

# Henry Moore's Shelter Drawings

This resource shares how schools might use Henry Moore's Shelter Drawings to inspire creativity in the classroom. [See this resource as part of a pathway for use in schools here.](#)

The Shelter Drawings can be used to:

- Develop visual literacy skills
- Explore watercolour, ink and wax resist
- Explore how to convey form in drawings by using contour lines
- Explore Chiaroscuro (light / dark) to convey mood
- Explore perspective to build sense of claustrophobia / confinement
- Explore themes of shelter, confinement, safety, being trapped

## Context & Background



Tentoonstelling beeldhouwwerken Sonsbeek Arnhem. Family Group ( Henry Moore ), Bestanddeelnr 905-1531.jpg

Henry Moore was a sculptor and draughtsman.

When introducing his drawings to children, it's important to remember the fact that he was a sculptor - his drawings have a characteristic "sculptural" feel. Understanding this will help children explore how they convey form in their own drawings. Moore's sculptures were monumental, inhabiting the landscape, but his studio was full of small maquettes (models) inspired by fist sized pieces of flint and bone. Even his drawings of these small objects feel "sculptural" and solid.



Three Reclining Figures 1975 HMF 75(8) watercolour wash, charcoal, chalk, gouache on blotting paper 263 x 217mm photo: The Henry Moore Foundation archive, Michel Muller. Reproduced by kind permission of the Henry Moore Foundation

## The Shelter Drawings





Row of Sleepers 1986 by Henry Moore. Reproduced by the Henry Moore Foundation

Some records say Moore made his shelter drawings after taking shelter one night in 1940 in Belsize underground station, when Moore was fascinated by the families camping out underground. Other records say Moore took many underground journeys and saw the figures in the platforms as the trains passed by.

Returning to his studio, the Shelter Drawings were often made

from his memory of the experience. The images capture feelings of confinement and claustrophobia; the figures are anonymous but relationships between figures are clear. The figures in the underground, often seated or reclining, also reminded Moore of his sculptures.

See the clip above at 10 minutes 30 seconds for images of Moore making his Shelter Drawings

[See this resource as part of a pathway for use in schools here.](#)

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**This is a sample of a resource created by UK Charity AccessArt. We have over 850 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.**

# You May Also Like...

## Pathway: Exploring Form Through Drawing



[This is featured in the 'Exploring Form Through Drawing' pathway](#)

Watercolour Washes Inspired by the Tapestries of Henry Moore



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## Which Artists: Rachel Parker

## What We Like About This Resource

“It’s really interesting to see the combination of hand and digital work in Rachel’s work, and particularly how her hand stitched embroidery is scanned before being used to create patterned products. We love that lots of Rachel’s work begins in sketchbooks and how this really underpins her creative process. For children in school, learning to utilise a sketchbook and discover their potential through drawing and mapping ideas is invaluable. We have a whole Sketchbook Journey section on the AccessArt website (linked below) which explores this in more detail”. – *Rachel, AccessArt.*

## You Might Also Like...

Pathway: Exploring pattern





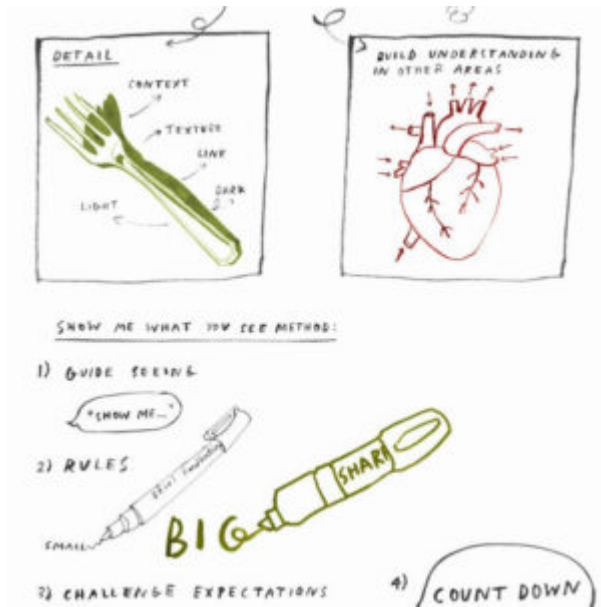
This is featured in the 'Exploring Pattern' pathway

