

AccessArt Primary Art Curriculum Medium Term Plans

At AccessArt we are committed to supporting teachers in any way possible. With this in mind, members will have access to 36 Medium Term Plans relating to the 36 current pathways in our curriculum. The Medium Term Plans will take you through the retrieval, learning targets, activities, success criteria, vocab and key concepts within each pathway, all the way through from year 1 to year 6. The Plans are in an easily editable format and can be adapted to suit the needs of you and your class.

Please find a list of all Medium term Plans relating to the 36 current pathways of the [AccessArt Primary Art Curriculum](#) below.

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Design Through Making

AccessArt Primary Art
Curriculum: Additional
Pathways: PDFs

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Curriculum: Additional
Pathways: Key Vocab

AccessArt Primary Art
Curriculum: Additional
Pathways: Disciplines,
Sequencing & Artists

A Clear Progression of

Knowledge and Skills...

You May Also Like...

Assessment & Progression



AccessArt Primary Art
Curriculum: Additional
Pathways: Medium Term Plans

How Do We Use Artists in Schools?

Drawing Source Material: Orchestras and Instruments

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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the teacher's responsibility to ensure content is appropriate. Many thanks.

Orchestras and Instruments

Use the film below to enable children to explore orchestras and instruments. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to different qualities.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

How might you invent your own instrument? What instruments might you combine? Is it self playing?

This Source Material Is Used In...

Pathway: Music and art

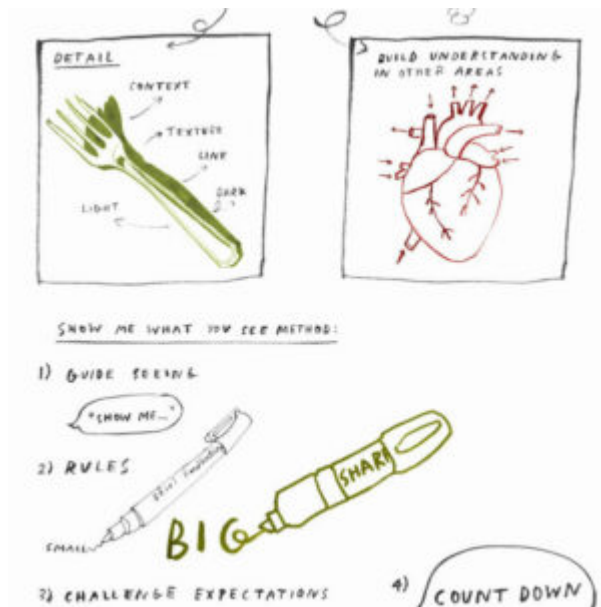


This is featured in the 'Music and Art' pathway

using sketchbooks to make visual notes



Show me what you see



Show Me What You See

Which Artists Should We Look At in Primary School?

Talking Points: The Ancient Art of Drawing Kolam

A collection of sources and imagery to explore the ancient tradition of drawing Kolam.

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AGES 5-8

AGES 9-11

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‘Every morning at sunrise all across Southern India women practice the ancient art of drawing kolam on the thresholds of their properties. A physical form of prayer and symbol of protection, a daily exercise, and a moment of intense concentration and meditation, drawing kolam is an important household ritual that has a lot more to it than may first meet the eye.

Two very different women living in Chennai explain their shared passion for kolam, and their involvement in the local kolam competition.’ – [BBC](#)

Questions to Ask Children

What do you like/dislike about kolam drawings?

Do they remind you of anything?

What are some of the rituals do you take part in every morning?

This Talking Points Is Used In...

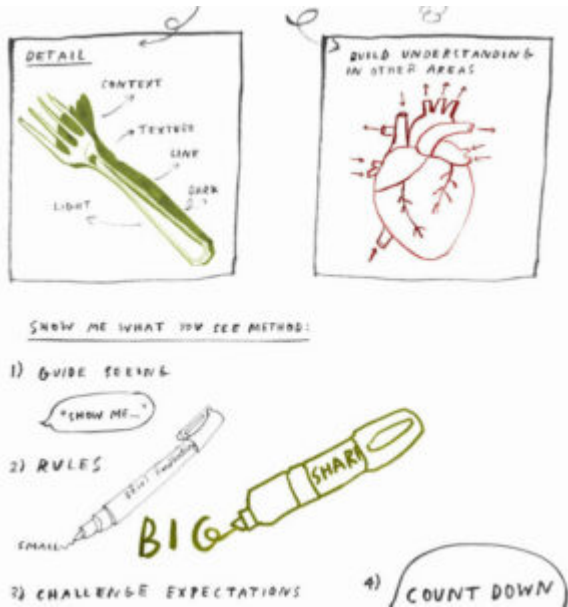
Pathway: Spirals



This is featured in the 'Spirals' pathway
using sketchbooks to make visual notes



Show me what you see



Talking Points: What is Composition?

A collection of sources and imagery to explore the question 'what is composition?'

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

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Composition is the arrangement of different

elements in a piece of artwork.

As well as positioning, elements like shapes, lines and colours can have an impact on composition.

Composition addresses the relationship between these different elements. Some artists aim to create a balanced composition in their artwork whilst others may choose to bring things to the viewers attention by creating imbalance.

Why is Composition Important?

Whether it is a painting, drawing, photograph, print or even a piece of sculpture, the way the elements are arranged impact upon how we respond to the piece of art. The artist might be trying to convey an emotion, or communicate a message, and artists use tools they have through composition to help sell those “messages”.

Throughout history, composition can be seen as an indication of the period or artistic movements that a piece of art has been created in.

Focal Point

The focal point is the area of the artwork which your eye is drawn to. The artist might use placement to draw your eye to an object (i.e. where the object is on the page), or they might use colour or value to draw your eye in.

How does the artist draw your eye to a focal point in the illustration below?

