

Home Made Inks

By [Scarlett Rebecca](#)

In this tutorial, printmaker Scarlett Rebecca shows you how you can make your own inks from the plants around you. Use your individual inks on top of the oil based prints made in the Lithograph tutorial, or just experiment with mixing colours and painting with inks. This activity can be done with all ages, however for younger children supervision will be required for the boiling elements.

The full video is available to [full members](#) below.

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The AccessArt Drawing Journey for Primary Children: Aims

and Intent

**Key Concepts for Primary
Schools in Drawing for ages 5
to 7**

**Key Concepts for Primary
Schools in Drawing for ages 7
to 9**

**Key Concepts for Primary
Schools in Drawing for Ages 9
to 11**

What Is A Drawing Tool?

What Is The Purpose of Drawing?

What Is Drawing?

**Still Life
Compositions:**

Inspired by Cezanne

What We Like About This Resource...

“This activity walks through a number of different processes and taps into multiple skills. This provides a rich exploratory project for children to fully immerse themselves in. Cezanne was the focus artist for this project, but other contemporary still life painters could be used as starter

inspiration. We actually advocate showing the work of more than one artist as this builds knowledge of how approaches to painting, drawing etc differ. This also helps children move towards a personal response rather than creating a 'copy' of one particular artist's work" – Rachel, AccessArt

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Pathway: Exploring Still Life



This is featured in the
'Explore Still Life'
pathway

**Talking Points: Paul
Cezanne**



talking points: Contemporary still life



talking points: Flemish and Dutch Still Life Painters



World War I Mail Art

What We Like About This Resource...

“This project links poignant subject matter with meaningful art processes and local history. What we learn about the repurposing of materials, (in this case spent ammunition) reaffirms how we can use what is around us as a starting point to

making and creating. You could extend or adapt this project by looking at broken pottery, re purposing that into new sculptures that link with Roman or other local historical cultures” – *Rachel, AccessArt*

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Henry Moore's Shelter Drawings



Remembrance Day Soldiers



For Remembrance Day

**Which Artists:
Claire Harrup**

**What We Like About
This Resource...**

“We really enjoyed reading about the process of creating art work according to a design brief and how the experience of this differs to when an artist begins

with their own idea or concept. That's not to say an artist can't approach a brief with their own individual style and ideas, but what this post shows us is that there can be a balance between the two. This would be a great resource to show older KS pupils who may be beginning to consider their options beyond Primary School".
– *Rachel, AccessArt*

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Talking Points: Packaging Design



What is Typography



Which Artist: Rachel Parker



Repeating Patterns



Block Printing Repeat Patterns



**Which Artists: Ava
Jolliffe**

**Sketchbook Journey
At Haslingfield
Primary School**

Which Artists: Jason Line

What We Like About This Resource...

“It’s always so inspiring to hear how different artists work and we particularly like the detailed references Jake makes to his process – marking out the composition using neutral tones; adding and taking away compositional elements and gradually building in more colour and detail. Delivering a

still life session in a classroom could begin with this process and encourage the practice of looking at positive and negative space. Some suggested resources below also touch on this". – *Rachel, AccessArt*

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Tackling Still Life for Children



Drawing Negative Space



Visual Arts Planning: Still Life

**Dropped Cone
Sculptures with
Julia Rigby**

**What We Like About
This Resource...**

**“There’s a really fun element to
this activity which is you can**

imagine all children really enjoying! The idea of food on large scale is a great starter for a sculpture project and an early exploration of working in 3D. What's really positive to see in this project is how the children used their sketchbooks to design their ice creams prior to working in 3D. They then had the opportunity to re visit and refine their ideas as they worked. This provides a solid foundation for the concept of design development and design through making- both of which underpin any visual arts or design project or profession. For more support on how to develop sketchbook practice in

your setting please see our
[Sketchbook Journey](#)" – Rachel,
AccessArt

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Communal Drawing: Summer Picnic



Redesigning Food Packaging

Portrait Club

What We Like About This Resource...

“We’re really grateful to Jake from Draw Brighton for sharing this activity which became so well received during lockdown 2020.

