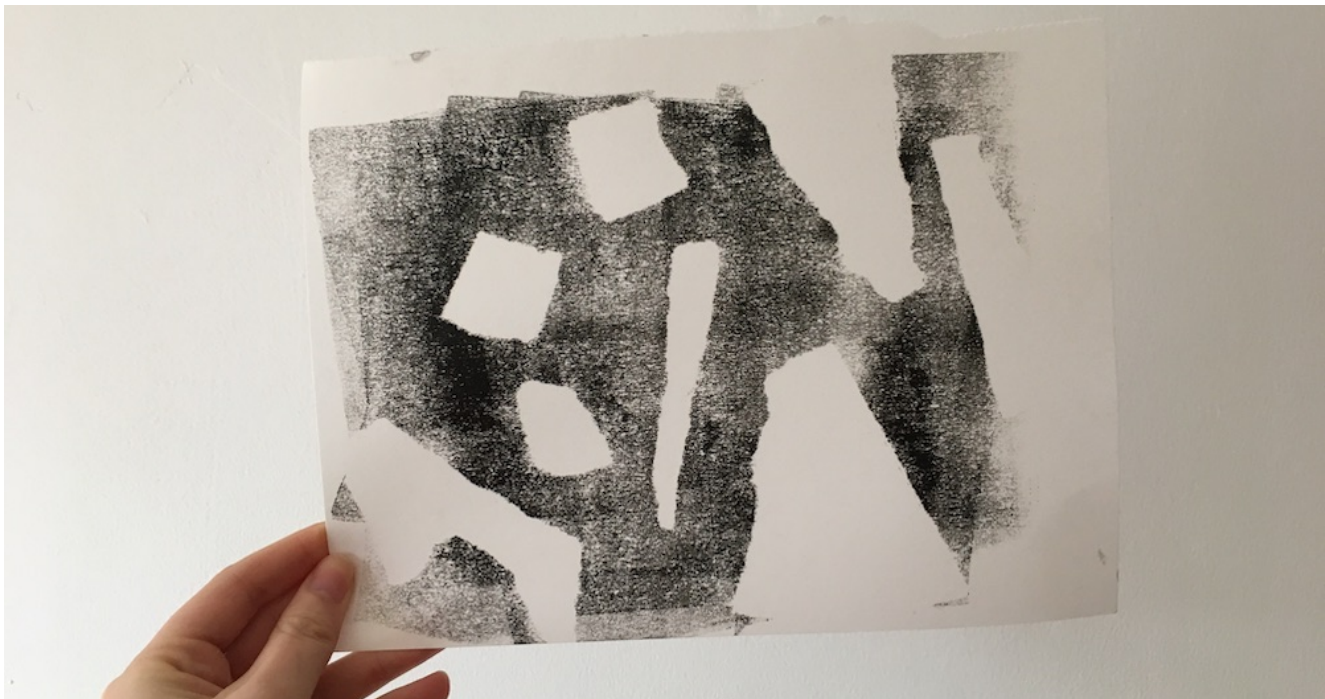


Dark-Field Monotype: Masking

By [Tobi Meuwissen](#)

This post will shows you how to create a dark-field monotype using the masking method to create really light areas. This is an exciting way to explore form through light and dark. It can be combined with lots of mark making into the ink as well to make dynamic and exciting print. This activity can be done with ages 8 and up.



