

Speech Bubble Challenge

In this challenge, learners will share their thoughts and opinions by creating simple cardboard sculptures. Using just a few basic materials, they'll explore how they communicate, both verbally and visually, through shapes and lettering, and work to build sculptures that can represent their ideas and support their conversations.

This video is appropriate for viewers aged 12 and upwards.

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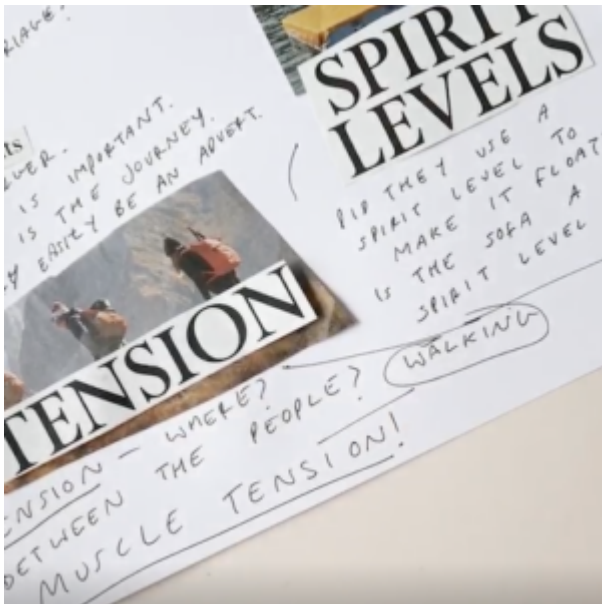
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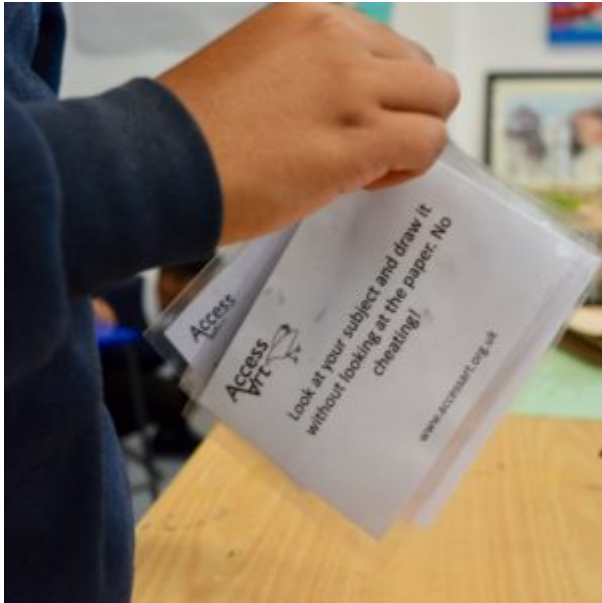
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Collecting Colour

What We Like About This Resource...

"It's great to see how a simple exercise such as colour collecting, which can be done in a classroom setting, is also used in a professional capacity. This gives the activity a clear context and purpose. It's nice to see Rachel's decisions being made in real time, it demonstrates how artists are constantly reflecting on and self evaluating their own decisions. Rachel also shows us that she sometimes gets colour palettes from photos that she's taken herself, this is really

exciting because it demonstrates how the artists experience is central to their work. Students will be able to bring their own experience and personality to this activity by having complete control over what their colour moodboard becomes.”
– Tobi, AccessArt

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Pathway: Brave Colour



Exciting Colour



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Which Artists: Rachel Parker

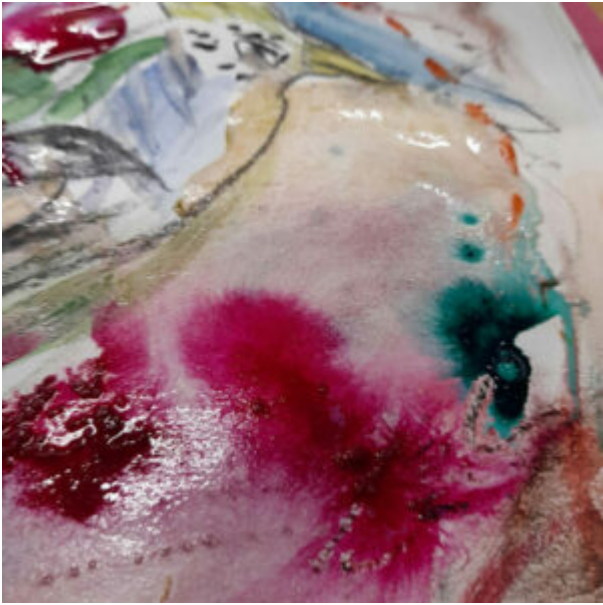


Mixed Media Landscape Challenges

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[This is featured in the 'Mixed Media Land and City Scapes' pathway](#)

Talking Points: Vanessa Gardiner



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Animation Set Design Challenge

An animation set design challenge.

