

Tiny Art Schools: Art School Ilkley Part Three

By [Sarah and John Gamble](#)

AccessArt is creating a body of work to explore, celebrate and promote the notion of “[Tiny Art Schools](#)” across the UK. [In this series](#) of case studies, we’ll be sharing how artist educators work with their audiences, using community centres, village halls, and private studio spaces as art education labs, to build creative and economic communities of all sizes. We’ll explore how the tiny art school concept can be both a viable business model for the artist educator and help inform a ground-up, inclusive and diverse re-thinking of the purpose and value of art education for all today.

[In this series](#), John and Sarah Gamble discuss how [Art School Ilkley](#), an independent art school based in Ilkley, West Yorkshire, came about, their journey as artist educators, and a unique approach that makes Art School Ilkley a cherished part of the community.

In this final post, within [a series of three](#), Sarah and John Gamble share with us the highs and lows of running their own Tiny Art School, their financial model, lessons learnt and advice on how you might get started.

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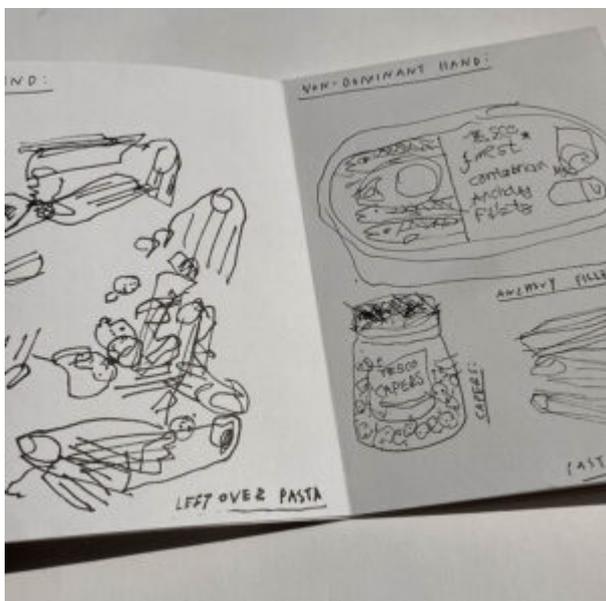
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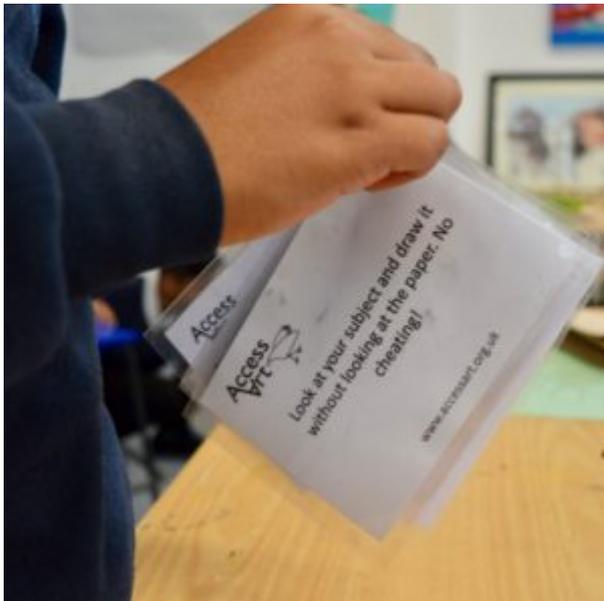
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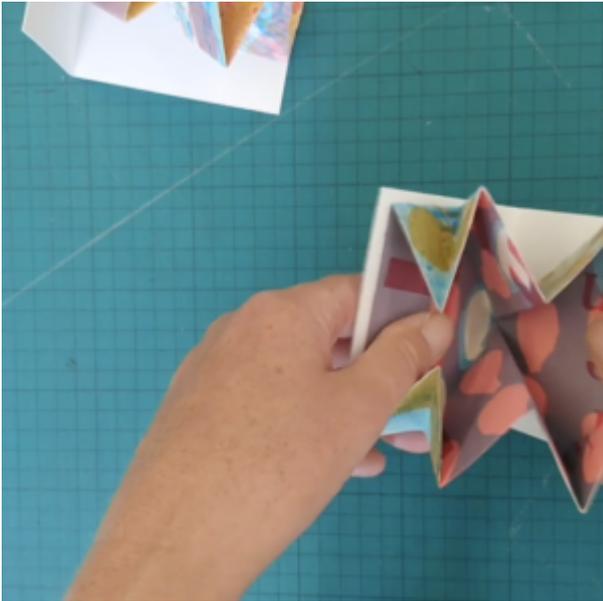
playful making pathway



