

# Sensory Spaces: An Autism-Friendly Project

Artist, [Sarah Evelyn Marsh](#) shares autism-friendly strategies through a series of creative workshops she facilitated in a contemporary gallery in Gdansk, Poland.

Sarah developed a six week project for a small group of families whose children were on the autistic spectrum, one of the group also showed traits of Aspergers. The project was called *Space in the Process*, and through open-ended engagement with constructed spaces and handmade sensory-inspired objects, the group explored ideas and activities that developed a creative language and kick-started a dialogue with the gallery to deepen engagement with the families.

## To Connect



At the beginning of the project it was important to take time getting used to each other, the learning space and the surrounding environment. Below is a list of considerations you may find helpful to use in your own learning spaces. Be aware of the daily sounds, smells and other textures of life in your learning space; a constant humming noise or flickering light may be stressful for a child with autism. Allow time for everyone to feel their way in the space; connections may be made through the use of different senses and body parts. [Read More](#)

## To Conceal



During the six week project, the group explored different themes and actions, some of these were displayed through learning schemas. In week 2 we experimented with different ways to conceal ourselves and objects; schemas such as enveloping and enclosure were exhibited by the group. [Read More](#)

## To Colour



Two of the sessions explored the theme of colour. The first was rather abstract, I asked questions such as; What does colour smell like? What does colour feel like?

For a child on the autistic spectrum, a question like this may be confusing, some autistic people think and understand literally. So instead of directing these questions at the children, I answered and speculated on them myself. These abstract questions became vehicles for the workshops documented below. [Read More](#)

## To Construct



In my final post on the project, I want to reflect on the theme of To Construct... looking at the different ways we constructed during the project. Please remember this is a personal and artistic reflection, based on the ideas I presented and the (emotional and physical) reactions and responses of the children and their families, who inspired changes and the development of the project as we experienced it. [Read More](#)

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## To Conceal...

# You May Also Like...

## Talking Points: Linda Bell



## Explore how Linda Bell creates sculptures

## Talking Points: Nnena Kalu



[Explore artist Nnena Kalu](#)

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## **Composite Still Life Studies in Candlelight**

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## **The Winter Tree Challenge: A Combined Sculpture & Drawing Project!**

This post shares an hour long session at the AccessArt Art Lab, in which the young teenagers (12 and 13 years) worked on two projects simultaneously: a shared winter forest drawing in charcoal, and a sculpture challenge to make a winter tree. The time and material constraints resulted in an energetic and inventive session. By Paula Briggs

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## **Making an Ink and Wax Village with Pupils in Mansfield**

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## **Explore and Draw**

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### **Show Me What You See: Drawing Inspired by Anglo Saxon Architecture**

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### **Sculptures with Personality, Inspired by Anglo Saxon Houses**

This resource shares a 3 hour session with Year 6 children from Barton Church of England Primary School. Children were studying the Anglo Saxons and we thought it would be a good opportunity to explore making skills.

Led by Paula Briggs, children to “make sculptures inspired by” an Anglo Saxon Village.

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**To Connect...**

**You May Also Like...**

**Talking Points: Linda BEll**



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**Talking Points: Nnena Kalu**



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## **Making a Lyre Inspired by the Ancient Greeks**

Here, Portia, aged ten and in year five, shows, step by step, how she approached a creative homework to learn more about the Ancient Greeks.

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## **Wax Resist Autumn Leaves by**

# Rosie James

## See This Resource Used In Schools...





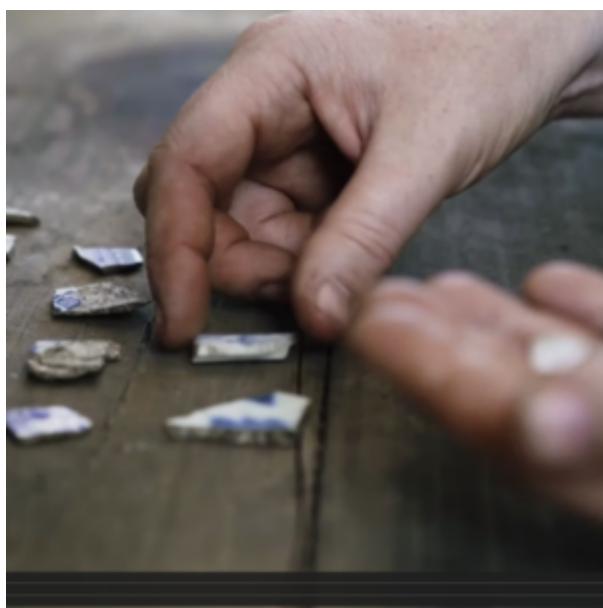
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### Featured in the 'Explore and Draw' Pathway

## Talking Points: Artists as Collectors and explorers



## **Talking Points: What is Composition**



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## **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.

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## **Watercolour Portrait**

# You May Also Like...

## Visual Arts Planning Collections: Portraits



## watercolour



## foreshortened sketches



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## 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.

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## Drawing as a Tool for Wellbeing at Chesterton

# **Community College, Cambridge**

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## **Continuous Line Drawing Exercise**

Many thanks to AccessArt Young Artist Alex Tunstall for composing the music for the video in the Continuous Line Drawing Resource.

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## **Style and Aesthetic**

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## **Balancing Observational & Experimental Drawing**

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## **Teaching for the Journey not**

# the Outcome

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**Screen Printing using  
Overlaid Pattern**