

Dizzy Tins

By [Tobi Meuwissen](#)

In this activity, inspired by the pastel animations of artist [Guma Ranks](#), year 6 from Sheffield Girls' School created a series of observational drawings of tins to create a stop-motion animation.

Learners explored [form](#), considering how lines can be used to represent convex shapes, and developed their observational drawings into moving image, working between both tactile and digital techniques.

This two-part activity will take 2 hours to complete, with the first session focusing on drawing, followed by a second session dedicated to animating. I recommend trialling the activity before facilitating it, to ensure you fully understand the process and can confidently support learners with each step.

This activity is suitable for learners aged 11 and upwards.

Thank you to the Year 6 class at Sheffield Girls' School for participating in this workshop.

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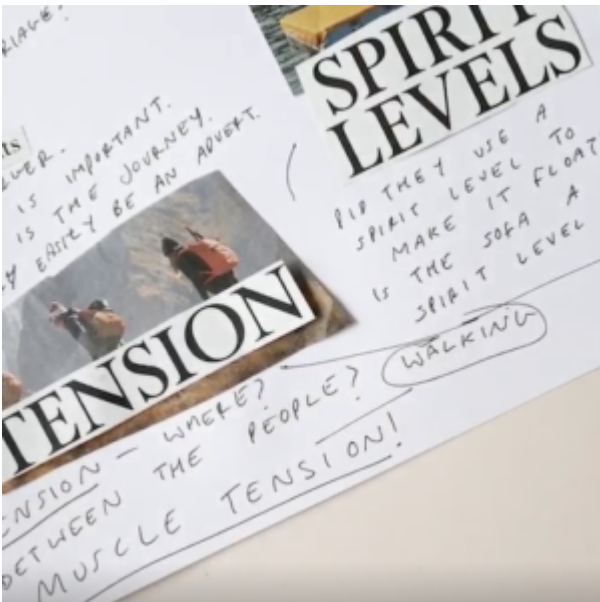
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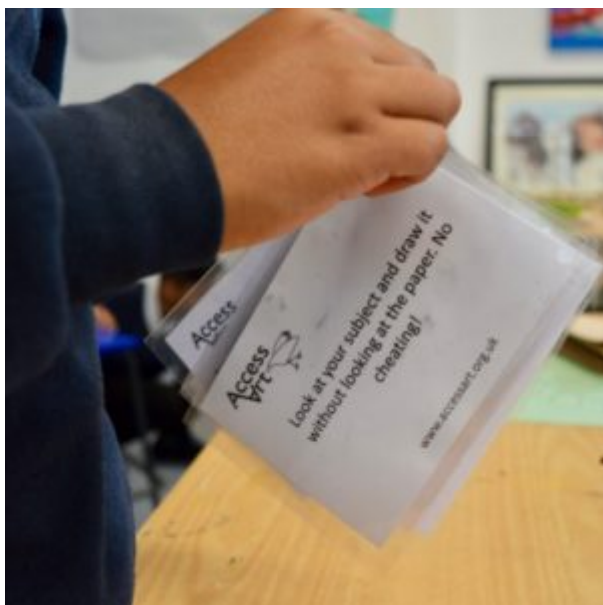
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“It’s really interesting to see the combination of hand and digital work in Rachel’s work, and particularly how her hand stitched embroidery is scanned before being used to create patterned products. We love that lots of Rachel’s work begins in sketchbooks and how this really underpins her creative process. For children in school, learning to utilise a sketchbook and discover their potential through drawing and mapping ideas is invaluable. We have a whole Sketchbook Journey section on the AccessArt website (linked below) which explores this in more

detail". – Rachel, AccessArt.

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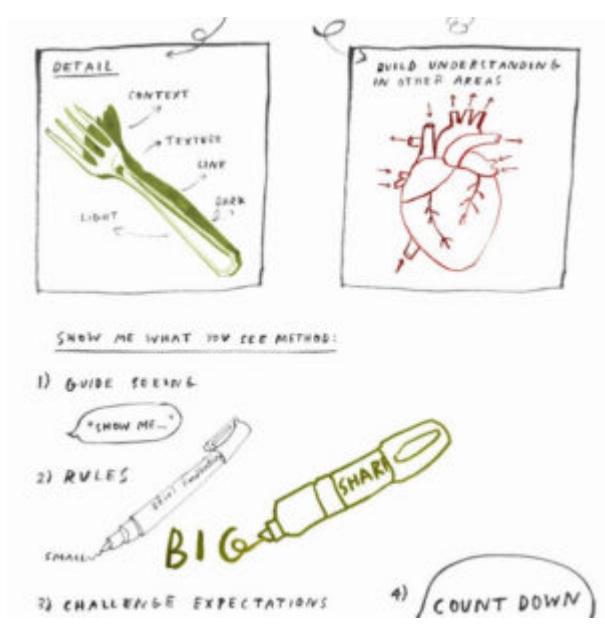


