

# CPD Recording: Sculpture, Structure, Inventiveness and Determination Pathway

Find a recording of a Zoom session supporting the [Sculpture, Structure, Inventiveness and Determination Pathway](#) from the [AccessArt Primary Art Curriculum](#).

These pathway support sessions aim to build teacher knowledge around how the AccessArt Primary Art Curriculum pathways are constructed, and how they can be adapted to suit your school.

In this session, Paula Briggs and the AccessArt team demonstrate an activity from the pathway that encourages pupils to be inventive with simple materials.

Suitable for Art Leads, Classroom Teachers, SLT and other educators. Please note that even if you are not following this pathway, you may find the ideas and approaches relevant to other ages/pathways. The activities in this pathway can also be adapted to other ages and settings.

The video below is available to full [AccessArt members](#). Please log in to access the video.



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## What Does Success Look Like?

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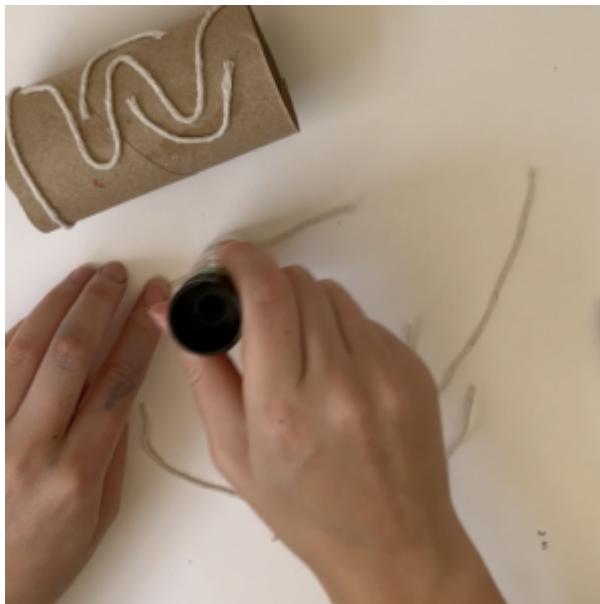
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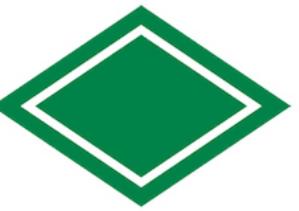


## Modroc Plasterboard



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## Still Life Compositions



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## Talking Points: Dancing to Art

A collection of imagery and sources designed to introduce children to using their whole bodies to respond to paintings.

