

# An Exploration of Pandora's Box

By [Rachel Thompson](#)

In this post, AccessArt team member and Artist Rachel Thompson goes on a creative journey exploring the Ancient Greek Myth Pandora's Box. The exploration involved reading and discussing the story, designing and creating a clay box inspired by Ancient Greek vases, distressing fabrics and seeing how they move to air rushing past and finally drawing imaginative creatures emerging from the box.

This extended project took place over 3 sessions of approximately 1 hour each, with time left in between for the clay box to dry. The project could be complimented by some drama or history based activities that further explore the text and its themes.

This first activity focussed on Pandora's Box itself, and re creating one using air dry clay and paint, inspired by the colours and patterns seen in Ancient Greek Amphoras.



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# Making Musical Instruments

## What We Like About This Resource...

“It’s great to see music being explored in this way, and combining it with making creates a really interesting immersive project. This activity would work well as part of an extended project looking at musical instruments around the world and some of the natural materials they are made from.” – *Rachel, AccessArt*

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Pathway: Music and art



[This is featured in the 'Music and Art' pathway](#)

Talking Points: Linda BELL



## Talking Points: Nnena Kalu



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## A Cheerful Orchestra



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**Henry  
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**Watercolour Washes Inspired by the Tapestries of Henry Moore**



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# Portrait Club

## 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

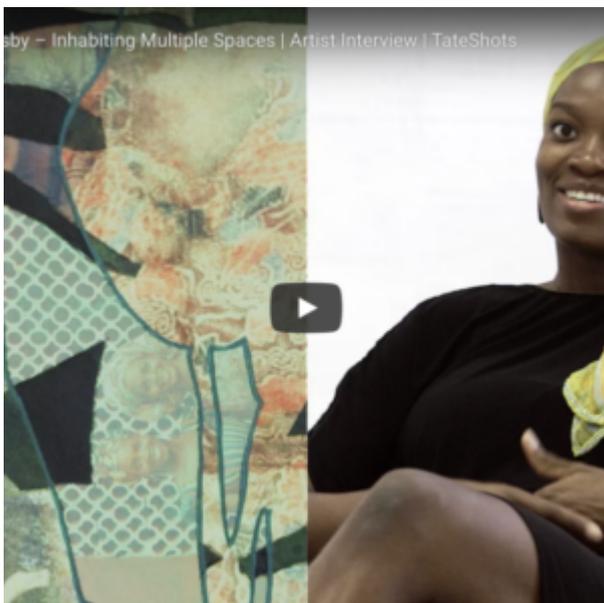
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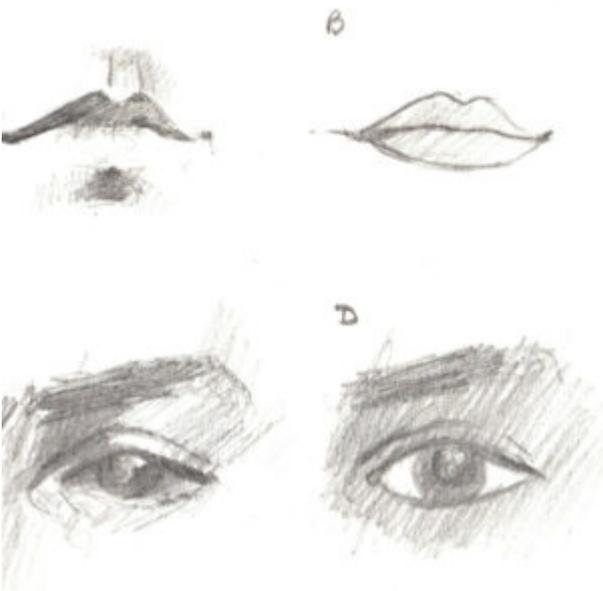
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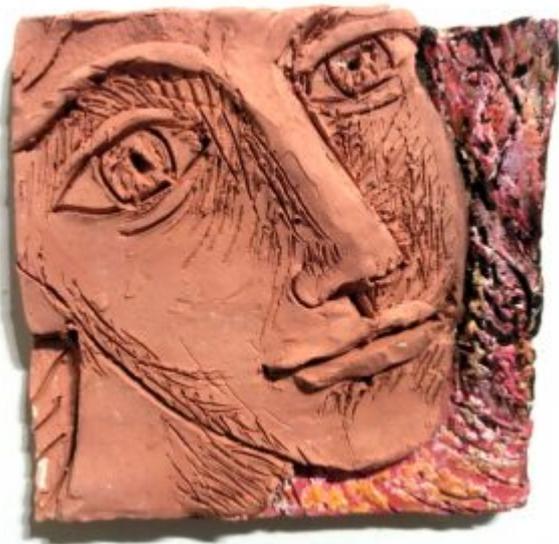
**Making Physical or Digital Layered Portraits**



