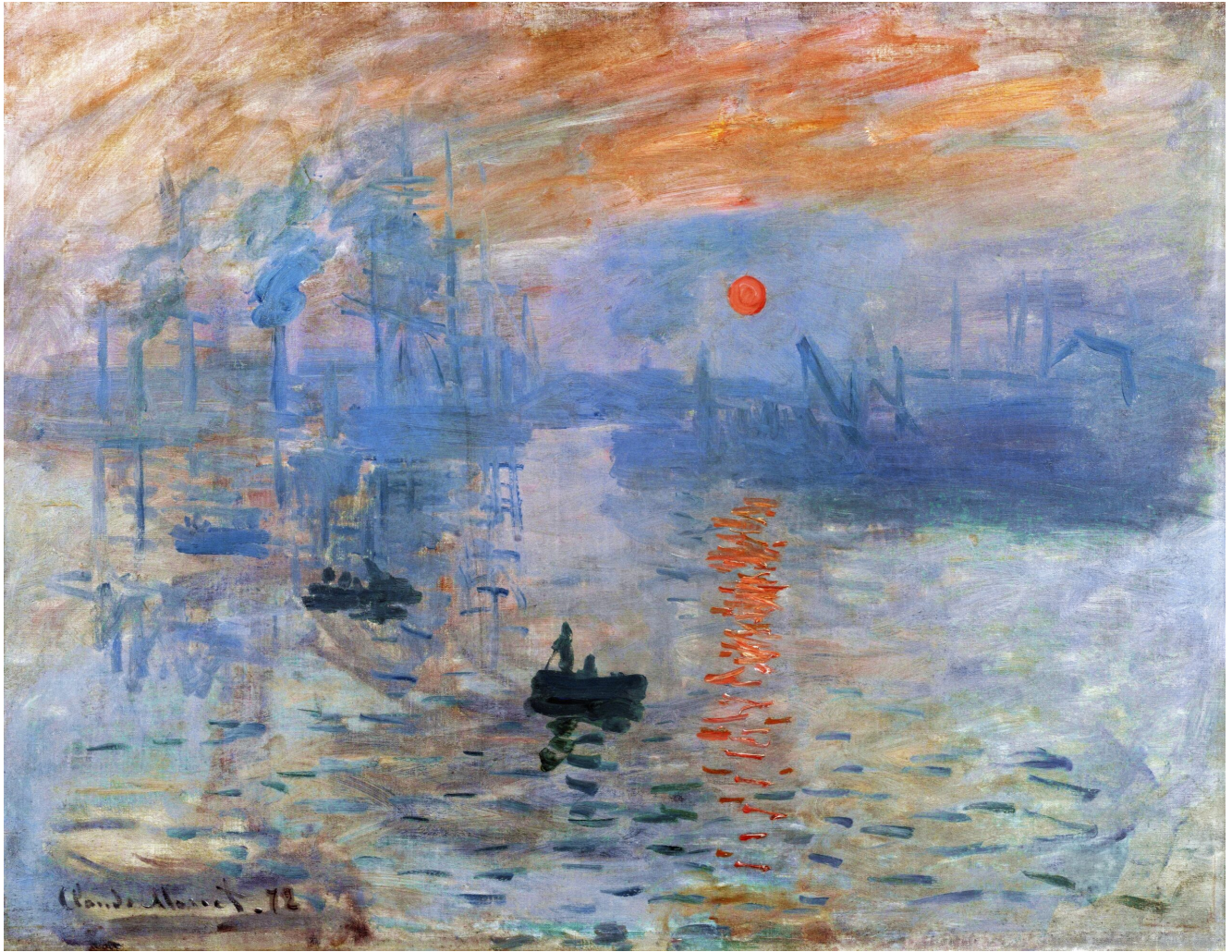
## Dancing to Art by Tate Gallery

*“Coralī, a leader in dance created by artists with a learning disability, have worked with Tate since 1998 and are experts in creatively taking up space in our galleries. We invited Paul, Sherri, Bethan and Dj from Coralī to design performances in response to four artworks at Tate Britain. We wanted to show what happens when people have the freedom to enjoy the gallery however they want, and how this can open up new ways of responding to art.” – [Tate Youtube](#)*

Watch the video with the pupils, and look at the images below. Find out how you can respond to art through dance.



