

# Simple Animation: Making a Flick Book

Flick books are a great way to make simple animations.

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## Journeys

Melissa Pierce Murray explores the theme of Journeys with teenagers. Inspired by the work of Kandinsky, teenagers explored how to capture the tone, texture and feel of a place or a movement.

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## The Making of: “Being Creative Helps You Tackle Challenges in All Areas of Life”

Meet Bob! A cloth character with a bendy wire armature to animate in front of a green screen.

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# Taking on the Inktober Challenge

Artist Morag Thompson Merriman taking on the Inktober Challenge and generously shares her process with AccessArt.

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## The Making of: “Creativity is a Process” and Comebacks to the Ogres”

This resource shares how teenagers practised interviewing skills before filming to get footage for animations.

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## Animating with a Green Screen

This resource shares two accessible and fun ways of animating with a green screen, filming people and using props. Both methods use minimal minimal equipment.

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# An Exploration of Artwork by Shepard Fairey

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## Find Your Message (To The World)

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Pathway: Print & Activism



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

## Activism' pathway

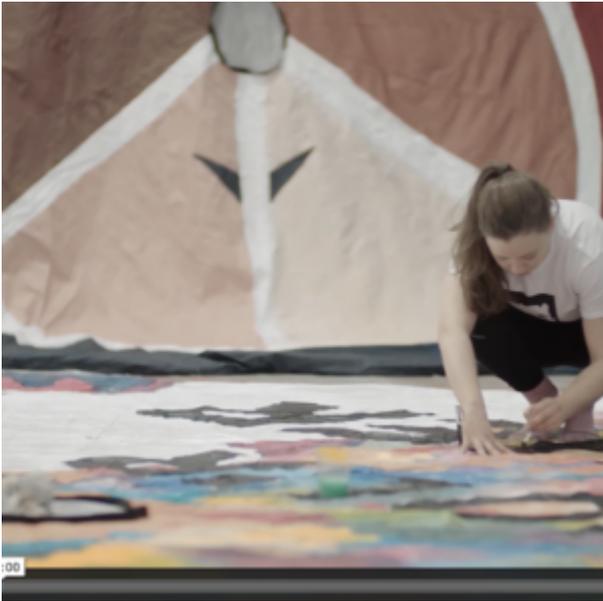
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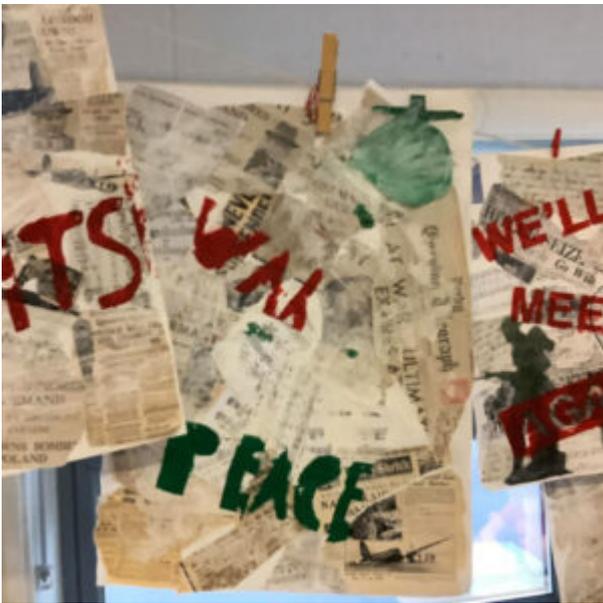