ASTRONAUT PAPER BODY CASTS



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Adapting AccessArt: Playful Making Inspired by Nnena Kalu



Adapting AccessArt: Pattern

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exciting colour



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What We Like About This Resource...

“I really like how Yu-Ching’s process combines hand-drawing and painting, before moving across to digital. Combining those processes ensures that the illustrations retain a very warm, tactile look to them, but the digital element refines the imagery. We really like what Yu-Ching says about the benefits of silent books being universally understood and feel that the benefits and challenges of not using words means that the imagery has to be really clear, which encourages lots of exciting creative problem-solving.” – Tobi, AccessArt

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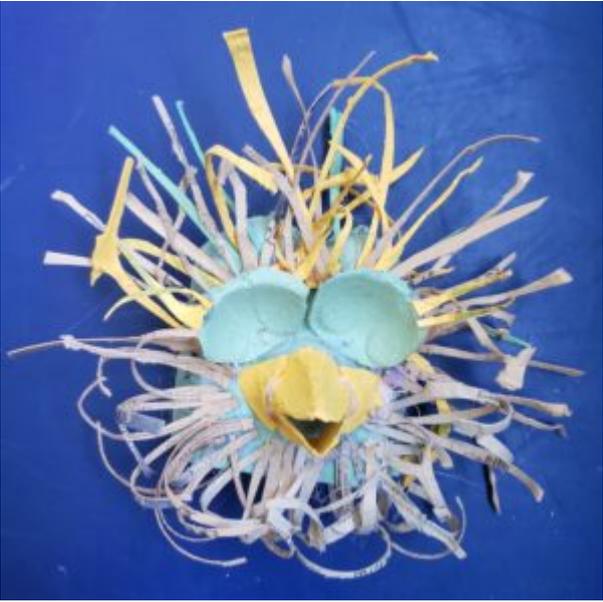


Making a Mask from Sticks and Tissue Paper



See This Resource Used in Schools...





Pathway: Drawing and Making Inspired by Illustrators

Pathway for Years 4 & 5

Disciplines:

Sculpture, Painting, Drawing, Collage, Sketchbooks

Key Concepts:

- That Illustrators use line, colour and shape to create drawings which bring stories to life.
- That we can use other people's artwork as a creative stimulus, and use lots of different media (paper, pen, paint, modelling materials and fabric) to work towards our own artwork.
- That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.
- That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.
- That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.

This pathway provides a framework for teachers to enable pupils to create their own work in a variety of media, in response to the work of an author/illustrator (in this case Maurice Sendak).

The project explores: Mark making with pen, pencil and ink, making a shared drawing, colour mixing (soft pastels), making sculpture (plastic bags, paper, wire, modroc) and collage.

