

# Angry Cat, Calm Cat

By [Hannah Moshtael](#).

In this post, Early Years educator Hannah Moshtael uses children's picture book [Mog's Box](#), written by Helen Nicoll and illustrated by [Jan Pienkowski](#) as a starting point to support emotional development and recognition in young children. Pienkowski's illustrations are used to help children understand and express their emotions using shapes, textures and a limited colour palette. Through experimenting with different materials, the outcome of the activity is to create a collaged 'Angry Cat' face and a 'Calm Cat' face using assorted fabric and paper.



The suggested age range for this activity is 3-5 years old. The activity takes approximately two hours, including time for

reading and discussion at the start, some materials exploration, and then making two cat faces. You might choose to take a break in between making each face. This can help to focus children as well as giving them time to discuss and compare the difference between angry and calm cat.

To extend the learning, the work of early abstract artists such as [Joan Miró](#) and [Wassily Kandinsky](#) might also be helpful to look at for further exploration of shape, colour and emotion.

### **Materials needed:**

- A copy of the picture book *Mog's Box* (Helen Nicoll & Jan Pienkowski) to read with the children. You might want some extra copies of the book for reference or photocopies of pages 3-4, page 5 and pages 25-26, depending on the number of participants
- 1 A3 sheet of white paper per child
- 2 A4 sheets of coloured paper per child (have bold, bright colours available for Angry Cat, and pastel colours for Calm Cat)
- Some scraps of faux fur for observational drawing
- A few extra sheets of A4 coloured paper for each child to experiment with mark making and for creating fur textures
- Soft pastels
- Thick playground chalks
- PVA glue
- Glue spreaders
- Child-friendly scissors with a choice of serrated edges (such as zig-zag, wavy and straight cutting designs)
- A selection of small shapes that you've cut out of coloured paper
- Small scraps of fabric and paper with contrasting textures (or you can buy fabric and wallpaper sample packs online from companies such as [Spoonflower](#)).

## To begin:

I carried out this workshop at home with my three year old. We started the session by reading *Mog's Box* together. In this picture book, Pienkowski's illustrations humorously tell the story of Mog the cat's emotional journey, alongside Nicoll's text.

As Mog watches Meg (his witch owner) making a daily school packed lunch for Owl, he becomes increasingly jealous and angry. He ends up screaming with rage and demanding his own packed lunch. Meg gives in and casts a spell to make another lunchbox, which doesn't work quite as Mog had hoped. The box has a big, hairy, live caterpillar inside. Mog is horrified at first but eventually calms down as he watches the caterpillar gradually turn into a butterfly.

As we read, we took time to pause on the pictures that my daughter commented on or laughed at, and we talked about them. She pointed out the panel image sequence of Mog getting more and more jealous every day (pages 3-4). When Mog finally loses his temper, his body becomes spiky and his mouth and eyes get bigger (page 5). When he calms down and has some tea and cakes with his family, he becomes round and smooth again (pages 25-26).

To explore how an 'angry cat' looks, I asked, 'Which colours do you think are angry colours?'. We looked again at the colours in the Angry Mog illustration (pink, black, red, green) and chose a bright pink piece of paper to draw on.



Then, looking more closely at the illustration and a sheet of 'angry lines' that I had drawn, my daughter made her own 'angry marks' on the paper.





My angry lines.



My daughter's angry lines.

To create a textured drawing of Angry Cat's fur on a sheet of green paper, we used dry pastels and the side of thick playground chalks. For this, you can use samples of faux fur from craft shops for the children to observe.





Next, my daughter drew a big circle over the 'angry marks' drawing, to make Angry Cat's face. We cut this out using zig-zag perforated edge scissors and glued it on a white sheet of A3 paper.

I showed my daughter the Angry Mog illustration again, and asked her 'Which shapes can you see in this picture?'. The sharp triangles that make up Mog's eyes, teeth and fur seemed like particularly angry shapes, so we cut up the textured fur drawing into triangles. We also looked at small pre-cut paper shapes and talked about which ones looked the most angry. My daughter chose shapes to represent eyes, a nose, mouth and whiskers, and glued them onto Angry Cat's face.



We explored fabrics and papers with varying textures to add more fur. I asked 'How does this feel? 'Does it feel angry or calm?'. In this way, we compared 'angry' rough scraps and 'calm' soft scraps.







The finished 'Angry Cat' face.

We carried out the same process to make a contrasting 'Calm Cat'. We made smoother, curved 'calm' marks, followed by creating a softer cat fur textured drawing. We cut out a face and shapes from these expressive drawings and glued on 'calm' material scraps.











Choosing 'calm' fabrics and textures.



Gluing shapes on 'Calm Cat's' face.



The finished 'Calm Cat' face.

To compare them, we stuck Calm Cat next to Angry Cat on the A3 paper.





To extend the learning, children can draw to express their own emotions. This can be figurative or abstract. When drawing people or animals, my daughter likes to tell me what her characters are feeling. If she is feeling angry or sad, it helps her to calm down if she draws herself feeling that emotion. If she's feeling particularly angry, she likes to draw angry marks in a more abstract and expressive way and then rip up the paper! She now identifies with the cat characters and can tell me whether she is an Angry Cat or a Calm Cat.

---

**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.**

**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.**

---

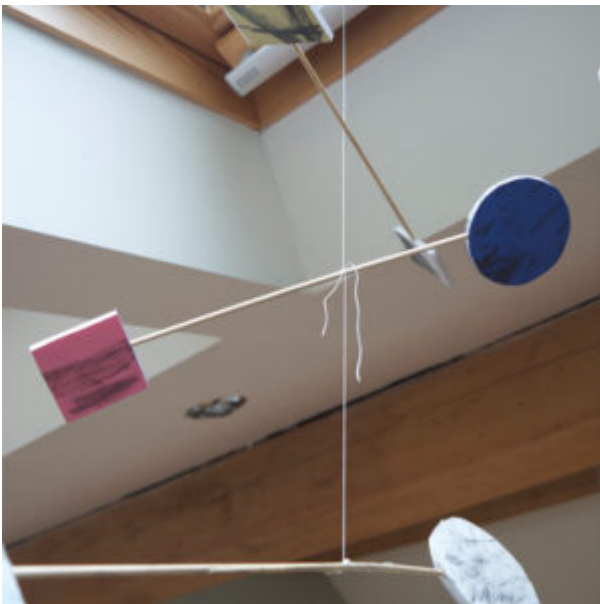
## **Mobile Construction Methods**

### **You May Also Like...**

**Pathway: Explore Sculpture Through Making a Mobile**



**Heavy/Light Mobile – Drawing and Making**



**Coat-hanger Shells**



---

# Pathway: Explore Sculpture by Making a Mobile

Pathway for Years 5 & 6

Disciplines:

**Design, Making, Drawing, Sketchbooks**

Key Concepts:

- That a mobile is a kinetic sculpture which relies on balance and counter balance of materials.
- That through 'Design through Making' we can explore how we can create objects which balance and move.

