

Inspired by Edgar Degas: Printmaking, Drawing & Sculpture at the Fitzwilliam Museum Cambridge with AccessArt

In November 2017, a group of primary school teachers explored the exhibition [Degas A Passion for Perfection](#), at the [Fitzwilliam Museum, Cambridge](#) with the museum's education officer, [Kate Noble](#), [Paula Briggs](#) and [Sheila Ceccarelli](#) from AccessArt.

The aim of **Fitzwilliam Museum and AccessArt CPD** sessions is to empower teachers to use museum collections and inspire creativity in the classroom. Teachers have first-hand experience of looking at great works, with the help of Kate, to inform how to approach looking and interpreting work, combined with a personal exploration and discovery of practical fine art processes with Paula and Sheila from AccessArt. Teachers are encouraged to make creative responses and learn new Art skills, transferable into the classroom setting.

For those who can not participate in **Fitzwilliam Museum and AccessArt CPD** in the museum, we hope that the resources below will have all that you need to inspire creativity in the classroom, from a distance, inspired by Edgar Degas.

[The Fitzwilliam Museum](#) has the most extensive and representative collections of works by Degas in the UK and generously shares images of works with schools to use freely in the classroom.

How to Make Beautiful, Liquid Drawings Inspired by Degas



[_](#)This resource looks at drawings by the French artist, Edgar Degas (1834-1917), and how to enable the production of beautiful, 'inky drawings,' inspired by them in the classroom. This resource was created in collaboration with AccessArt and the Fitzwilliam Museum, Cambridge.

Making Monotypes Inspired by Degas



[_](#)This resource shares how French artist, Edgar Degas (1834-1917), made his 'inky drawings,' or monotypes, and how the process of mono-printing can be further explored in the classroom. This resource was created in collaboration with AccessArt and the Fitzwilliam Museum, Cambridge.

Making Sculpture Inspired by Degas



_This resource explores sculptures by French artist Edgar Degas (1834-1917) and shows how sculptural processes can be facilitated in a classroom setting. This resource was created in collaboration with AccessArt and the Fitzwilliam Museum, Cambridge.

The
Fitzwilliam
Museum
CAMBRIDGE



UNIVERSITY OF CAMBRIDGE
MUSEUMS
& BOTANIC GARDEN



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UK Charity AccessArt created this resource in collaboration with the Fitzwilliam Museum, Cambridge.

AccessArt has over 850 resources to help develop and inspire your creative thinking, practice and teaching.

AccessArt welcomes artists, educators, teachers and parents both in the UK and overseas.

We believe everyone has the right to be creative and by working together and sharing ideas we can enable everyone to reach their creative potential.

Making Monotypes Inspired by Degas

This resource shares how Edgar Degas made his 'inky drawings,' or monotypes, and how the process of mono-printing can be further explored in the classroom – In collaboration with the Fitzwilliam Museum, Cambridge

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.

Draw, Paint, Build, Make: Gallery Project

Sculpture Project Inspired by Egyptian Wall Painting

This resource shares a project which explored mould making, casting and painting in the creation of a sculpture inspired by Egyptian wallpainting, in particular Nebamun hunting in the marshes, Nebamun’s tomb-chapel, which can be seen in the British Museum, London

The project can be adapted for use in KS 2 and 3, and can be used to accompany a study of Egyptian Art / Hieroglyphics.

Making a Pocket Gallery

This post shares an idea devised by Anne-Louise Quinton in which she enables children and teenagers to revisit the “ordinary” and resee it’s potential. The activity is a great way not only to inspire children as artists and curators, but also to introduce them to a whole range of concepts and vocabulary. It would be a great activity to use in a museum and gallery education context, as well as the classroom.

Teachers Explore ‘Line and Shape’ at the Fitzwilliam Museum, Cambridge with AccessArt

In the spring and summer of 2016, Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge to create and deliver a series of InSET sessions (in-service-training) for primary school teachers.

Gathering Marks and Tearing Paper to Appreciate Prints by

Goya, Turner and Cornelius at the Fitzwilliam Museum, Cambridge

This post shares how Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge, enabled teachers to enter into the intricacies of prints made by Turner, Goya and Cornelius in a Temporary Exhibition at the Fitzwilliam Museum in summer 2016: 1816: Prints by Turner, Goya and Cornelius.

Making Sculptural Interpretations of 18th Century Portraits at the Fitzwilliam Museum, Cambridge

This post shares how Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge, enabled teachers to explore making three dimensional interpretations of two dimensional 18th Century portraits.

Using Drawing to Get Closer to 18th Century Portraits at the Fitzwilliam Museum, Cambridge

This post shares how Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge, used drawing exercises to take a closer look at 18th Century portraits

Making Sketchbooks at the Fitzwilliam Museum, Cambridge

This post shares how Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge, enabled teachers to make sketchbooks and explore them as a physical space to connect and collect ideas and observations from museum collections.