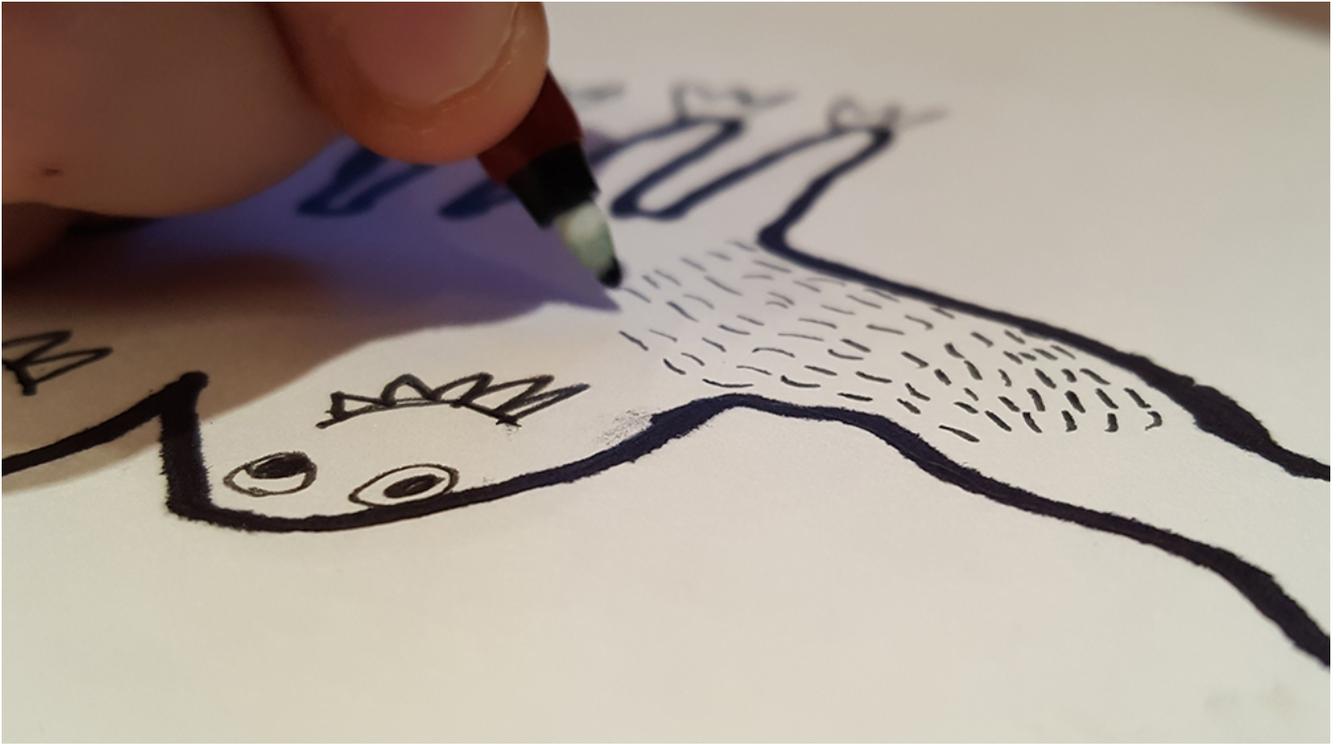
As with all AccessArt approaches, the emphasis is on a journey of building independent learning through lots of experimentation and creative risk taking, and balances sketchbook and exploratory work with high quality and varied final outcomes.

Themes: Narrative, Landscape, Character Development

Medium: Pens, Soft B Pencils, Ink, Collage Paper, Plastic bags, Paper, Wire, Modroc, Modelling Materials

Artists: Maurice Sendak, Shaun Tan

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!



Additional Pathway

This pathway is an additional pathway to help you extend, develop or further personalise the [AccessArt Primary Art Curriculum](#).

We suggest this pathway is used to replace a “Working in 3 Dimensions” (Blue) Pathway – it works well in replacement of [Telling Stories Through Drawing & Making](#) (Years 3 & 4), or [Set Design](#) (Years 5 & 6).

Please note the activities in this pathway are best suited to more confident teachers who are happy with a higher level of interaction with the work, and more able or experienced pupils.

You may also like to use the activities in this pathway with a smaller group of children in an

after school club or community context.



AGES 5-8

AGES 9-11

Teaching Notes

Tips from Teachers

“Put a long piece of paper down on each table. Four children per piece of paper works the best so they don’t get too crowded.

Put examples of the book on their tables and three different sized black pen. Do the ink drawings in one lesson and then the black pen detail in the next and colour in the next with pastels.”

Find the MTP for this pathway [here](#).

[See the recording of the Zoom CPD session Exploring Modroc.](#)

[Journeyful Teaching: Teaching for The Journey, Not The Outcome](#)

[Pedagogy in 250 Words: Making is Hard](#)

Curriculum Links

English: Responding to Texts and Narrative

Geography: Landscapes and Habitats

Science: Animals, Plants and Trees

PSHE: Supports Responsibility to the planet,

Collaboration, Peer Discussion.