- That we can be inventive and playful exploring sculptural elements which are both abstract and representational when creating a mobile.

In this pathway, suitable for ages 9-11, we explore the work of Alexander Calder. Calder created sculptures and mobiles using solid blocks of colour and simple shapes, exploring the relationships between the objects and lines.

This pathway encourages children explore the relationships between line, shape, form and colour when working in three dimensions. Pupils explore the relationships between design and fine art, and practise Design through Making. They have the opportunity to explore balance and counter balance, and learn to take creative risks and solve problems.

This pathway will take approximately half a term, based upon a weekly art lesson.

**Medium:**

Construction Materials (card, wood, wire, string),  
Drawing & Painting media.

**Artist:**

Alexander Calder

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!





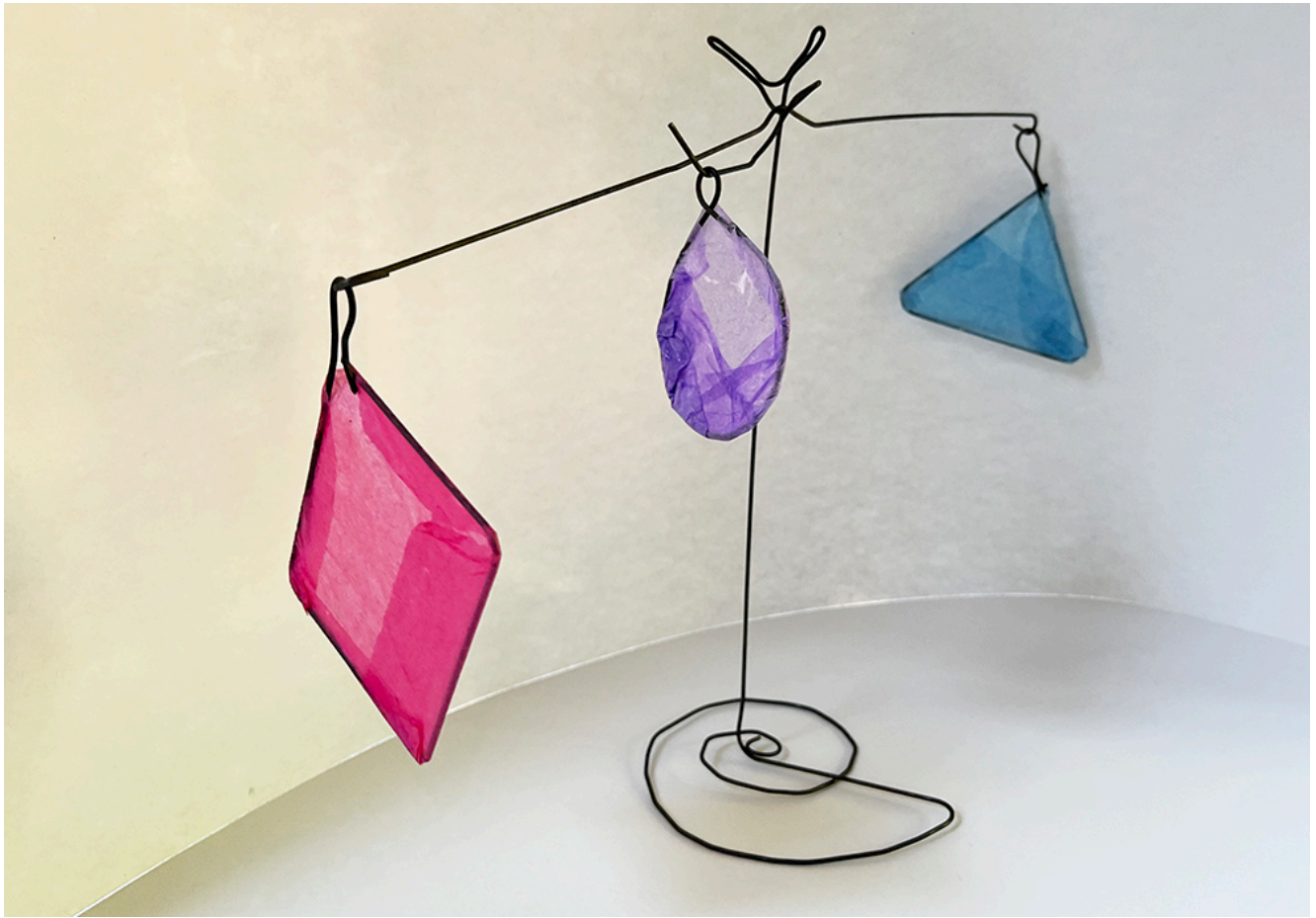
## Additional Pathway

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) or a “Drawing and Sketchbooks” (Orange) pathway for ages 9 and above. This pathway could replace the “[Shadow Puppets](#)” or “[2D Drawing to 3D Making](#)” (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 9-11

## Teaching Notes

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

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

---

Curriculum Links

**Maths: Measuring, 2D and 3D Shapes**

**Science: Weight, Position, Direction & Movement,  
Shadows, Forces and Gravity**

---

**I Can...**

- I have explored the work of a sculptor/designer and seen they explore shape, form, line, colour and balance to make mobiles (kinetic sculptures).
- I can use my sketchbook to make visual notes to record and reflect. I can progress these notes into drawings in their own right.
- I can use my sketchbook to research the types of elements I might make, linking to an appropriate topic or idea.
- I can use the Design Through Making technique to create elements (shapes or forms) using colour, marks, etc, and see how these elements balance as a mobile. I can handle materials and tools and I can persevere when I need to.
- I can present and share my work, talk about it with my classmates, and listen to their responses to my work. I can review my own work and think about what I might do differently.

