

# Which Artists: Cas Holmes

By Cas Holmes

In this resource Textile artist Cas Holmes shares her everyday connections with place. Cas talks about her interests in the symbolism of everyday, from the need for the things we recognise as ours such as family, to the need to eat. This resource takes us through the journey of Cas's childhood memories, her travels to India and the exploration of her Romani Heritage through her textiles practice.



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## What We Like About This Resource...

**“The sense of journey and feeling of movement is such an interesting part of Cas’ textile work here. We love how location and place is**



communicated through the variety of fluid and meandering textile marks used. Cas' Romani background as well as early experience living in Japan make for a rich cultural backdrop to her work. The themes here could be explored in the classroom by asking children to use memories of places they've visited to produce a creative response using fabrics and mixed media" – *Rachel, AccessArt*

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## Working With and In the Landscape



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# Working with Dogwood

# What We Like About This Resource...

“It’s lovely to see a resource that centres on a particular material and the scope it offers. I particularly like how the dogwood is used here to make wooden beads. This idea could be developed further by looking at how wood has been used to make jewelry throughout history and within many different cultures.” – *Rachel, AccessArt.*

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**Which Artists: Nathan Ward**

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# 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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**Volcano Painting inspired by  
Frank Bowling**

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# What We Like About This Resource...

“We love how this activity provides an opportunity to explore a well known Artist’s work, through focussing on their materials and techniques. The children looked at Frank Bowling’s work before creating their own individual responses that retained individual ownership – something we advocate as part of a rich and balanced visual arts education. It was also great to see how a professional artist visited the school to further enhance the children’s experience.” – *Rachel, AccessArt*

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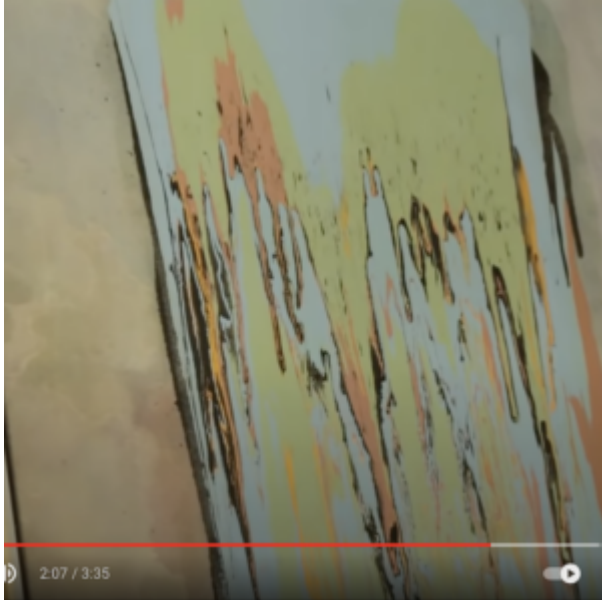
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**Talking Points: Frank Bowling**

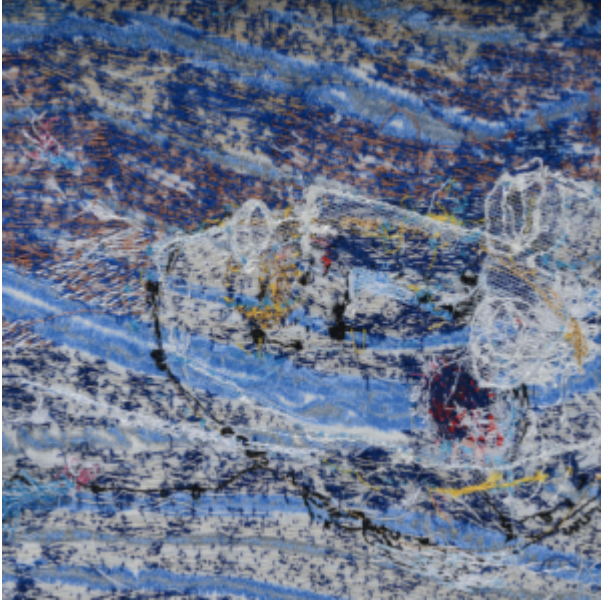


**Talking Points: Hannah Rae**



**Talking Points: Alice Kettle**





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**Which Artists: We are out of office**

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**Gabby Savage-Dickson: Etching**

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

“These are such beautiful and evocative images – certain to inspire. There is a lot of potential for schools to explore Gabby’s work as a way to

inspire pupils to create their own imagery inspired by literature, or inspired by imaginative writing by pupils.