I Can...

- I have explored the work of an Illustrator and used my sketchbook to record my observations.
- I can draw directly from life, making quick sketches expressing emotion and personality.
- I can explore mark making, and use marks to create a (sometimes shared) background.
- I can mix colours using soft pastels.
- I can make a sculptural creature or person, understanding that by working in 3d my sculpture will be seen from different viewpoints, and be inspired by the drawn background.
- I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.

Time

This pathway takes 6-8 weeks, with an hour per week. Shorten or lengthen the suggested pathway

according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Pens (3 different thicknesses), Soft B Pencils, Sketchbooks, A3 Cartridge Paper, Soft toys, Black Ink, Quills, Roll of Paper, Soft Pastels, Glue Stick

Modroc, Plastic Bags, Sellotape Construction Materials (see [list here](#))

Pathway: Drawing and Making Inspired by Illustrators

A PDF of this pathway can be found [here](#).

. Aim of the Pathway

The aim of the pathway is to give children the opportunity to be inspired by the mark making and visual story telling of illustrators, and to feel enabled to make their own creative response in both two and three dimensions.

▪ Week

1:

Introduce

Introduce an Artist

Begin by introducing story to inspire drawing and making.

You may want to explore Where the Wild Things Are, using our [“Talking Points: Maurice Sendak”](#).

Or draw and make inspired by ‘The Arrival’ by Shaun Tan using [“Talking Points: Shaun Tan”](#).

This pathway can be adapted to a book you are

currently studying in class.

▪ Drawing

&

Mark-Making

Observational Drawing



Be inspired by the mark making of Maurice Sendak and apply it to observational drawings of the children's own toys in the [Drawing Soft Toys Inspired by "Where the Wild Things Are" by Maurice Sendak](#) resource.

By the end of this session children will have practised observational skills, explore mark-making (both their own and that of the artist) and produced one or more drawings of their own toys.

▪ Week 2: Collaborative Drawing

Shared Ink Drawing

Explore making collaborative drawings in small groups, using new materials and new skills in the [Shared Ink Drawing Inspired by "Where the Wild Things Are"](#) resource.



By the end of this session, pupils will have explored how they can work together to create sections of landscape, exploring notions of “background” and “context”, using ink and quills.

▪ Week

3:

Colour

Mixing

Adding Colour



Explore colour mixing in an empirical way by mixing soft pastels directly onto the shared landscape drawing created above, as shown in the [Adding Colour to Shared Ink Drawing Inspired by “Where the Wild Things Are”](#) resource.

By the end of this session children will have created coloured backgrounds which are full of exciting marks and atmospheric colours, ready for the stage below.

▪ Week 4: (Optional) Life Drawing

**Life Drawing Inspired by 'Where
The Wild Things Are'**



Practise drawing from life in the [Life Drawing Inspired by “Where the Wild Things Are”](#) resource.

By the end of this session, children will have explored drawing directly from life, making quick sketches by looking for “big” shapes which express emotion and personality, to develop sketchbook work.

▪ Week 4: Drawing From Imagination

Drawing Imagined 'Wild Things'



Combine mark making and life drawing skills with inspiration from the shared communal background drawing, to create drawings of wild things from imagination, in the [Drawing our own "Wild Things" to Inhabit our Imagined Landscape](#) resource.

▪ Week 5 & 6 & 7: Making

Making Sculptural 'Wild Things'



Explore working in 3 dimensions using wire, paper and modroc to create sculptures of Wild things, in the [Making Sculptural “Wild Things” \(Session 1\)](#) resource.

You can find detailed information on [using Modroc in the classroom here.](#)



Continue working on the sculptures, and return to the starting point of the journey in week 1 by adding collaged drawings to the sculptures. Display the finished sculptures in front of the communal drawings. [Making Sculptural "Wild Things" \(Session 2 & 3\)](#)

▪ Week 8: Share and discuss

Share, Reflect, Celebrate



End the pathway by taking time to appreciate the developmental stages and the final outcomes in a clear space.