using sketchbooks to make visual notes

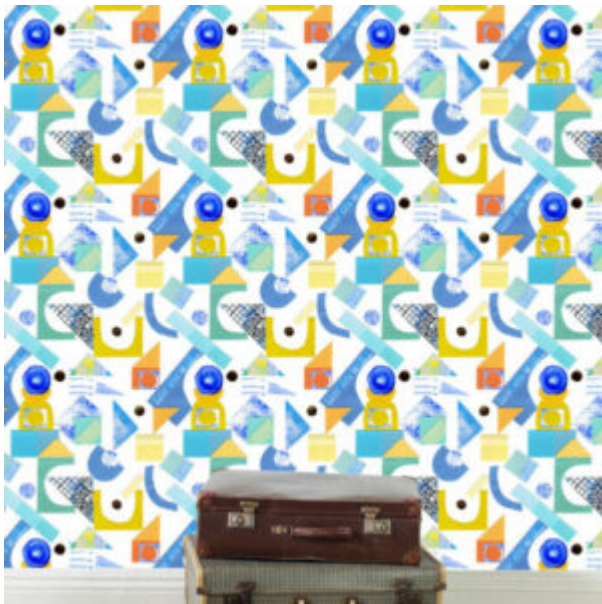


Show me what you see





**Inspired by Rachel Parker**



**Sewn Treasure Box**



## Felt and Embroidery Sets



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**Which Artists: Cas Holmes**

# What We Like About This Resource...

“The sense of journey and feeling of movement is such an interesting part of Cas’ textile work here. We love how location and place is communicated through the variety of fluid and meandering textile marks used. Cas’ Romani background as well as early experience living in Japan make for a rich cultural backdrop to her work. The themes here could be explored in the classroom by asking children to use memories of places they’ve visited to produce a creative response using fabrics and mixed media” – *Rachel, AccessArt*

## You Might Also Like...



[Draw Your Home](#)



## Working With and In the Landscape



## Landscape Sculptures

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# Working with Dogwood



# What We Like About This Resource...

“It’s lovely to see a resource that centres on a particular material and the scope it offers. I particularly like how the dogwood is used here to make wooden beads. This idea could be developed further by looking at how wood has been used to make jewelry throughout history and within many different cultures.” – *Rachel, AccessArt.*

## You Might Also Like...



[A Passion for Woodworking](#)



## Woodland Exploration



## Visual Arts Planning: Trees, Forests and Landscape

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**Which Artists: Toby Pritchard**

# 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*

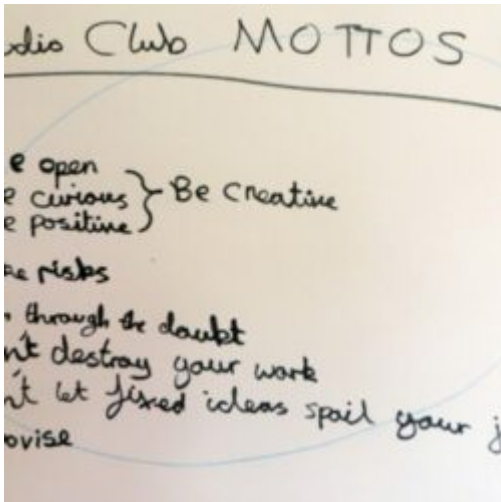
## You May Also Like...



[Anthropomorphic Animal Paintings](#)



## Exploring Animation



## Teaching for the Journey not the Outcome

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# Dropped Cone Sculptures with Julia Rigby



# What We Like About This Resource...

“There’s a really fun element to this activity which is you can imagine all children really enjoying! The idea of food on large scale is a great starter for a sculpture project and an early exploration of working in 3D. What’s really positive to see in this project is how the children used their sketchbooks to design their ice creams prior to working in 3D. They then had the opportunity to re visit and refine their ideas as they worked. This provides a solid foundation for the concept of design development and design through making- both of which underpin any visual arts or design project or profession. For more support on how to develop sketchbook practice in your setting please see our [Sketchbook Journey](#)” – *Rachel, AccessArt*