**I can respond to the work made by my classmates and I can share my thoughts.**

- I can take photographs of my work, thinking about focus, light and composition.**
- 

## **Time**

**This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience.**

---

## **Materials**

**Drawing materials, Large sheets of cartridge paper, Glue sticks, Foam board or Cardboard, Wooden kebab skewers (or Dowling or thin green garden canes), String.**

---

# **Pathway: Explore Sculpture Through Making a Mobile**

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

- Aim of the Pathway**

**•**



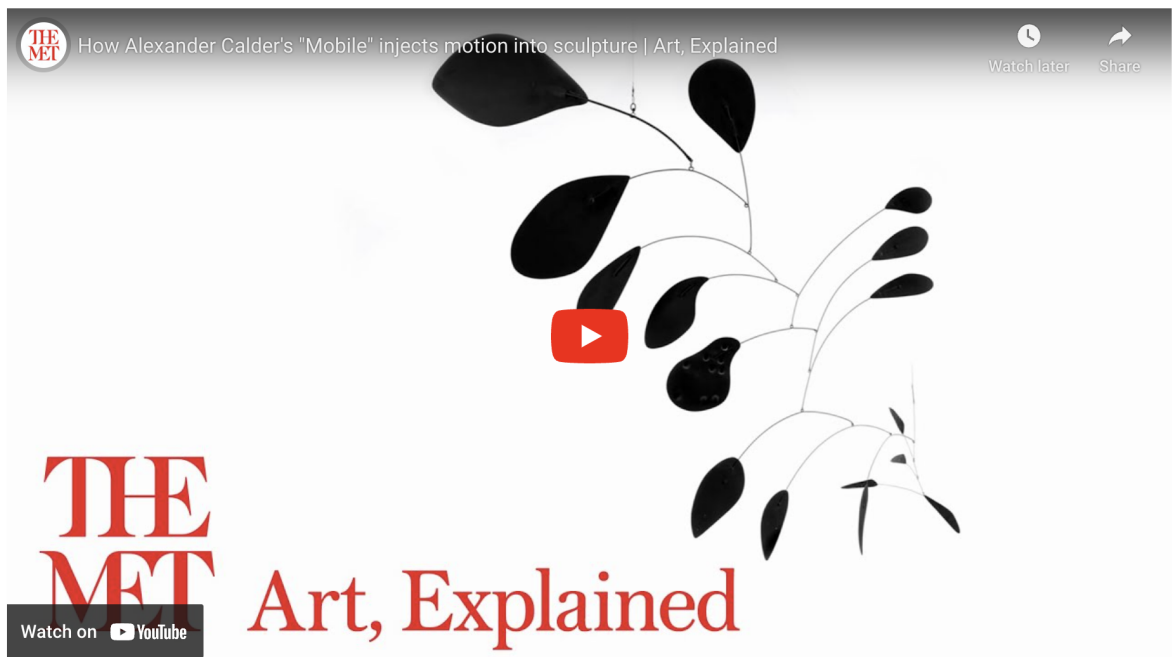
**The aim of the pathway is to give children the opportunity to explore line, shape, form and colour in three dimensions, challenging themselves to make a sculpture which balances and moves.**

▪ Week

1:

Introduce

**Introduce Alexander Calder**



Introduce children to the work of Alexander Calder with “[Talking Points: Alexander Calder](#)”.

Follow the prompts on the “Discussion & Sketchbook Work” part of the “[Talking Points: Alexander Calder](#)” to develop understanding through sketchbooks and conversation. Encourage children to create “[Visual Notes](#)” in their sketchbooks as they watch.

▪ Week 2: Sketchbooks & Prep

## Show Me What You See

Revisit “[Talking Points: Alexander Calder](#)” and this time make a series of drawings in sketchbooks based upon the “Sketchbook Development Work” section.

You may like to use the resource “[Show Me What You See](#)” for guidance on running the session. Encourage the children to not just



make drawings of Calder's mobiles, but also to understand how these drawings can begin to exist in their own right as images.

- Week 3, 4 & 5: Draw, Paint, Cut, Build

## Drawing & Making

Explore the "[Mobile Construction Methods](#)" post and the "[Heavy/Light Mobile – Drawing and Making](#)" resource. You may also like to see the "[Kinetic Mobile Sculpture](#)" resource – switching the knives for scissors.

**Decide which method is right for your class. You can also tie the project into an existing classroom theme, for example an exploration of weather, or colour, or costume...**



**Spend one or two lessons researching (use sketchbooks) and making the “elements” before going on to construct the elements into a mobile in the next week.**

▪ Week 6: 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.

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.](#)

# **If You Use AccessArt Resources... You might like to...**

**Join our Facebook Group**



**[Join the AccessArt Network group on  
Facebook and ask questions of others  
using our resources](#)**

**Share and Tag**



[Share photos of work made by tagging us on social media](#)