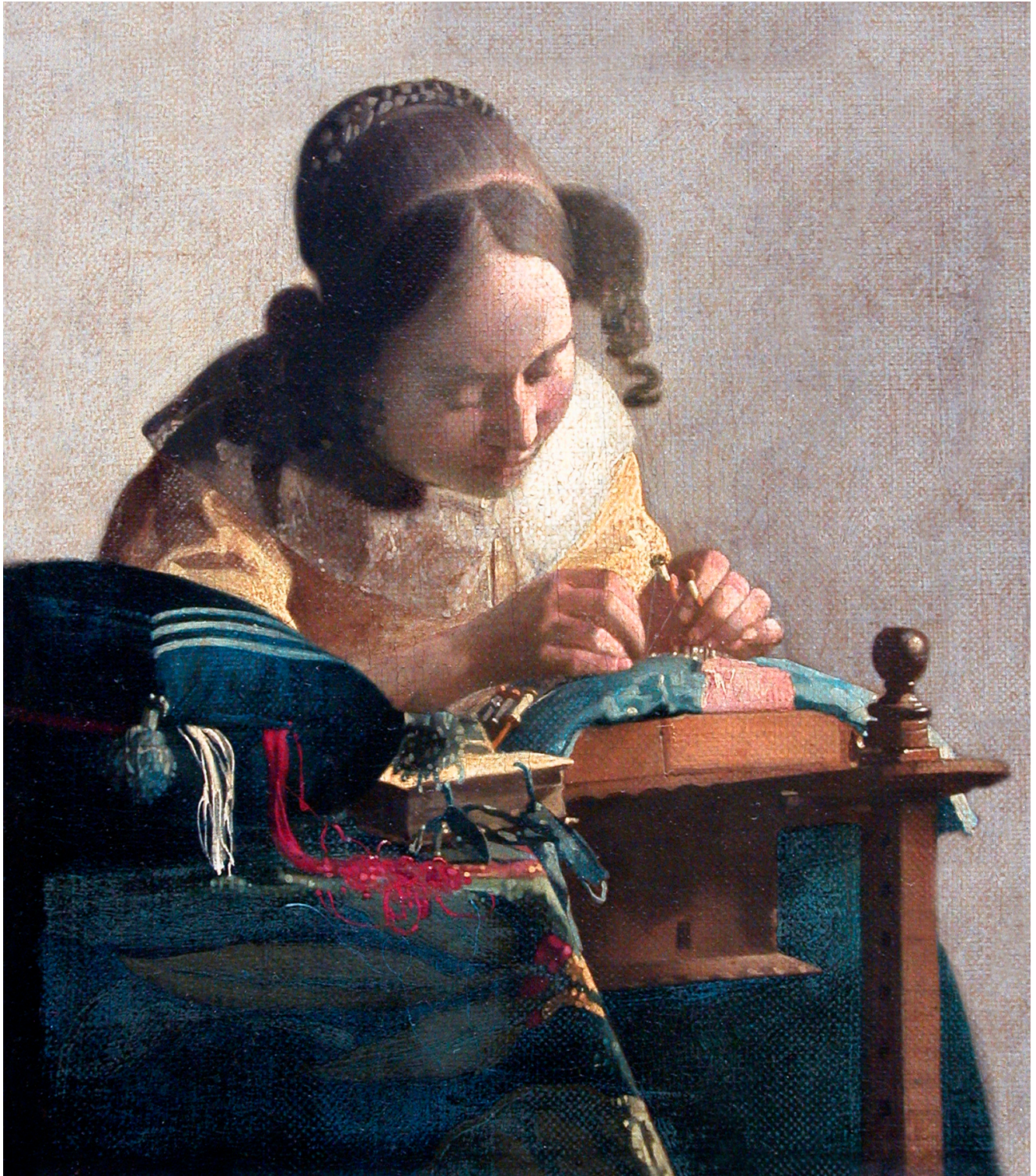


**Interior of the Temple of Aboo Simbel Nubia
illustration by David Roberts (1796–1864)**

What is the focal point for you in the paintings below? You might have a different focal point to your friends, or you might even have more than one? Where are your eyes drawn?



Little Girl in a Blue Armchair (1878) by [Mary Cassatt](#).



Johannes Vermeer's The Lacemaker (ca.1669–1671)

Balance / Imbalance

Sometimes the elements of an artwork lend to a sense of calm. This is usually because the artist

has intentionally balanced colours, shapes and values.



In other artwork the artist deliberately makes us feel uneasy by throwing us off balance, by creating a sense of chaos...



Improvisation 35 (1914) Wassily Kandinsky

Rule of Thirds

Sometimes artists divide rectangles into a grid of 9 – 3 rows and 3 columns.

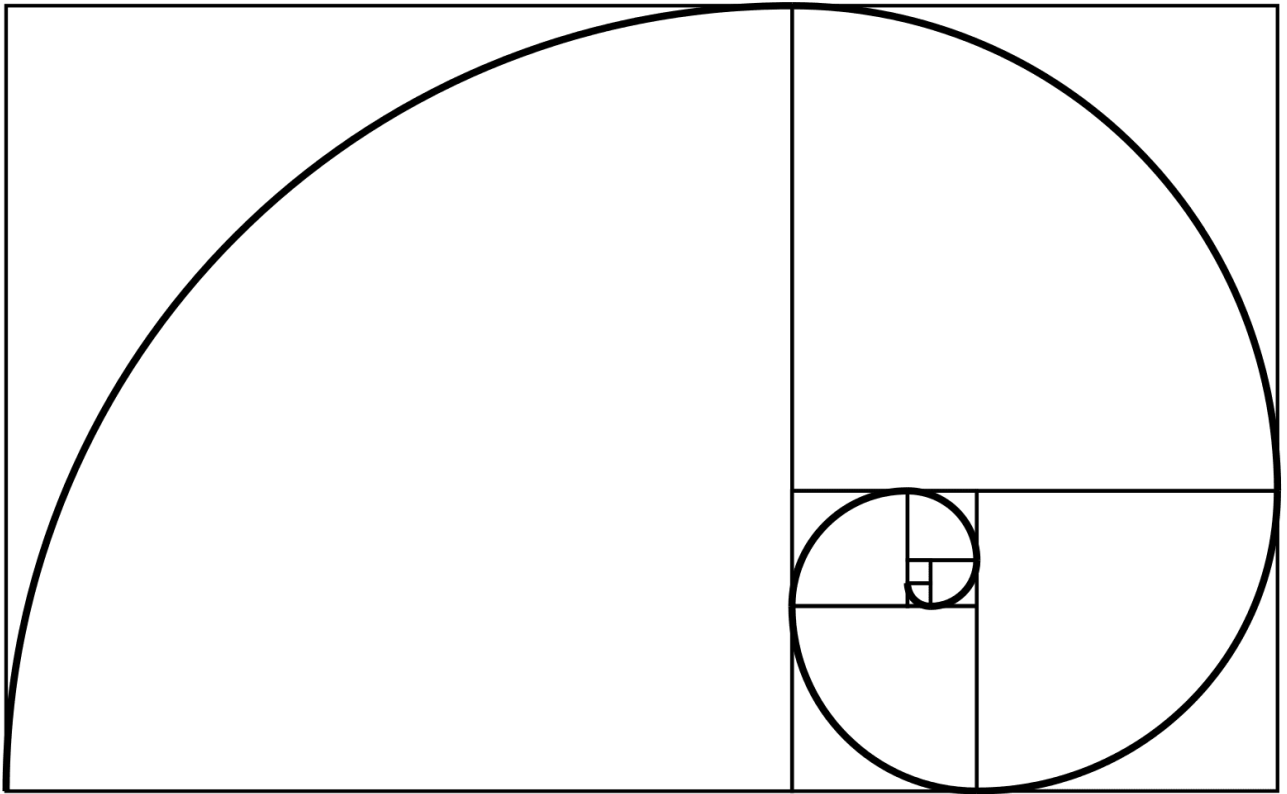
When working with landscape for example, artists might choose to place the horizon along one of the grid lines.



Jalais Hill, Pontoise (1867) by Camille Pissarro.

Golden Ratio

The Golden Ratio is a spiral and it can be found in nature and art.



Can you spot how the Golden Ratio is used in the

“Katsushika Hokusai’s The Great Wave” above?

Classical Composition

Within the classic tradition, artists would create a sense of balance by arranging elements in geometric shapes such as triangular compositions.



Foxhound (1760) painting in high resolution by George Stubbs. Original from The Yale University Art Gallery.

Questions to Ask Children

What can you see in the foreground/background of the painting?

How do the colours vary from the foreground to the

background? Why do you think these choices were made by the artist?

Where is your eye drawn to in this painting? What do you see next?

Can you see any triangles in the composition?

Symmetry

Can you see how symmetry has been used in the still life below by Camille Pissarro?

How does this image make you feel?

Think about the colours AND the shapes, and where they are placed.



Still Life with Apples and Pitcher (1872)
by [Camille Pissarro](#)

Abstract Art

Art movements such as cubism and abstraction redefined the rules of composition.