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## Art Club Cafe



## Communal Drawing: Summer Picnic



## Redesigning Food Packaging

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# Portrait Club

## What We Like About This Resource...

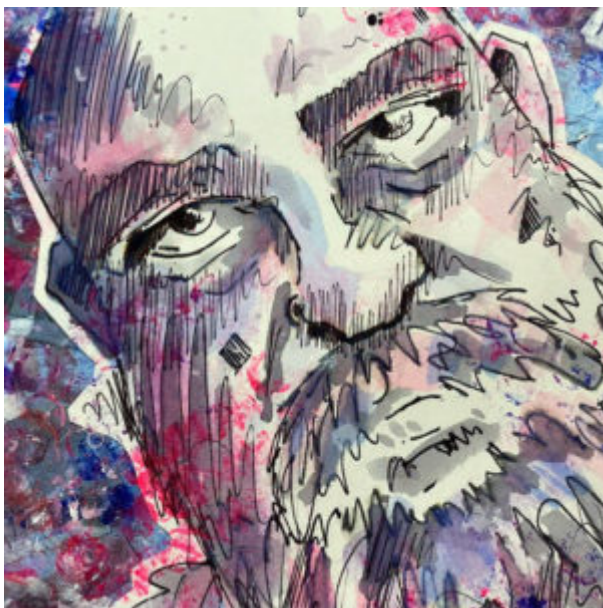
*"We're really grateful to Jake from Draw Brighton for sharing this activity which became so well received during lockdown 2020."*

*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*

## You Might Also Like...

**Pathway: Exploring Identity**



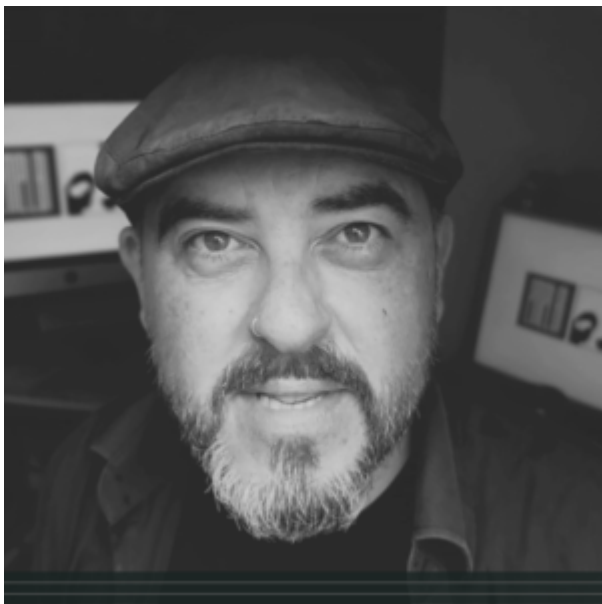
[This is featured in the 'Exploring Identity' pathway](#)

**Talking Points: Njideka Akunyili Crosby**

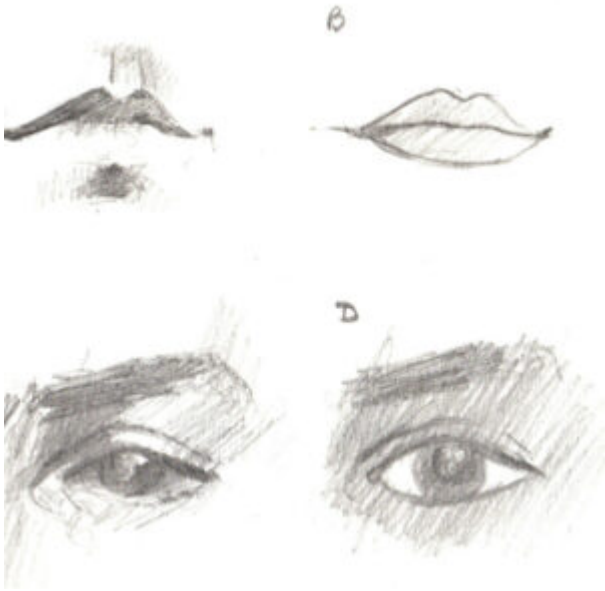




## **Making Physical or Digital Layered Portraits**



## **Introduction to Portraits**



## Exploring Portraits in Graphite, Collage and Clay



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**Which Artists: We are out of**