Depending upon the project option chosen, display the work appropriately including having open sketchbooks. Use the "[Crit in the Classroom](#)" resource to help you.

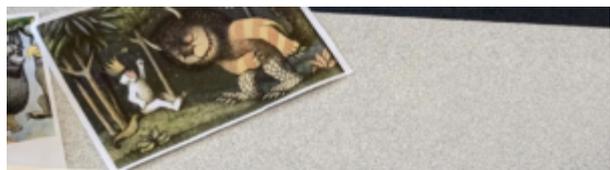
Encourage children to reflect upon all stages of the journey.

If available, children can use tablets or cameras to take photographs of the work.

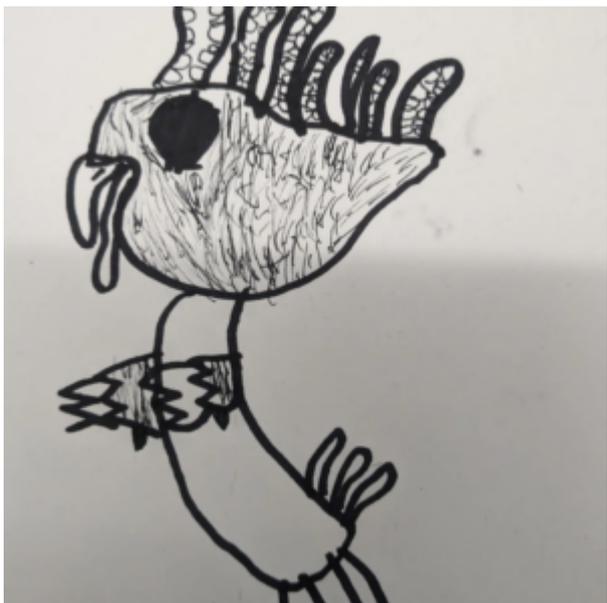
[Explore how children can take high quality photographs of 3d artwork with this resource.](#)

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Pathway: Exploring Form Through Drawing

Pathway for Years 5 & 6

Disciplines:

Drawing, Sketchbooks

Key Concepts:

- That we use the word form to describe a three-dimensional shape.
- That when we draw on two-dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create an illusion of form, mass or volume.
- That contour marks can help to describe volume and form/mass.
- That we can mix colours and use a range of media to create atmosphere and meaning in drawings.
- That drawing and sculpture share a close relationship, and can inform each other.

This pathway enables pupils to consider how 2

dimensional drawing can convey a sense of form/mass and volume. By looking at the drawings of Sculptors' Henry Moore, and Christo and Jeanne-Claude we can explore the ways in which they portrayed an illusion of form and meaning in their drawings.

Pupils will explore a range of mark-making, taking inspiration from artists' work and will have the opportunity to experiment with a variety of materials.

Medium:

Drawing materials, Loose sheets of paper varying in size, shape and quality.

Artists: Henry Moore, Christo and Jeanne-Claude

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!



Additional Pathway

This pathway is an additional pathway to help you extend, develop or further personalise the [AccessArt Primary Art Curriculum](#).

We suggest this pathway is used to replace a “Drawing and Sketchbooks” (Orange) Pathway “[Typography and Maps](#)” (Years 5 & 6) or “[2D Drawing to 3D Making](#)” (Years 5 & 6).

You may also like to use the activities in this pathway with a smaller group of children in an after school club or community context.



AGES 9-11

Teaching Notes

Find the MTP for this pathway [here](#).

Curriculum Links

Maths: 2D and 3D shapes, weight, symmetry, angles, mass, volume

Science: Properties of objects, shadows, rocks

PSHE: Collaboration, Peer Discussion

I Can...

I can describe the difference between shape (2d) and form (3d).

- I can explore how artists use their skills to make drawings which capture form.**
- I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.**
- I can use line, mark making, tonal values, colour, shape and/or composition to give my drawings a feeling of form.**
- I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board.**
- I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.**

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Loose sheets of cartridge paper, Handwriting pens, Soft B pencils, Water-soluble graphite, Wax crayon, Watercolours, Ink

Pathway: Exploring Form Through Drawing

A PDF of this pathway can be found [here](#).