Artists such as Jackson Pollock opted for 'allover composition' which considers using the whole canvas instead of top, bottom and centre.

Watch from moment 2:29 to find out how 'allover' painting differed to more classic painting

styles.

Questions to Ask Children

How does this vary to the classical way of painting?

Can you see a foreground or background?

Which part of the painting is your eye drawn to first? Where does it travel to after?

Which style of composition do you prefer and why?

This Talking Points Is Used In...

Pathway: Explore and Draw



[This is featured in the 'Explore and Draw' pathway](#)

using sketchbooks to make visual notes

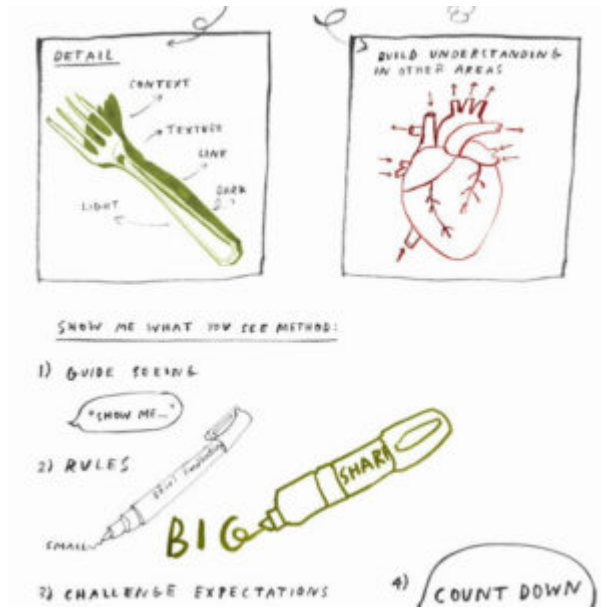


Pathway: Exploring Still Life



[This is featured in the 'Explore Still Life' pathway](#)

Show me what you see



Making 2d & 3d Fashion Designs with Painted and Decorated Paper

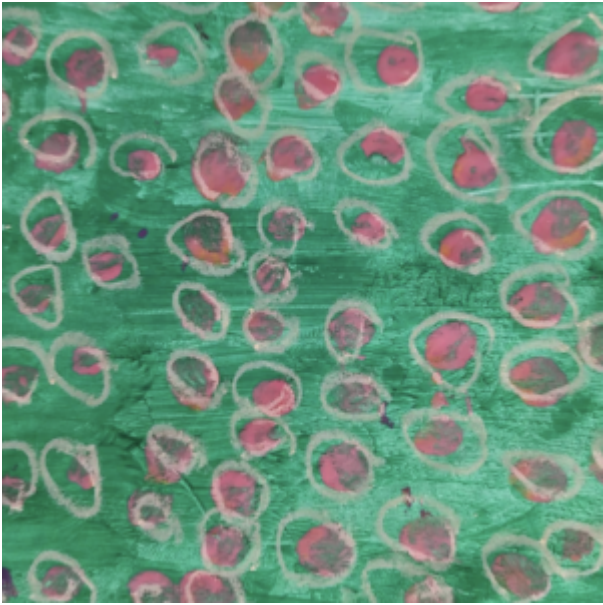
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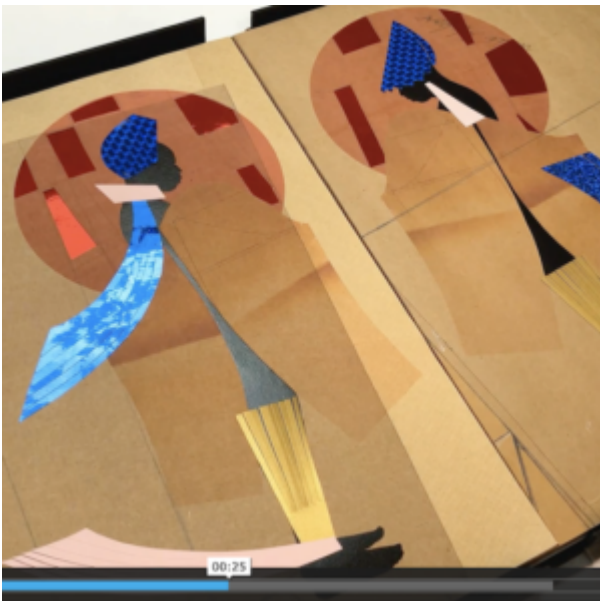
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Pathway: Fashion Design



[This is featured in the 'Fashion Design' pathway](#)

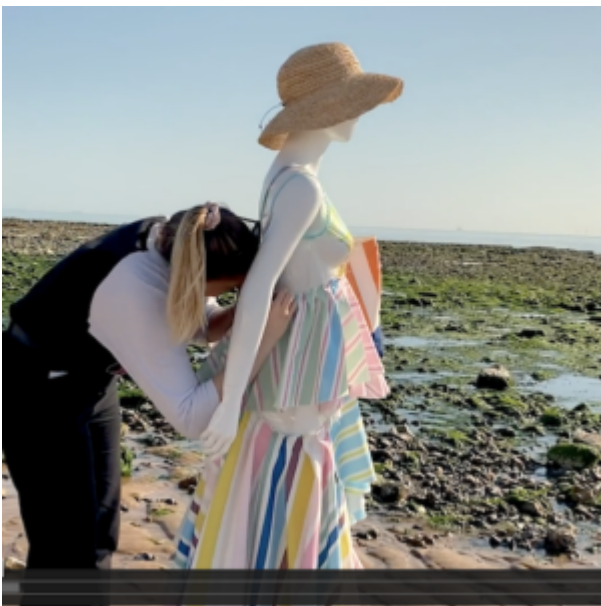
Talking Points: Hormazd Narielwalla



Talking Points: Tatyana Antoun



Talking Points: Alice Fox



Talking Points: Pyer Moss

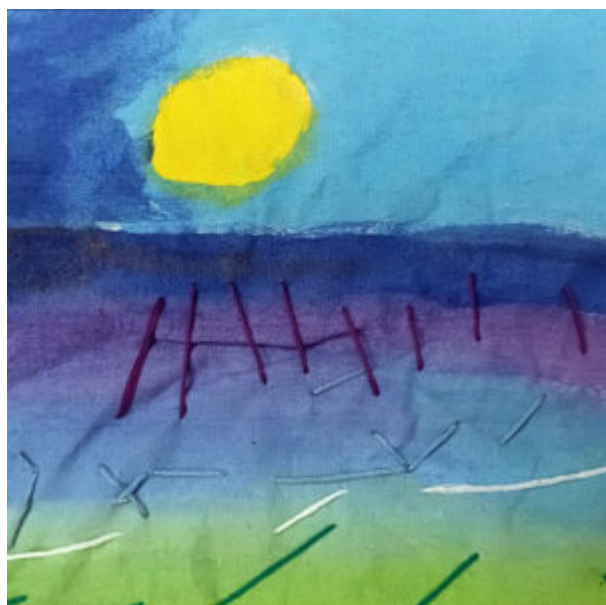
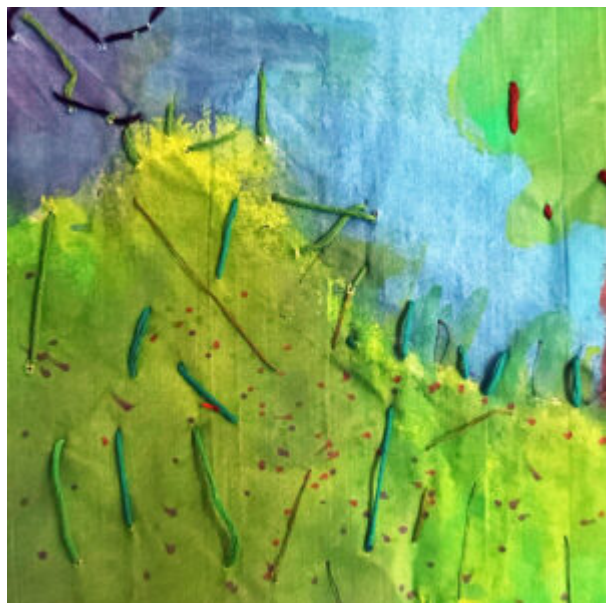


Talking Points: Rahul Mishra



Making Painted & Sewn Landscapes

See This Resource Used In Schools...