Although etching might not be particularly accessible to many schools, there are low tech ways of approaching the process (see below) which mean pupils can explore similar ways of working in the classroom." *Paula, AccessArt*

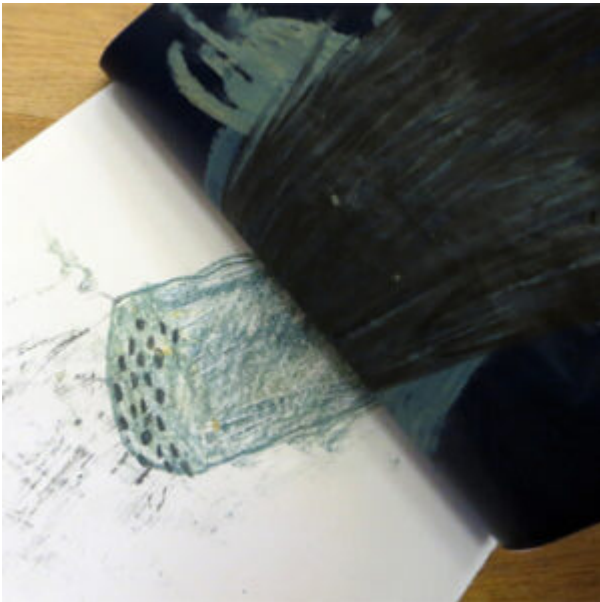
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[Dry Point Etching](#)



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**Rosie Hurley: Esio Trot**

# What We Like About This Resource...

“Rosie highlights the importance of embracing a wide variety of interests and ways of working into our wider creative practice, resulting in wonderfully rich and very personal explorations and outcomes.

There are so many clues in this resource for teachers. Look out for how Rosie slows down her whole process into a series of interconnected stages, which weave in and out of each other. These include time for research (collecting and observing), analysing and revisiting, drawing, making and finally documenting.” *Paula, AccessArt*

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## **Gabby Savage-Dickson: Felting & Embroidering Sets**



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# The Art Of Zines

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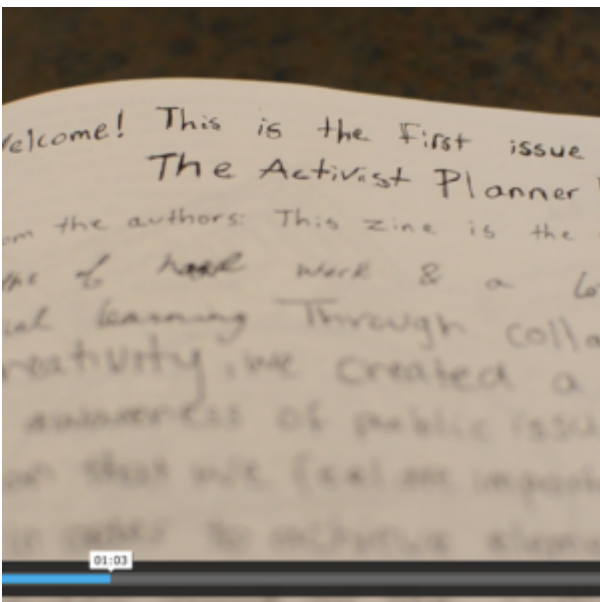


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### Talking Points: Luba Lukova