## Gabby Savage-Dickson: Etching

### What We Like About This Resource...

“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*

### You May Also Like...

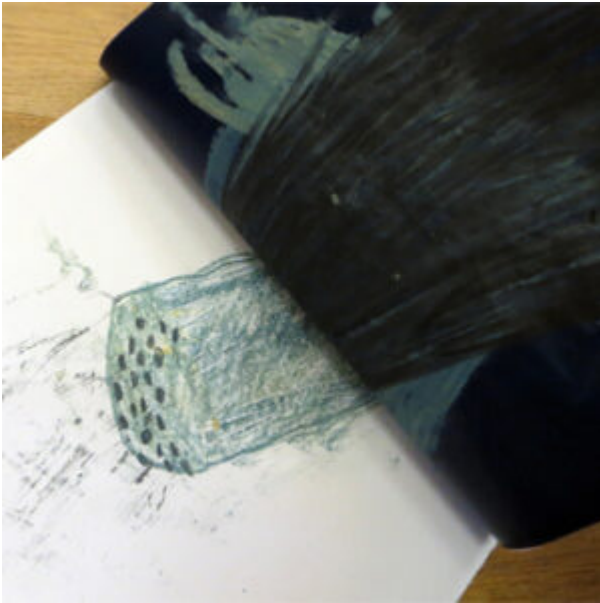


## Dry Point Etching



## Printmaking Using Packaging





## [MonoPrinting with Carbon Paper](#)

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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*

## You Might Also Like...

### Pathway: Set Design



[This is featured in the 'Set Design' pathway](#)

**talking points: negative space by tiny inventions**



[Explore the work of animation directors Max Porter and Ru Kuwahata.](#)

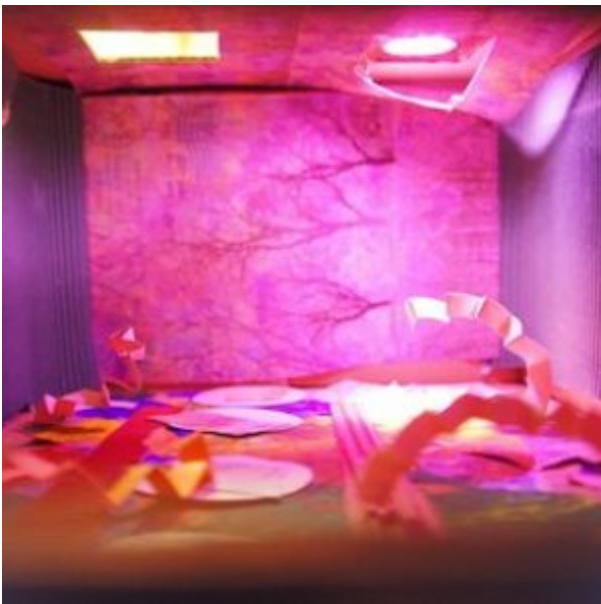
## **Making Mini Food**



## **Stitched Homes**



## Mini World Light Boxes



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**Rosie Hurley: Esio Trot**

# What We Like About This Resource...

“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*

## You Might Also like...

**Pathway: Telling Stories through drawing and making**





This is featured in the 'Drawing Stories Through Drawing and Making' pathway

**Pathway: Set Design**



This is featured in the 'Set Design' pathway

**talking points: negative space by tiny inventions**



## **Gabby Savage-Dickson: Felting & Embroidering Sets**



## **Year 3 Roald Dahl & Quentin Blake Homework**



## **Draw, Paint, Build, Make: Gallery Project**



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## **Natsko Seki: Making Broadway Market**