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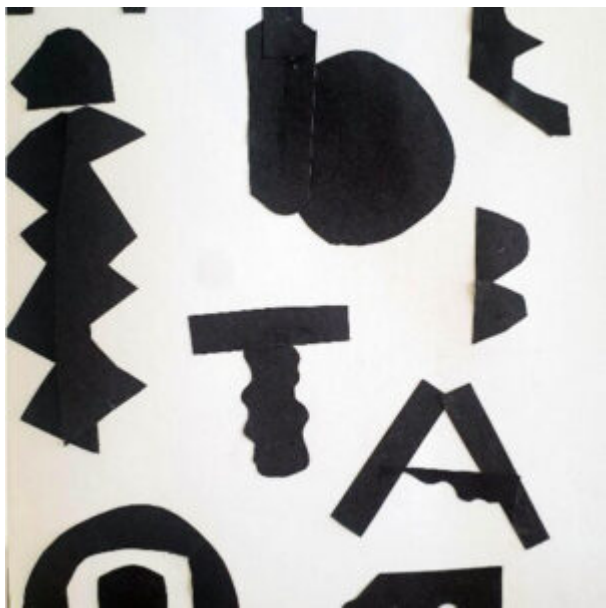
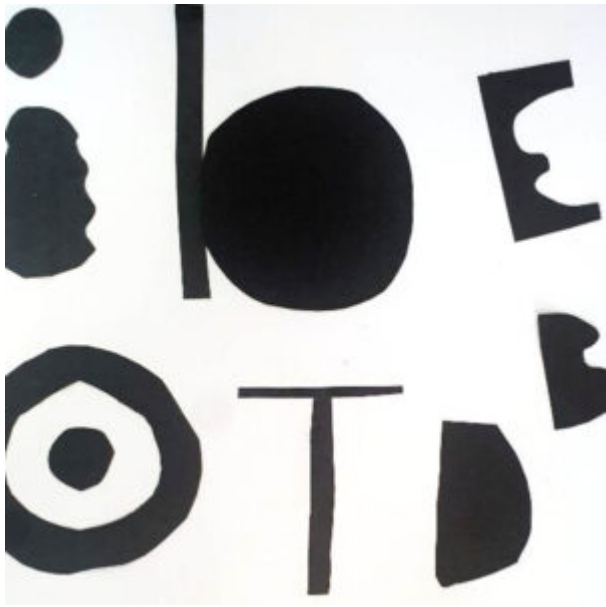
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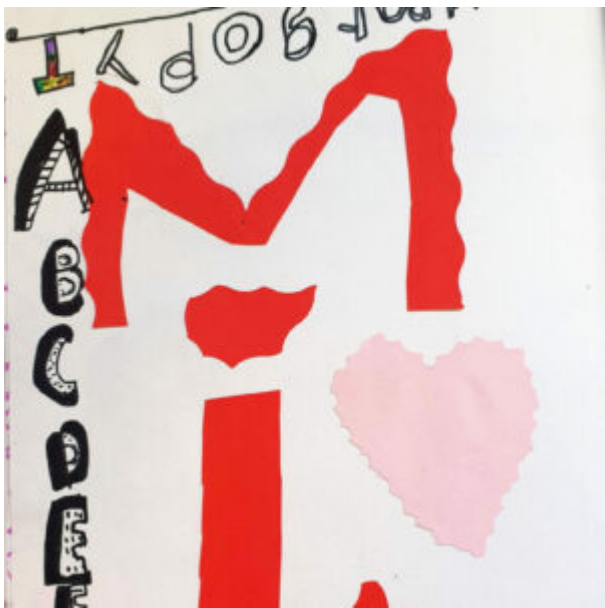
Dark-field Monotype

Cut Out Typography

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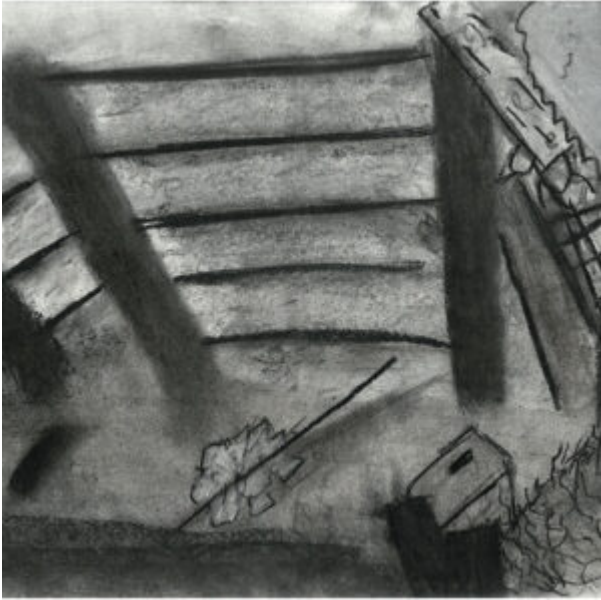
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Green Thumbs