### Talking Points: What is a Zine?

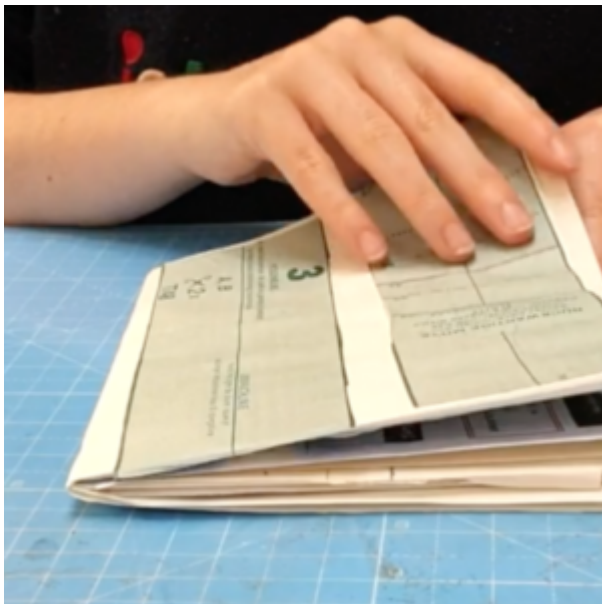


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## Movement Maps

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# Redesigning Food Packaging

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## What is Typography



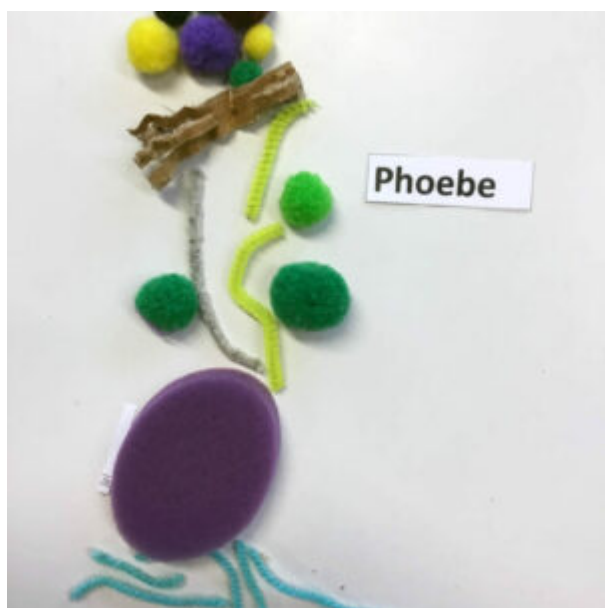
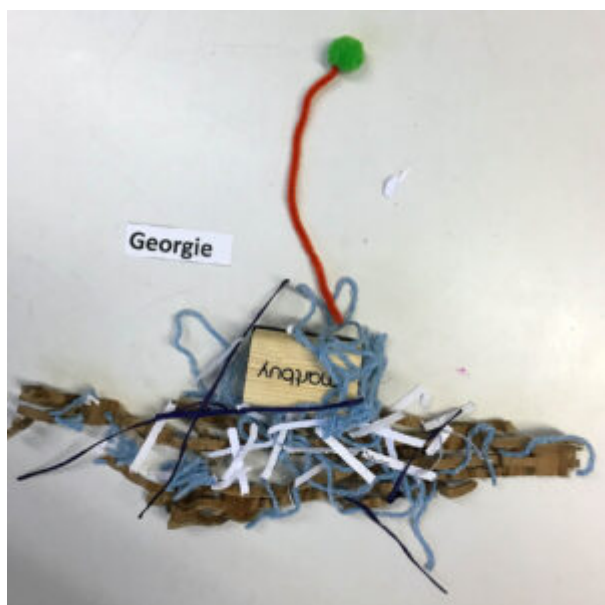
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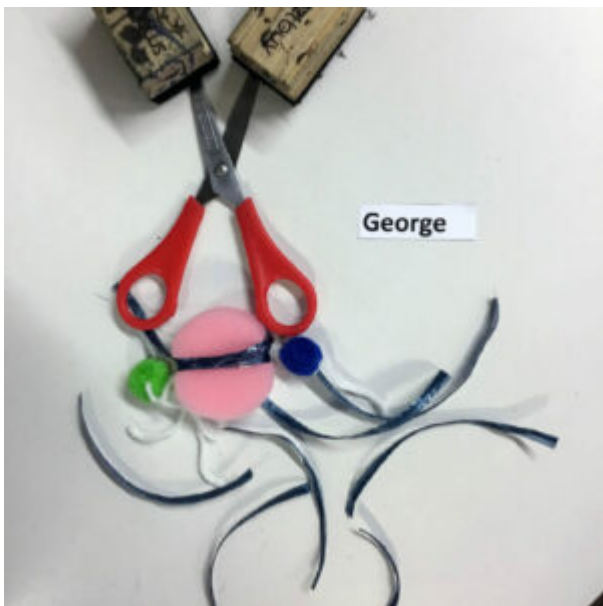
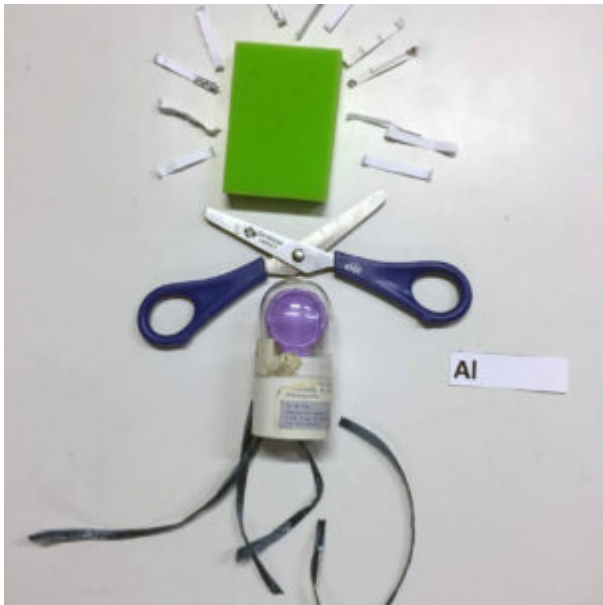
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# Finding Marks Through Drawings Made by Artists