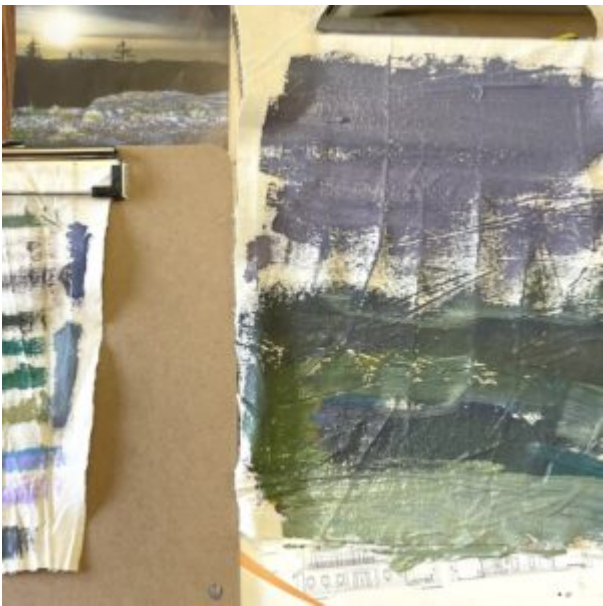
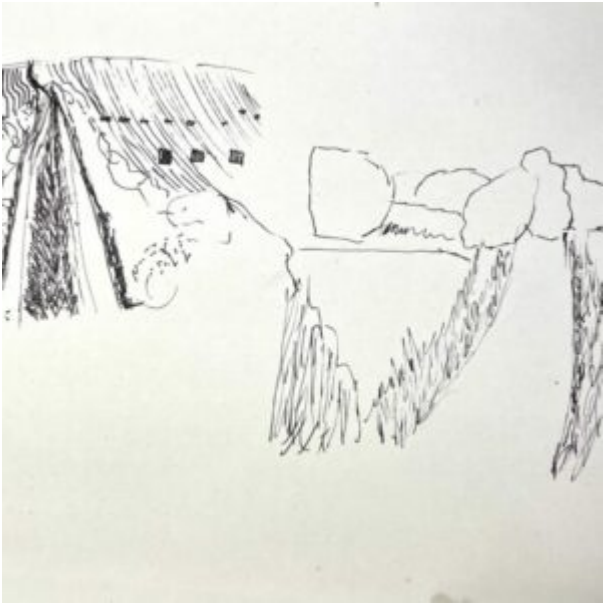


















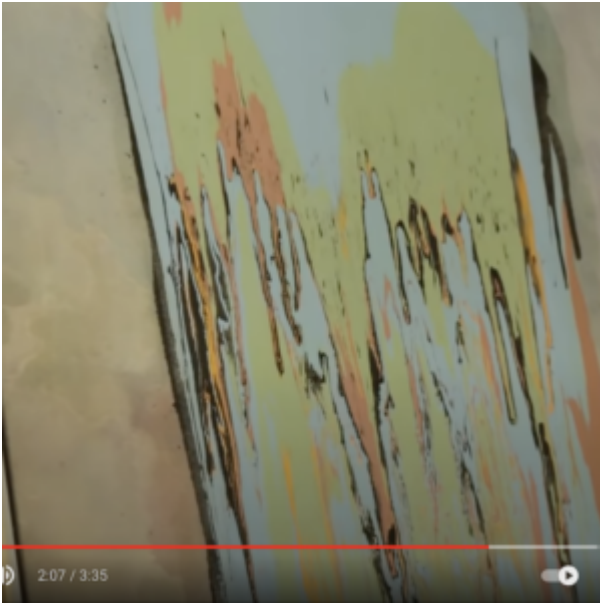
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Pathway: Cloth, thread, paint



[This is featured in the 'Cloth, Thread, Paint' pathway](#)

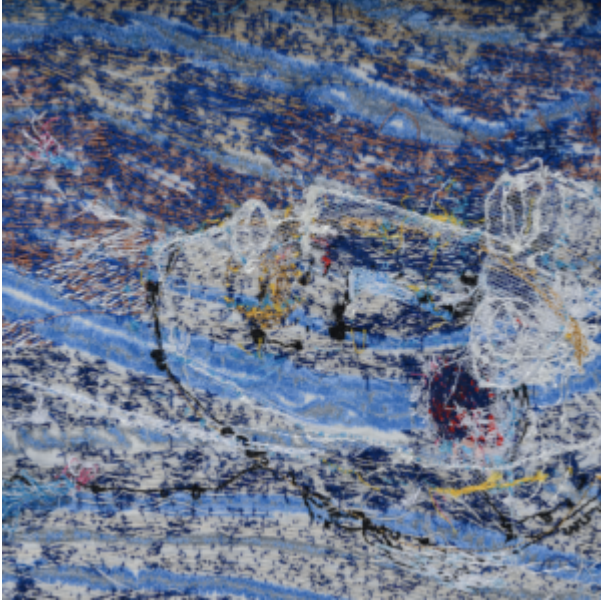
Talking Points: Frank Bowling



Talking Points: Hannah Rae



Talking Points: Alice Kettle



**Using Sketchbooks to Make
Visual Notes**

**See This Resource Used In
Schools**







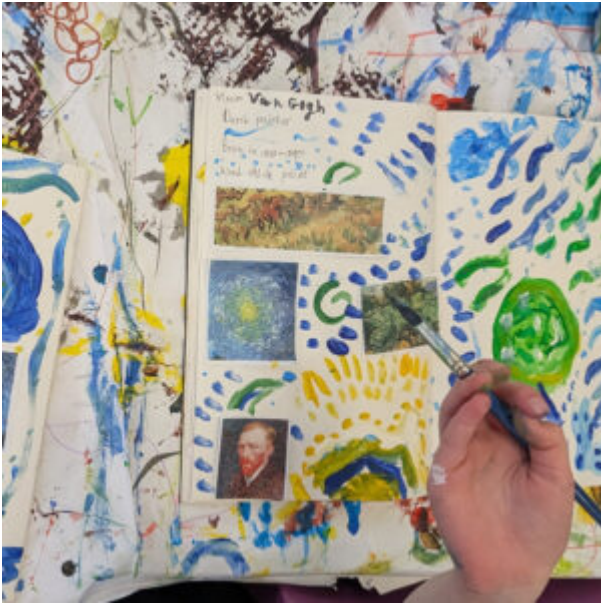












Making a Treehouse

You May Also Like...