**Which Artists: Andrew
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**What We Like About This
Resource...**

“The research phase of a creative project can be presented in many different ways, and can even be an art form in itself. Here, Tatyana demonstrates how her sketchbooks became a medium through which she expressed her thoughts, refined her ideas and explored materials. We believe sketchbooks to be a powerful tool for children to take ownership of their ideas and travel on their own creative journey, without necessarily knowing the destination. Take a look at our [sketchbook journey](#) for more sketchbook inspiration” – Rachel, AccessArt.

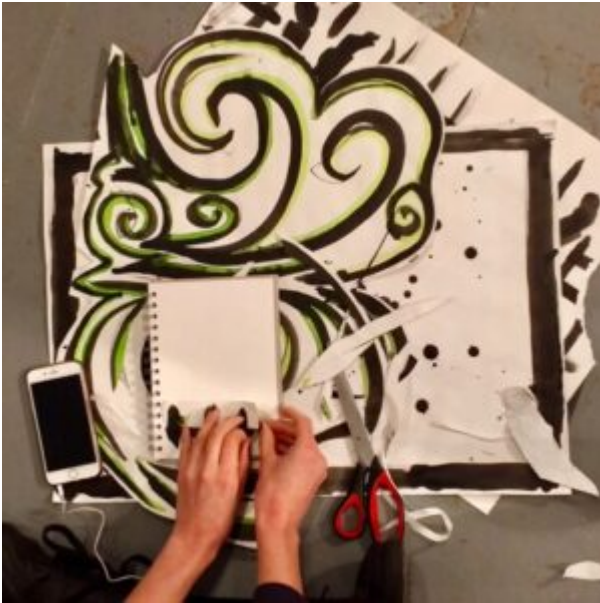
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Sketchbooks and Thinking Skills



Sketchbooks for Designers – an Introduction for Children



[Using Sketchbooks to Take Ownership of Ideas](#)

Which Artists: Merlin Evans

What We Love About This Resource...

So often, we hear talk of the distinction between science and art, and no more so when teenagers proceed through their education and they are encouraged to choose one route or another. In reality, creative thinking helps scientific understanding and a scientific approach can inform and inspire art.

It's so refreshing to read and see Merlin's experience and understand how she works between these two areas – in her words *“mixing subjects, and seeing how they work and intersect is where inventions take place!”*

We also love the way her work embraces the *felt* world of being human, as well as the *known* world. We're sure many young people will find Merlin's work of interest and reassuring when they are pressured to choose *“art or science”*.

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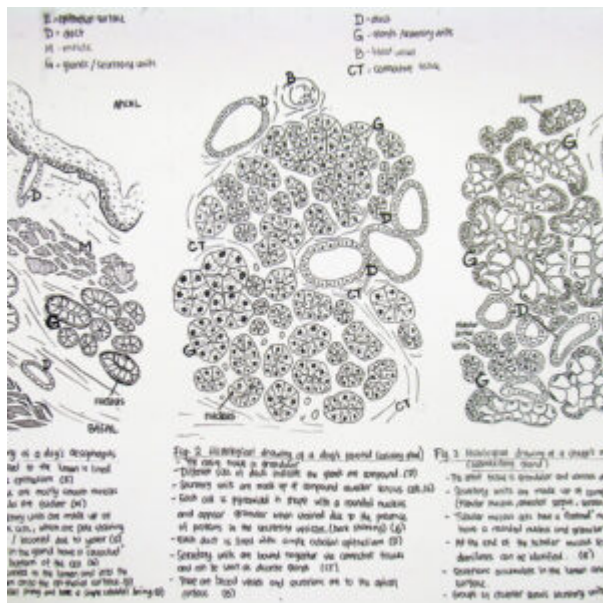
Drawing for Learning