.The Aim of the Pathway

This pathway gives pupils the opportunity to explore how we can convey 3-dimensional form through drawing, conveying a sense of mass and volume. Inspired by the work of Sculptors Henry Moore and Christo and Jean-Claude, pupils will make creative responses through a series of drawing exercises on loose paper, resulting in a collection of drawings for a backwards sketchbook.

▪ Week 1: Introduce an artist

**Introduce Henry Moore's Shelter
Drawings**



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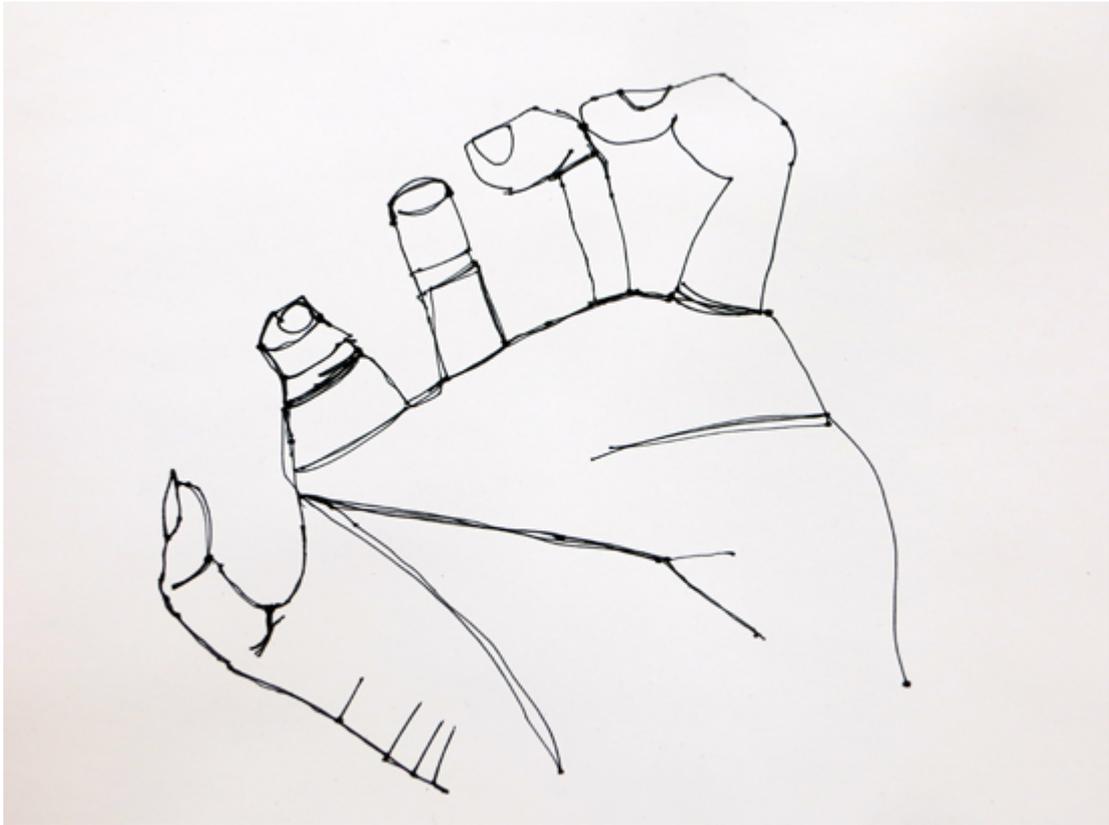
Introduce students to the work of Henry Moore. Find out how Moore's practise as a sculptor impacted his drawing style in this resource exploring "[Henry Moore's Shelter Drawings](#)".

Use the "[Making Visual Notes](#)" resource to help record on loose paper.

▪ Drawing

Exercise

Drawing Hands



Create continuous line drawings of cupped hands to explore the word 'concave' and what this means in relation to form. Use the "[Drawing Hands](#)" resource to run this guided session. Create the drawings on loose sheets of paper.

