

Draw, Paint, Build, Make: Gallery Project

By **Paula Briggs**

The resources below share the aims, processes and outcomes of a 4-hour long project working with 12 and 13 year old children in the AccessArt Art Lab.

The project begins with the children making a scale model of a house, which they then reappropriate the space and turn into a gallery. We then worked to create miniature works of art and curated individual exhibition spaces. Lastly children created a shared drawn backdrop and made individual trees to give the gallery a context.

The project involved developed many different skills, from technical measuring and cutting through to express charcoal drawing, with plenty of opportunities for reflection upon the way. It was also inspiring to see just how ambitious children can be and how much work can be created in just 4 x 1 hour sessions.

Making a Scale Model



Making an architectural model of a gallery.

Making your mark on small canvases



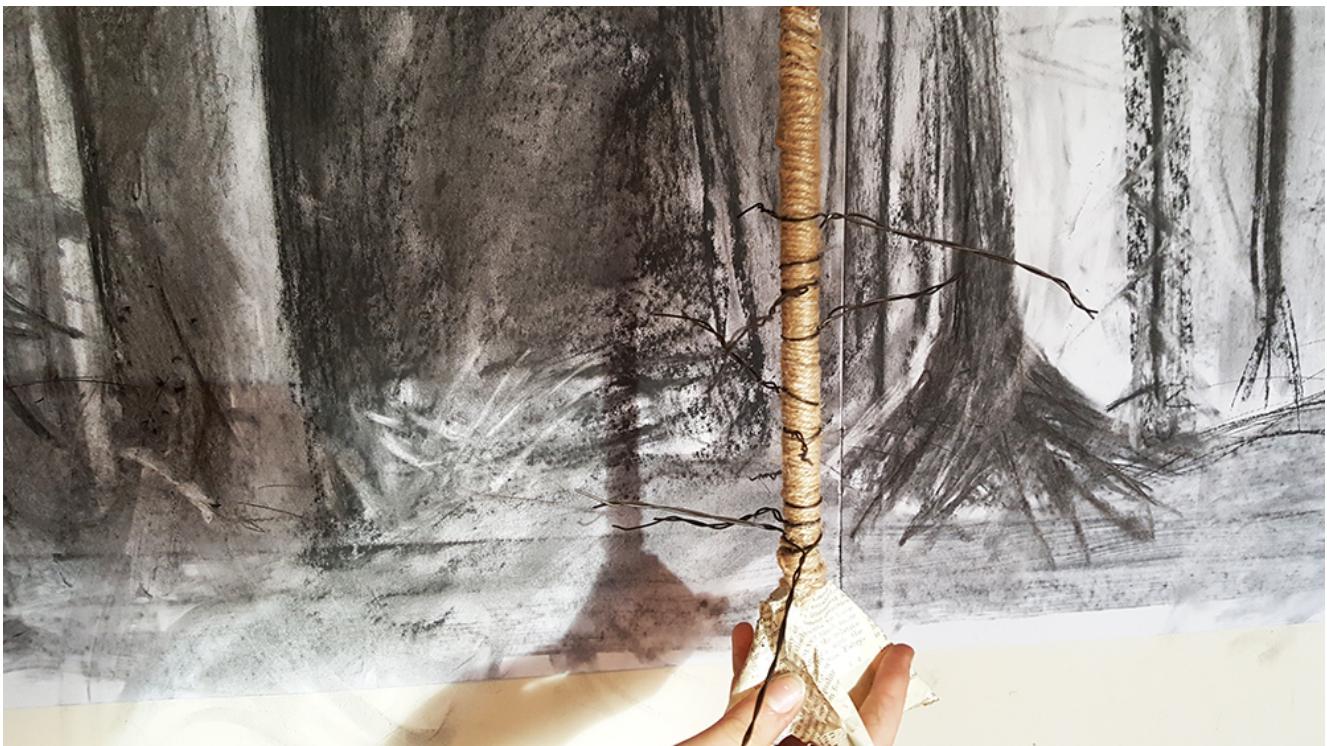
Making miniature canvases.

Installing Artwork in "To scale" gallery



Curating and installing the miniature canvases in exhibition spaces.

The Winter Tree Challenge



The Winter Tree Challenge provides an opportunity for students to explore the relationship between drawing and making, and in doing so create a landscape context for the gallery.

Thank you Anne-Louise Quinton...



For inspiring our creativity journey with the Pocket Gallery

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Sensory Spaces: An Autism-Friendly

Project

To Connect



At the beginning of the project it was important to take time getting used to each other, the learning space and the surrounding environment. Below is a list of considerations you may find helpful to use in your own learning spaces. Be aware of the daily sounds, smells and other

textures of life in your learning space; a constant humming noise or flickering light may be stressful for a child with autism. Allow time for everyone to feel their way in the space; connections may be made through the use of different senses and body parts.

To Conceal



During the six week project, the group explored different themes and actions, some of these were displayed through

learning schemas. In week 2 we experimented with different ways to conceal ourselves and objects; schemas such as enveloping and enclosure were exhibited by the group.

To Colour



Two of the sessions explored the theme of colour. The first was rather abstract, I asked questions such as; What does colour smell like? What does colour feel like? For a child on the autistic spectrum, a question like this may be confusing, some

autistic people think and understand literally. So instead of directing these questions at the children, I answered and speculated on them myself. These abstract questions became vehicles for the workshops documented below.