## Introduction to Portraits



## Exploring Portraits in Graphite, Collage and Clay



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## **Gabby Savage-Dickson: Felting & Embroidering Sets**

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

“It’s really interesting to see how Gabby works across the different disciplines of textiles and illustration in her work, and you can see how the principles of each are present in these beautifully made felt sets. We enjoyed learning how she went between planning and making – showing that the process of creating isn’t completely linear, and that the journey of idea creation can

happen through sketching ideas, but also through making itself” – *Andrea, AccessArt*

## You Might Also Like...

### Pathway: Set Design



[This is featured in the 'Set Design' pathway](#)

**talking points: negative space by tiny inventions**



[Explore the work of animation directors Max Porter and Ru Kuwahata.](#)

## Making Mini Food



## Stitched Homes



## Mini World Light Boxes



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**Rosie Hurley: Esio Trot**

# What We Like About This Resource...

“Rosie highlights the importance of embracing a wide variety of interests and ways of working into our wider creative practice, resulting in wonderfully rich and very personal explorations and outcomes.

There are so many clues in this resource for teachers. Look out for how Rosie slows down her whole process into a series of interconnected stages, which weave in and out of each other. These include time for research (collecting and observing), analysing and revisiting, drawing, making and finally documenting.” *Paula, AccessArt*

## You Might Also like...

**Pathway: Telling Stories through drawing and making**



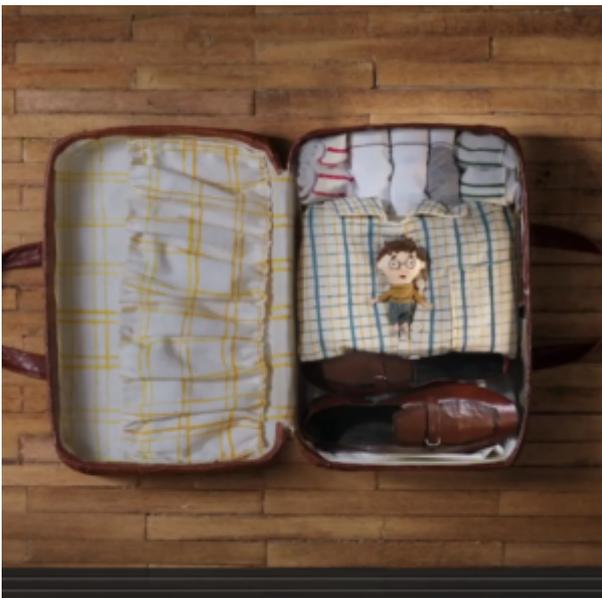
This is featured in the 'Drawing Stories Through Drawing and Making' pathway

**Pathway: Set Design**



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## **Gabby Savage-Dickson: Felting & Embroidering Sets**



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



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



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# Redesigning Food Packaging