Pathway: Stick Transformation project



[This is featured in the 'Stick Transformation Project' pathway](#)

Talking Points: treehouses



Talking Points: Thomas J Price

A collection of sources and imagery to explore the sculptures of Thomas J Price.

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AGES 5-8

AGES 9-11

AGES 11-14

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Thomas J Price

Thomas J Price is a sculptor who questions the types of people that have traditionally been made into a sculpture and displayed on a plinth. Price is interested in making sculptures of anonymous people – people who are no one and everyone at the same time. By doing this he asks us as viewers to question: What is the purpose of sculpture? How do my figures speak to you?

Reaching Out

The Space In-Between

Ordinary Men

Questions to Ask Children

What do you think that the artist is trying to say with the sculptures?

Do you like the sculptures?

How do you think the artist makes the sculptures?

Describe the different types of plinths that the artist uses.

Why do you think the artist has chosen different plinths for different sculptures?

This Talking Points Is Used In...

Pathway: The Art of Display



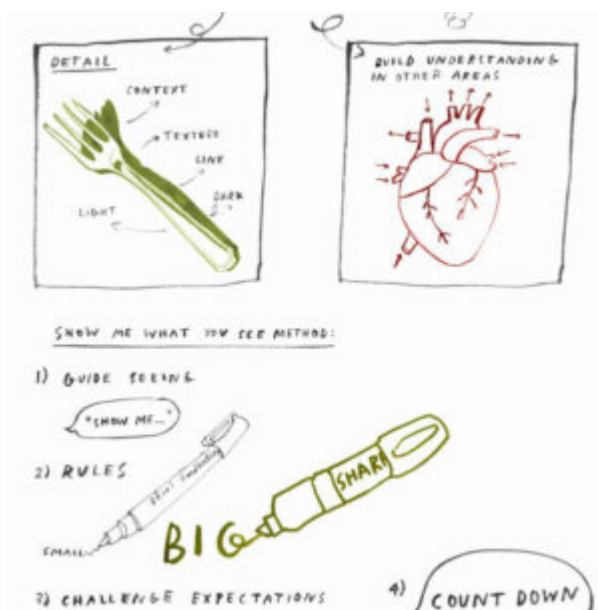
[This is featured in the 'The Art of](#)

Display' pathway

using sketchbooks to make visual notes



Show me what you see



Pathway: Making Birds

Pathway for Years 1 & 2

Disciplines:

Sculpture, Drawing, Collage

Key Concepts:

- That there is a relationship between drawing & making – we can transform 2d to 3d.
- That we can use observational drawing and experimental mark-making together to make art.
- That we can work from similar stimulus or starting point but end up with very different individual results.
- That the individual results can then be brought together to make a whole artwork.

In this pathway children continue to develop their understanding of sculpture and build their making skills.

The exploration starts with careful looking and drawing, and from this “grounded” basis children are encouraged to take creative risks by using experimental mark-making with a variety of media.

Children are then invited to explore how they can

manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure. Children explore balance to finally created an individual bird.

The class birds can then be brought together to make a “flock” – with each child’s artwork valued as part of the whole.

Themes:

Birds, Wildlife, Local habitat

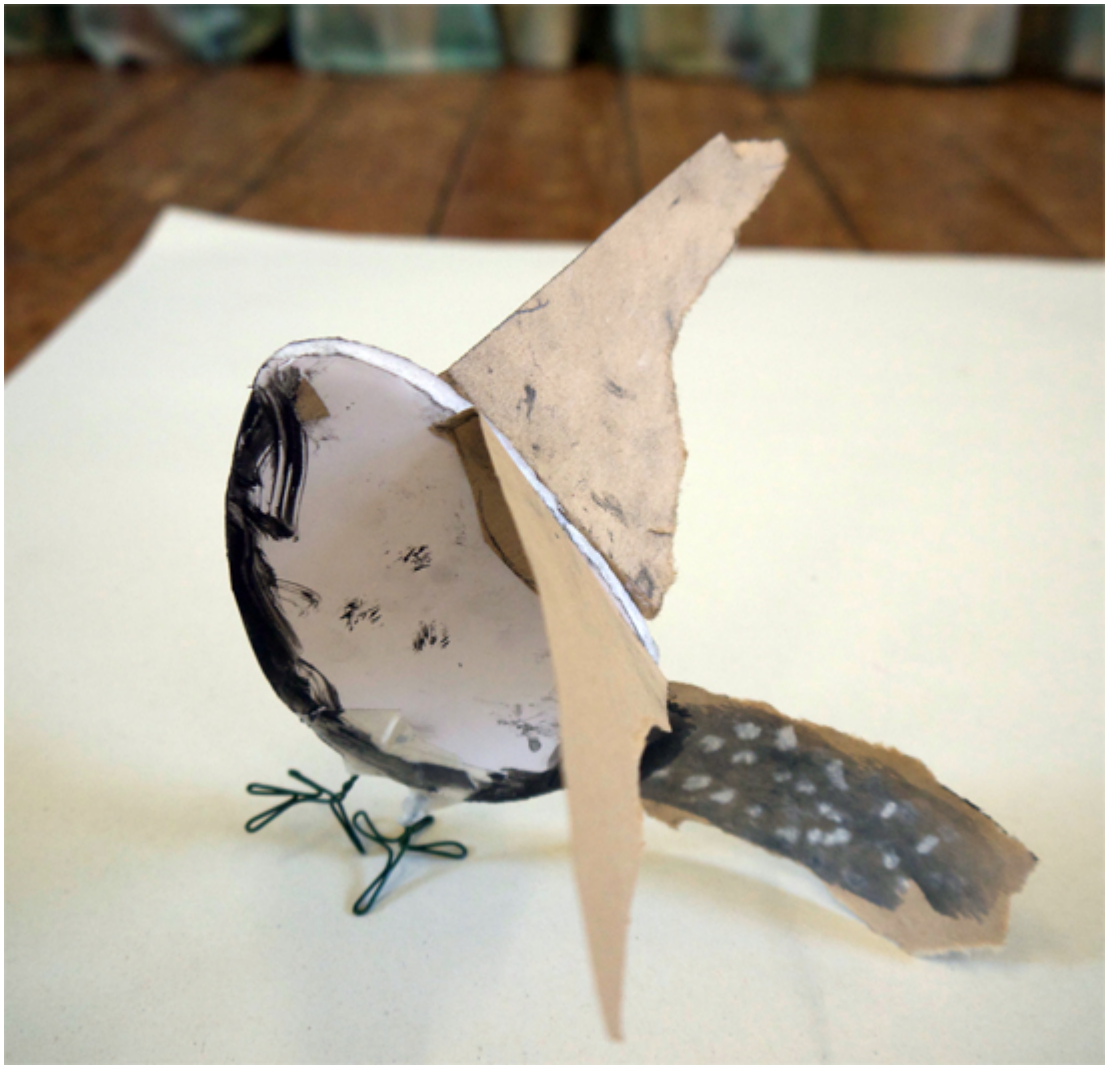
Medium:

Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire.

Artists:

A variety (see resource)

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!





AGES 5-8

Teaching Notes

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

[Please find the CPD session recording of the Making Birds pathway here.](#)

[Find an In The Studio session recording exploring observational and experimental drawing of feathers here.](#)

[Curriculum Links](#)

Geography: Use language which supports

understanding about continents (migration), maps, habitats.

Maths: Explore the relationship between 2D/3D shapes, weight, measuring.

Science: Explore birds, habitats, seasons, food chain

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

I Can...

