

# Botanical Fairies

By [Rachel Thompson](#)

In this table top post, AccessArt team member [Rachel Thompson](#) demonstrates a simple collage activity using flowers from the garden to create a Fairy collage.



Despite the challenging times, feeling the warmth of the sun and the new growth of spring is something I've been thankful for over recent weeks. With this in mind, I wanted to do a simple collage activity that used flowers and plants as inspiration. This is an early years resource and is great for encouraging figurative drawing skills as well as observing colour and design. Of course, older children could also enjoy this process, and may be able to create more complex botanical work.

For this activity, I used a couple of books as a starter, both of which are regularly dipped into by my 5 year old daughter. Firstly, one of the well known and loved [Flower Fairy books](#) by Cicely Mary Barker and secondly, [Fairie-ality: The Fashion from the House of Ellwand](#), a beautiful book of fairy costumes made with flowers. Older children doing this activity may be able to create more detailed botanical collage, akin to David Ellwand's lovely work.





We started by going into the garden to observe and discuss the flowers that are now blooming beautifully in all the spring sunshine we have been having. We picked a few - making sure to leave plenty for the bees!

We also had a lovely vase of tulips inside, that were just passing their best - and so these petals formed the bulk of what we used.



Pansies in a pot showing their lovely two tone colours. We discussed how the petals looked like ballet skirts.



A purple wall flower provided some small delicate flowers



Inside now, and pulling off a few carefully chosen tulip petals.



The collected petals arranged on a tray.

Next, it was time to design and draw a fairy! Depending on the age of your participants, this stage could take all of four minutes (as with us) or could take your child on an imaginative journey, and take considerably longer...





Once the fairy has been drawn, invite your child to make choices as to which flower petals work best for the different elements of their dress. In our case, the idea was floated of using some greenery to contrast with the pink petals - but my daughter preferred to use just the petals so that's what we went with.



Adding smaller flowers along the top of the skirt created a lovely contrast.



It's good to use the opportunity for children to develop their scissor skills for this activity. Trimming petals makes an interesting change to paper and some minutes can be spent just snipping and trimming little pieces of petals, even if they don't make it onto the final collage!



The final collage with some colour added using pencils - a simple exercise in collage and colour composition but something fun to do at this time of year to bring some spring colour in from the garden! The activity could be extended into creating more fairy characters, and even using old fashioned clothes pegs and fabrics to create something more 3 dimensional. Another idea would be to make a chain of fairies using fan folded paper.

With thanks to Walker Books for kind permission to use their images.

### **FAIRIE-ALITY**

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You can see more of Rachel's resources [here](#).

**This is a sample of a resource created by UK Charity AccessArt. We have over 1500 resources to help develop and inspire your creative thinking, practice and teaching.**

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**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.**

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**Get Connected! Cardboard**

# Robots with Movable Joints

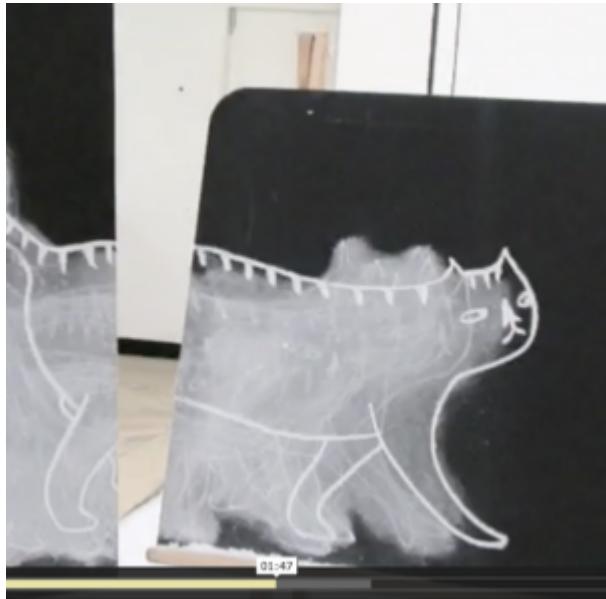
## You May Also Like...