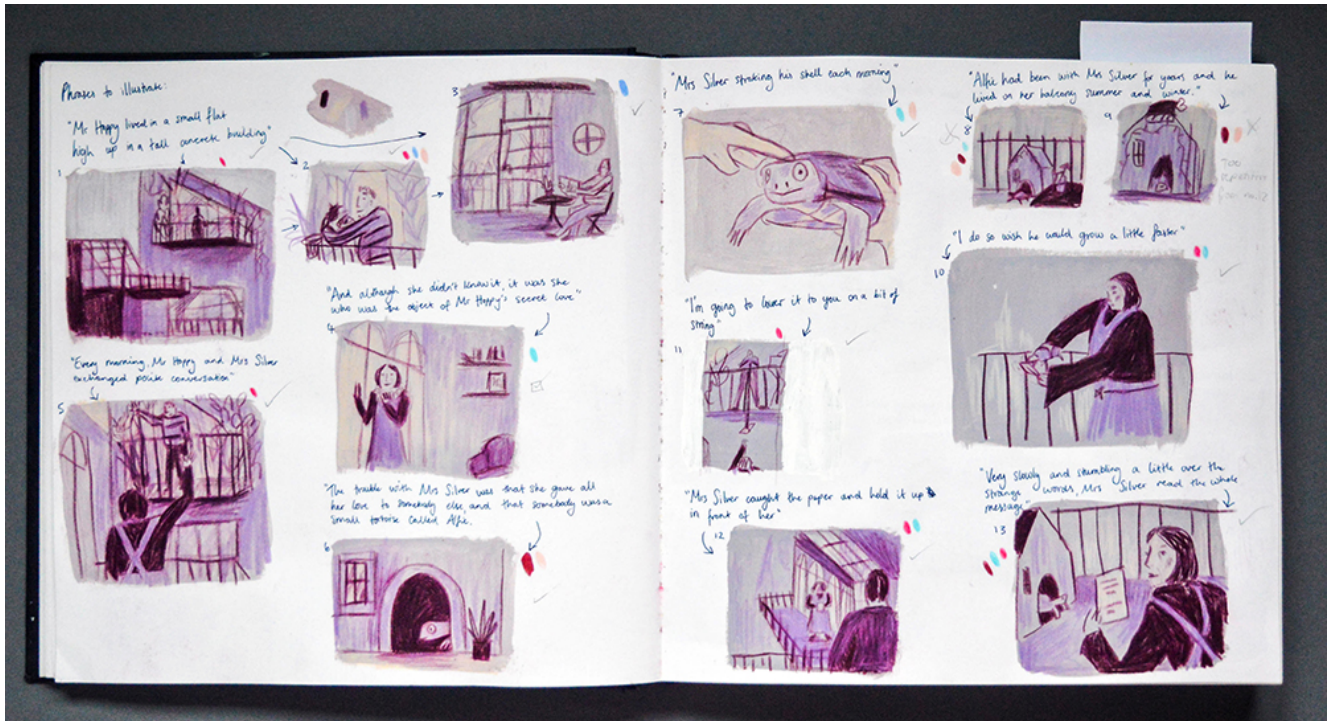
AGES 9-11

AGES 11-14

Animation Set Design Challenge

Use this challenge to design and make a model “set” for an animation.

1. Explore the [Rosie Hurley: Esio Trot](#) resource to see how artist Rosie uses her sketchbook to help her design and make a set for an animation project.



Artwork by Rosie Hurley

2. Decide upon your creative stimulus.

Your set will be inspired by a particular poem, story, short film or piece of music. Make sure you are familiar with the stimulus by watching / listening to it many times. Talk about it with your class so you can start to understand characters/mood/settings/narrative.