**Improvisation 35 (1914) painting by Wassily Kandinsky**



Claude Monet's Impression, Sunrise (1872) famous painting. Original from Wikimedia Commons.

## Questions to Ask Children

What movement might you use to describe a windy day?

What movement would you use in response to the colour red? Blue? Green? Black?

Use your whole body to make a movement that represents an atmosphere or an emotion, such as gloomy, peaceful, excited...

How would you use your body to respond to a spikey  
/ straight / curved line?

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## CPD      Recording:      Drawing Figures

### You May Also Like...

pathway: telling stories through drawing  
and making



visual arts planning: life drawing



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**Marbled Hole Punch Sketchbook**

**DALER**   
**ROWNEY**



## **You May Also Like**

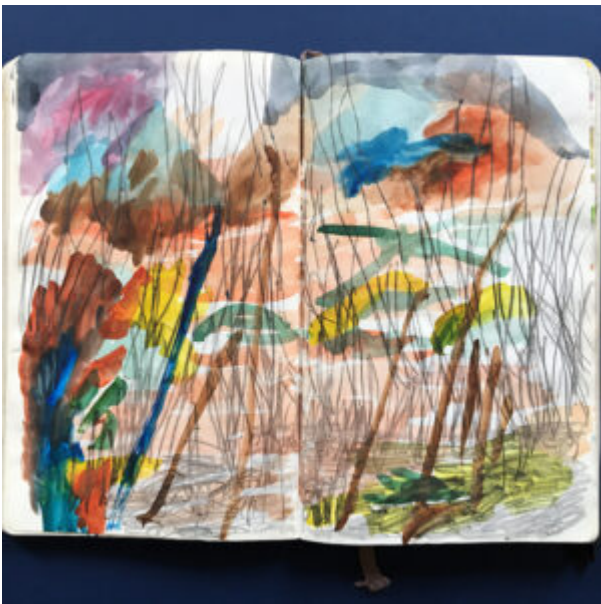
**folded sketchbook**



**buying and making sketchbooks**



## the sketchbook journey



# Modelling Monsters

# You May Also Like

fruit and veg head



clay pens



articulated beasts



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**Fruit and Veg Head**

**DALER**   
**ROWNEY**



## You May Also Like

egg box gargoyles



abstract face



## **Plasticine Models & Decorated Plinths**



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## **Recycled Baskets by Scarlett Rebecca**

# You May Also Like

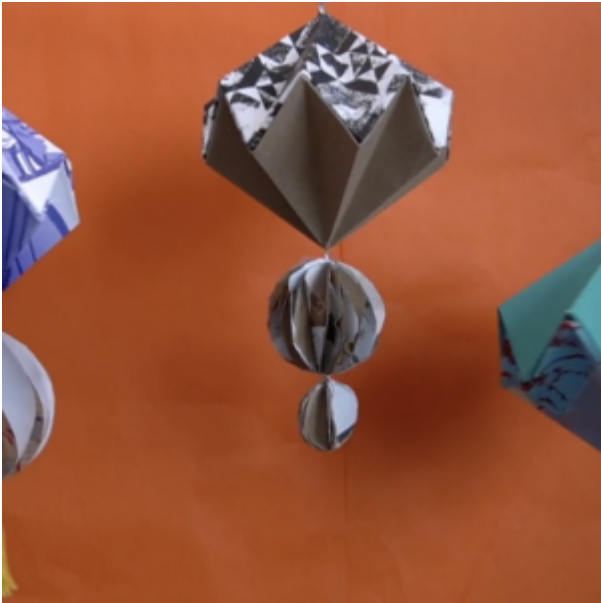
paper bowls



explore paper weaving



recycled baubles



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# **Introduction to Colour Pencils**