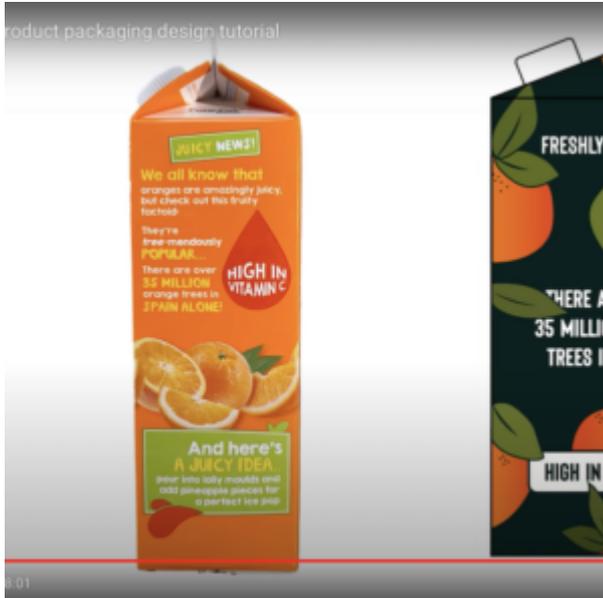
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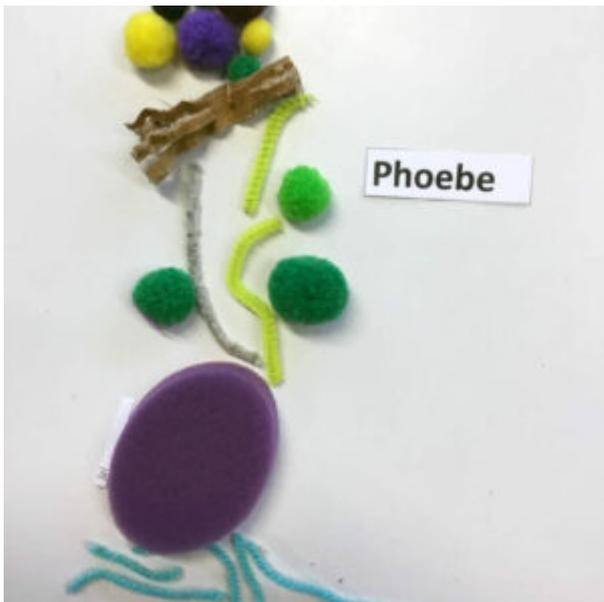
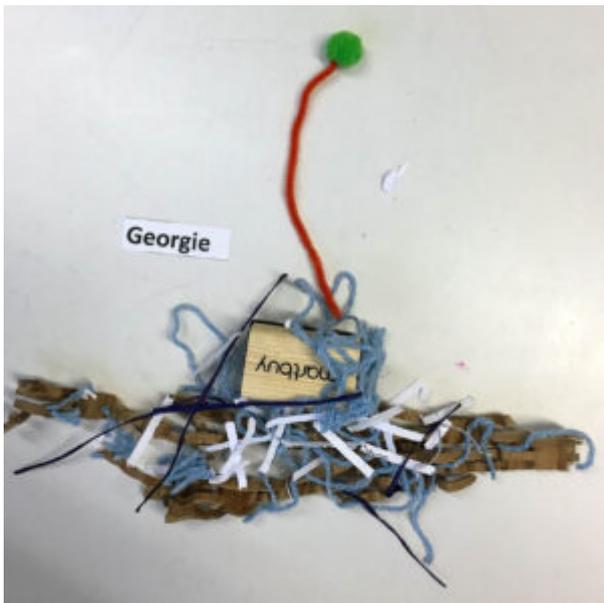