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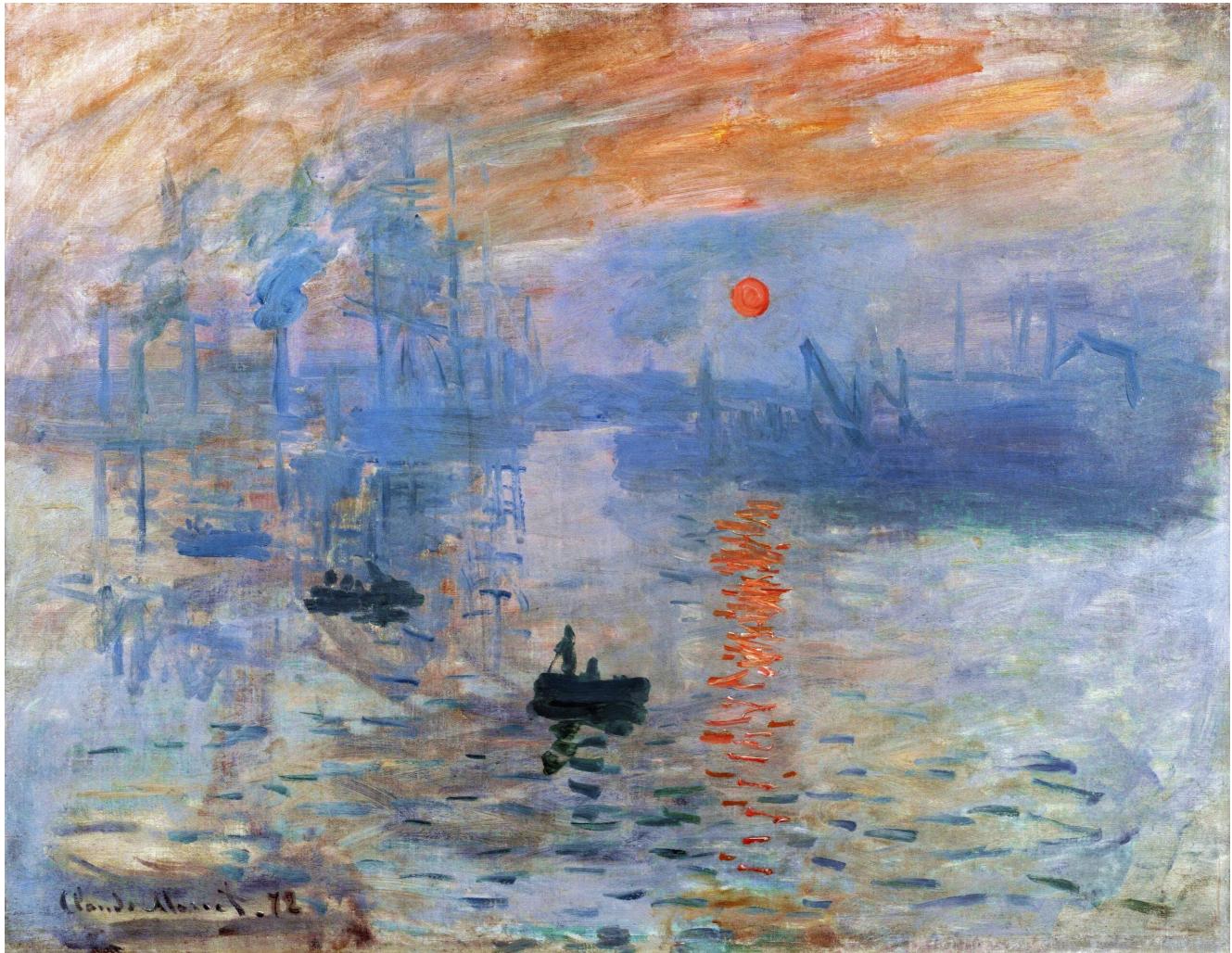
## Dancing to Art by Tate Gallery

*“Corali, a leader in dance created by artists with a learning disability, have worked with Tate since 1998 and are experts in creatively taking up space in our galleries. We invited Paul, Sherri, Bethan and Dj from Corali to design performances in response to four artworks at Tate Britain. We wanted to show what happens when people have the freedom to enjoy the gallery however they want, and how this can open up new ways of responding to art.” – [Tate Youtube](#)*

Watch the video with the pupils, and look at the images below. Find out how you can respond to art through dance.



**Improvisation 35 (1914) painting by Wassily Kandinsky**



**Claude Monet's Impression, Sunrise (1872) famous painting. Original from Wikimedia Commons.**

## **Questions to Ask Children**

**What movement might you use to describe a windy day?**

**What movement would you use in response to the colour red? Blue? Green? Black?**

**Use your whole body to make a movement that represents an atmosphere or an emotion, such as gloomy, peaceful, excited...**

How would you use your body to respond to a spiky / straight / curved line?

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## CPD Recording: Drawing Figures

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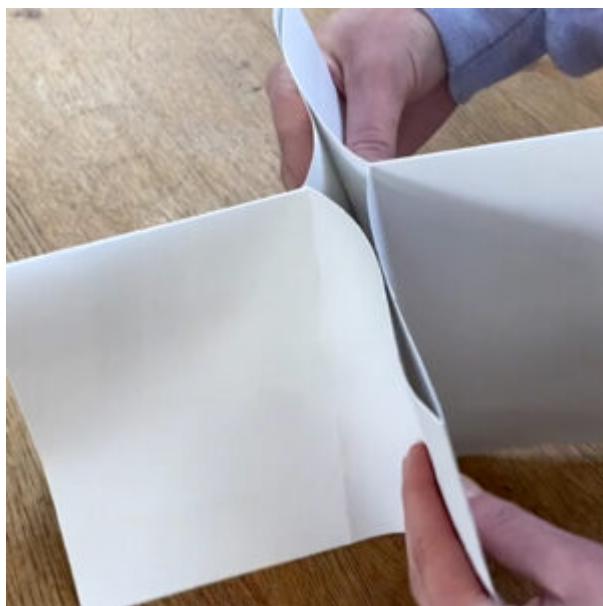
## Marbled Hole Punch Sketchbook