- I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed.
- I can drawn from life looking closely.
- I can experiment with a variety of drawing materials and test ways to make marks that describe what I see.
- I can use colour in my drawings and mix two or more different media together.
- I have looked at the work of other artists who have been inspired by birds and I can share my response to their work.
- I can fold, tear, crumple and collage paper

to transform it from 2d to 3d.

- I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand.
 - I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual.
 - I can share my work with my classmates and teachers, and consider what was successful for me.
-

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

Sketchbooks, soft pencils, coloured pencils, handwriting pens, oil/chalk pastels, feathers, A2 cartridge, sugar paper, newsprint.

Project 1: Rubbings- Small objects, wax crayons.

Project 2: Drawing Fur (adapt to feathers) – Feathers, pastels, soft pencils.

Corrugated card or foamboard, wire or paper clips, glue sticks.

Pathway: Making Birds

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

.Aims of the Pathway

This pathway aims to help children begin to understand the relationship between drawing and making, 2d and 3d. Pupils explore how to transform materials into sculpture, moving from mark making to balance and structure.

▪ Week 1: Drawing as Research

Drawing from Photographic
Sources



Visit the free to access “[Drawing Source Material: Birds](#)” resource to find films of birds shown in close-up.

Pause the films at various points so that children can work in their sketchbooks to make drawings of birds.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to features of the bird.

Create momentum with the drawing by inviting pupils to make drawings of various timed lengths, before moving on to the next paused image/drawing.

Experiment with a variety of media: soft B pencils, handwriting pens, pastels.

▪ Week	2:	Developing	Skills
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Drawing from Observation & Experimental Mark-Making



Explore the “[Feathers: Perfect for Mark-Making](#)” resource.

This time working from real feathers rather than photographic imagery, encourage the children to take creative risks and explore how they can draw feathers using a variety of mediums.

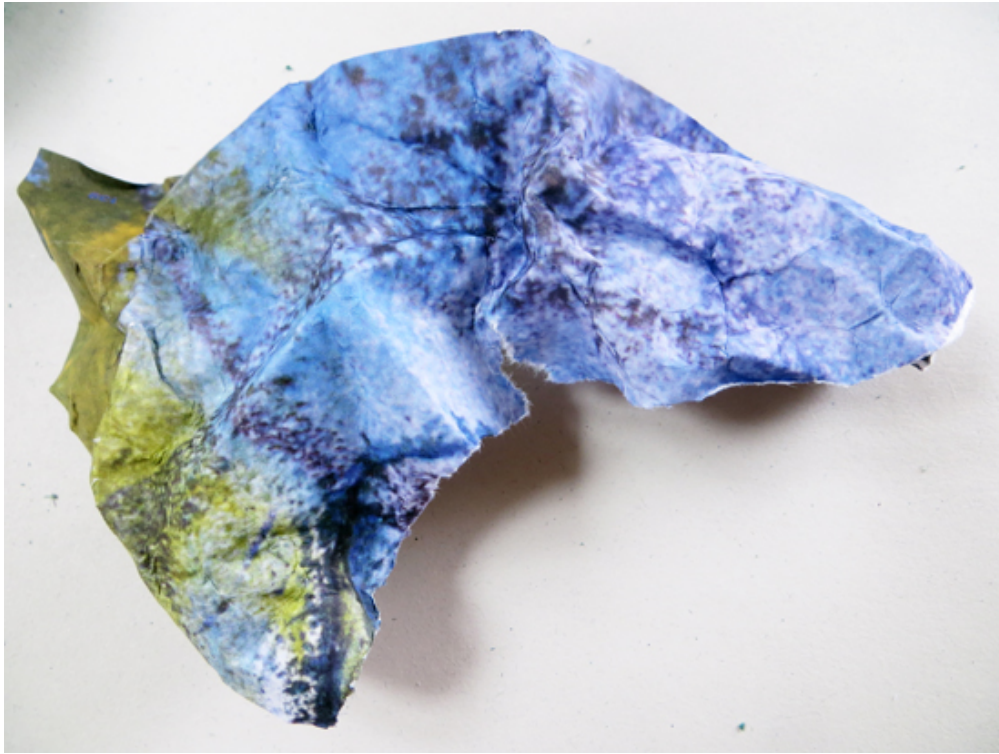
Work in sketchbooks or on larger pieces of paper (A3) and experiment with how the paper size changes the nature of the mark-making

(for example use sugar paper and cartridge paper).

You might like to show pupils [this work by artist Andrea Butler](#), in which Andrea shares how she uses the textures and colours within birds to inspire her artwork.

▪ Week 3: Working Slowly Towards 3d

Manipulating Paper from 2D to 3D



Still working on paper, but this time on sheets of newsprint, sugar and cartridge paper, pupils will explore what happens when you fold, tear, crumple paper and start to manipulate it towards 3d forms.

Explore these three resources and decide which elements you would like to explore with your children:

- [Making Rubbings](#)
- [Turning Paper Into Fur](#) (adapt to feathers)
- [Manipulating Paper 2d into 3d](#)

Make sure you encourage playful exploration and celebrate invention. Pupils are not working towards a fixed outcome, instead they

are developing making and creativity skills.

▪ Week 4, 5: Watch & Make

Explore Sculpture

Pupils are now going to start making their sculptures.



Watch the “[What Is Sculpture](#)” animation if you didn’t watch it with the class earlier in the year.



Take a look at the free to access “[Talking Points: Inspired by Birds](#)” resource if you’d like to talk about how other artists have been inspired by birds. Work in sketchbooks guided by the “[Show Me What You See](#)”

resource.



Use the “[Making Birds](#)” resource to enable children to pull all their learning together and make small sculptures.

▪ Week

6:

Celebrate

Reflect & Share

Finally make time to display the birds as a “flock”. Here is an opportunity to talk about many pieces made by separate people can be exhibited as a single artwork.

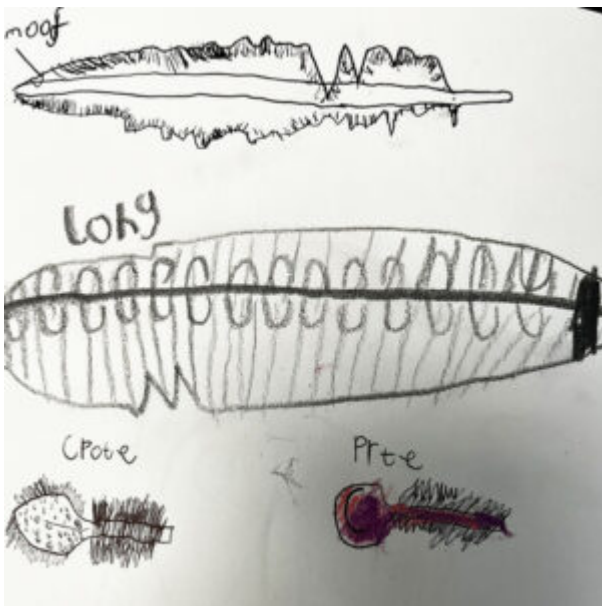
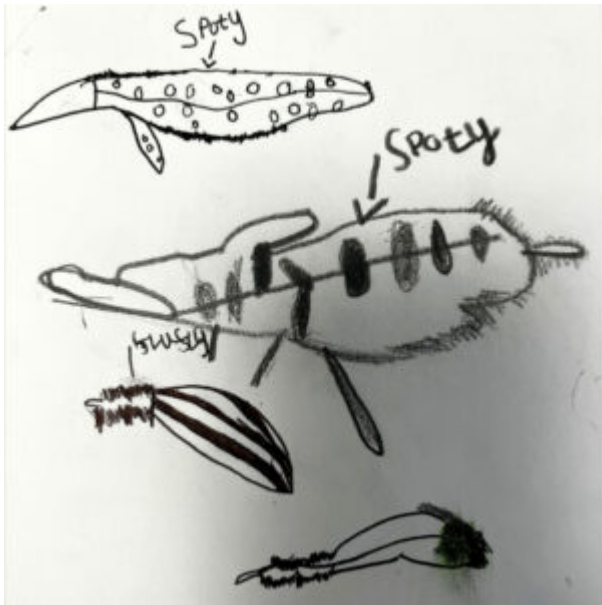
Use the “[Crit](#)” resource to help you explore how to talk about the work.