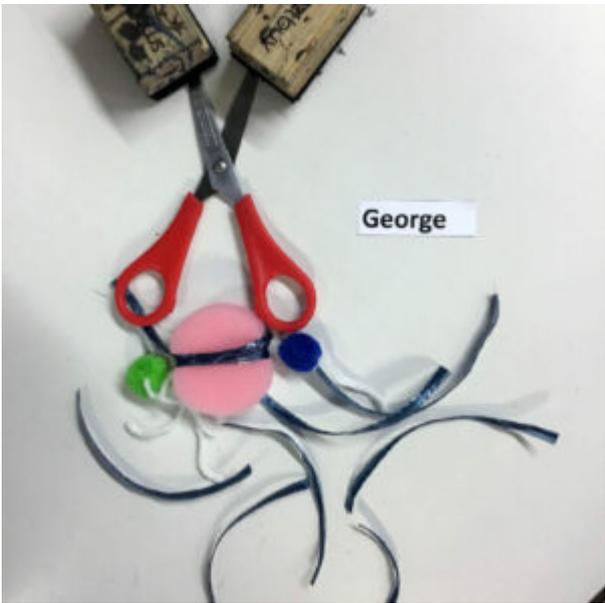
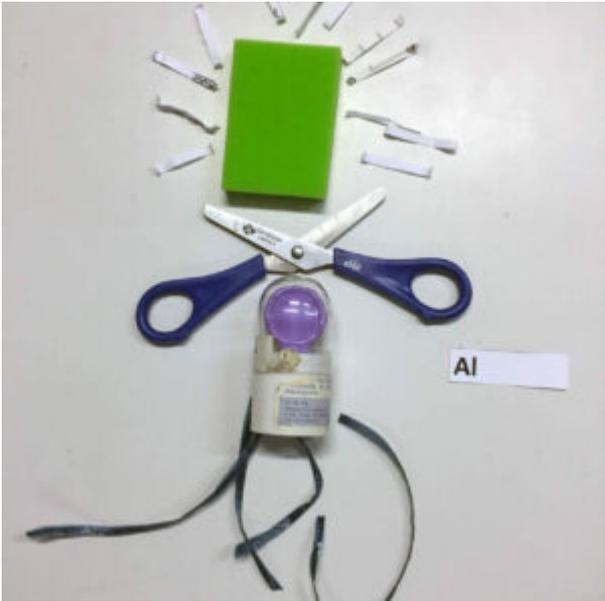
## What is Typography



# Roots & Shoots: A Sculptural Challenge

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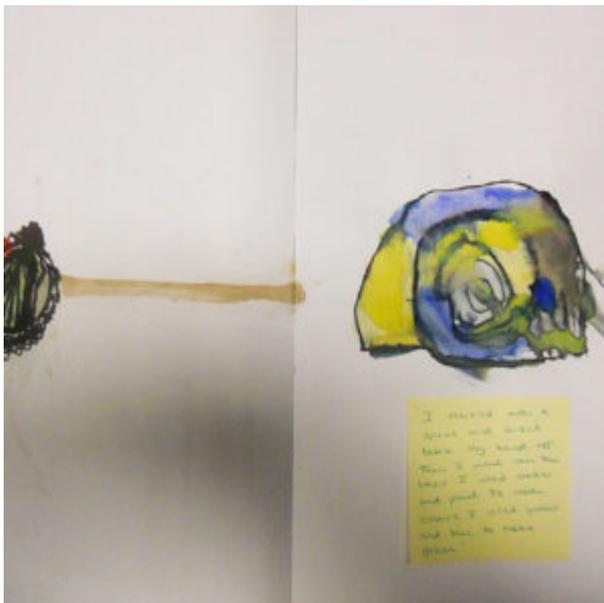


[This is featured in the 'Stick Transformation Project' pathway](#)

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# Water Soluble Felt-Tips With Complementary Colours

See How This Resource Is Used in Schools...





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## Pathway: Spirals



[This resource is in the 'Spirals' pathway.](#)

the drawing journey



## Layered Colour Gestural Drawing



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**DrawAble: Making Layered  
Portraits by Mike Barrett  
Part One**

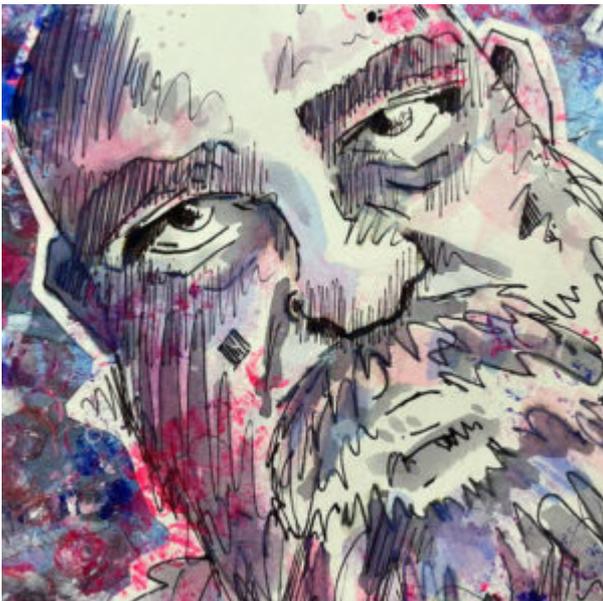
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## Art Club Cafe

Use a range of making and modelling techniques to create a cafe, including modroc doughnuts and fabric pizzas!