To Construct



In my final post on the project, I want

to reflect on the theme of To Construct... looking at the different ways we constructed during the project. Please remember this is a personal and artistic reflection, based on the ideas I presented and the (emotional and physical) reactions and responses of the children and their families, who inspired changes and the development of the project as we experienced it.

To Conceal...

You May Also Like...

Talking Points: Linda BEll



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Talking Points: Nnena Kalu



[Explore artist Nnena Kalu](#)

**Composite Still
Life Studies in
Candlelight**

**The Winter Tree
Challenge: A
Combined Sculpture**

& Drawing Project!

This post shares an hour long session at the AccessArt Art Lab, in which the young teenagers (12 and 13 years) worked on two projects simultaneously: a shared winter forest drawing in charcoal, and a sculpture challenge to make a winter tree. The time and material constraints resulted in an energetic and inventive session. By Paula Briggs

Making an Ink and Wax Village with Pupils in Mansfield

Explore and Draw

Show Me What You See: Drawing Inspired by Anglo Saxon Architecture

Sculptures with

Personality, Inspired by Anglo Saxon Houses

This resource shares a 3 hour session with Year 6 children from Barton Church of England Primary School. Children were studying the Anglo Saxons and we thought it would be a good opportunity to explore making skills.

Led by Paula Briggs, children to “make sculptures inspired by” an Anglo Saxon Village.

To Connect...

You May Also Like...

Talking Points: Linda Bell



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Talking Points: Nnena Kalu



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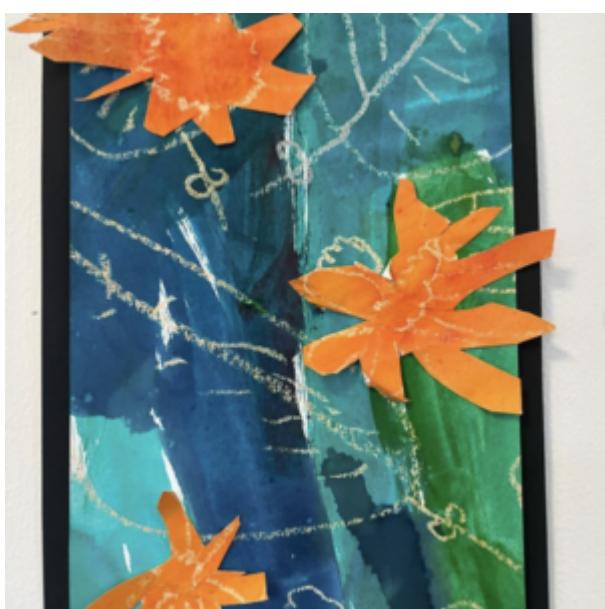
Making a Lyre Inspired by the Ancient Greeks

Here, Portia, aged ten and in year five, shows, step by step, how she approached a

creative homework to learn more about the Ancient Greeks.

Wax Resist Autumn Leaves by Rosie James

See This Resource Used In Schools...





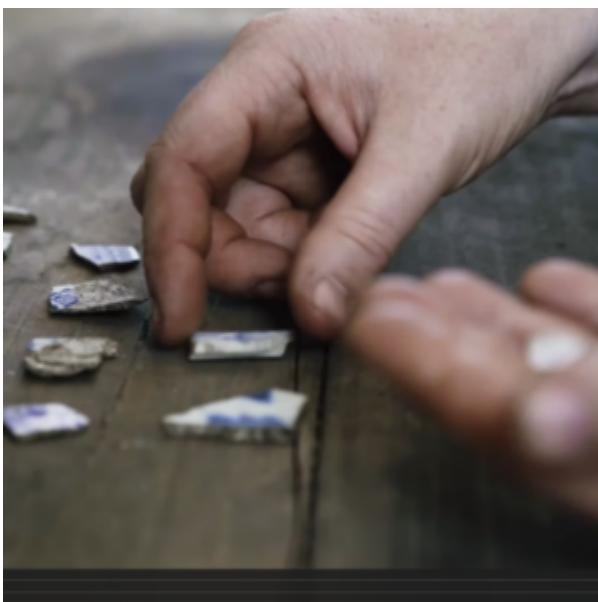
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Pathway: Explore and Draw



Featured in the 'Explore and Draw' Pathway

Talking Points: Artists as Collectors and explorers



Talking Points: What is Composition



Sculpture Project Inspired by Egyptian Painting

This resource shares a project which explored mould making, casting and

painting in the creation of a sculpture inspired by Egyptian wallpainting, in particular Nebamun hunting in the marshes, Nebamun's tomb-chapel, which can be seen in the British Museum, London. The project can be adapted for use in KS 2 and 3, and can be used to accompany a study of Egyptian Art / Hieroglyphics.

Watercolour Portrait

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Visual Arts Planning

Collections: Portraits



watercolour



foreshortened sketches



Making a Pocket Gallery

This post shares an idea devised by Anne-Louise Quinton in which she enables children and teenagers to revisit the “ordinary” and resee it’s potential. The activity is a great way not only to inspire children as artists and curators, but also to introduce them to a whole range of concepts and vocabulary. It

would be a great activity to use in a museum and gallery education context, as well as the classroom.

Drawing as a Tool for Wellbeing at Chesterton Community College, Cambridge

Continuous Line Drawing Exercise

Many thanks to AccessArt Young Artist Alex Tunstall for composing the music for the video in the Continuous Line Drawing Resource.

Balancing Observational & Experimental Drawing

Teaching for the
Journey not the
Outcome

Screen
using
Pattern

Printing
Overlaid