---

## **Adapting AccessArt: Playful Making Inspired by Nnena Kalu**

### **You May Also Like**

**Roots to shoots**





**Prompt cards for making**



**coat-hanger shells**



---

## **Adapting AccessArt: Monoprint and Painting: The Great Fire of London**

**See This Resource Used In  
Schools**





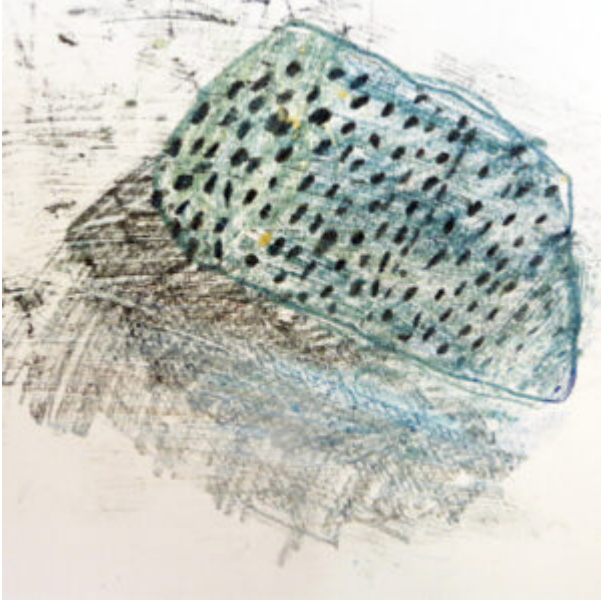
## **You May Also Like**

**7 & 8 Year Olds Explore MonoPrinting & Oil Painting**



**Monoprinting with Oil Pastel and Carbon Copy Paper**



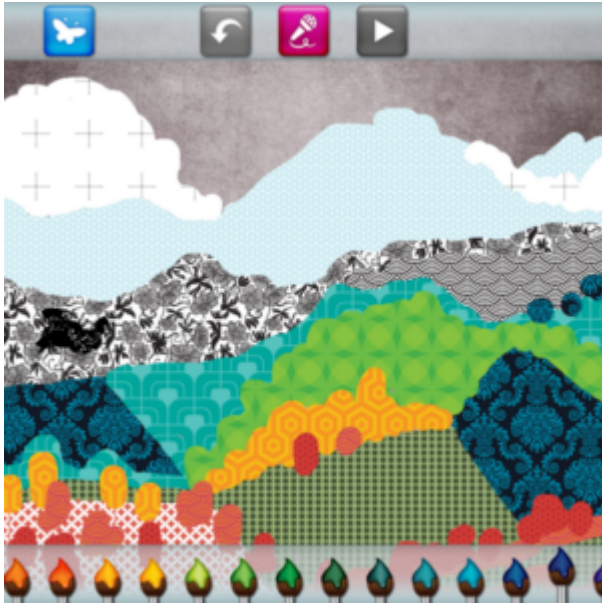


---

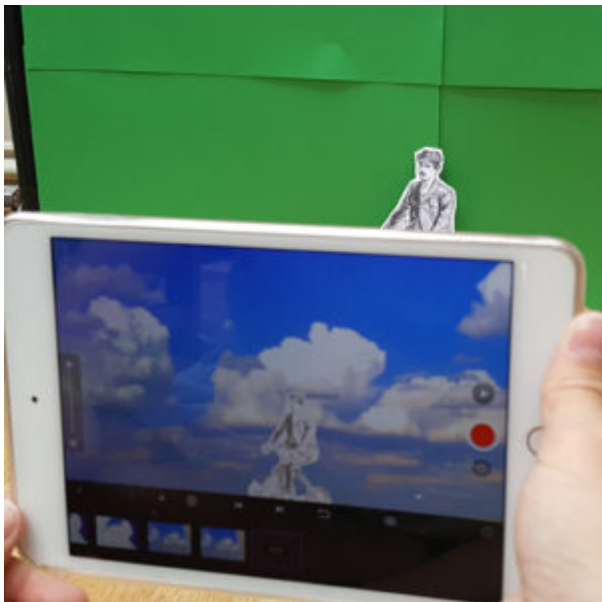
# Exploring Scale with Green Screen

**You Might Also Like...**

**Painting On Screen**



**Animating with a Green screen**



**Animation Software**



---

## Painting on Screen

## You Might Also Like...

Exploring Scale with Green Screen



# Making Digital Bookmarks



# Taking Photos of 3D Artwork



---

# Making Digital Bookmarks

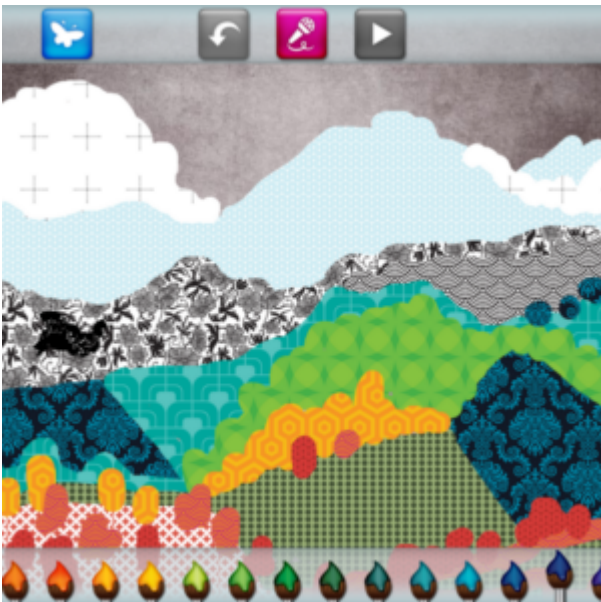


# You Might Also Like...

## Exploring Scale with Green Screen



## Painting On Screen



## Digital Collage and Image Manipulation

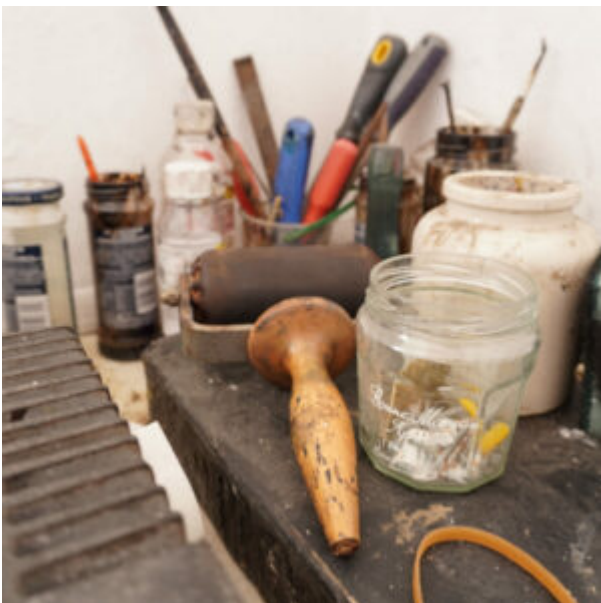


---

## Working in a Studio

## You Might Also Like...

### Artist Studio Series



## Talking Points: Artists as Collectors and Explorers



## Explore Contemporary Artists, Designers and Makers



---

# Changing Colour

## You Might Also Like...

### EXPRESSIVE PAINTING AND COLOUR MIXING



## Walking and Drawing





## Hedgerow Art



---