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## Shakespearean Sock Puppets

How to make textile and wood sock puppets using Shakespeare's Macbeth as inspiration.

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# Sculptural Challenge No 1: Colourful Walls

A sculptural challenge encouraging the exploration of colour.

AGES 9-11

AGES 11-14

Artwork by Krijn de Koning

## Questions for Children

How would it feel to be in the spaces Krijn creates?

How do you think he chooses the colour for each wall? How do you think the shape and size of the wall affects the colour too?

Find more of Krijn's work [here](#).

## Sculptural Challenge!

Use Krijn's work as your inspiration, think about how you might make a series of colourful walls. You won't be building a life-size sculptural installation (not today anyway!) but instead you

can either make a model or create a piece of 2d artwork which shares your vision. Remember, because you are not creating the artwork then you can really be imaginative and dream!

Here are some clues, but you may have your own ideas too:

Use your sketchbook to “collect” colours that you like. Find them in magazines by cutting swatches out, find them by mixing paints, find them by mixing other materials. Record them, test them, label them, make notes (what colours did you mix?), name them (the names you give them might help you to describe the affect they have on you).

Next think about what the “walls” would be like. What shape? What size? Would they enclose? Would they have holes? Would there be a roof? How do they connect? How would the person get in to the space? How would you want the person to feel? Again, use your sketchbook to plot and plan.

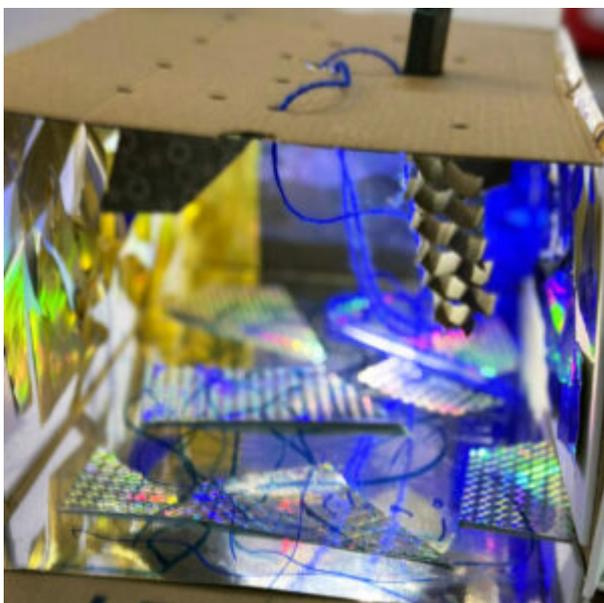
Think too about the location or context you would like your sculptural installation to be in. Would you like it to be in the Antarctic? The jungle? The high street? Again, use your sketchbook.

Think about how you would apply your colours to the walls? Would each wall be one colour? Would you introduce pattern? Images? Again, use your sketchbook.

Finally, either make a model using card, paint,

fabric etc to share your vision, or make a 2d artwork.