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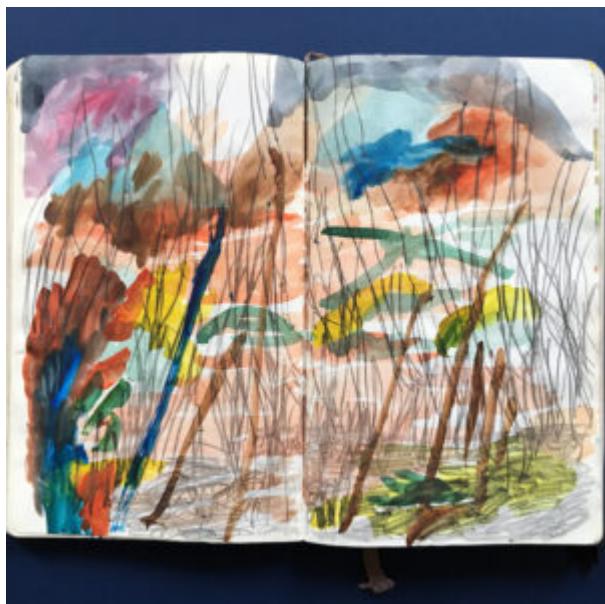
**folded sketchbook**



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## the sketchbook journey



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## Modelling Monsters

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## Plasticine Models & Decorated Plinths



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# Recycled Baskets by Scarlett Rebecca

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**recycled baubles**



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## Issue



This is featured in the 'Using Art To Explore Global Issue' pathway

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This is featured in the 'Telling Stories Through Drawing and Making' pathway

# Pathway: Drawing and Making Inspired by Illustrators



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accessart modroc resources



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**Artist Studio Series: Sara Reeve**

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**Talking Points: Paddington Bear**

# A collection of sources and imagery to explore Paddington Bear.

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## Paddington Bear

Paddington Bear is a fictional character in children's literature. He first appeared on 13 October 1958 in the children's book *A Bear Called Paddington* and has been featured in more than twenty books written by British author Michael Bond, and illustrated by Peggy Fortnum and other artists.

Paddington is also animated in stop motion. Paddington himself is a puppet in a three-dimensional environment, whilst other characters are paper cut-outs. The final television special used a slightly different technique using 2D drawn fully animated characters. [Wikipedia](#)

Watch the episode below and ask children some questions about what they can see.

## Questions to Prompt Conversation with EYFS

What do you like about Paddington?

What kind of bear do you think Paddington is?

What can you see in the background? How is the background different from the way Paddington is?

What is Paddington wearing? What things does he have around him?

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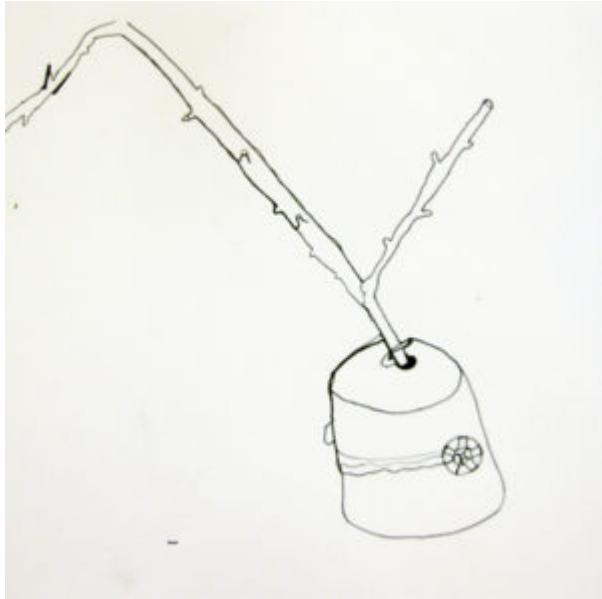
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