

# Making your Mark on Small Canvases

By Paula Briggs

This resource shares her simple exercise to help inspire children to transform existing imagery, repaint and reclaim.

I used the exercise as part of a larger project to create a ["To Scale" Gallery](#) - in this case we used the small canvases we made as miniature artwork for the gallery.



---

	<b>Please log in here to access full content.</b>	
Username	<input type="text"/>	
Password	<input type="password"/>	
	<input type="button" value="Login"/>	<input checked="" type="checkbox"/> Remember me
	<a href="#">Forgot Password</a>	

To access all content, I would like to

join as...

## An Individual



Creative practitioners, educators, teachers, parents, learners...

From £3.50

## An Organisation...





Schools, Colleges, Arts Organisations: Single and Multi-Users  
From £42

*AccessArt is a UK Charity and we believe everyone has the right to be creative. AccessArt provides inspiration to help us all reach our creative potential.*

---

---

## 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.

---

**Installing Artwork in “To Scale” Gallery**

---

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

---

**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**



[Explore how Linda Bell creates sculptures](#)

**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

---

## **To Connect...**

# You May Also Like...

**Talking Points: Linda BELL**



[Explore how Linda Bell creates sculptures](#)

**Talking Points: Nnena Kalu**



[Explore artist Nnena Kalu](#)

---

## **Sculpture Project Inspired by Egyptian Wall 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**

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

**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.

---

## Screen Printing using Overlaid Pattern

---

## Sketchbooks Made with Screenprinted Papers

---

# **A “Wallpaper” Sketchbook – Enabling Drawing by Getting Rid of the White page**

---

## **Layered Landscapes: Working in Mixed Media on Location with Kittie Jones**

---

### **Wave Bowls**

In this session children make ‘wave bowls’ with Paula Briggs – a session where the pieces literally ‘come together’.

---

### **Collagraphs      Inspired      by Architecture**