## See This Resource Used In Schools...





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Pathway: Brave Colour

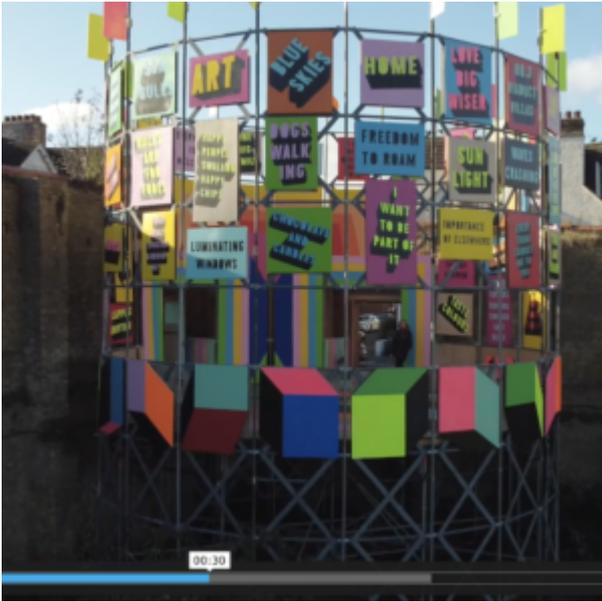


[This is featured in the 'Brave colour' pathway](#)

**Talking Points: Yinka Ilori**



**Talking Points: Morag Myerscough**



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## **Sculptural Challenge No 2: Colour, Light and Form**

A sculptural challenge to encourage the exploration of colour, light and form.

AGES 9-11

AGES 11-14

**Questions for Children:**

Can you imagine what it would be like to be in a room with the installations in the videos above?

How would it make you feel? What do they remind you of?

How do you think the colour affects the mood?

## **Sculptural Challenge!**

Using the artwork in the videos above as your inspiration, think about how you might design a sculptural installation which involves light, form and colour.

You won't be building a life-size sculptural installation (not today anyway!) but instead you can either make a model or create a piece of 2d artwork which shares your vision. Remember, because you are not creating the artwork then you can really be imaginative and dream!

Here are some clues, but you may have your own ideas too:

Use your sketchbook to "collect" colours that you like. Find them in magazines by cutting swatches out, find them by mixing paints, find them by mixing other materials. Record them, test them, label them, make notes (what colours did you mix?), name them (the names you give them might help you to describe the affect they have on you).

Think about the kinds of forms (shapes) you would like the coloured light to fall on to. Would you like the coloured light to surround a person, or would you like the person to pass near the

objects? How would the person enter the space? Would the space be very small or very large? How would you want the person to feel? Again, use your sketchbook to plot and plan.

Think too about the space you would like the coloured light to be in. Would you like it to be a dark space so that the lights show up against the darkness, or would you prefer a light space, so that it feels floaty and ephemeral?

Think about how you would apply your colours to the walls? Would each wall be one colour? Would you introduce pattern? Images? Again, use your sketchbook.

Finally, either make a model using card, paint, fabric etc to share your vision, or make a 2d artwork. If you make a small space, you might like to be inspired by the [Mini Art World](#) Resource and use coloured filters and torches to replicate the space.

## You May Also Like...

Pathway: Brave Colour



[This is featured in the 'Brave colour' pathway](#)