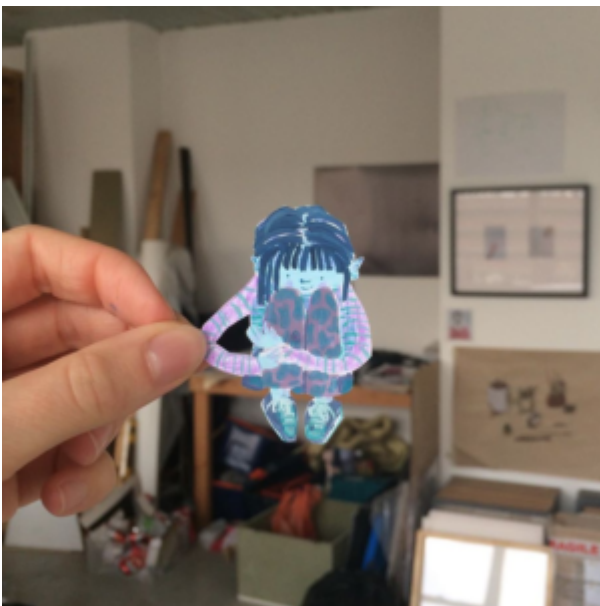
### **What We Like About This Resource...**

**“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*

## You Might Also Like...



[Creating a Book World with Rose Feather](#)



## Illustrating Stories: Creating a Storyboard and First Dummy Book



## Illustrating the Jaberwocky

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# The Art Of Zines

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### Pathway: Print & Activism

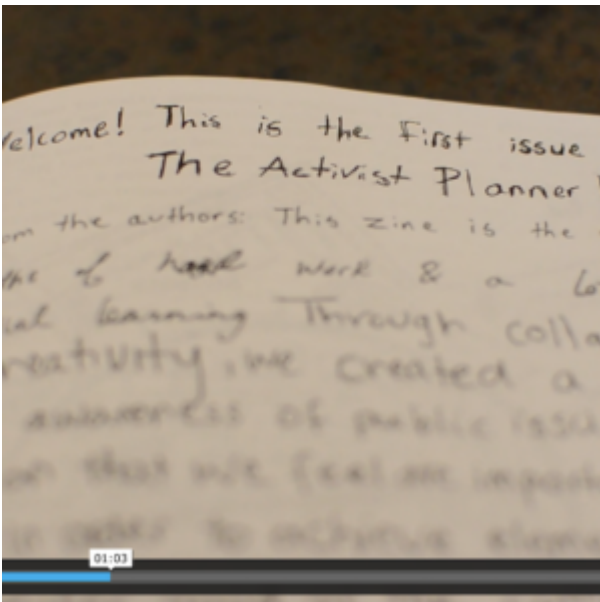


[This is featured in the 'Print & Activism' pathway](#)

Talking Points: Luba Lukova



## Talking Points: What is a Zine?



## Making Large Scale, Screenprinted, Collaged, Co-Created Campaign Posters!



## Making an Artist's Book



## Book Artists



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Through Art**

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**Lino Printing Inspired by  
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**Anthotype Photography: Plant-**

# Based Photography Without a Camera

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Pathway: using natural materials to make images



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Talking Points: What is a cyanotype





## Talking Points: Anna Atkins



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## Movement Maps

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# Redesigning Food Packaging

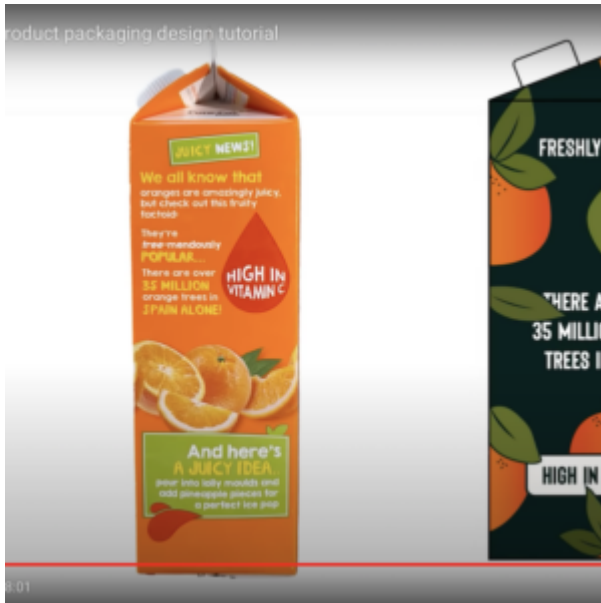
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**Talking Points: Packaging Design**



## What is Typography



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## Creating Comics Inspired by Museum Collections

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# **Printmaking using Packaging**