[Dr Fay Penrose, PhD, PGCert, SFHEA, BA\(Hons\) Senior Lecturer in Veterinary Anatomy and Head of First Year in Veterinary Science, University of](#)

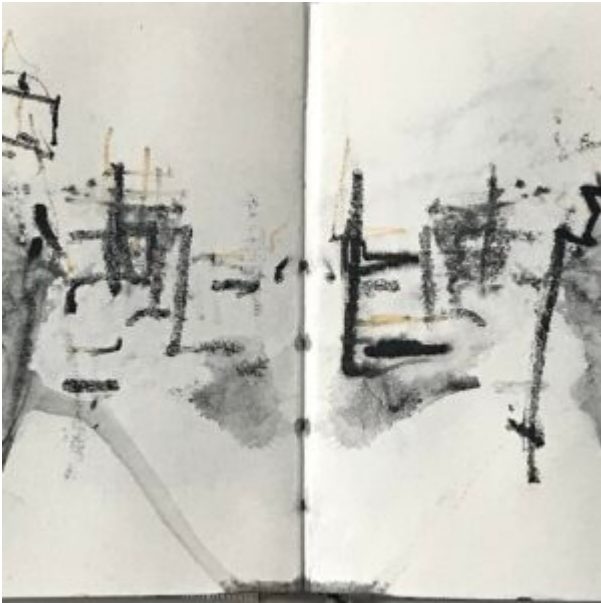
Liverpool, explores why visual and tactile literacy and manual dexterity skills are important in the STEM subjects in higher education.

Drawing as a Way of Understanding



Fay Penrose, Lecturer in Veterinary Biology at The Veterinary School at University of Liverpool, who shares her work in introducing drawing as a way of checking understanding of complex subjects. This methodology would be very transferable to a number of subject areas in schools.

Drawing as a Way of Understanding



Resource by Andrea Butler sharing her process of making drawings whilst walking. “I wanted to develop a way of drawing that captured my sensory and visual experiences as I moved through the landscape.”