**Which Artists: Liz West**



**Talking Points: Carnovsky**



## Talking Points: Olafur Eliasson

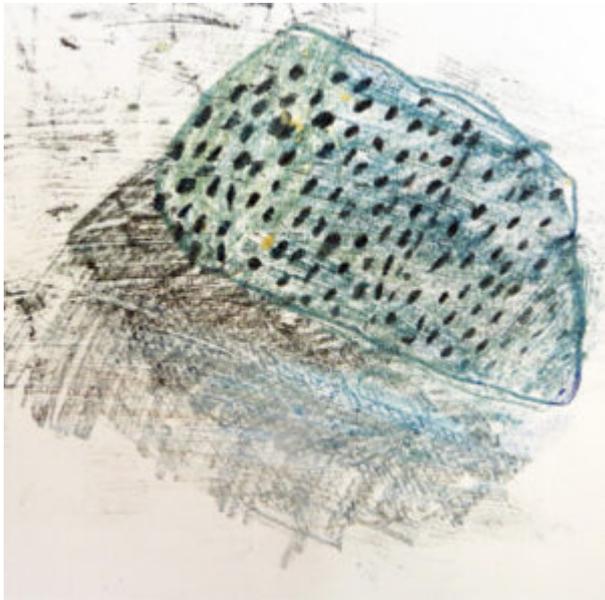


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## Drawing Small

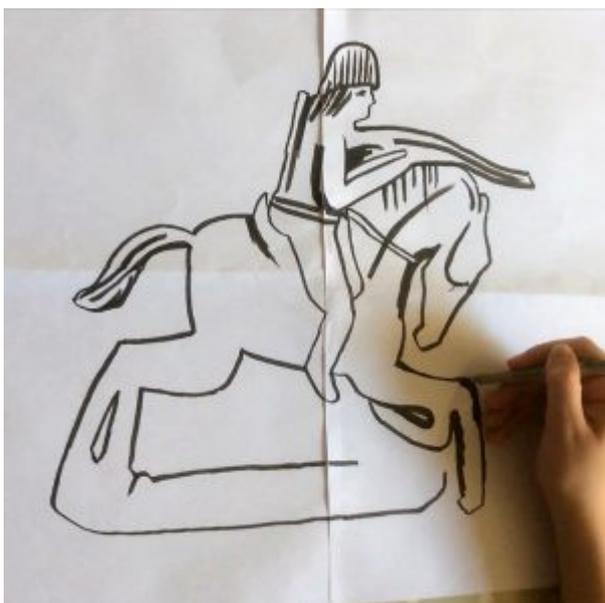
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[This is featured in the 'Exploring The World Through Mono print' pathway](#)

**Drawing Large**



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# Printed Houses

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## A Progression Pathway in Clay Work

From Early Years

Woodland Exploration by Caroline Wendling & Deborah Wilenski



Artists Caroline Wendling and Deborah Wilenski encourage young children in a woodland exploration using art and imagination as their discovery tools.

Nest By Paula Briggs



Paula gives children the tools to both draw and make. Children worked with hard and soft pencils, graphite, wax resist, watercolour, clay and sticks.

## From Key Stage One

### How to Clay Play



This resource, commissioned by Cambridge City Council, encourages being together through making and introduces the basics of working with Scolaquip air-hardening clay.

## Ofsted are Coming Tomorrow!



Primary school teacher, Sue Brown, shares her experience of an Ofsted Deep Dive in Art and gives

advice to other teachers on how they might prepare themselves.

## **Quick Clay Figurative Sketches By Paula Briggs**



\_Paula provided young children with the opportunity to explore clay as a “short term” construction and modelling material. Without being fired, the dry clay has a limited lifespan, and the sculptures will crumble, but I think it’s important to remind ourselves that even without access to a kiln, clay can still be regarded as a valuable sculptural material.

## **Decorative Clay Coil Pots by Sharon Gale**



\_This simple clay pot making resource is not the traditional way of making coil pots but it’s lots of fun and by using different paint effects, the end results can be very interesting. We worked on this project for two, two-hour sessions.

## Making Plaster Reliefs By Paula Briggs



  This resource describes how to create plaster reliefs using clay and foamboard moulds. It is based upon a session which took place at Bourn Primary Academy with a group of Year 5 children.

## Clay Art Medals by Sharon Gale



  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. Clay art medals are a fun way to link class topics with an art activity.

## Japan: Making Sushi – Recycled Style! By Jan Miller



\_\_Inspired by research into Japanese culture, children explored the potential and limitations of paper and recycled materials, learning through play and experimentation to make 3D forms. The outcomes of this process were used to inform work created in a second medium of clay, using kitchen equipment to shape the clay and add textures.

## **From Key Stage Two**

### **Japan – Ceramics Inspire Painting and Painting Inspires Ceramics By Jan Miller**



\_\_Jan shares a Year Three class project that uses the work of a contemporary Japanese ceramicist to inspire vibrant paintings in a variety of materials. The children then used their own art to design ceramic vessels.

### **Clay 'Portrait' Miniatures by Sharon Gale**



Portrait miniatures are small painted images, usually of monarchs and very wealthy, important people. Dating back to the 1520s, these tiny portraiture paintings are like medals, but with realistic colour. This two stage clay and painting resource is very versatile because essentially the miniatures are blank canvasses.