## Adapting AccessArt: Making Birds Pathway for Pupils With Special Educational Needs

### You May Also Like...

Pathway: Making Birds



**Flying Minpin Birds**



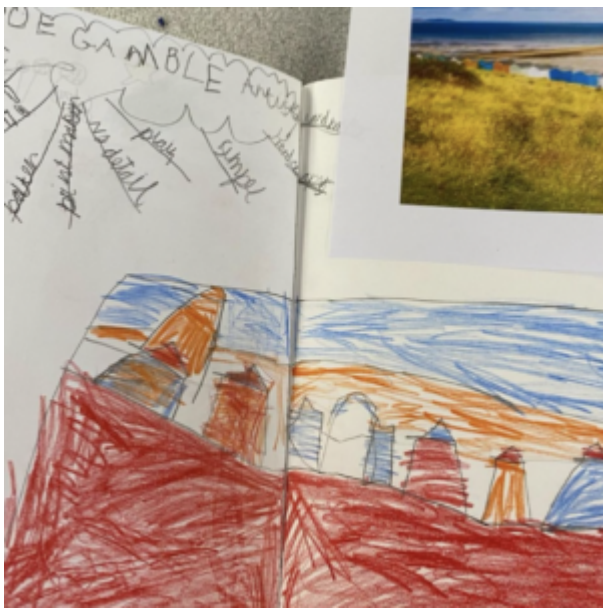
**Visual Arts Planning: Birds**



---

# **Manipulating Forms in Landscape Painting**

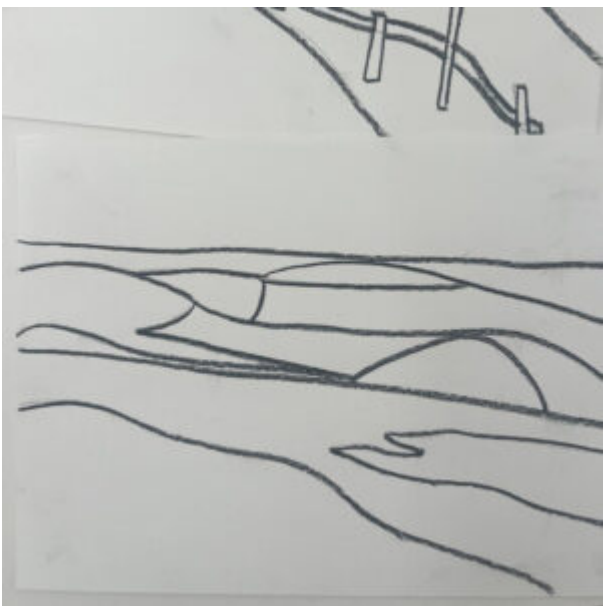
**See How This Resource Is Used  
in Schools...**













**You Might Also Like...**

**Landscape Painting: Plein Air Painting**



**Working With and In the Landscape**



## Painting The Storm



---

**Key Differences Between  
Sketchbooks and Exercise**

# Books

## You May Also Like

Sketchbook pedagogy



visual arts pedagogy

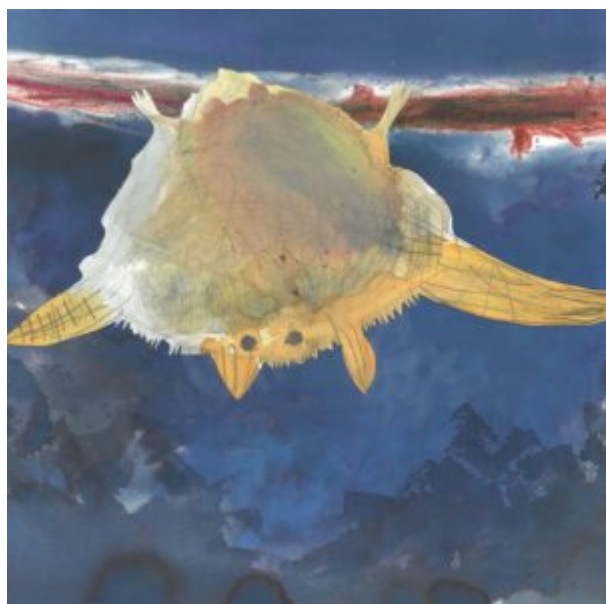


---

# Adapting AccessArt: Woodland Creatures

## You May Also Like

Session Recording: Adapting AccessArt



Drawing Fish with Pen, Pencil and Watercolour





**the geometry of chickens**



---

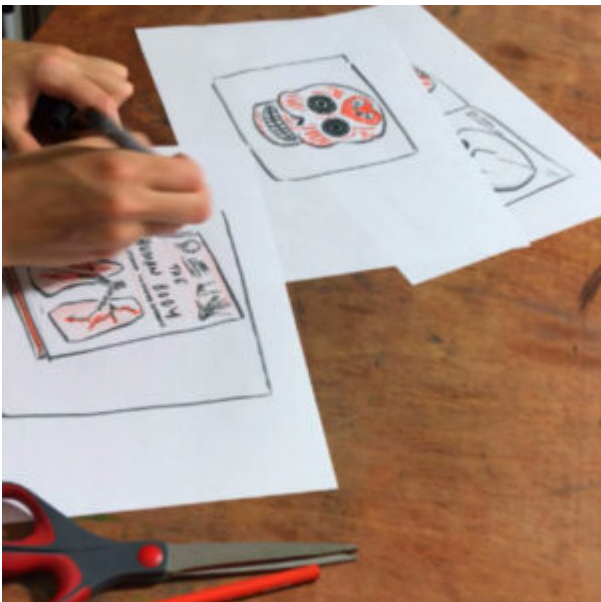
**Adapting AccessArt: Telling Stories**

# You May Also Like

## Session Recording: Adapting AccessArt



## 3 panel challenge



## Creating Comics inspired by museum collections



---

# Pathway: An Exploration of Coal Mining, Inspired By Henry Moore

## Pathway for Years 4 & 5

### Disciplines:

Drawing, Sketchbooks, Construction

### Key Concepts:

- That when we draw, we can use expressive marks to create tonal variety.
- That we can use both images and words as a starting point to create work.

