

# Adapting AccessArt: Woodland Creatures

**By Charlotte Puddephatt**

In the '[Adapting AccessArt](#)' series, we will be spotlighting teachers who have used AccessArt resources to develop their own pathways.

In this post, Charlotte Puddephatt, teacher at Sheffield High School, shares with us how she devised her own pathway *Woodland Creatures* for a Year 3 class (ages 7-8), embedding AccessArt resources as well as her own ideas, to create an in depth curriculum pathway covering lots of drawing activities, skills and materials.



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*AccessArt is a UK Charity and we believe everyone has the right to be creative. AccessArt provides inspiration to help us all reach our creative potential.*

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**Session Recording: Adapting AccessArt**





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# **AccessArt Core Value No 1: Growth is Driven by Ideas, Opportunities and Reflection**

[AccessArt Core Value](#) #1 “Growth is driven by ideas, opportunities and reflection” illustrated by [Yu-Ching Chiu](#).



[Yu-Ching](#) is an illustrator, designer and artist educator working in Cambridge. Yu-Ching graduated from Cambridge School of Art with an MA degree in Illustration and Book Arts. She is passionate about visual storytelling and enjoys working with a mixture of digital and analogue methods.

When Yu-Ching applied to illustrate our first core value we were instantly drawn to her calming and contemplative visual language. We loved how she



combines mixed media; creating works on paper and moving it through to the digital realm to add extra touches to her painterly style.

The theme of Yu-Ching's work often touches upon state of mind, which she uses to create narratives that resonate with her audience. She spoke about how, as people, we respond to transformation – the type of transformation that we don't always expect or understand – and how we can take these experiences, both accidental and purposeful, and use them to grow. This really resonated with our core value 'growth is driven by ideas, opportunities and reflection' as we felt that it touched upon the idea of growth coming to us in different ways and how we can identify, reflect and respond with a new found freedom and clarity.

We love the outcome of Yu-Ching's commission, sharing a tale of how the thoughts and actions of individuals can work towards achieving something amazing for all.

## AccessArt Value #1

*Growth is driven by ideas, opportunities and reflection.*

What kind of growth makes us feel stimulated and fulfilled? As individuals, what drives us to keep creating? As communities, what makes us fair, inclusive and forward-thinking?

Society is saturated with measures of growth, and

as individuals we often feel the pressure to prove, map and compare our own growth in all kinds of ways. But what other kinds of growth are there that sit outside a wrapper of numbers, and that don't rely on the assumption that a bigger number means more success?

For AccessArt, growth has been both defined and driven by ideas. Our aim is to help enable high quality visual arts teaching and learning, and we feel that can only happen through a creation, curation and sharing of ideas relating to aspects of creative making and understanding. Ideas excite us, and giving form to those ideas so that others can access them excites us even more.

Having an ear to the ground and being agile enough to both identify and act upon needs and opportunities is the next driver of AccessArt's work. Where we see a need experienced by pupils, teachers, educators and artists, we enjoy identifying a creative solution.

Finally, through reflection: of what worked, what didn't work, what is happening on the horizon, and what can we help steer, AccessArt is able to refine our vision of what we need to do next.

Through all these modes: ideas, opportunity and reflection, our position of sitting slightly outside and around (fill space) the users we serve helps us act with freedom and clarity, and enables us to work hard to create a product which is both

relevant to and accessible by as many people as possible.

[Explore our other Core Values here.](#)

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## 8 Values That Have Helped Shape AccessArt

In 2024 AccessArt celebrates 25 years. As a self-sustaining arts organisation (a [Charity](#), Limited Company and [Subject Association](#)), we thought it would be timely to share the values that continue to shape AccessArt

These organisational values are important at every level. Their meaning is enriched by their context; they are the values by which we act as a team, they impact the work we deliver, and our relationships with users. They are values which not only describe the way AccessArt endeavours to exist in the world, but also describe how best creativity might be allowed to flourish in the world, and to this end we hope some of these values might resonate with you, the user, and impact upon the way you enable creativity in yourself and those around you.