## Clay Slab Work by Andy Cairns



This resource explores how to make an armature and use clay slab to build a form. Based upon the legend of "Black Shuck", a ghostly dog that roams the coast searching for its drowned masters, this project engaged the children and resulted in charismatic sculptures, but you could equally transfer the activity to other themes.

## Fruit-Inspired Clay Tiles By Rachel Dormor



[Ceramicist Rachel Dormor](#) shares a workshop idea suitable for primary or secondary aged children. Working in clay, pupils take their inspiration from drawings of fruit to make decorative clay tiles.

## **Fruit Pinch Pot Project By Rachel Dormor**



[Ceramicist Rachel Dormor](#) shares a workshop idea suitable for primary or secondary aged children. Working in clay, pupils take their inspiration from drawings of fruit to make simple pinch pot mugs.

## **From Key Stage Three and Beyond**

## **Chimera Drawings into Beautiful Terracotta Tiles By Eleanor Somerset**



\_\_Sgraffito, or 'scratching' is a technique which is an excellent way to reinforce mark making with all age groups.

Drawing into leather hard red clay tiles to create designs using mark-making can be even more effective when done through a white earthenware slip to reveal the red clay beneath.

## **Exploring Materials: Clay and Water by Sheila Ceccarelli**



\_\_Sheila asked teenagers at AccessArt's Experimental Drawing Class when the last time was that they had played with clay?

## **Arts and Minds: Manipulating Clay with Water by Sheila Ceccarelli**



This post shows how to facilitate a sensory session exploring water and clay – by Sheila Ceccarelli (artist) and Yael Pilowsky Bankirer (Psychotherapist) for Arts and Minds.

## **Painted Clay by Melissa Pierce Murray**



This post was inspired by the Japanese art of dorondongo, where mud and dirt are shaped and buffed into highly polished spheres. We made clay spheres and other simple forms in clay, and once dry, painted them with ink and acrylic.

## **Exploring Portraits with Eleanor Somerset**



In this resource artist, Eleanor

Somerset shows how she led students in The Little Art Studio, Sheffield, to explore and discover portraiture through various media.

## **Introducing Sgraffito using a Coloured Clay Slip on a Terracotta Tile By Eleanor Somerset**



[\\_](#)Further explore how to make beautiful sgraffito, or 'scratched drawings' with artist Eleanor Somerset.

## **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.

## **Simple Clay Moulds by Melissa Pierce Murray**



In this post, artist Melissa Pierce Murray, shows, step-by-step, how young teenagers explored plaster casting by making simple clay 'waste moulds' and then moved on to making simple 'two piece moulds'.

## **Casting a Negative Space in Plaster with Sculptor Rachel Wooller**



Resident artist at ArtWorks Studios, Cambridge, Rachel Wooller, introduces teenagers at AccessArt's Experimental Drawing Class to the process of casting and creating negative shapes in plaster from clay positives.

## **Rowan: Clay Coiling Techniques to Make Penguins, Tweety Pie and a Dalek too! by Abi Moore and Sarah Nibbs**



Abi, Sarah and students at Rowan Humberstone, show how they made clay birds using clay coiling techniques and with a plaster mould for the birds' bases.

## **Rowan: Making a Clay Bird from a Mould by Abi Moore and Sarah Nibbs**



Abi and students from Rowan Humberstone, describe how they made clay birds from a plaster mould.

## **Modelling The Head in Clay by Melissa Pierce Murray**



Artist Melissa Pierce Murray led a

series of workshops for AccessArt's Experimental Drawing Class in which the teenagers modelled a head in clay. There are five resources in this series, beginning with constructing an armature and making preparatory drawings, then studying the bone structure of the skull before moving on to features. The final post in this series looks at ways to increase the techniques and approaches used in drawing.

## **Design Lab: Phoebe Cummings at the V&A**



Students, from the DesignLab at the V&A, London, worked with artist Phoebe Cummings over a three month period to create a site-specific, group piece, from unfired clay which was inspired by the historical 2D designs found on 19th century British tableware in the collection.

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## **Foreshortened Sketches**

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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**