[This is featured in the 'Exploring Pattern' pathway](#)

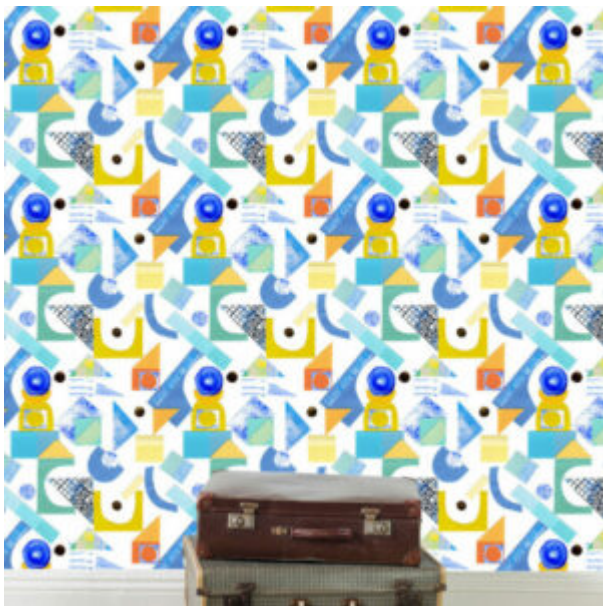
using sketchbooks to make visual notes



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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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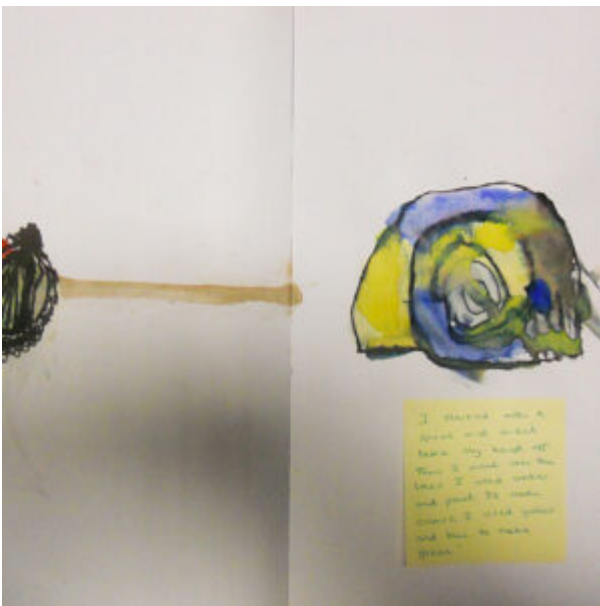
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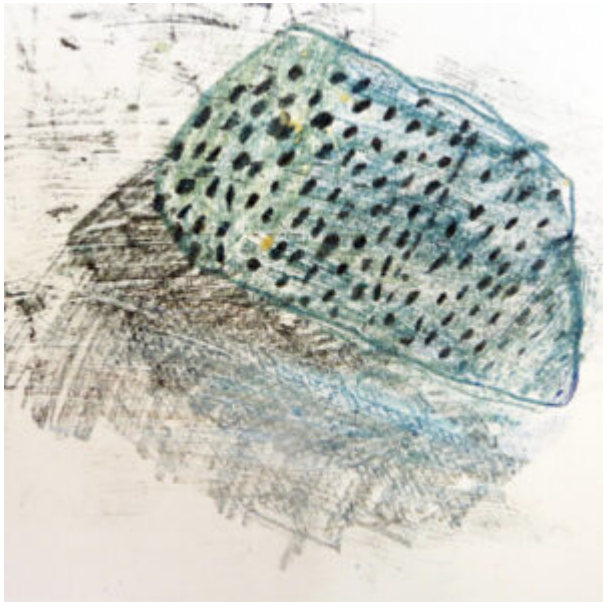
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