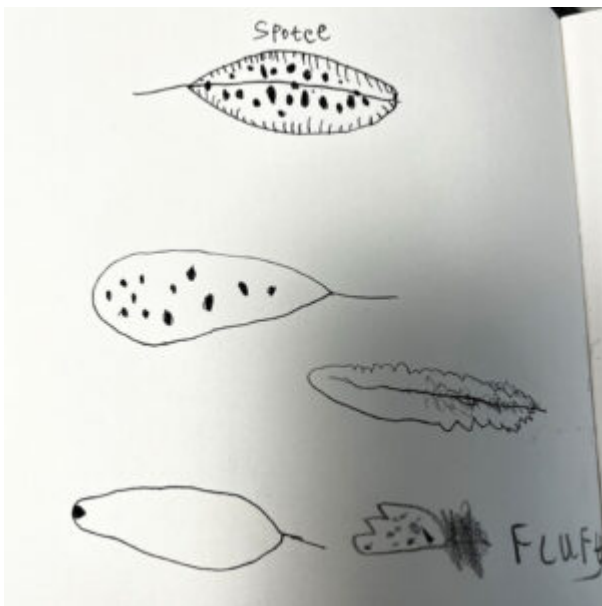


**See the Pathway Used in
Schools...**

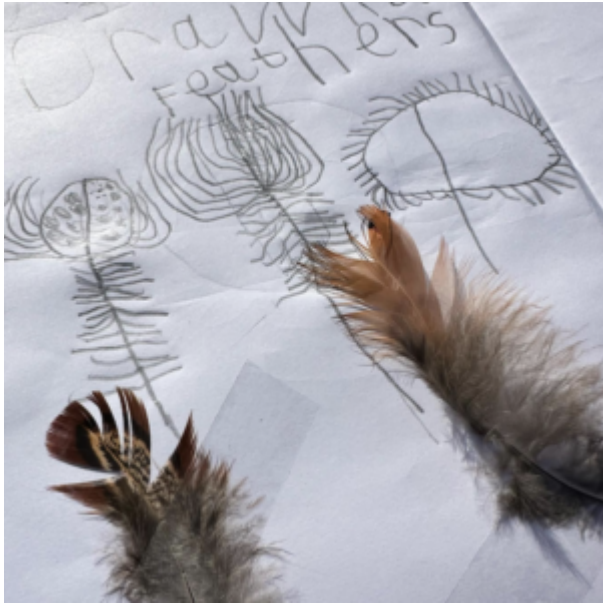
















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You May Also Like...

Transform materials into birds



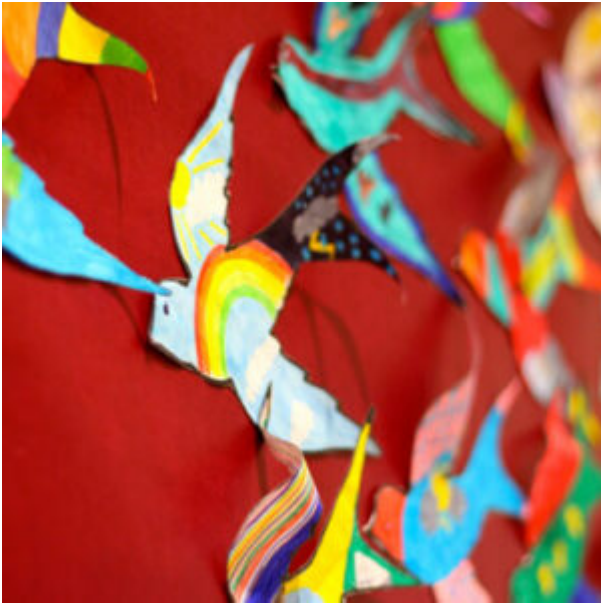
Challenge students to create sculptural birds

swoop



Explore birds and migration

flock



Create a school installation featuring a personalised bird from each child

Pathway: Playful Making

Pathway for Years 1 & 2

Disciplines:

Sculpture, Drawing

Key Concepts:

- That when we make art in 3 dimensions it is often called Sculpture.
- That we can generate ideas through playful exploration.

- That we can build understanding of the properties of materials through manipulation.
- That making sculpture is a partnership between materials, ideas, hands and tools.
- That we can reflect upon our intention when we see our ideas made physical.

In this pathway children are introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures.

The pathway encourages children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.

Theme:

Transformation & Invention

Medium:

Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects)

Artists:

Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett

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!





AGES 5-8

Teaching Notes

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

Curriculum Links

Geography: Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc.

Maths: Uses language to support understanding of 2D/3D shapes, sequence, measuring, position & direction.

Science: Uses language to support understanding of properties and manipulation of materials.

PSHE: Collaboration, responsibility to the planet.

I Can...

- I have explored what we mean by “sculpture” and I thought about what I like about different pieces of sculpture.
- I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen.
- I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten.
- I can use my hands to make sculptures without designing first. I can just see what happens if...
- I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok!
- I can share my work and listen to what other people like about it.
- I can look at other people’s work and sometimes share what I like about it with

them.

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

A3 Sugar paper, handwriting pens.

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

Pathway: Playful Making

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

.Aims of the Pathway

This pathway aims to introduce children to the idea of Design through Making: a playful approach to exploring materials and constructing sculpture.

- Week 1. Introduce the idea of “Sculpture”

What Is Sculpture?

Use the [“What Is Sculpture?”](#) resource to introduce children to the idea that when we make art in 3 dimensions it is often called Sculpture.

- Talk

Enable Children to Be Curious & Articulate

Use the animation above as a starting point to talk about Sculpture made by Sculptors.

Use the artworks and questions on the free to access [“Talking Points: Introduction to Sculpture”](#) to help children explore sculpture made by other artists.



Explore the work of artists Linda Bell and Nnena Kalu through free to access [“Talking Points: Linda Bell”](#) and [“Talking Points: Nnena Kalu”](#).

▪ Work in Sketchbooks

Show Me What You See

Invite pupils to make drawings of the sculptures using the free to access “[Talking Points: Introduction to Sculpture](#)” resource above. Create drawings in sketchbooks inspired by the videos and images using “[Show Me What You See](#)”.



Remember that children are using drawing as a way of collecting information and adding their own thoughts. They can also add words etc (no need for sentences).

Remember there is no need/requirement to add learning objectives to sketchbooks or to mark the pages in any way.