- That we can combine drawing and making to make a creative response.
- That when we photograph 3D work, we can use light and tonal value to capture a sense of space, and we can use the qualities of the material (charcoal) to capture the atmosphere.

In this pathway, children discover how they can combine drawing and making to capture a sense of enclosed space using charcoal and model making materials.

Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. They will also see how 2d drawing can be combined with 3d making to create a sense of space.

Theme: Coal mining, Relationship of Body to Place, Enclosed Spaces

Medium:

Charcoal, Construction Materials

Artists: Henry Moore

This pathway will take approximately half a term, based upon a weekly art lesson.

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!

This pathway has been made in response to the exhibition [Drawing in The Dark](#), a curation of [Henry Moore's coal mining drawings](#), inspired by the release of a [new book](#) written by art historian (and AccessArt Trustee), Chris Owen.



## 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) or a “Drawing and



Sketchbooks” (Orange) pathway for ages 7 and above.

It could replace the drawing pathway “[Gestural Drawing with Charcoal](#)” pathway or making pathway “[Set Design](#)”.

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

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

[Session Recording: Exploring Charcoal](#)

---

## Curriculum Links

History: World War II

Science: Rocks, Electricity, Environmental changes

PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion.

---

## I Can...

- I can explore how artists sometimes make art inspired by certain places/experiences
- I have experimented with the types of marks I can make with charcoal
- I can use light and dark tonal values to create atmosphere in my work
- I can construct a model using cardboard and paper, combining drawing and making to make my own creative response
- I can talk about the work I have made with my

classmates, sharing the things I thought were successful and thinking about things I would like to try again

- I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.
  - I can take photographs of my work thinking about presentation, focus and lighting.
- 

## 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

Medium/large cardboard box, newsprint, charcoal (ideally both willow and compressed), erasers, black and white chalk, rags.

Construction Materials (see [list here](#) )

---

# Pathway: An Exploration of Coal Mining

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

## • Aims of the Pathway

In this pathway pupils explore the work of Henry Moore made in response to working in a coal mine. Pupils explore how they can create atmospheric marks using charcoal, and use their own drawings as collage material when constructing a model.

• Week

1:

Introduce

## Explore Henry Moore Drawing in The Dark

In 1942 Henry Moore spent one week creating observational drawings down the same coal mine that his father had worked in.

Use the “[Talking Points: Henry Moore Drawing in The Dark](#)” resource to open up discussions about Moore’s coal mining drawings. Invite children to create “[Visual Notes](#)” inspired by the work that they see and the discussions



**that result on loose paper.**

▪ Week 2: Drawing and Sketchbooks

## **Drawing Coal Mines**

Use the “[Drawing Source Material: Coal Mines](#)” resource to get pupils to create drawings of coal mines using charcoal, focusing on light and dark areas.

Choose stills from the videos and give children time to capture the environment of the miners. Consider how erasers might help

to create lighter areas or highlight structures. Explore “[Talking Points: What is Chiaroscuro?](#)” to find out how artists use light and dark to create an atmosphere.

Work on loose sheets of paper and finish the session by creating a “[Backward Sketchbook](#)” from all of the work created in the first two weeks.

- Choose...

## Choose a Stimulus

**Decide if you would like to use visual prompts or a quote as the stimulus for the coal mine structure...**

- Option 1: Weeks 3 & 4: Inspired by Imagery

**Charcoal Cave**



Use and adapt the “[Charcoal Cave](#)” resource to create a coal mine.

Refer back to sketchbook drawings and notes to help capture the sense of place.

Provide pupils with stills from the films in the “[Drawing Source Material](#)” while they build their sets. Encourage children to build their own props.

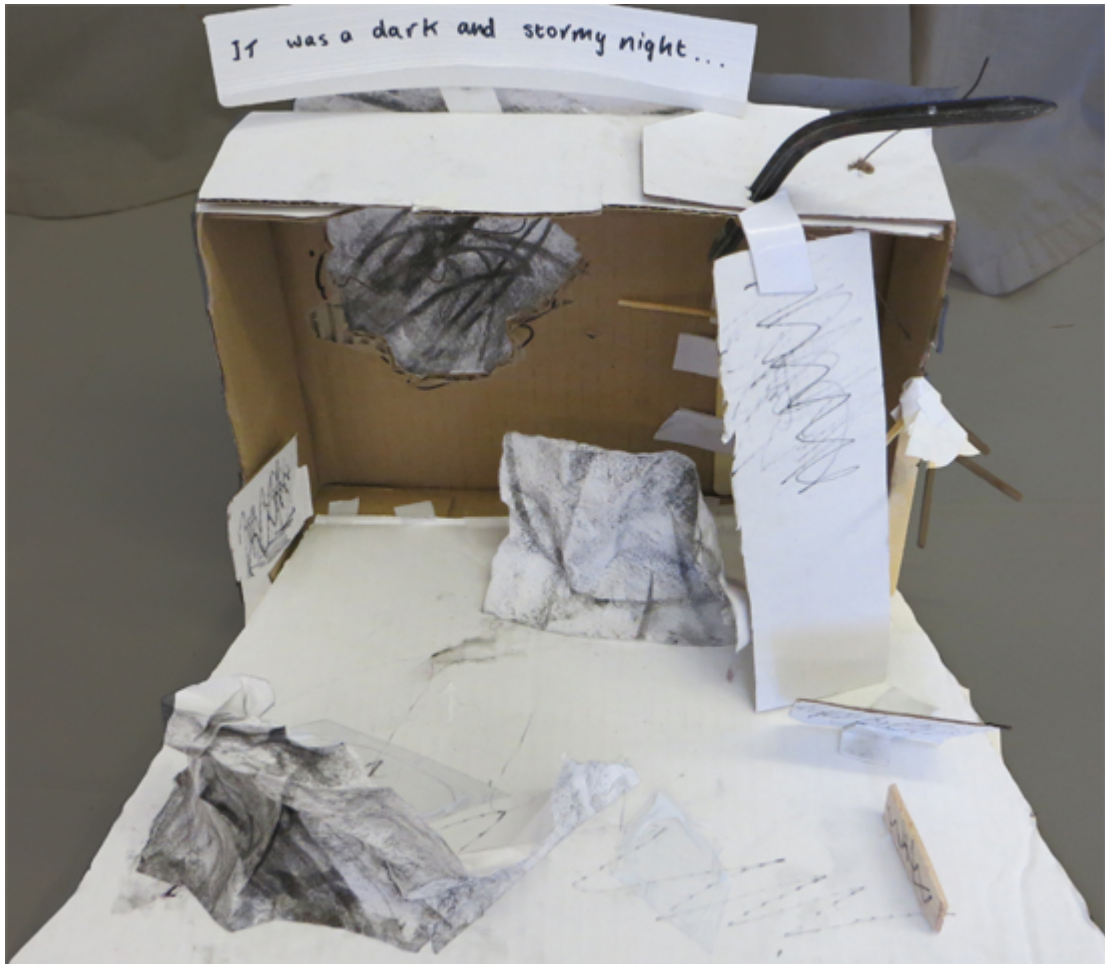
Consider the structure of a mine, thinking about the layout and equipment used to ensure the workers were safe.