### Pathway: Making Animated Drawings



[This is featured in the 'Making Animated Drawings' pathway](#)

Talking points: Making drawings move



**Talking Points: paper cut puppets**



**Talking Points: Lauren child**



## Talking Points: Lotte reiniger



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**Draw your Granny and Grandpa  
or Any Relative You Love!**

The Nonna Maria Drawing Challenge by Luca Damiani

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# **Be Inspired by Flowers in a Glass Vase by Jan Davidsz de Heem**

This resource looks at 'Flowers in a Glass Vase' by the Dutch painter, Jan Davidsz de Heem (1606-1684), on permanent display at the Fitzwilliam Museum, Cambridge, and how it might inspire your own creative responses and experimentation with colour.

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## **Galaxy Painting**

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## **“Missing You” – Pavement Art Response to #SchoolclosureUK**

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## **Drawing Large**

# See This Resource Used in Schools...





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**Pathway: Gestural Drawing with Charcoal**



[\*\*Featured in the 'Gestural Drawing with Charcoal Pathway'\*\*](#)

**Session Recording: exploring Charcoal**



**The ancient art of konan**



**Molly Hausland**



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**Home: The Little House on  
West Street LockDown Project**

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# **Inspired! Making at Linton Heights Junior School**

Anna Campbell shares how a whole school engaged with making projects integrated across subjects in response to the Renaissance painting of Cupid and Psyche by Jacopo Del Sellaio at the Fitzwilliam Museum, Cambridge, and how she used the project to progress pupils' making skills throughout the year groups.

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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 Konink**

## 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.

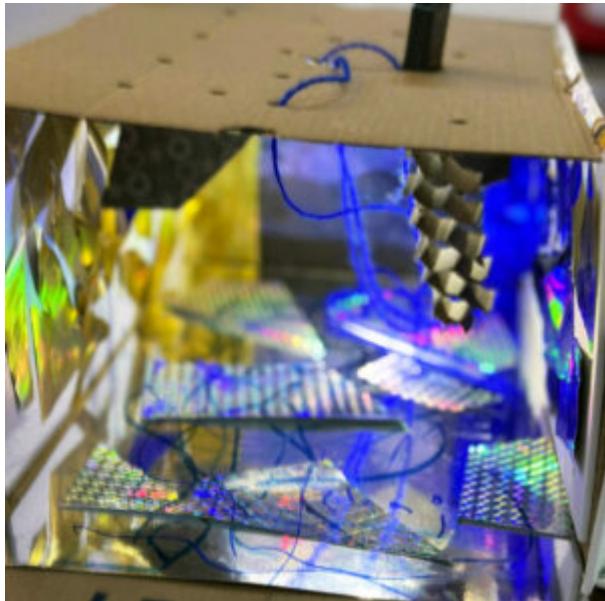
Think too about the location or context you would like your sculptural installation to be in. Would you like it to be in the Antarctic? The jungle? The high street? Again, use your sketchbook.

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.

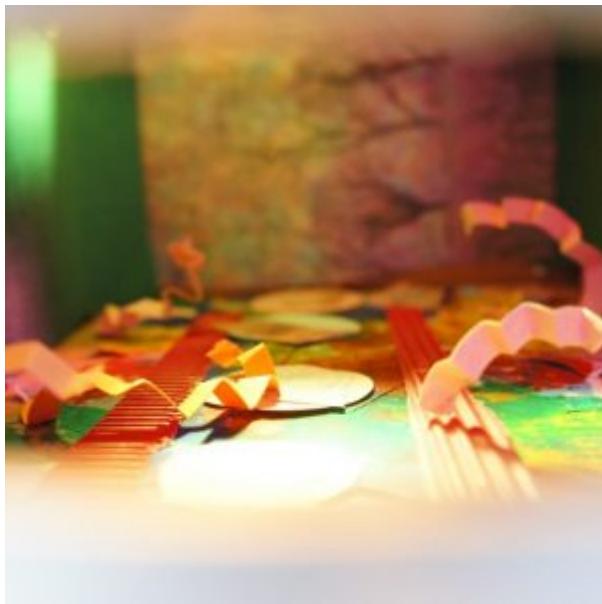
## See This Resource Used In Schools...





