

# Beginning with Bones

In a workshop led by artist Melissa Pierce Murray, teenagers make observational drawings of a 1/4 life size model of a skeleton to understand the structure of the human body. Students looked at how artists used armatures, including Alberto Giacometti and Henri Matisse.

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## Dancing Bones

Inspired by real anatomical drawings of human, ape, cat, lion, horse and dog skeletons, teenagers build 'life size' and 'oversize' collages of 'dancing skeletons' – This workshop was led by artist Melissa Pierce Murray

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## Exploring Primary Colours and Progressing from Powder Paint to Gouache and Acrylic

This resource is based on methods shared, during an AccessArt InSET session, for primary school teachers at New Hall School, Chelmsford, to ultimately enable their pupils to develop colour skills. Teachers explored using their intuition and experience to mix primary colours, creating coloured swatches, that matched the colours of spring flowers, whilst comparing painting mediums. By Sheila Ceccarelli

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# **Animating Old Books**

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## **To Colour...**

As part of Sensory Spaces: An Autism Friendly Project, artist, Sarah Evelyn Marsh ran two sessions exploring the theme of colour. What does colour smell like? What does colour feel like?

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## **The AccessArt Village and How a Small Idea can be Big**

Sheila Ceccarelli from AccessArt leads year nine students from Frances Bardsley Academy for Girls on a collective drawing and collage experience exploring the #AccessArtVillage in BRG Brentwood Road Gallery. Students absorb this stunning collection of sewn houses and inspired by thread and stitches, make their own creative responses.

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# **Day of the Dead Skulls**

This workshop combined students' studies of the skull with ideas borrowed from the Mexican traditions for Dia de Muertos – The Day of the Dead.

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## **One Material: Sea Sculptures from Plastic Bottles**

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## **Exploring the Sculptural Possibilities of Plastic Milk Bottles**

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## **Working with Ink**

In this one hour session, led by artist Melissa Pierce Murray, students explore techniques and properties of Quink and Black India Inks, and how to build up a drawing using the medium.

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# Magnets and Forces

Secondary school students are likely to study properties of magnets in their science classes, but in this workshop, artist Melissa Pierce Murray, encourages teenagers to explore playful and aesthetic responses to magnets, rather than analytic and quantifiable ones. Using artistic and scientific approaches together aid in developing curiosity and imagination.

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## Two and Four Legged Creatures

Two and Four Legged Creatures with oil based clay over a simple wire armature to make delicate, extended structures. A one hour, artist led session with Melissa Murray.

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## The Opposite of Light

Teenagers work with artist Melissa Pierce Murray on a range of explorations looking at light and contrasts. This workshop explores contemporary themes around placement, object and meaning.

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# Snowflakes

Artist Melissa Pierce Murray leads teenagers in a festive workshop exploring snowflakes and decorating Christmas cookies with piping and egg tempura.

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## Making your Mark on Small Canvases

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## Making a “To Scale” Gallery

This resource shares the process by which 6 twelve year old children created a shared architectural model working in foamboard, working alongside Paula Briggs. The model was based upon an existing house, which was measured and scaled down.

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## Installing Artwork in “To Scale” Gallery

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# Draw, Paint, Build, Make: Gallery Project

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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.

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## To Conceal....

# You May Also Like...

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Talking Points: Nnena Kalu



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