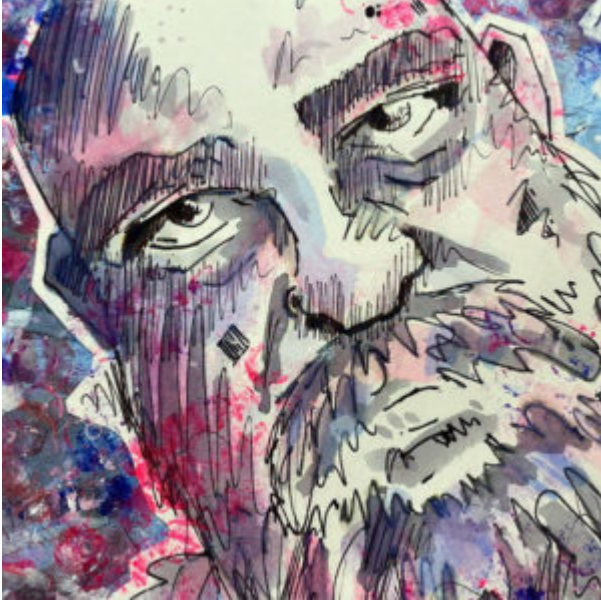
This is the perfect reminder that wherever we are in the digital or physical world, we have our eyes, hands and faces,

and drawing provides a wonderful opportunity to come together in small groups to make sketches of each other. Use this activity as an ice breaker before a workshop, or as a transition activity between classes or events. Thank you Jake!” Paula, AccessArt

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Identity**

Exploring



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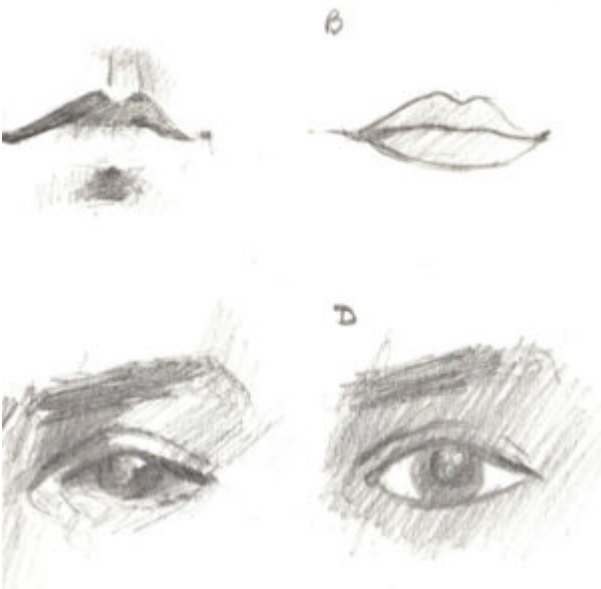
**Talking Points: Njideka
Akunyili Crosby**



Making Physical or Digital Layered Portraits



Introduction to Portraits



Exploring Portraits in Graphite, Collage and Clay



**Connecting With
Nature Through Art**

Lino Printing Inspired by Gestural Drawings

Movement Maps

Finding Marks Through Drawings

Made by Artists

See This Resource Used In Schools





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Pathway: Typography and Maps



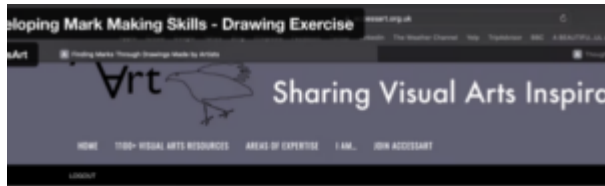
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**Pathway: Cloth, thread,
paint**



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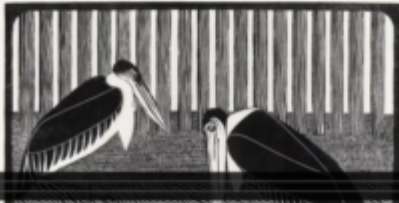
Session Recording: Finding Marks Made by Artists



Finding Marks Through Drawings Made by Artists

By [Paula Briggs](#)

This resource shares a way to introduce learners to the diversity of mark making at their disposal when making drawings. By deconstructing drawings made by artists, we can begin to build our own vocabulary of marks, and start to make our own creative decisions about when to use a certain mark in a particular context, and understand how the marks we choose will affect the final drawings.



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