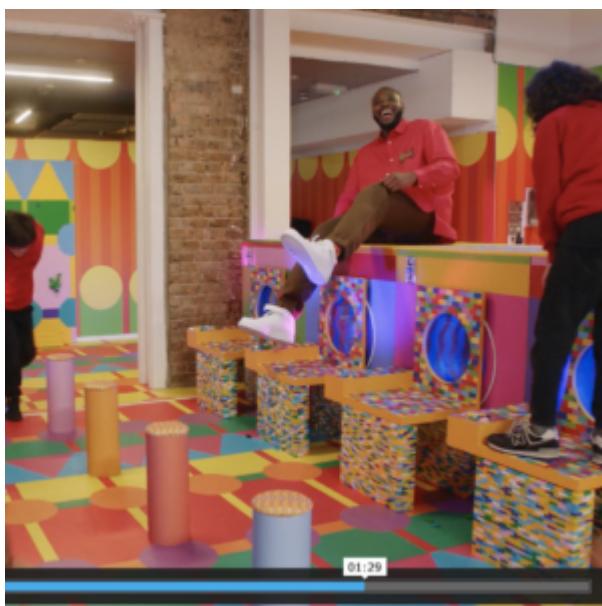
# You May Also Like...

## Pathway: Brave Colour

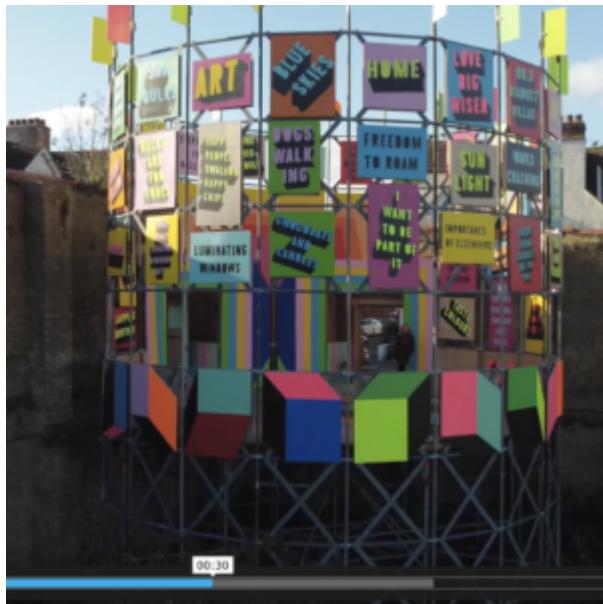


[This is featured in the 'Brave colour' pathway](#)

## 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**

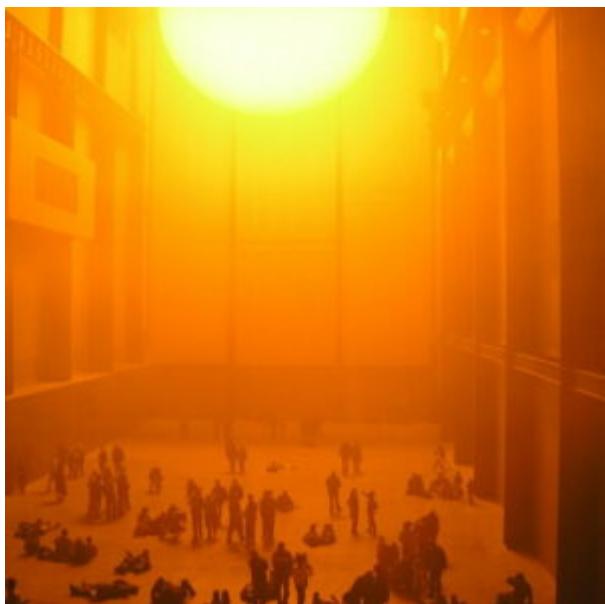
**Which Artists: Liz West**



**Talking Points: Carnovsky**



## **Talking Points: Olafur Eliasson**

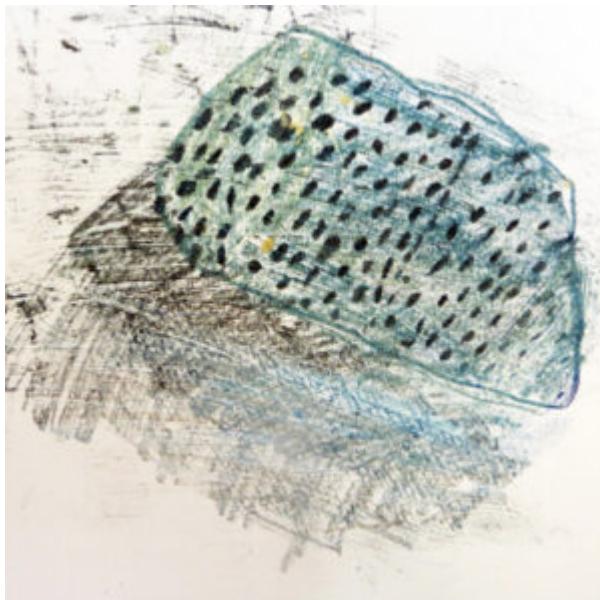


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## **Mono Printing Session with 'Change, Grow, Live'**