• Or...

• Option 2: Week 3 & 4: Inspired by Quotes

# **Set Design**





Use and adapt the “[Set Design with Primary Aged Children](#)” resource and give children the opportunity to build a set using quotes from the “[Talking Points: Drawing in The Dark](#)” as a starting point.

Combine this activity with part 1 of the “[Charcoal Cave](#)” to explore mark making with charcoal. Use the charcoal drawings to create an impactful space inspired by a quote.

- Optional:

**Add Figurative Drawings**



Use and adapt the “[Exaggerating to Communicate](#)” resource. Invite pupils to adopt the poses that miners had to squeeze into, to access smaller areas within the mines. Ask them to draw how it feels.

Cut out the drawings and add them to the charcoal coal mining sets.



Or use and adapt the “[Drawings with Mass](#)” resource to create a sense of weight in drawings.

▪ Week

5:

Photography

## **Photograph**

**Invite children to take photos of their sets in a dark room, using a torch to highlight areas of their coal mines and to capture the sense of space.**





Use and adapt this resource to find out how children can take high quality photographs of ["3D Artwork"](#).

Ask children to select their favourite images to print and add to sketchbooks.

▪ Week 6: Present & Share

**Share, Reflect & Discuss**



Clear a space and present drawings, sketchbooks, models and photographs.

Walk around the space as if it were a gallery. Enable a conversation about the journey and skills learnt.

Reflect on the work that has been made by running a class "[crit](#)".

**If      You      Use      AccessArt  
Resources...  
You might like to...**

## Join our Facebook Group



[Join the AccessArt Network group on Facebook and ask questions of others using our resources](#)

## Share and Tag



[Share photos of work made by tagging us](#)

[on social media](#)

## You May Also Like...

**Pathway: How can i use light & dark to create a sense of space, Inspired by Henry Moore?**



[For ages 11-14, explore this pathway inspired by Henry Moore's coal mining drawings](#)

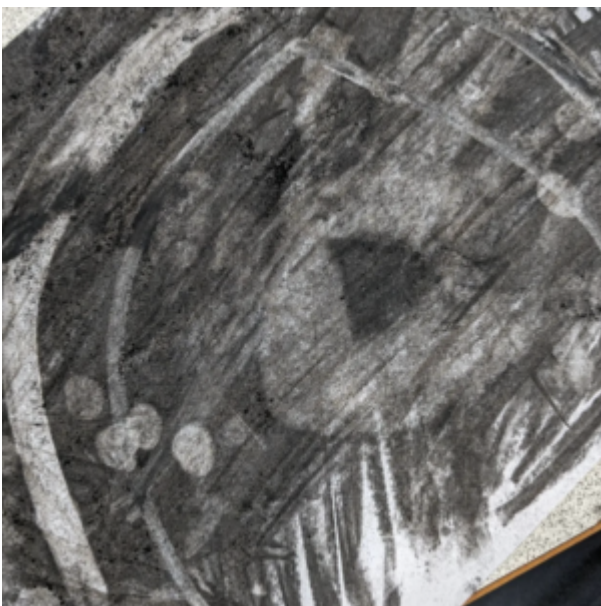
**PATHWAY: HENRY MOORE & THE SHELTER DRAWINGS**





[Explore the Shelter Drawings by Henry Moore with this pathway aimed at Primary ages](#)

**See the Pathway Used in Schools...**







---

**Pathway: How Can I Use Light  
& Dark To Create A Sense Of  
Space? (Inspired By The Coal**

# Mining Drawings Of Henry Moore)

## Discipline: Drawing, Collage, Set Design

In this pathway, suitable for ages 11 to 14, we explore a series of coal mining drawings made by Henry Moore. Use his work as the basis for conversation in the classroom, and then use the AccessArt resources below to enable a contextual exploration of figurative drawing, mark-making and collage, or scratch model design, inspired by Moore's work.

This pathway has been made in response to the exhibition [Drawing in The Dark](#), a curation of [Henry Moore's coal mining drawings](#), inspired by the release of a [new book](#) written by art historian (and AccessArt Trustee), Chris Owen.

