

# **Sculpture from Sculpture**

Inspired by sculptures by Henry Moore, Barbara Hepworth and Jacob Epstein and looking at 'inside' and 'outside' shapes, students created their own constructions with help of artist Anne-Louise Quinton.

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## **From Bones and Body to Structure and Form – by Melissa Pierce Murray**

Artist Melissa Pierce Murray worked with teenagers from AccessArt's Experimental Drawing Class on a series of workshops which physically explored drawing and sculptural responses to form, forces and anatomy.

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## **Sensing Form: Using Feel to Manipulate Clay with Linda Green**

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# Making Sculptural “Wild Things” (Session 2 & 3)

See This Resource Used In Schools...







## You May Also Like...

**Pathway: Drawing and Making Inspired by Maurice Sendak**





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

**talking points: maurice sendak**



**session recording: exploring modroc**



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# Making Sculptural “Wild Things” (Session 1)

This resource forms part of a series which enable primary-aged children to explore drawing and making inspired by Maurice Sendak’s “Where the Wild Things Are”.

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## To Construct...

## You May Also Like...

Talking Points: Linda BELL



[Explore how Linda Bell creates sculptures](#)

**Talking Points: Nnena Kalu**



[Explore artist Nnena Kalu](#)

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# **Year 3 Roald Dahl & Quentin Blake Homework**

A year three homework brief to 'make or draw a Roald Dahl character inspired by Quentin Blake.'

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## **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?

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## **One Material: Sea Sculptures from Plastic Bottles**

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## **Exploring the Sculptural Possibilities of Plastic Milk**



# Bottles

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## 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.

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## 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.

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## 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.

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**Installing Artwork in “To Scale” Gallery**

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**Draw, Paint, Build, Make:  
Gallery Project**

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**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.

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## To Conceal....

# You May Also Like...

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**Talking Points: Nnena Kalu**



[Explore artist Nnena Kalu](#)

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## **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

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## **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.

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## To Connect...

## You May Also Like...

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