To share and celebrate our ethos, we will be



commissioning 8 artists to illustrate our values.  
[Find out how to apply here.](#)

Please share how our core values resonate with you  
#AccessArtCoreValues



**Beliefs**



**AccessArt Value #1: Growth is Driven by Ideas, Opportunities and Reflection**

**Illustrated by Yu-Ching Chiu**

**What kind of growth makes us feel stimulated and fulfilled? As individuals, what drives us to keep creating? As communities, what makes us fair, inclusive and forward-thinking? [See & Read More](#)**



**AccessArt Value #2: Enthusiasm is Infectious and We Can all Play a Role in Fuelling or Stalling the Creative Potential of Others**

**Illustrated by Lizzie Lovejoy**

**What is our individual responsibility to those around us? What do we do, to encourage or interrupt positivity? How might we enable a more curious and playful approach? [See & Read More](#)**





**AccessArt Value #3: Having the Confidence to Hold Ideas Lightly, Enables us to Create Space for Everyone to Reach their Potential**

Illustrated by Jagoda Sadowska

How can we always aim to open out thinking so that it embraces more possibility? How can we balance structure and freedom so that we feel safe yet free? [See & Read More](#)



# Actions



[AccessArt Value #4: Through small acts of understanding we can enable big thinking.](#)

Illustrated by Rachel Ng

How can we create small stepping stones of experience which enable us to explore complex ideas and experiences? [See & Read More](#)



**The intentions behind even the smallest actions are important. Incrementally, these intentional actions create impact.**

**(Call for commissioning TBC)**

**How can we be enabled to act with clarity? How can we avoid overwhelm and at the same time empower? How can we see every action as a jewel?**



# Relationships



We can be our most brave and creative self when we feel safe and valued. To help others feel valued we need to be kind.

(Call for commissioning TBC)

How can we cultivate a space in which we feel safe enough to show our true selves? How can we show

compassionate understanding which enables individuals to feel understood and enabled?



We all have something to contribute which is of value to others. There is strength in shared experience which empowers us all.

(Call for commissioning TBC)

How can we learn to recognise what we have to

offer to others, perhaps outside our usual sphere of influence? How can we feel supported by others in our community? How can we be energised by encounters with those experiences and ideas outside our comfort zone?



Generosity of spirit can help build a bigger, more diverse and inclusive world, bringing more

opportunities and greater understanding for all.

(Call for commissioning TBC)

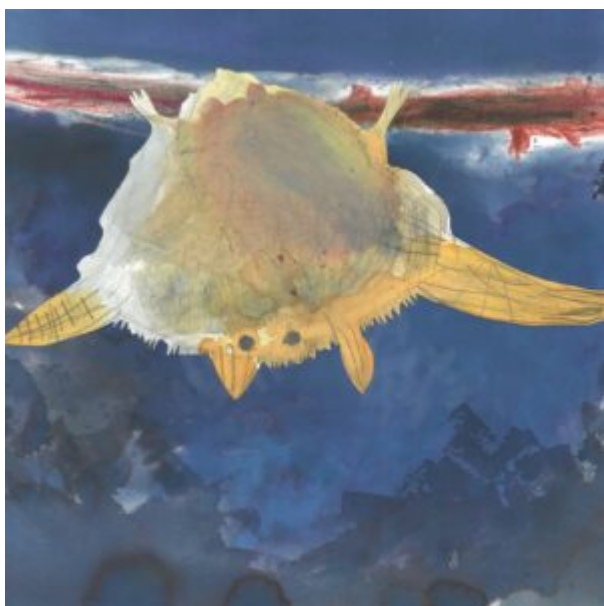
How can we hold ourselves less tightly, so that we feel able to share and embrace the experience of others? How might we feel safe, strong and empowered whilst being small in a very large crowd?

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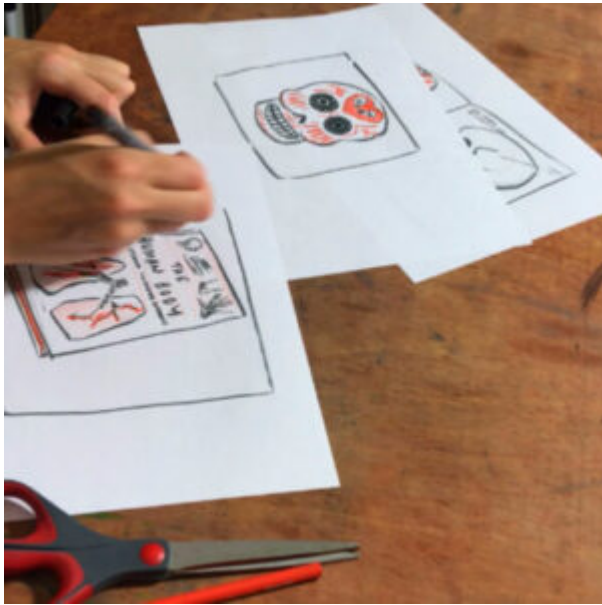
## Adapting AccessArt: Telling Stories

### 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](#)

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Curriculum Links



**History: World War II**

**Science: Rocks, Electricity, Environmental changes**

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

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**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.