Theme:

Mining

Medium:

Paper, Charcoal, Cardboard

Artist:

Henry Moore

If you use this resource in your setting, please

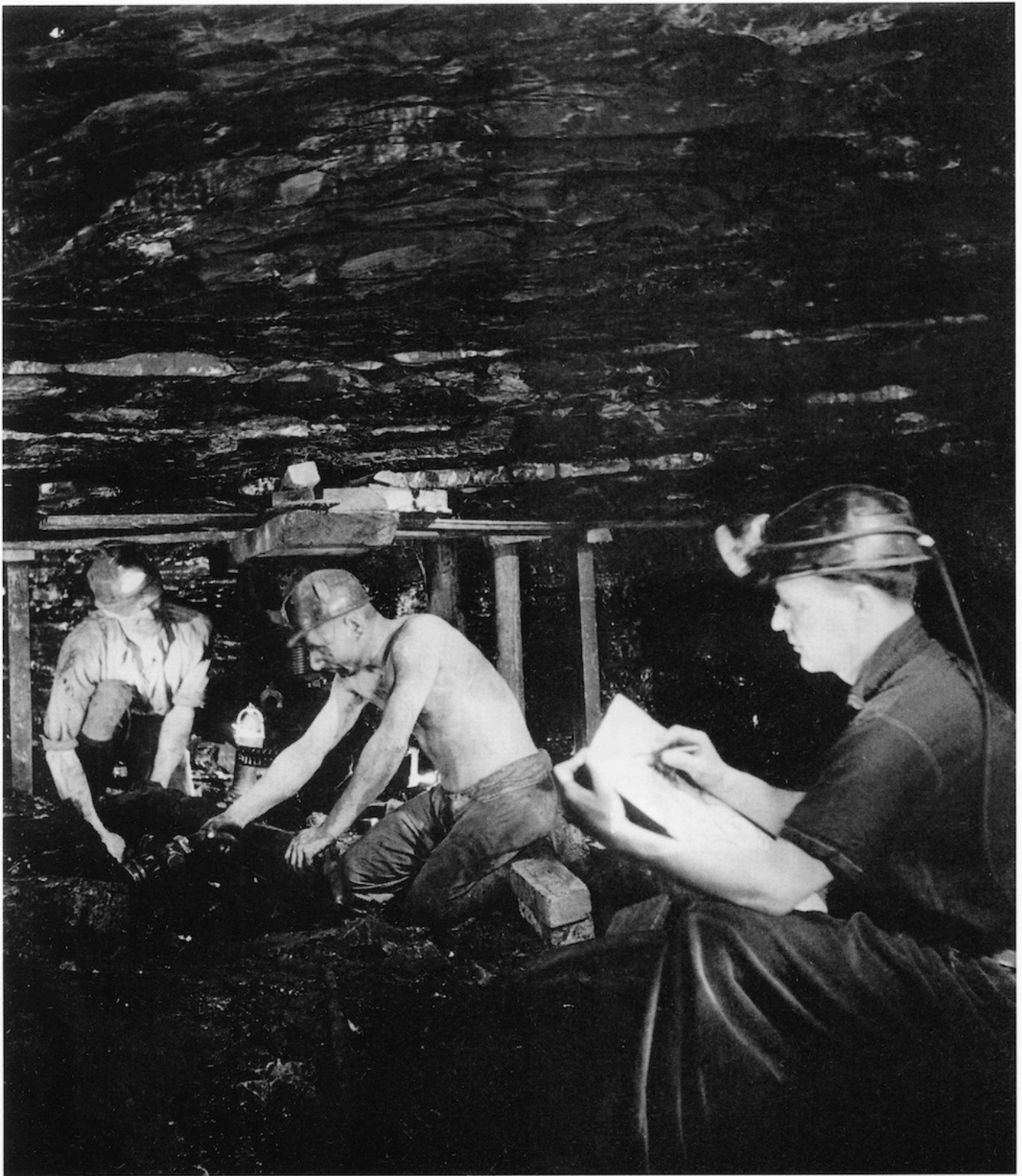


tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!



Four Studies of Miners at the Coalface, 1942, drawing. (HMF 2000a). Photo Michael Phipps. Reproduced by permission of The Henry Moore Foundation copy





1942 Henry Moore sketching two miners at Wheldale Colliery  
Henry Moore Foundation archive 7 x 8" black and white print.  
Photo: Reuben Saidman

AGES 11-14

# Explore an Artist...

## [Talking Points: Henry Moore](#)

Explore “[Talking Points: Henry Moore](#)” to introduce the artist and his ‘Pit Project’ to students. Use the questions to prompt discussion about the processes used by Moore and the work he created.

Invite students to make some “[Visual Notes](#)” as they watch the video.

## A Brief History of Coal Mining

Watch some videos depicting the day-to-day life of a coal miner at “[Drawing source Material: Coal Mining](#)”.

Pause the films on interesting compositions and invite students to draw in sketchbooks. Take inspiration from the “[Show Me What You See](#)” resource to guide the session.



Pit Boys at Pit Head 1942 by Henry Moore, Wakefield Permanent Art Collection Image Courtesy of The Hepworth Wakefield LR copy



**Figurative Drawing**



Henry Moore created drawings of coal miners as they worked. You may want students to create some figurative drawings of classmates in sketchbooks.

A photographer once captured images of Moore drawing the miners as they worked. Use the [“Drawing Someone Drawing Something”](#) resource to emulate this idea.

Focus on drawing faces using the [“Portrait Club”](#) resource as inspiration for a classroom set up.



## Mark-Making and Collage

In this resource, artist Laura McKendry demonstrates different ways to make expressive marks using charcoal, in order to create a collage of a coal mine scene.

Use the [“Expressive Charcoal Collage: Coal Mines”](#) to encourage students to explore ways of working

expressively and abstractly using charcoal, and explore different mark-making processes to portray the enclosed space of a coal mine.



## Set Design

Use and adapt “[Introducing Set Designing – Exercise to Respond to Text](#)” to create scratch set designs inspired by texts about Henry Moore’s coal mining experience.

Refer to “[Talking Points: Henry Moore](#)” to find texts to inspire the creation of scratch models.

---

## Ofsted Deep Dive



# You Might Also Like...

## How We Use AccessArt



## Mind the Gap Between the National Curriculum in Art for Primary Schools & Ofsted



## Being an Artist Teacher



---

## **Returning to Our Bodies – Poised Between The Slip and The Grub**

---

**Cloth, Paint, Print: Inspired  
by Natural Objects**

**You May Also Like**

**Making Painted & Sewn Landscapes**



## Monoprinting with Oil Pastel and Carbon Copy Paper

