

CPD Recording: Exploring Modroc

In this 30 minute session designed to give you a practical and hands-on introduction to an exercise or approach, Paula Briggs and the AccessArt team shows you how you can provide children with the opportunity to use modroc in art lessons.

This recording supports pathways [Telling Stories through Drawing and Making](#) and [Festival Feasts](#), as well as some [additional pathways](#) related to the [AccessArt Primary Art Curriculum](#). In this session you will explore different methods to create armatures as well as best practise for using modroc.

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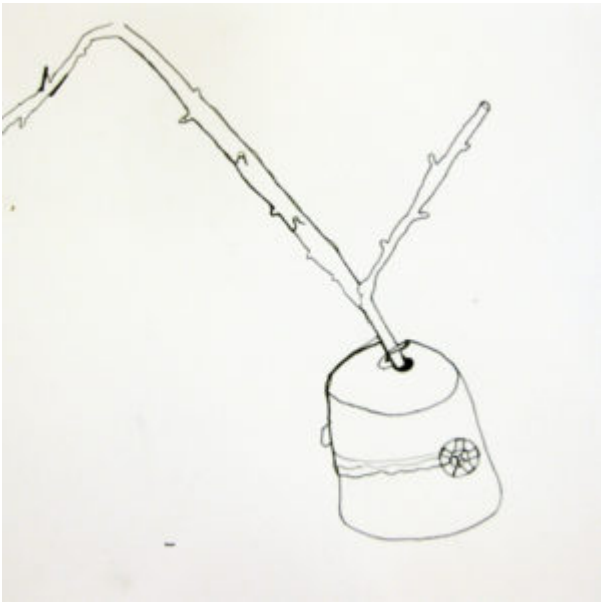
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Series:

Painting with Poster Paint

“I really like how this resource provides lots of interesting and exciting ways for poster paint to be used. It combines observational drawing and painting with more abstract pattern providing a breadth of exploration. Giving learners the opportunity to explore the properties of poster paint as well as seeing how it responds to different materials will help to nurture imaginations as well as providing support for the development of basic skillsets.” – Rachel, AccessArt

Drawing with Soft Pencils



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The Blood Bag Project

What We Like About This Resource...

This project combines art and science in innovative and creative ways. It engages children with simple and more complex sewing skills, both hand and machine. The fact that a local artist collaborated on this project, bringing her own set of skills and experience is so valuable for any extended art project, and the children were able to connect with the sensitivity of the subject matter and to empathise with it's message.

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In this resource aimed at EYFS and SEND groups, learners will have the opportunity to design and wear their own T-shirt

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Use a variety of different materials on calico as well as use new techniques such as wax resist

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Mold modroc over found materials to create textured plasterboards

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Introduction to Chalk Pastels

Drawing With Your Feet

What We Like About This Resource

"I love this resource because I can picture the energy in the classroom whilst students enjoy the process of mark-making using their feet. Creating drawings with parts of the body other than hands can be really freeing; students will hopefully

look at their drawings in a less critical way, with the emphasis of the activity being more about the process than the outcome. It might be a nice addition to use a viewfinder to zoom in on areas where the marks collide in interesting ways” – Tobi, AccessArt.