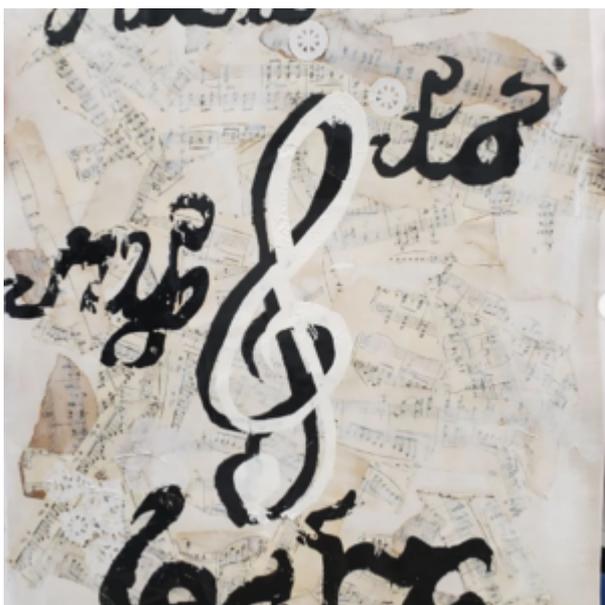
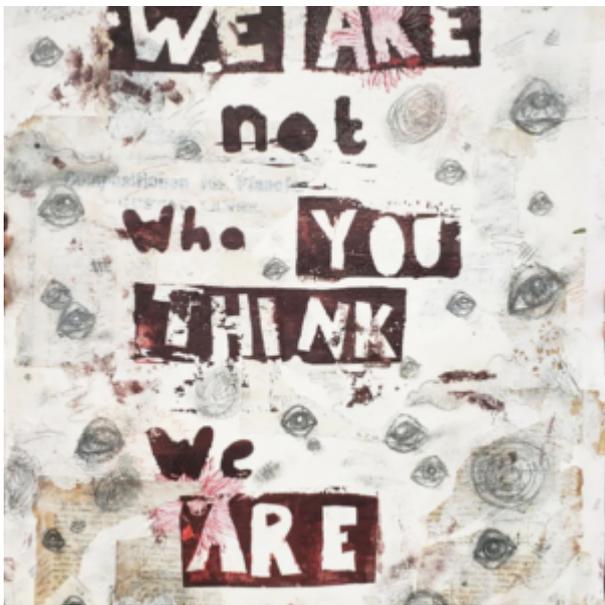
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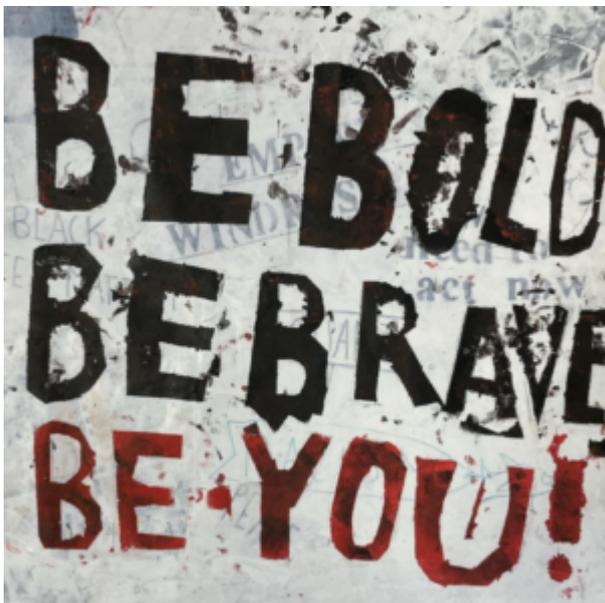
**Teenagers Make Propaganda Art  
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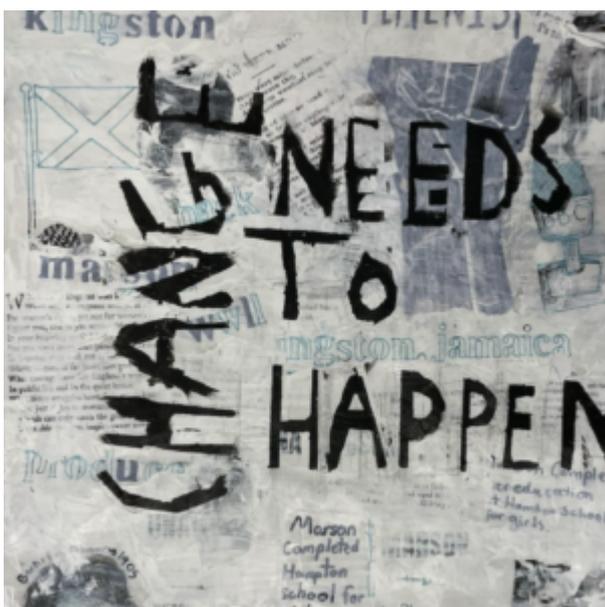
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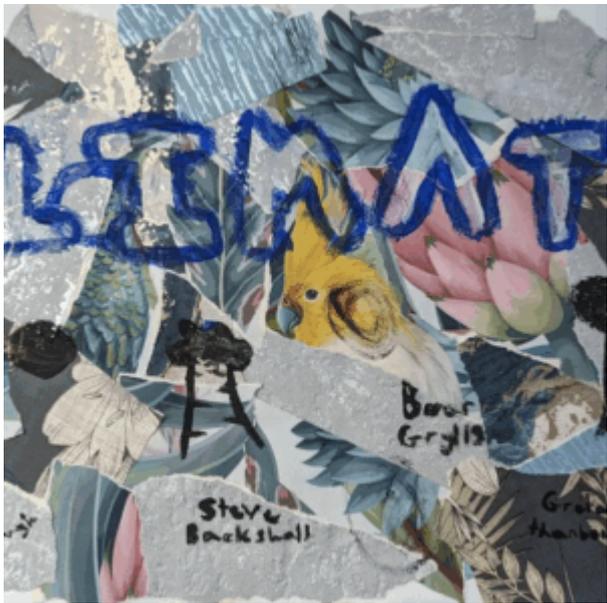


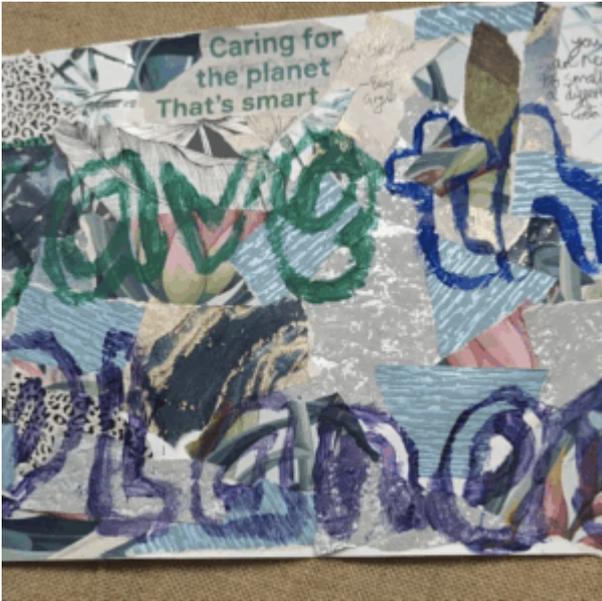












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**Screen Prints Inspired by  
Shepard Fairey**

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# #BeACreativeProducer Workshop with Primary-Aged Children

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**To Construct...**

**You May Also Like...**

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**[Explore how Linda Bell creates sculptures](#)**

**Talking Points: Nnena Kalu**



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## 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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## **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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## **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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## Explore and Draw

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## To Connect...

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