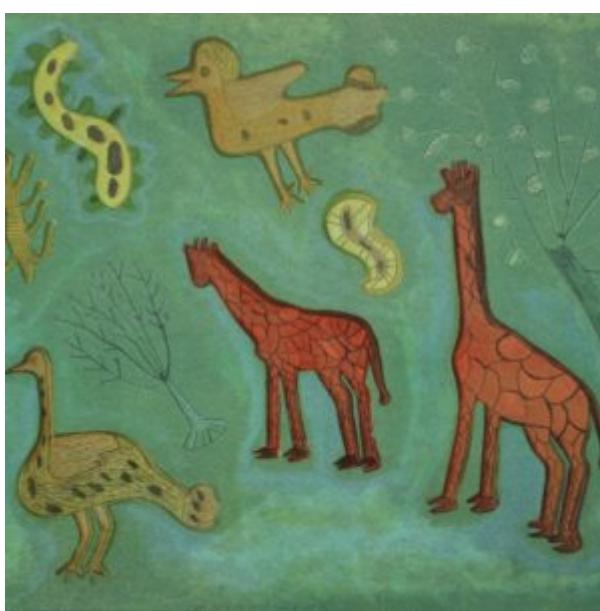
# You May Also Like...

**Pathway: Exploring the world though mono print**



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

**Talking Points: Xgaoc'o Xare**



## Video enabled monoprint resources



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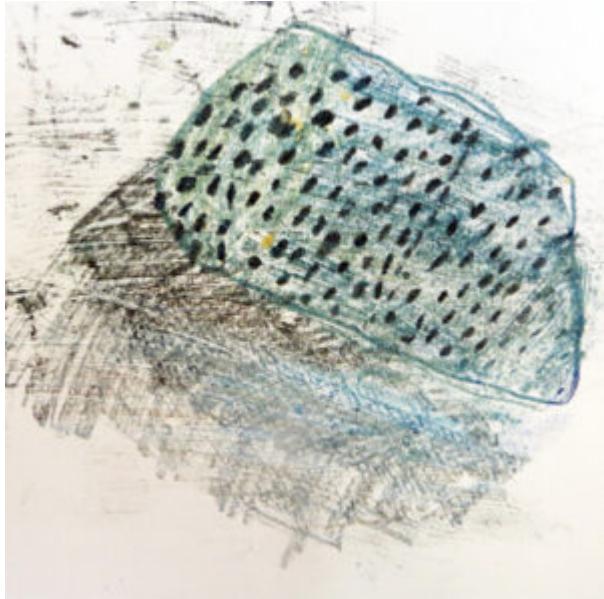
## Rainbows and Waves for Grey Days

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## Drawing Small

## You May Also Like...

**Pathway: Exploring the world though mono print**



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

## Drawing Large



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# Printed Houses

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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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## **Inspire 2020: Introducing Colour and Egg Tempera on a Gesso Panel**

This post shares how egg tempera was used as a medium in the Italian Renaissance and how teachers interpreted the processes involved in the teaching studio at the Fitzwilliam Museum, Cambridge with AccessArt and the Fitzwilliam Education Team, as part of the CPD programme for Inspire 2020

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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



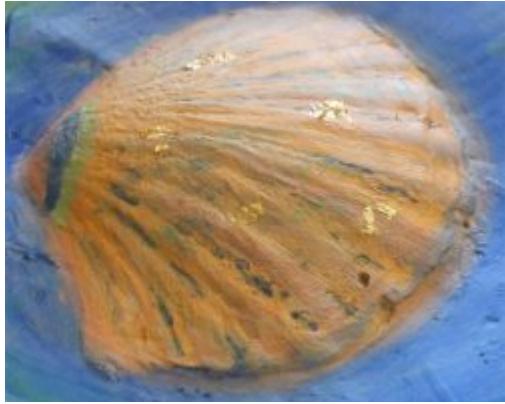
Paula provided young children with the opportunity to explore clay as a “short term” construction and modelling material. Without being fired, the dry clay has a limited lifespan, and the sculptures will crumble, but I think it’s important to remind ourselves that even without access to a kiln, clay 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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## 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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# **Life Drawing Class: Visual Impressions**