3. Use your Sketchbook

Use your sketchbook, just as Rosie does, to help you understand the stimulus. If the stimulus is visual, like a film, then pause the film and make drawings of scenes which you feel are important.

If the stimulus is aural, listen and use your imagination to make sketchbook drawings.



Artwork by Rosie Hurley

4. Think about Structure

Start to think about what scene or set you will create. It can change as you work, but try to have a starting point. Think about:

- Is it indoors or outdoors?
- Is it on one level?
- What would the audiences' viewpoint be?
- Does it have spaces within it?
- Will it have movable walls/parts?

Try to think of it as a 3d composition.



Artwork by Rosie Hurley

5. Think about Colour and Texture

Use your sketchbook to explore colour palettes. What colours would suit your set/the initial stimulus? Mix and test colours in your sketchbook, or cut colours from magazines and stick them in.

Think about how you use the colours too. Think about backgrounds, foregrounds, objects on the stage. Will there be colour everywhere? Will you have areas of no colour?

Think about the materials and textures you will use when you build your model set. Explore different materials – fabrics, wire, wood, paper, string, found objects... there is no limit to the materials you might use.



Felted and Embroidered Yellow Living Room by Gabby Dickson

6. Start Building your Model Set

Take a box, and cut away some sides so you are left with a 3, 4 or 5 sided structure in which to make your model set. Don't forget to look back through your sketchbook to see your ideas about structure.

Start making! This is the fun bit and your ideas might change from your initial sketchbook work – and that is absolutely fine and as it should be!



Chalkboard Prop for Kitchen By Gabby Dickson

7. Think about Lighting

Finally it is time to light your set. Consider how you might use torches or natural light to light the set. Perhaps you will use coloured lenses too. Remember lighting is a key tool to create mood and it should be used with the mood of the original stimulus in mind.



Rosie Hurley Set Design

8. Photograph your Set!

Take photographs of your set, making sure you explore camera angles, near and far focus and lighting.

If you have time, use your set as basis for an animation!



Artwork by Gabby Savage-Dickson

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Pathway: Set Design



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

talking points: negative space by tiny inventions

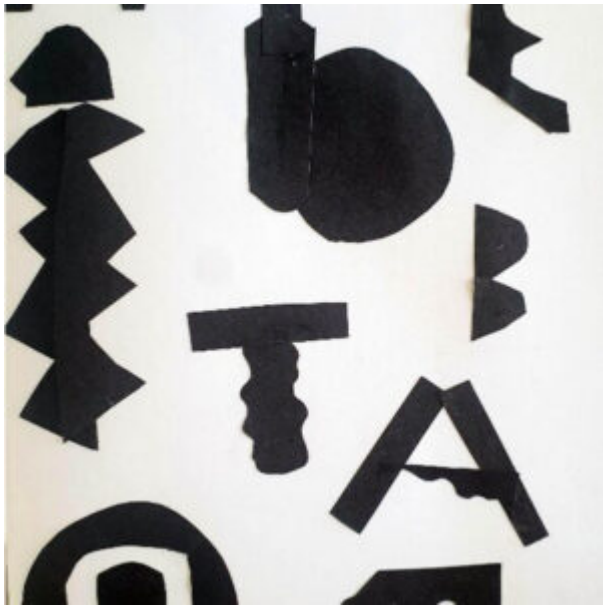


[Explore the work of animation directors Max Porter and Ru Kuwahata.](#)

Cut Out Typography

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Pathway: Typography and Maps



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Talking Points: What is typography?

