

Nature Kaleidoscope

How to create a kaleidoscope using found natural objects and mirror card.

Patterns with Nature

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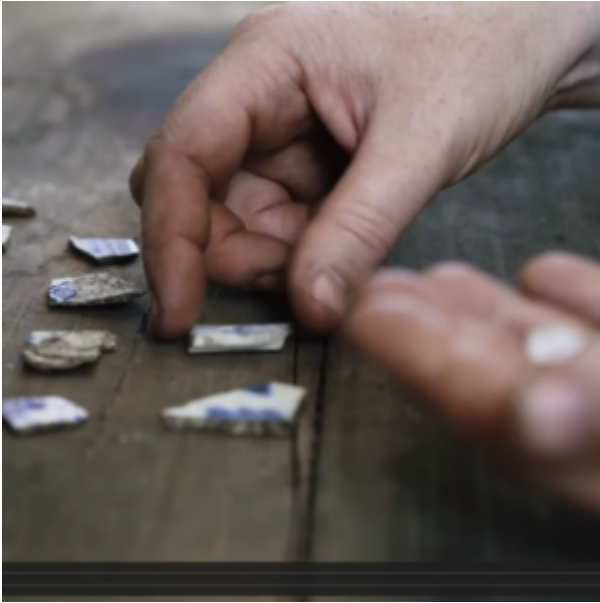
Pathway: Explore and Draw



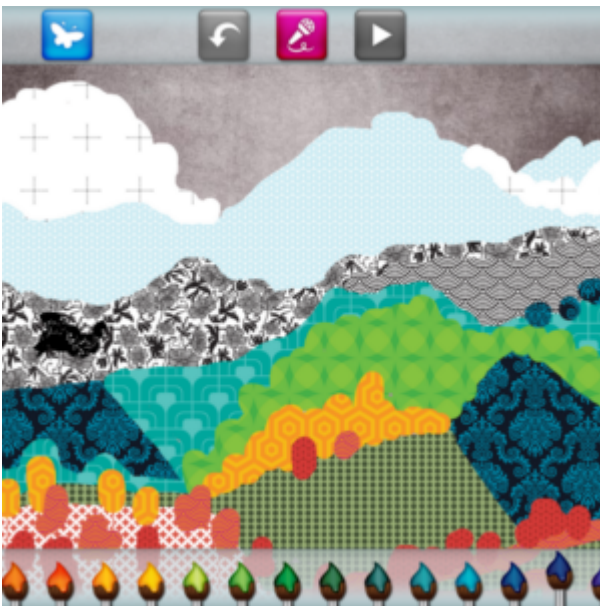
[Featured in the 'Explore and Draw' Pathway](#)

Talking Points: Artists as Collectors and

explorers



AccessArt Digital Resources



Looking for Hope in the Small

Things

Unesco: Celebrating the Power of Making!

Inspired by Paula's recent rousing film, 'It's in Our Hands', artist Jan Miller pulled images together from her own teaching to illustrate the things the children in her classroom do with their hands

David Parr House – “What's Your Space?”

In celebration of the opening of David Parr House in Cambridge, this resource aims to inspire children aged 8 to 12 to explore design.

The Making of: “Everyone Else is Better Than Me!”

Simple animation technique using a vegetable, but a great example of how a clear message and thoughtful animation can

communicate emotion.

All That Glitters...

Teacher and artist Jan Miller shows year three pupils works by the artist Andrew Logan. Pupils then have fun playing with materials that glitter and sparkle, developing their design and making skills to produce personalised brooches, decorative images of celebrities and gorgeous treasure glitter boards. Finally, they explore portrait drawing, creating a sparkly 'selfie'!

Making A Creative Response – Physical to Aural

As part of the teenage #BeACreativeProducer Project, we have been exploring how we can trust and use “instinct” in relation to finding starting points to generate ideas and enable creativity. In this post, AccessArt Young Artist Alex Tunstall shares what happened when he received a “box” of physical stimuli to inspire an aural response.

Simple Casting Techniques – by Melissa Pierce Murray

Artist Melissa Pierce Murray led a series of workshops for teenagers exploring a variety of casting techniques.

Japan: Making Sushi – Recycled Style!

Inspired by research into Japanese culture, children explored the potential and limitations of paper and recycled materials, learning through play and experimentation to make 3D forms. The outcomes of this process were used to inform work created in a second medium of clay, using kitchen equipment to shape the clay and add textures.

Making Sculpture Inspired by Degas

This resource explores sculpture by French artist Edgar Degas (1834-1917) and shows how hands-on sculptural processes can be facilitated in a classroom. This resource was created in collaboration with AccessArt and the Fitzwilliam Museum, Cambridge.

To Construct...

You May Also Like...

Talking Points: Linda BELL



[Explore how Linda Bell creates sculptures](#)

Talking Points: Nnena Kalu



[Explore artist Nnena Kalu](#)

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?

One Material: Sea Sculptures from Plastic Bottles

Exploring the Sculptural Possibilities of Plastic Milk Bottles

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....

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Talking Points: Nnena Kalu



[Explore artist Nnena Kalu](#)

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.

Fabulous Fish

Fabulous Fish was a Brilliant Makers workshop, for year four pupils, led by Sheila Ceccarelli, raising ocean awareness at Ridgefield Primary School, Cambridge.

Under the Ocean Mirrors

This was an afternoon session for year four pupils at Ridgefield Primary School, Cambridge, and part of AccessArt’s Brilliant Makers Club, a campaign supporting and championing making experiences in schools. By Sheila Ceccarelli