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## 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.

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## Materials

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

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

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# 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.

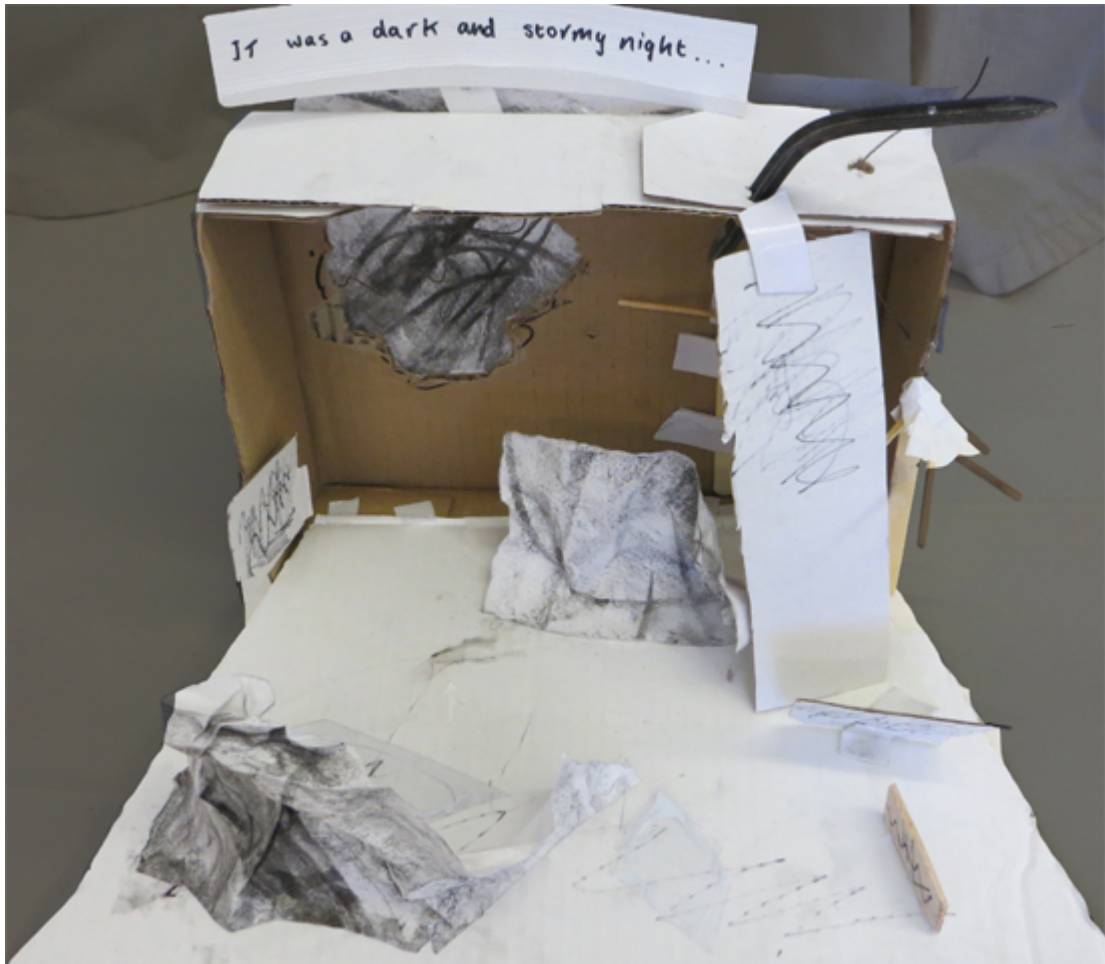
Consider the structure of a mine, thinking about the layout and equipment used to ensure the workers were safe.

• 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](#)".

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[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](#)

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## You May Also Like...