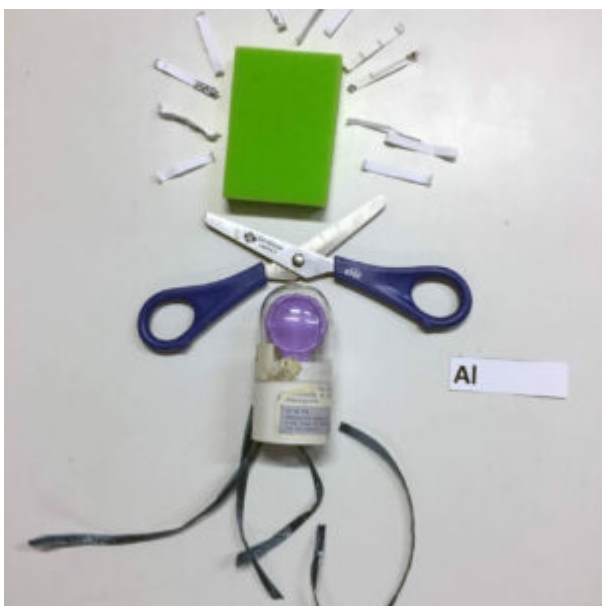
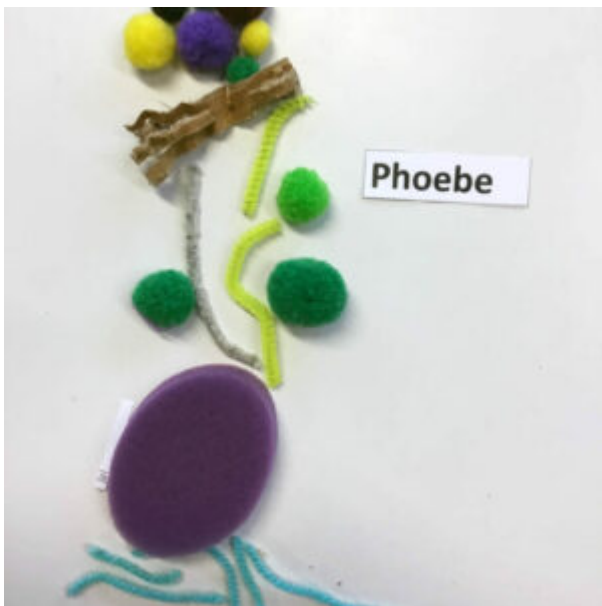
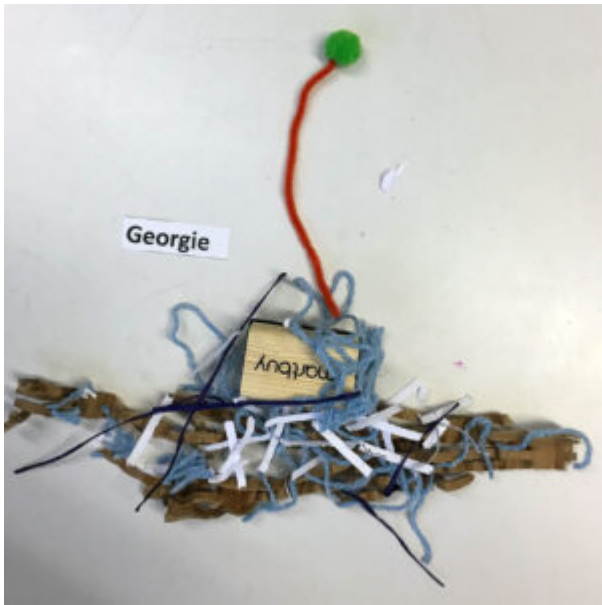


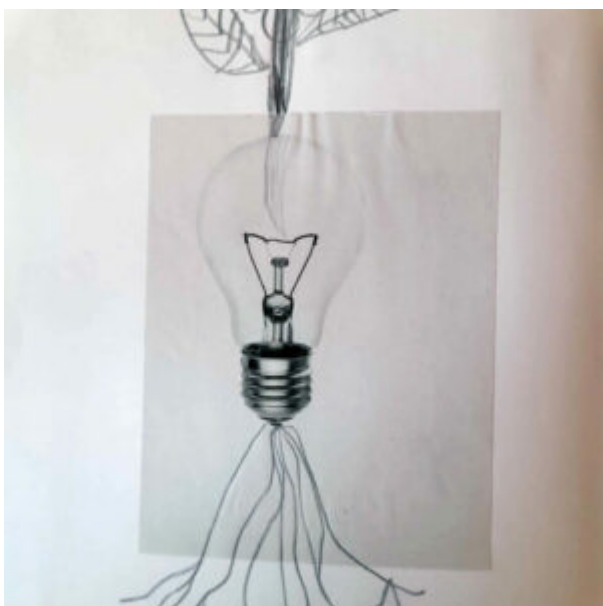
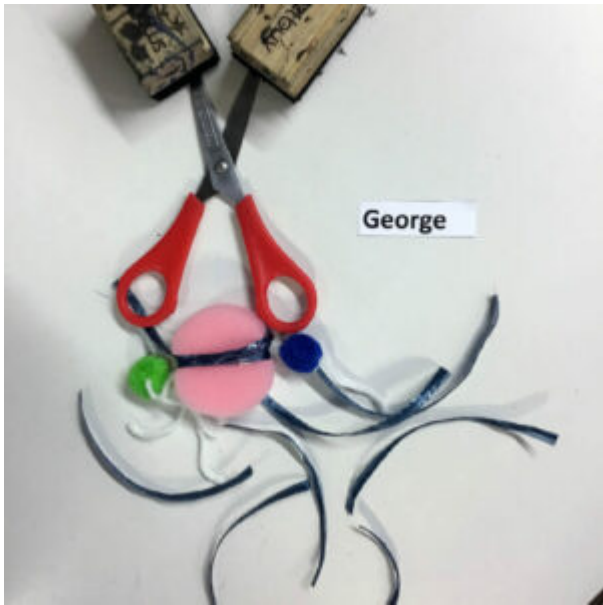
Talking Points: Louise Fili