▪ Week 2: Draw and Collage

Explore 3 Dimensions using Lego



Invite pupils to create simple drawings of lego blocks on sheets of paper, considering angle and perspective. Use the "[Explore 3 Dimensions using Lego](#)" resource to help you guide this session. Work on loose sheets.

▪ Week 3: Ink and Pen Drawings

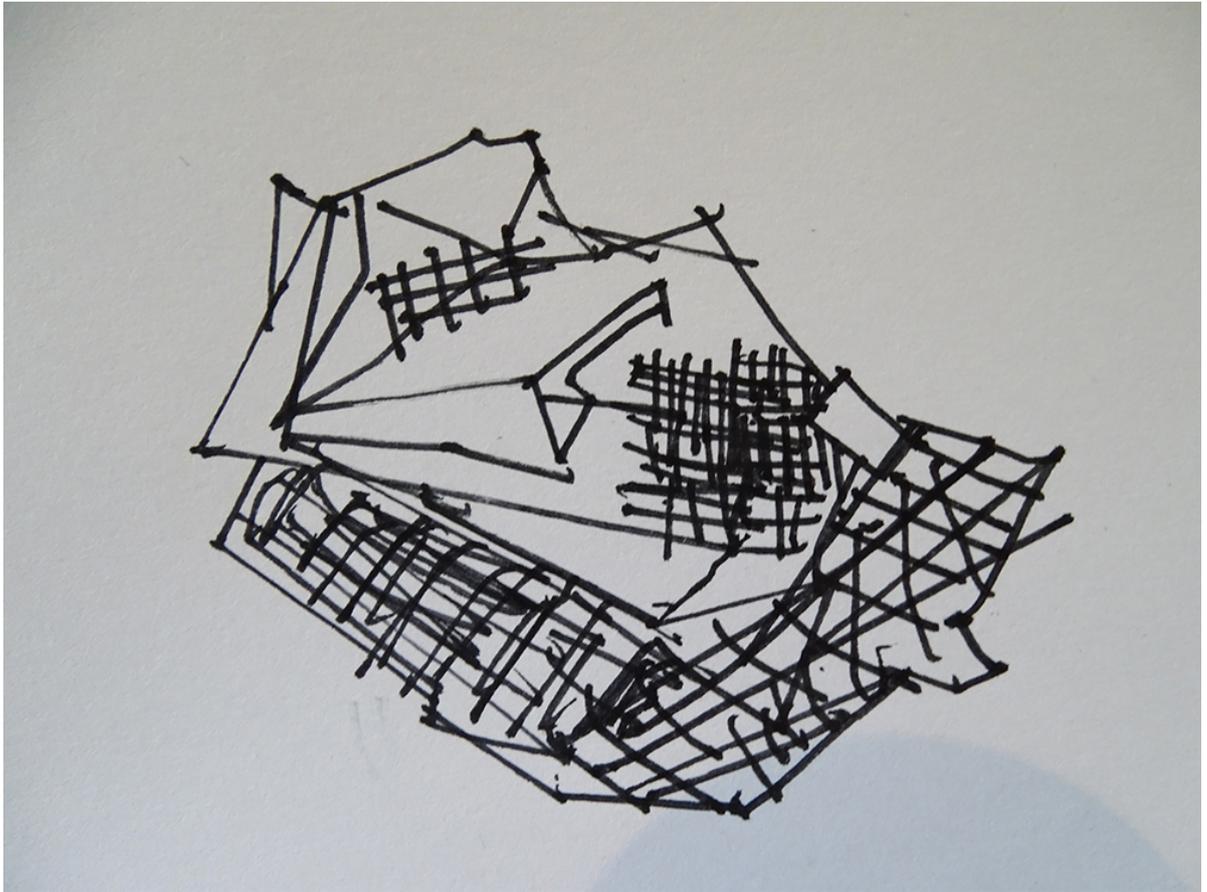
See Three Shapes



Explore outline, form and shadow using the simple "[See Three Shapes](#)" exercise. Create drawings on loose sheets of paper.

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Drawing with a Ruler



Challenge children to create observational "[Drawings with a Ruler](#)". Consider how mark making can be used to contour, giving mass and form to the drawing. See "[Ruler Drawings](#)" created using more spherical subject matter and see how the drawings change.

