

# Make First

By Rebecca Goozee

Over the last 50 years the [Crafts Council](#) has been working hard to champion craft education, through support education settings and delivering exciting in school programmes including Firing up and Make Your Future. As we prepare to launch our new national schools program [Craft School: Yinka's Challenge](#) we have been revisiting how we have seen and experienced the development and delivery of craft skills by teachers of craft and maker educators.

This reflection has led us to champion Make First approaches as a core craft learning principal. Make First asks learners to make their ideas instead of sketching them, using, forming and playing with malleable materials to test their thinking and develop imaginations. Make First is a good strategy to nurture learner's resilience and encourage them to take risks with their idea generation and development, as well as provide a rich level of experience with lots of new and different craft making techniques.

Make First also acknowledges and encourages learner's agency and the importance and development of multiple non verbal modes of demonstrating knowledge and understanding. Often without explicit instruction or discussion learners are able to experiment with their creativity and explore the potentials of craft materials, whilst developing dexterous and tacit practice.

It allows learners of all ages to make craft practices their own, in a way that is rooted in interaction with materials in a playful way, and this is where we feel the magic really happens!

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# Which Artists: The Life & Works of Madge Gill

## What We Like About This Resource...

“The life of Madge Gill that Sophie Dutton recounts here gives us real insight into the challenges that Madge Gill experienced, and how these challenges would have been common among women at the time. When we study the work of Artists, it adds a rich context to our experience of their work to consider their personal history, and helps us ask questions like ‘why do you think the Artist painted in this way or was inspired by this subject matter?’ If you introduce your class to Madge Gill, begin with looking back over her younger life to try and better understand her motivations as an Artist” – *Rachel, AccessArt*

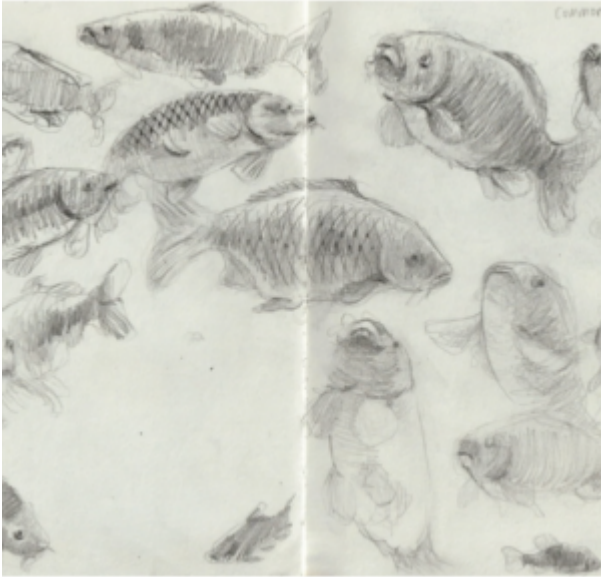
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# Collage Streets

## What We Like About This Resource...

“This project provides a real opportunity for children to engage with a range of different processes to produce truly individual final results. Jan Miller is an experienced teacher and connects her projects well with learning outcomes. In this case, children are encouraged to have a loose approach and to make their own creative decisions – which is such a valuable part of any

child (or adults!) creative education". – *Rachel, AccessArt*

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## World War I Mail Art

### What We Like About This Resource...

“This project links poignant subject matter with meaningful art processes and local history. What we learn about the re purposing of materials, (in this case spent ammunition) re affirms how we can use what is around us as a starting point to making and creating. You could extend or adapt this project by looking at broken pottery, re purposing that into new sculptures that link with

Roman or other local historical cultures” –  
*Rachel, AccessArt*

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**Which Artists: Theresa Easton**

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

“It’s interesting to hear Theresa describe Printmaking as a social activity, with the shared use of materials and equipment so central to the practice. This could be a positive way of working for lots of children in school, where instead of just working on individual art work, they can collaborate and embrace the creative sharing experience!” – *Tobi, AccessArt.*

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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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## Woodland Exploration



## Visual Arts Planning: Trees, Forests and Landscape



# **Ink Collage Inspired by The Wolf Wilder**

Using a well loved children's book as a starter for creating a beautiful and varied collage using different inking techniques.

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## **Making a Scroll Drawing**

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## **One Roll of Paper, Two Activities**

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## **Botanical Fairies**

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## **Inspired! Re-Creating Cupid**

# **and Psyche in Mixed Media by Year Fives at Linton Heights**

Year Five teacher, Kirsty Webb, shares her pupils' Inspire journey and their response to the Renaissance painting of Cupid and Psyche by Jacopo Del Sellaio at the Fitzwilliam Museum, Cambridge and the benefits of having a full immersion into materials and working together as a class on a shared project.

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# **Inspired! Psyche's Resilience by The Fitzy Peters**

Natalie Bailey shares the pupils' Inspire journey and their response to the Renaissance painting of Cupid and Psyche by Jacopo Del Sellaio at the Fitzwilliam Museum, Cambridge as well as her reflections on the transformative impact that the project had on the children and how Art can support healing and wellbeing.

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# **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

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## **Flying Minpin Birds**

Roald Dahl's *The Minpin Birds* inspired Arbury school pupils to design and make their own birds for a tiny Minpin to ride upon. Alongside this project, the class drew their own maps of imaginary worlds and imagining themselves as Minpins.

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## **Pastel and Rubber Chiaroscuro Drawings**

## **Wall Drawings with Tape**

## **'Painting' with Plasticine**

In this resource, students create an A4 plasticine painting on mountboard, in a theme of their choice. The artwork is completed with a painted border using water based paints. This project took six, one hour sessions to complete but if you

can't allocate that amount of time, reduce the size of the mountboard to A5 or smaller.

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## **Clay Art Medals**

In this three stage resource, students make a circular medal from clay depicting their own profile, look at examples of fun lettering and devise a short, fun or meaningful phrase to paint inside their portrait profile.

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## **Clay 'Portrait' Miniatures**

This two stage clay and painting resource by artist/educator Sharon Gale is very versatile because essentially the miniatures are blank canvasses. In this particular workshop, the subject matter had to link with KS2 Geography and the topic of rivers. Students were asked to research their favourite creature or plant, that made the British riverside its home. They made their miniatures from clay and painted their chosen wildlife onto them.