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## Session Recording: Finding Marks Made by Artists

Developing Mark Making Skills - Drawing Exercise

Sharing Visual Arts Inspiration

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### 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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# Personalising a Sketchbook with Mark Making and Collage

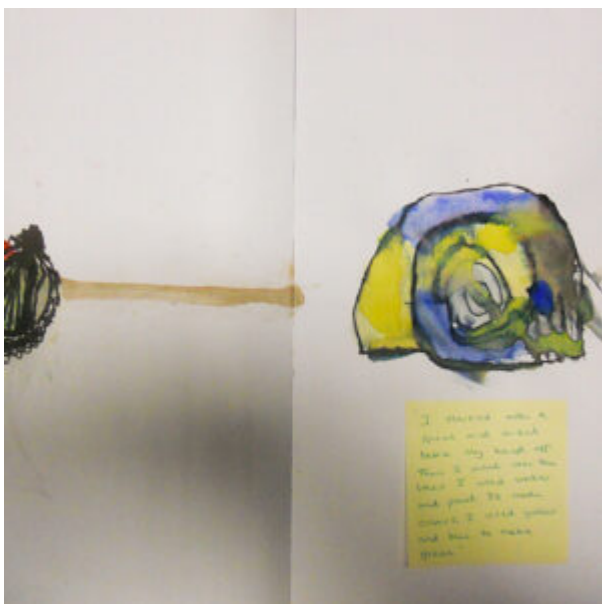
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## Making a Backwards Sketchbook

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## Water Soluble Felt-Tips With Complementary Colours

## See How This Resource Is Used in Schools...







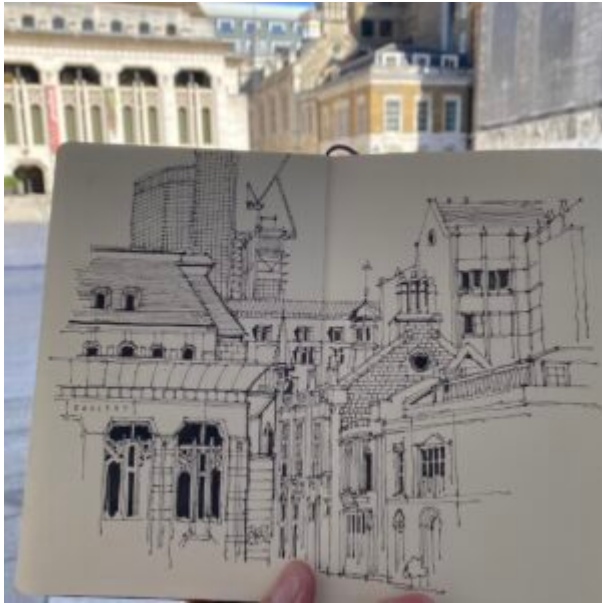
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the drawing journey



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