Using Sketchbooks, Drawing and Reflective Tools in the

20th Century Gallery at the Fitzwilliam Museum, Cambridge

This post shares how Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge, enabled teachers to explore 20th Century paintings and sculpture, through using sketchbooks & drawing as tools for looking and remembering.

Thoughtful Drawing and Mark Making in the Armoury at the Fitzwilliam Museum, Cambridge

This post shares how Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge, enabled teachers to explore armour through discussion, drawing and mark making.

Lights | Camera | Action | we all love glow-in-the-dark tape! By Sara Dudman

Playing with tape, projectors, Wicky Sticks and so much more!

Accessible approaches for collaborative drawing with visually impaired students with Sara Dudman and Debbie Locke at the Thelma Hulbert Gallery in Devon

Teachers Start the New Year with Sketchbooks

AccessArt introduces teachers from English Martyrs Catholic Primary School in Worthing, whistle stop introduction to drawing and sketchbooks as tools for recording and thinking.

Exploration of Watercolour in the Studio

After having studied watercolour paintings at the Fitzwilliam Museum Cambridge with AccessArt, teachers were invited to undertake their own exploration of working with watercolour, including colour mixing, paint techniques, and intention. This resource shares the processes and outcomes of the practical

studio session.

Exploring Watercolour at the Fitzwilliam Museum Cambridge with AccessArt

part 1: Introduction to Watercolour



The resource describes and demonstrates individual watercolour techniques, and then shows examples of these techniques

in paintings from the Fitzwilliam Collection.

part 2: Exploration of Watercolour in the studio



After studying paintings from the collection at first hand and identifying how various marks within the paintings may have been made, teachers undertake their own exploration of working with watercolour.



Miniature Matchbox Museums by Anna Linch

See how artist Anna Linch gets children thinking about the purpose of museums and letting their imaginations run wild with a brief to design their own museum, complete with a collection.

Gothic Revival: Craft Techniques for the Class Room Inspired by the Leach Firm of Cambridge

How to Make a Tessellated Design



‘Pouncing’: A Simple Technique to Transfer Patterns onto Plaster Tablets



Gilding and a ‘Touch of Gold’



Painting on glass



The Firm

In 1862 Frederick Leach started F. R. Leach & Sons, artist-decorators who worked with the best-known Victorian architects/designers including William Morris, Charles Kempe and George Bodley.

Their expertise led the firm to work on ecclesiastical and civic arts, crafts and decoration as well as domestic architecture and interiors.

If their workshops could talk they would have told of stained glass being designed, painted and fired; stone statues carved; wooden decorations turned; panels chiselled, decorated and gilded; furniture crafted; metal forged; and tiles painted. In fact they could create anything that a well-decorated house, church or college would need.

Pouncing

Wall painting was a popular decoration for churches during the neo-gothic revival in the mid to late Victorian era.

The paint colour was mixed by hand and then often applied straight to the wall or ceiling. The design was often painted freehand or using stencils which included a technique called 'Pouncing'.

This technique is where the design is drawn out on paper and the outline is pricked all around to produce small holes.

Click on the image above to see [How to Make a Tessellated Design](#).

This is then placed on the wall and dabbed all over with a small bag of fabric filled with powdered graphite or chalk. The powder is forced through the holes so that when the paper is removed it leaves an outline of the pattern on the walls.

Click on the image above to see how teenagers used [‘Pouncing’ to Transfer Designs onto Plaster Tablets](#)

Gilding

Gilding was a popular finish for the ornaments that decorated the ceilings of neo-gothic churches.

These ornaments were made of lead or plaster and were often start that shone down from their great height once gilded in gold.

The first stage to gilding is when gold is pounded until it becomes as thin as tissue paper (25g can be beaten out to cover an area of 3m square).

The surface of the ornament to be gilded is prepared by brushing it all over with a glue called size.

This is left to dry until it reaches a ‘tacky’ state.

The gold sheets are then carefully laid onto the surface of the ornament and the size sticks it to the surface.

The gold is then worked into all the areas of the ornaments using a brush to push it down. There were special brushes made for doing this including one made from squirrel’s fur.

Click on the image below to see how to apply gold leaf to a plaster relief sculpture [Gilding and a Touch of Gold](#)

Stained Glass

The neo-gothic revival saw a resurgence in stained glass design for churches and domestic architecture of the day.

One technique used was that of Silver Staining Glass. This is where silver nitrate is painted onto clear glass and fired until the silver paint becomes part of the molecular structure of the glass and produces colours from a pale yellow to a rich orangey-amber.

Follow the link above to see [How to Print on Glass](#).

Motifs or designs were painted onto glass 'quarries' or shapes of glass that would be could together to form a leaded window.

For this reason diamonds, squares or other shapes that would tessellate were popular. This type of stained glass window also allowed a lot of light into the building which went well with the decoration of a neo-gothic church where the walls were decorated and deserved to be seen.