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



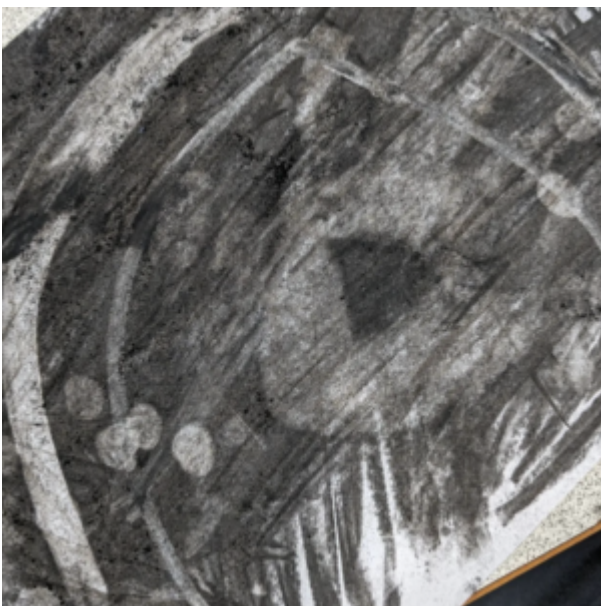
[For ages 11-14, explore this pathway inspired by Henry Moore's coal mining drawings](#)

**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...**









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## **Session Recording: Still Life Pathway**

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# 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**