▪ Week 2. Start Making

The AccessArt Making Prompt Cards

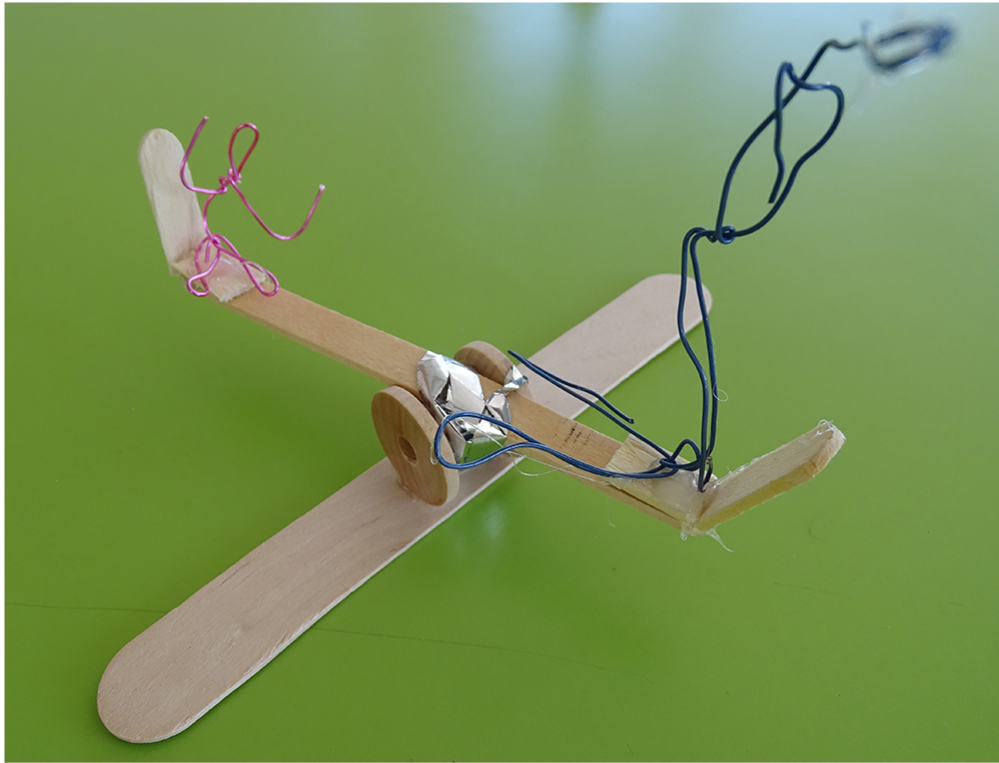
Time to let the children explore materials and tools and connect hand, heart and head. Before you introduce children to this activity, watch “[Design through Making](#)”.



In this warm up session, introduce children to [“The AccessArt Making Prompt Cards”](#) a wide range of materials and invite them to make in a playful way without a predefined outcome in mind.

Openly invite the children to explore the materials without “knowing” what they will make (“We are going to be explorers and inventors...”). This comes easy to young children and we tend to grow out of it as we get older – but it’s an important skill to acknowledge and retain.

Collect together materials on the materials list in the Teacher notes column, and choose one or more of the prompts.



At the end of the session, tidy the room and clear a space to show the “sculptures” made. Remember these are just “doodles” of materials – and are the first stage in exploring the properties of materials, and how we can connect and combine to make new objects.

Ask the children to try to guess the prompt card used, and to talk about the sculptures as a class.

▪ Week 3 & 4. Find Your Focus

Make Your Sculpture

Choose from one of the projects below, or adapt a similar approach to your own area of focus/curriculum theme.



All the resources below share the common aim of enabling children to explore materials, simple tools and their ideas, with plenty of freedom to play and invent.

Give children plenty of time and space to explore, take creative risks, discover and share, without working towards a predefined outcome. Encourage and celebrate individuality.

Have sketchbooks open on tables and encourage children to make notes (whatever form they take), and record and reflect.

Creativity Medals



Jan Miller is an Art and Design Technology teacher and magazine editor with 25 years' experience. Invite children to create imaginative and unique "[Creativity Medals](#)" using recycled materials.

▪

Or...

▪ Project

Making a Roller Coaster



KS1 children use their imaginations and sense of fun to collaborate to create a “[Model Roller Coaster](#)” with moving parts.

▪

Or...

▪ Projects

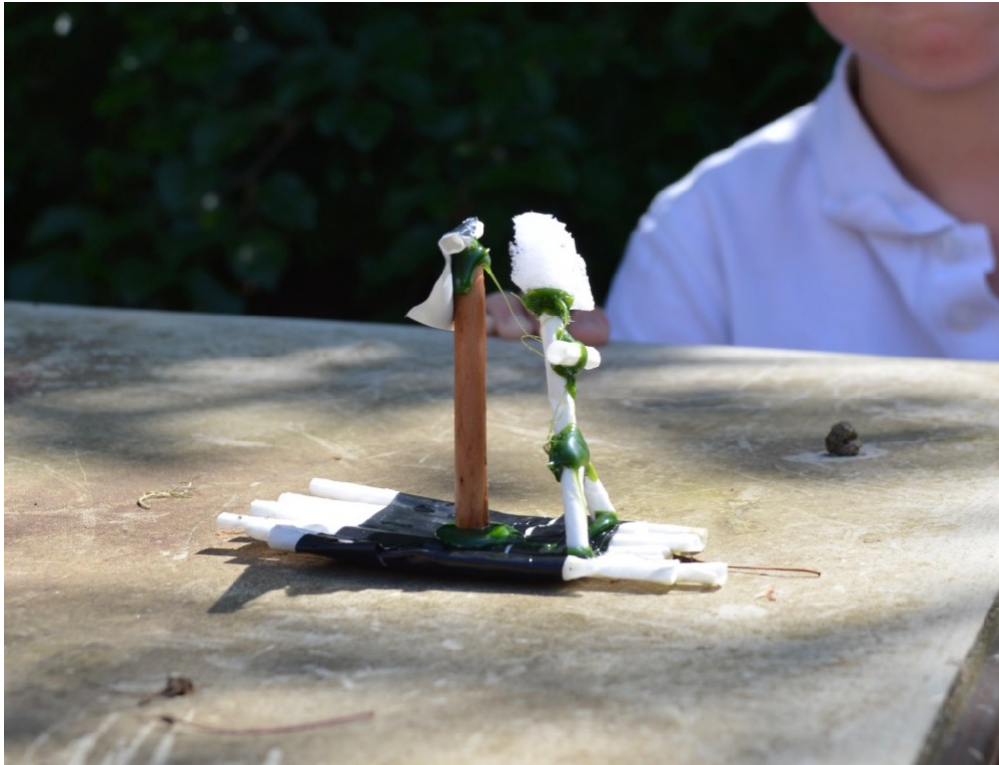
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Boats That Float & Sea Creatures

Both these projects were illustrated with older children, but they follow the same playful making approach. Adapt by keeping tools simpler (ie scissors, but no pliers or glue guns).



That Float

Boats

Creatures

▪ Week

Sea

5 / 6



**Presenting, Talking, Sharing,
Documenting & Celebrating**



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 hardwork.

If you have class cameras or tablets, invite

the children to document their work, working in pairs or teams. Think about how the work is lit and what it is displayed on. Encourage them to feel able to change the background, turn the sculpture around etc. [Explore how children can take high quality photographs of 3d artwork with this resource.](#)

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

See the Pathway Used in Schools...





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Making shells



[Create shells out of recycled materials](#)

Cardboard challenge



Get children thinking about how they can make something stand