Ask pupils to consider their favourite exercise from the session, which did they prefer and why?

▪ Week 4 & 5: Introduce an Artist

Introduce Christo and Jeanne-Claude

Introduce pupils to the work of Christo and Jeanne-Claude using "[Talking Points: Christo and Jeanne-Claude](#)". Explore their drawings of wrapped monuments to see the first stages of their concepts.

▪ Drawing

and

Painting

Drawings With Mass



Bring in a physical subject matter, in this case potatoes and pebbles, and combine with the mark-making skills learnt previously, to explore how we can create a sense of form and 3d shape through line. Use the "[Drawings with Mass](#)" resource here. Work on loose sheets of paper.

What kinds of lines might they use to make a drawing of an object which feels heavy and solid? Where is the shadow? Where is the light? How can they make it feel rounded?

• Week

6:

Sketchbook

Backwards Sketchbook



Invite students to create a “[Backwards Sketchbook](#)” filled with loose works created throughout the pathway.

- Share & Celebrate

Share, Reflect, Discuss



Time to see the work which has been made, talk about intention and outcome.

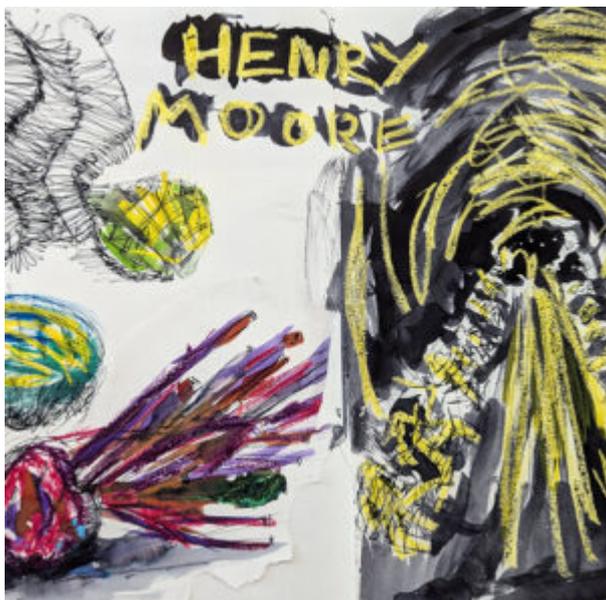
Invite children to display the work in a clear space and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hard work.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.

[Use the resource here to help you run a class "crit" to finish the project.](#)

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Pathway: Using Art To Explore Global Issues

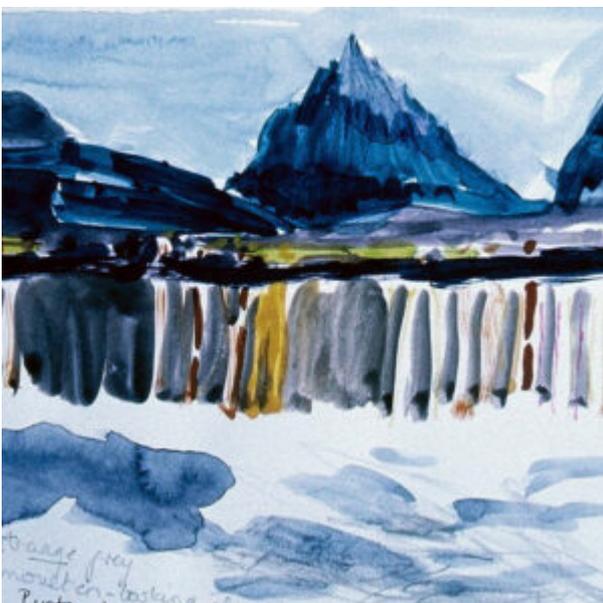


[This resource is features in the 'Using Art To Explore Global Issues' pathway](#)

Drawing Source material: ice



Talking Points: Drawn To Antarctica



Mini world Lightboxes



Why Use Drama in an Art Lesson?

Drama Activity: An Art Conversation

Drama Activity: Hot-seating a

Character