Roots & Shoots: A Sculptural Challenge

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Pathway: Stick Transformation project



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**Finding Marks Through
Drawings Made by Artists**

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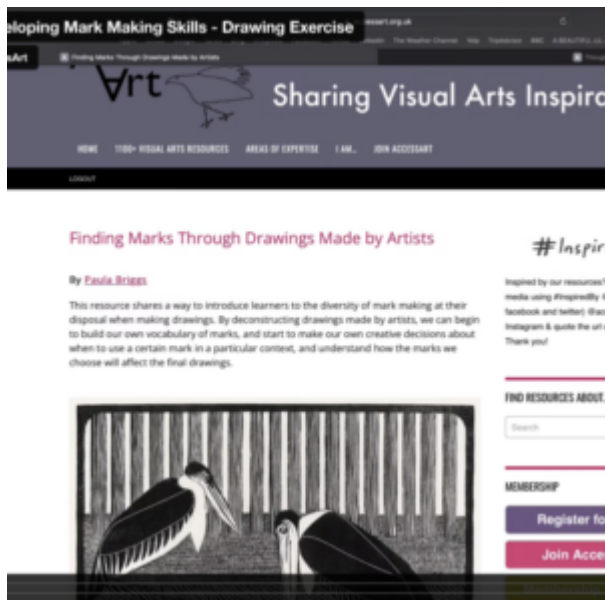
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Pathway: Cloth, thread, paint



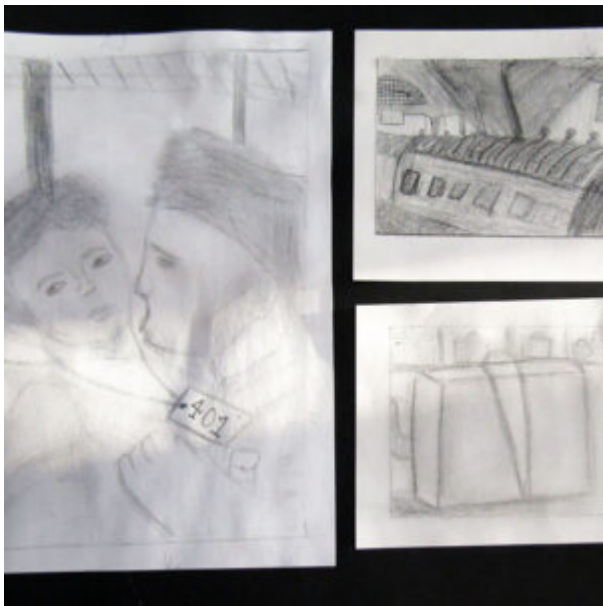
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Session Recording: Finding Marks Made by Artists



Drawable: The 3 Panel Drawing Challenge with Rozi Hathaway

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AccessArt Drawing Prompt Cards

Sculptural Challenge No 1: Colourful Walls

A sculptural challenge encouraging the exploration of colour.

AGES 9-11

AGES 11-14

Artwork by Krijn de Koning

Questions for Children

How would it feel to be in the spaces Krijn creates?

How do you think he chooses the colour for each wall? How do you think the shape and size of the

wall affects the colour too?

Find more of Krijn's work [here](#).

Sculptural Challenge!

Use Krijn's work as your inspiration, think about how you might make a series of colourful walls. You won't be building a life-size sculptural installation (not today anyway!) but instead you can either make a model or create a piece of 2d artwork which shares your vision. Remember, because you are not creating the artwork then you can really be imaginative and dream!

