

Charcoal Cave

By [Rachel Thompson](#).



In this post, AccessArt team member and Artist Rachel Thompson shows how to manipulate charcoal marked paper to create a cave-like space in a box. The aim of the activity is to explore light, dark and shadows through 3D work. It can also be followed by observing and drawing the light and dark areas created, encouraging children to think about mood and atmosphere when drawing.

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What We Like About This Resource...

"This activity walks through a number of different processes and taps into multiple skills. This provides a rich exploratory project for children to fully immerse themselves in. Cezanne was the focus artist for this project, but other contemporary still life painters could be used as starter inspiration. We actually advocate showing the work of more than one artist as this builds knowledge of how approaches to painting, drawing etc differ. This also helps

children move towards a personal response rather than creating a 'copy' of one particular artist's work" – Rachel, AccessArt

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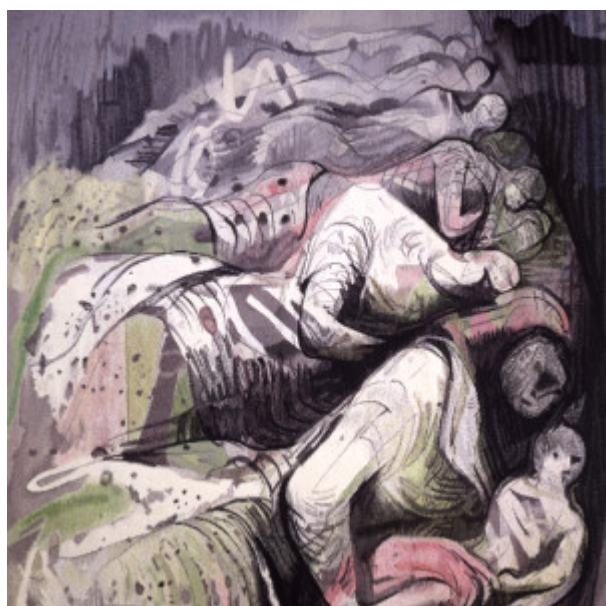
World War I Mail Art

What We Like About This Resource...

“This project links poignant subject matter with meaningful art processes and local history. What we learn about the repurposing of materials, (in this case spent ammunition) reaffirms 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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What We Like About This Resource...

“We really enjoyed reading about the process of creating art work according to a design brief and how the experience of this differs to when an artist begins with their own idea or concept. That’s not to say an artist can’t approach a brief with

their own individual style and ideas, but what this post shows us is that there can be a balance between the two. This would be a great resource to show older KS pupils who may be beginning to consider their options beyond Primary School".
– *Rachel, AccessArt*

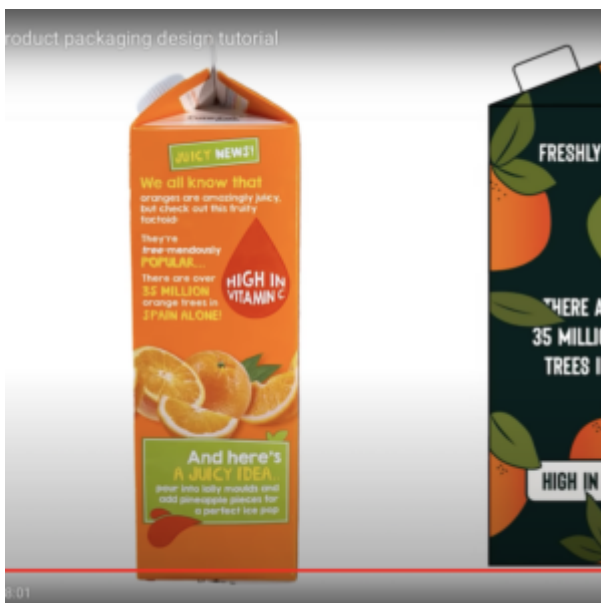
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**Which Artists: Ava
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**Sketchbook Journey
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Which Artists: Jason Line

What We Like About This Resource...

“It’s always so inspiring to hear how different artists work and we particularly like the detailed references Jake makes to his process – marking out the composition using neutral tones; adding and taking away compositional elements and gradually building in more colour and detail. Delivering a

still life session in a classroom could begin with this process and encourage the practice of looking at positive and negative space. Some suggested resources below also touch on this". – *Rachel, AccessArt*

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**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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What We Like About This Resource...

“We’re really grateful to Jake from Draw Brighton for sharing this activity which became so well received during lockdown 2020.

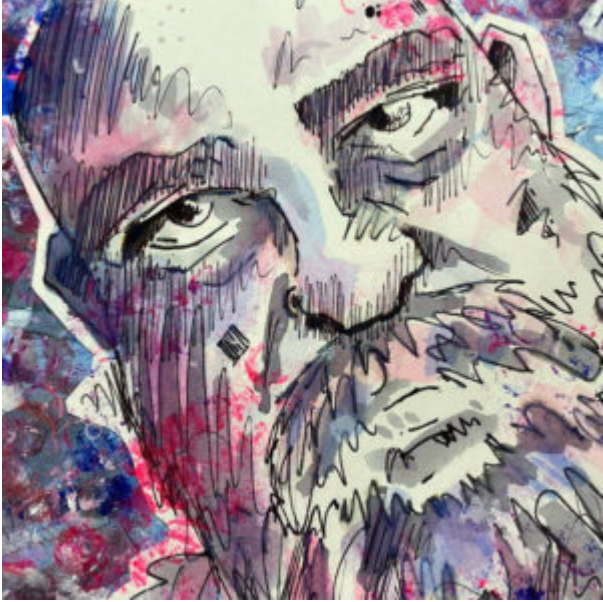
This is the perfect reminder that wherever we are in the digital or physical world, we have our eyes, hands and faces,

and drawing provides a wonderful opportunity to come together in small groups to make sketches of each other. Use this activity as an ice breaker before a workshop, or as a transition activity between classes or events. Thank you Jake!" *Paula, AccessArt*

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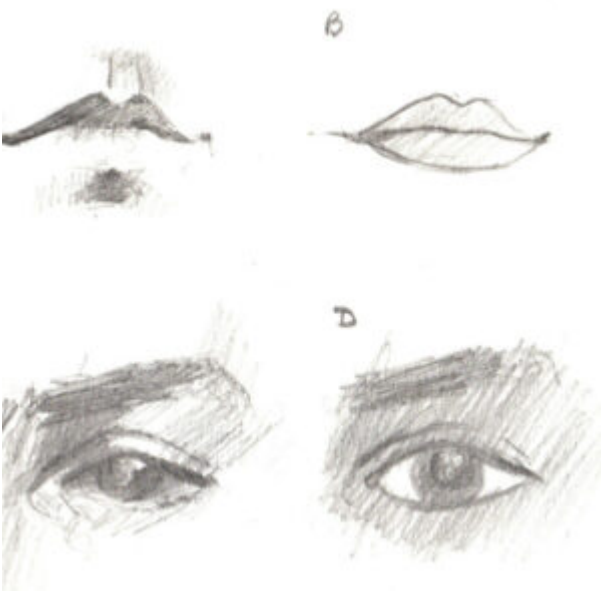
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