Exploring, Associating & Connecting – a Sketchbook Exercise

Rethinking our Approach to Assessment & Progression in Primary School

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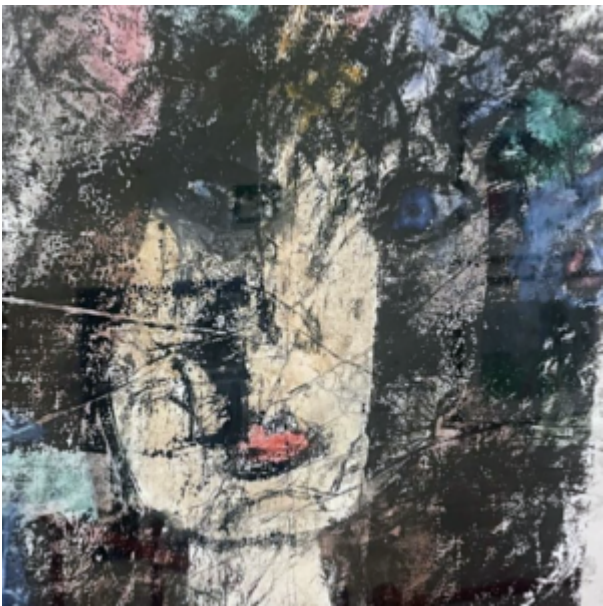
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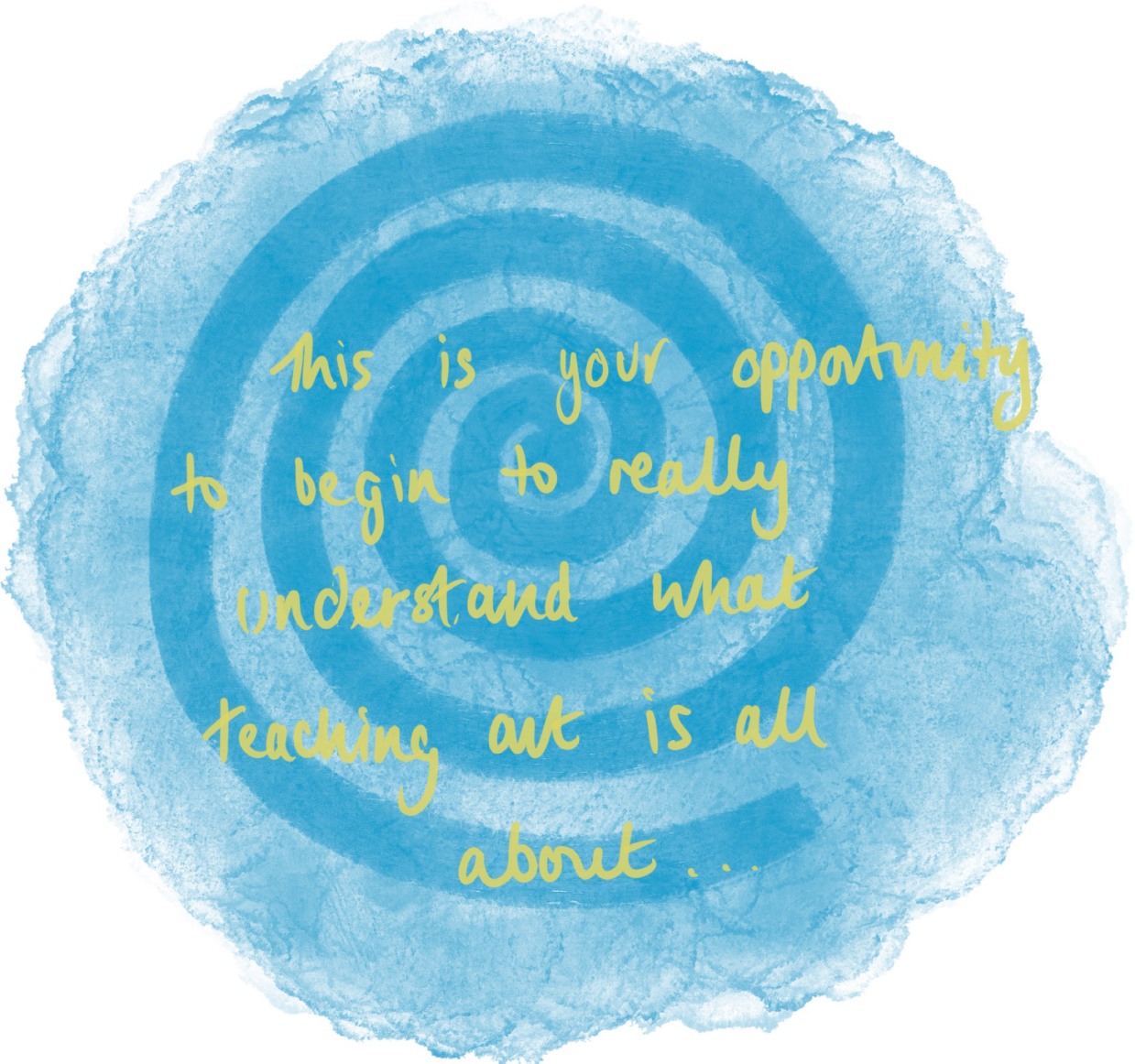






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about...

Rethinking our Approach to Assessment & Progression in Primary School

The words “assessment” and “progression” have become very loaded in recent times, and there is increasing pressure on

teachers to treat art like other curriculum areas. The reality is art is a unique subject and if we are to truly enable creativity in schools then we need to rethink our approach to assessment and progression. [Read More](#)