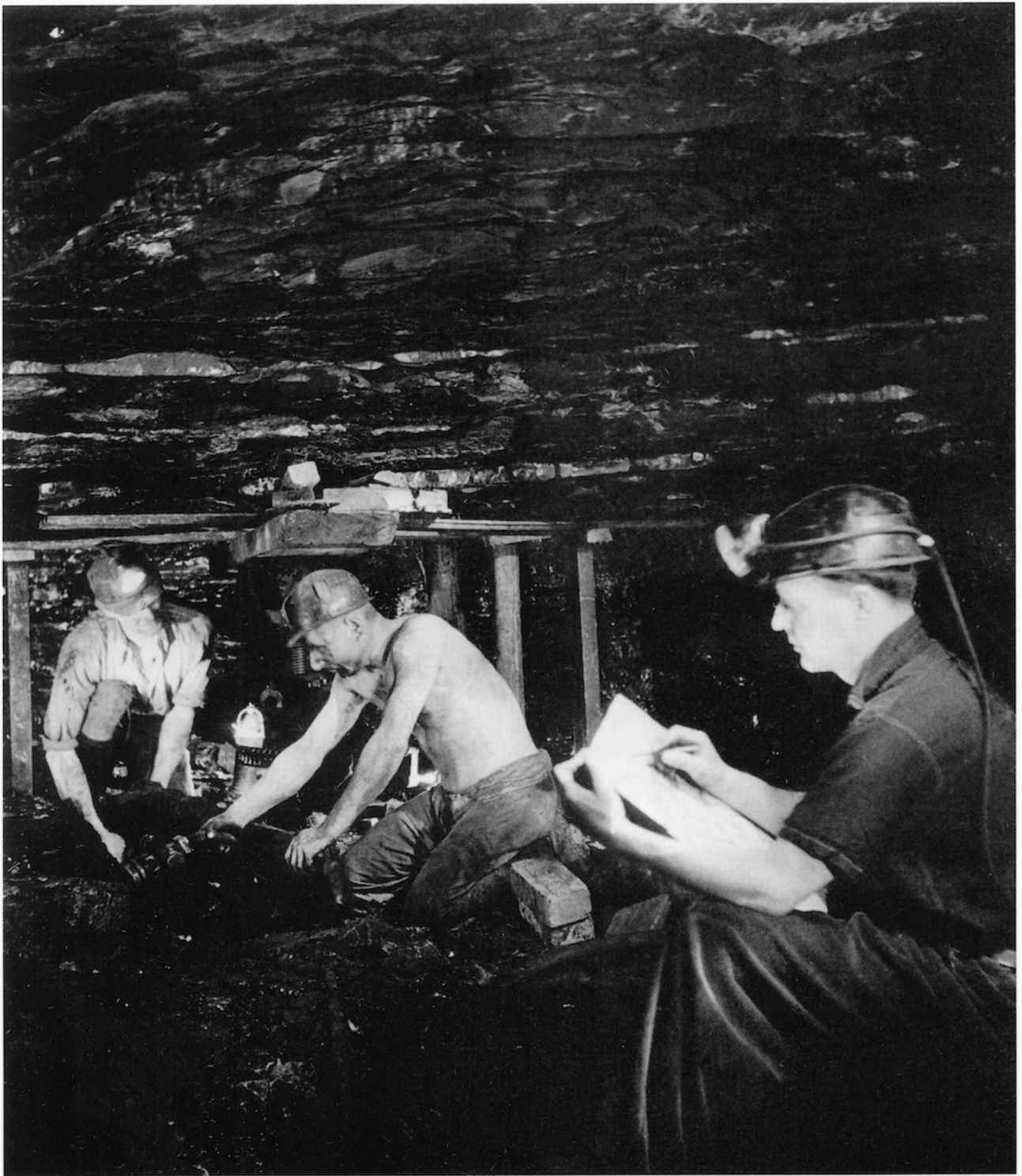


**Artist:**  
**Henry Moore**

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.

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## 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





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# **AccessArt Response to the Ofsted Curriculum Review for Art & Design 2023**

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## **AccessArt Session Recording: Sketchbook Share**

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

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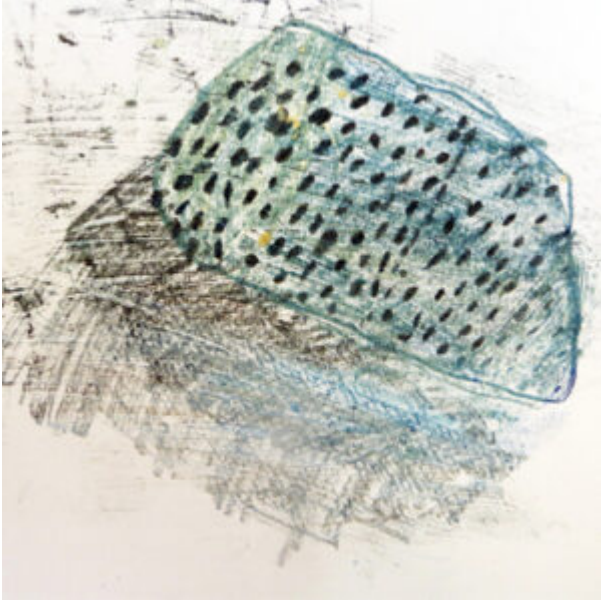
**Cloth, Paint, Print: Inspired  
by Natural Objects**

**You May Also Like**

**Making Painted & Sewn Landscapes**



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



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## **Expressive Charcoal Collage: Coal Mines**

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

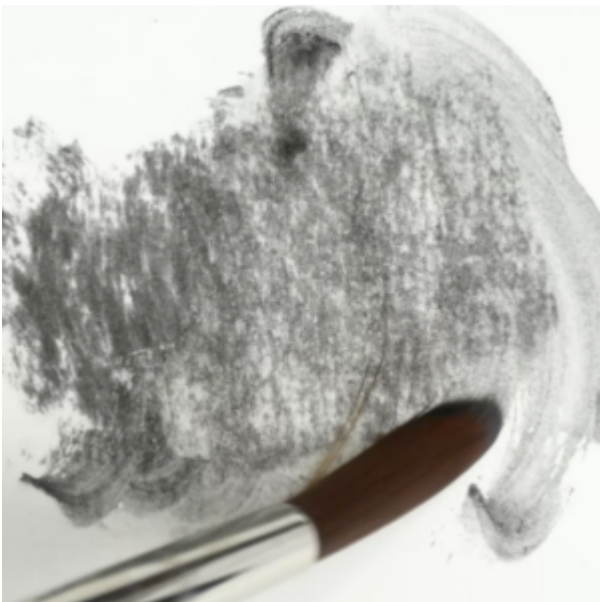


# You May Also Like

charcoal cave



introduction to charcoal



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





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# **An Introduction to Sculpture**

## **You Might Also Like...**

**Talking Points: Wassily Kandinsky**



# Inspired by Miro – Collage, Automatic Drawing, & Sculpture



## Design Through Making



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# Thinking about Art Education? Think again

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why we need to allow art to be a unique subject



Permission to

What does success look like?



## Visual Arts Pedagogy



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## AccessArt Session Recording: Screenprinting Hack

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# **Session Recording: Making Birds Pathway**

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## **AccessArt and 2023**

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