Here are some clues, but you may have your own ideas too:

Use your sketchbook to "collect" colours that you like. Find them in magazines by cutting swatches out, find them by mixing paints, find them by mixing other materials. Record them, test them, label them, make notes (what colours did you mix?), name them (the names you give them might help you to describe the affect they have on you).

Next think about what the "walls" would be like. What shape? What size? Would they enclose? Would they have holes? Would there be a roof? How do they connect? How would the person get in to the space? How would you want the person to feel? Again, use your sketchbook to plot and plan.

Think too about the location or context you would

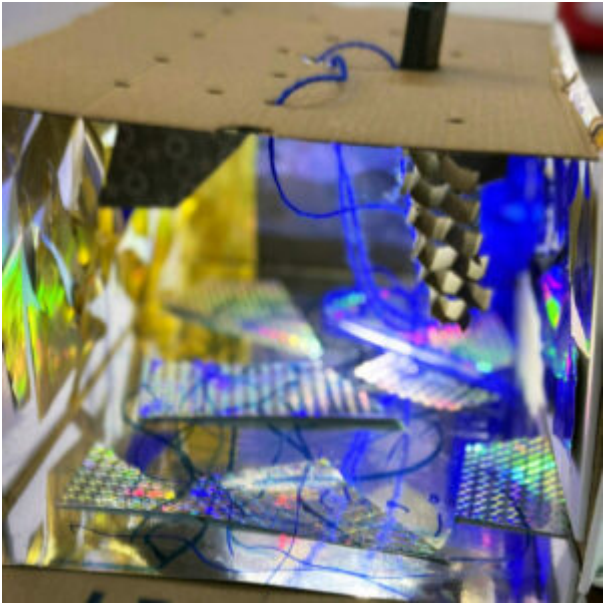
like your sculptural installation to be in. Would you like it to be in the Antarctic? The jungle? The high street? Again, use your sketchbook.

Think about how you would apply your colours to the walls? Would each wall be one colour? Would you introduce pattern? Images? Again, use your sketchbook.

Finally, either make a model using card, paint, fabric etc to share your vision, or make a 2d artwork.

See This Resource Used In Schools...





You May Also Like...

Pathway: Brave Colour



[This is featured in the 'Brave colour' pathway](#)

Talking Points: Yinka Ilori



Talking Points: Morag Myerscough



Sculptural Challenge No 2: Colour, Light and Form

A sculptural challenge to encourage the exploration of colour, light and form.

AGES 9-11

AGES 11-14

Questions for Children:

Can you imagine what it would be like to be in a room with the installations in the videos above? How would it make you feel? What do they remind you of?

How do you think the colour affects the mood?

Sculptural Challenge!

Using the artwork in the videos above as your inspiration, think about how you might design a sculptural installation which involves light, form and colour.

You won't be building a life-size sculptural installation (not today anyway!) but instead you can either make a model or create a piece of 2d artwork which shares your vision. Remember, because you are not creating the artwork then you can really be imaginative and dream!

Here are some clues, but you may have your own ideas too:

Use your sketchbook to "collect" colours that you like. Find them in magazines by cutting swatches out, find them by mixing paints, find them by mixing other materials. Record them, test them, label them, make notes (what colours did you mix?), name them (the names you give them might help you to describe the affect they have on you).

Think about the kinds of forms (shapes) you would like the coloured light to fall on to. Would you

like the coloured light to surround a person, or would you like the person to pass near the objects? How would the person enter the space? Would the space be very small or very large? How would you want the person to feel? Again, use your sketchbook to plot and plan.

Think too about the space you would like the coloured light to be in. Would you like it to be a dark space so that the lights show up against the darkness, or would you prefer a light space, so that it feels floaty and ephemeral?

Think about how you would apply your colours to the walls? Would each wall be one colour? Would you introduce pattern? Images? Again, use your sketchbook.

Finally, either make a model using card, paint, fabric etc to share your vision, or make a 2d artwork. If you make a small space, you might like to be inspired by the [Mini Art World](#) Resource and use coloured filters and torches to replicate the space.

You May Also Like...

Pathway: Brave Colour



[This is featured in the 'Brave colour' pathway](#)

Which Artists: Liz West



Talking Points: Carnovsky



Talking Points: Olafur Eliasson

