

Drawing Soft Toys Inspired by “Where the Wild Things Are” by Maurice Sendak

By Paula Briggs and Rowan Briggs Smith



This resource shares a session with children aged 6 and 7, exploring the illustration's of [Maurice Sendak](#) from [Where the Wild Things Are](#). In particular the session looks at the kinds of marks Maurice made to create a sense adventure, and prepares the ground for the exploration to come, which will evolve into colour, collage and sculpture.

You Will Need:

- Colour copies of close-up images of Maurice Sendak's *Where the Wild Things Are*.
- Three pens for each child: black handwriting pen (fine), black Sharpie (medium), black marker pen (bold)
- Sketchbooks or paper.

- Soft toys (children brought their favourite soft toy).

Time: 1 hr

Outcome:

- An exploration of mark making (in sketchbooks) and then applying this knowledge in a drawing.
- An understanding of how using different pens and holding them in different ways can affect the marks we make, and how we can use those marks to make interesting drawings.
- Beginning an understanding of how the artist (Maurice Sendak) used marks to build his images.
- This session is a spring board for the next session in the series. [See the whole series here.](#)

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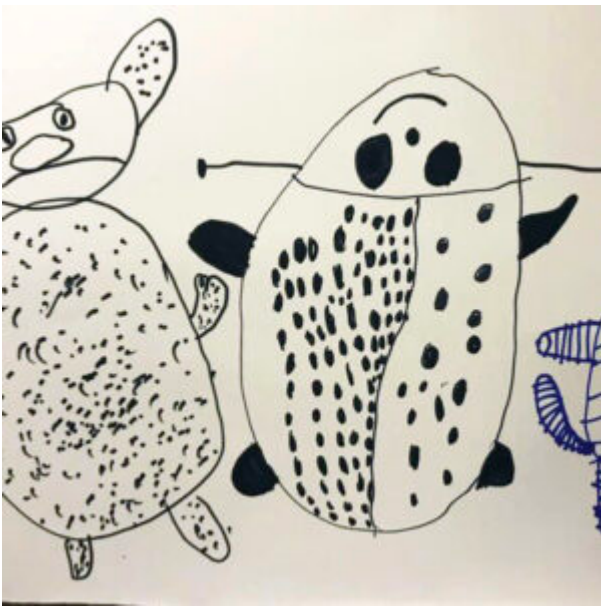
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Pathway: Drawing and Making Inspired by Maurice Sendak



[This resource is featured in the 'Drawing and Making Inspired by Maurice Sendak' pathway](#)

Visual Arts Planning Collections: Toys, puppets, dolls



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Working with Ink

In this one hour session, led by artist Melissa Pierce Murray, students explore techniques and properties of Quink and Black India Inks, and how to build up a drawing using the medium.

Magnets and Forces

Secondary school students are likely to study properties of magnets in their science classes, but in this workshop, artist Melissa Pierce Murray, encourages teenagers to explore playful and aesthetic responses to magnets, rather than analytic and quantifiable ones. Using artistic and scientific approaches together aid in developing curiosity and imagination.

Two and Four Legged Creatures

Two and Four Legged Creatures with oil based clay over a simple wire armature to make delicate, extended structures. A one hour, artist led session with Melissa Murray.

The Opposite of Light

Teenagers work with artist Melissa Pierce Murray on a range of explorations looking at light and contrasts. This workshop explores contemporary themes around placement, object and meaning.

Snowflakes

Artist Melissa Pierce Murray leads teenagers in a festive workshop exploring snowflakes and decorating Christmas cookies with piping and egg tempura.

Making your Mark on Small

Canvases

Making a “To Scale” Gallery

This resource shares the process by which 6 twelve year old children created a shared architectural model working in foamboard, working alongside Paula Briggs. The model was based upon an existing house, which was measured and scaled down.

Installing Artwork in “To Scale” Gallery

Draw, Paint, Build, Make: Gallery Project

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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Composite Still Life Studies in Candlelight

The Winter Tree Challenge: A Combined Sculpture & Drawing Project!

This post shares an hour long session at the AccessArt Art Lab, in which the young teenagers (12 and 13 years) worked on two projects simultaneously: a shared winter forest drawing in charcoal, and a sculpture challenge to make a winter tree. The time and material constraints resulted in an energetic and inventive session. By Paula Briggs

Making an Ink and Wax Village with Pupils in Mansfield

Explore and Draw

Show Me What You See: Drawing Inspired by Anglo Saxon Architecture

Sculptures with Personality, Inspired by Anglo Saxon Houses

This resource shares a 3 hour session with Year 6 children from Barton Church of England Primary School. Children were studying the Anglo Saxons and we thought it would be a good opportunity to explore making skills.

Led by Paula Briggs, children to “make sculptures inspired by” an Anglo Saxon Village.

To Connect...

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Making a Lyre Inspired by the Ancient Greeks

Here, Portia, aged ten and in year five, shows, step by step, how she approached a creative homework to learn more about the Ancient Greeks.