

The AccessArt Lab: Workshop Sessions

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The AccessArt team will use the AccessArt Lab to devise, trial and develop content for the AccessArt website. [Explore the Areas of Focus and Core Values of the AccessArt Lab here.](#)

As part of this process, we will be running in-person workshops at the studio at Stapleford Granary, Cambridgeshire.

These workshops sessions will evolve over our time at Stapleford and fall into two workshop types:

Open sessions



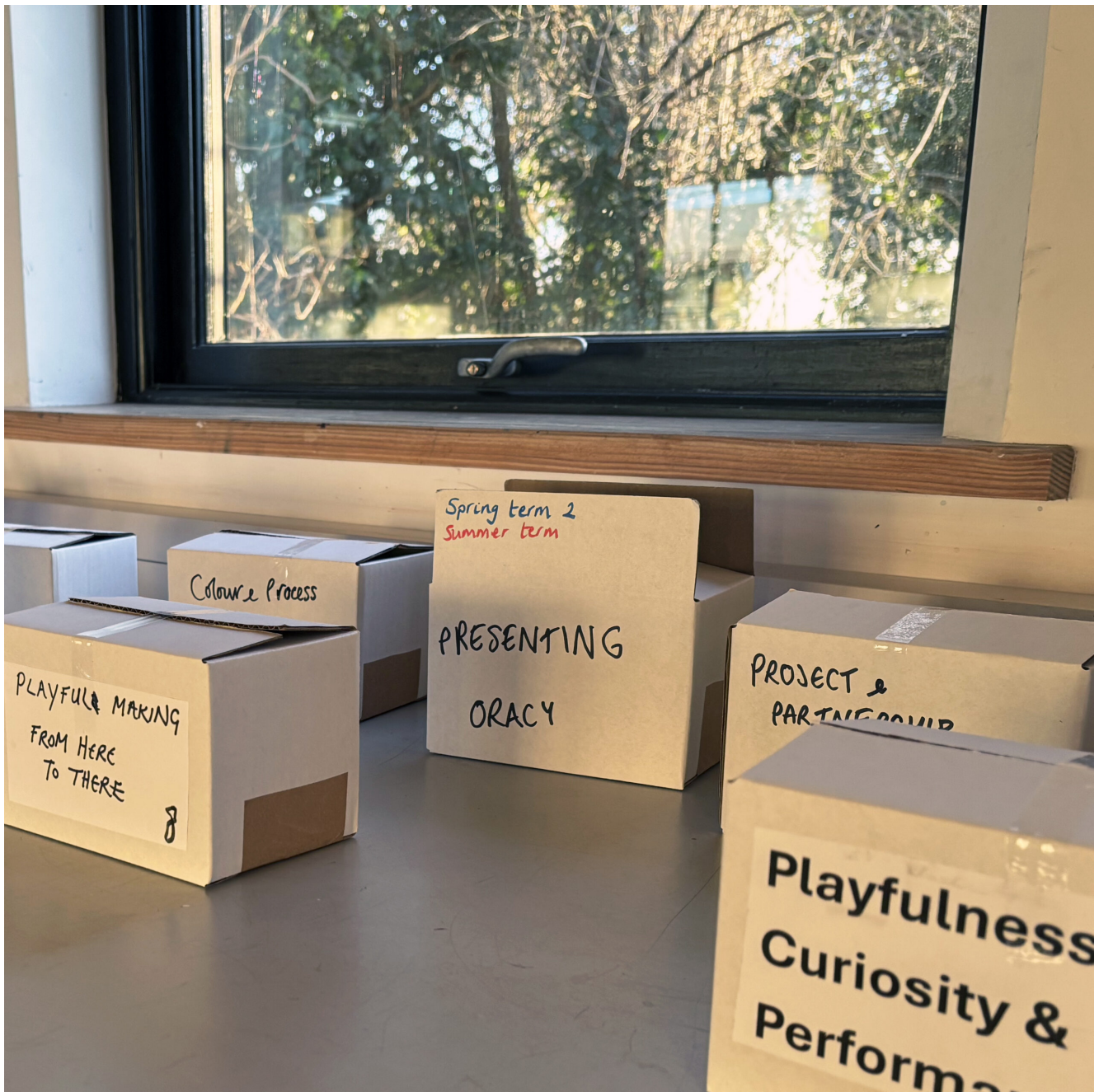
The Open [In-Person Sessions](#) will be open to various audiences. These sessions will be programmed over the following weeks and months.

To make sure you are kept up to date when we announce new in-person, open sessions, please:

- [Register for free at AccessArt](#) if you are not already a free subscriber or member

- [Join the AccessArt Network Facebook Group](#)
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Invite-only sessions



The Invite-Only Sessions will be open to selected

experts in the field to help the AccessArt team brainstorm and better understand content and approach. This is an exciting opportunity for more experienced educators to join in and help contribute to stimulating thinking and discussion.

If you are an educator and would be interested in attending any in-person, invite-only sessions, please read our “AccessArt Lab Areas of Focus & Core Values” post to make sure you understand the spirit and intention which will drive these sessions. If you would then like to be added to our register of interested educators list, please email paula@accessart.org.uk with the following information:

- Name and contact details
- Brief outline of educational areas of interest / experience, including audience/pupils.



Whilst the outcomes of the AccessArt Lab will be shared via AccessArt, Paula Briggs will also be sharing her own personal thoughts and observations about how we enable the creative process through nurturing a safe and exploratory space via [The Everyday School of Art](#) on Substack.

The AccessArt Lab will begin in January 2025. Please join the [AccessArt Network Facebook](#) group

and register at [AccessArt](#) for free to be kept in touch.

[Stapleford Granary](#) is an Arts Centre whose aim is to foster cultural understanding through education.

The venue offers music, art, education & conversation in a beautiful 19th century farm complex, situated at the foot of the Gog Magog Downs, just 5 miles from the centre of Cambridge.

Please note the [AccessArt registered office and all contact details remain as detailed here.](#)



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AccessArt Lab Areas of Focus & Core Values



How tiny Art Schools grow



The AccessArt Lab Areas of Focus and Core Values

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The AccessArt Lab provides AccessArt with the opportunity to focus on practical and pedagogical exploration of key areas of interest which have emerged over the last few years. The work in the AccessArt Lab will be guided by the areas of focus and core values described below.

[Find out about the in-person sessions](#) we will be running at the Lab to help facilitate these areas of focus.

Areas of Focus



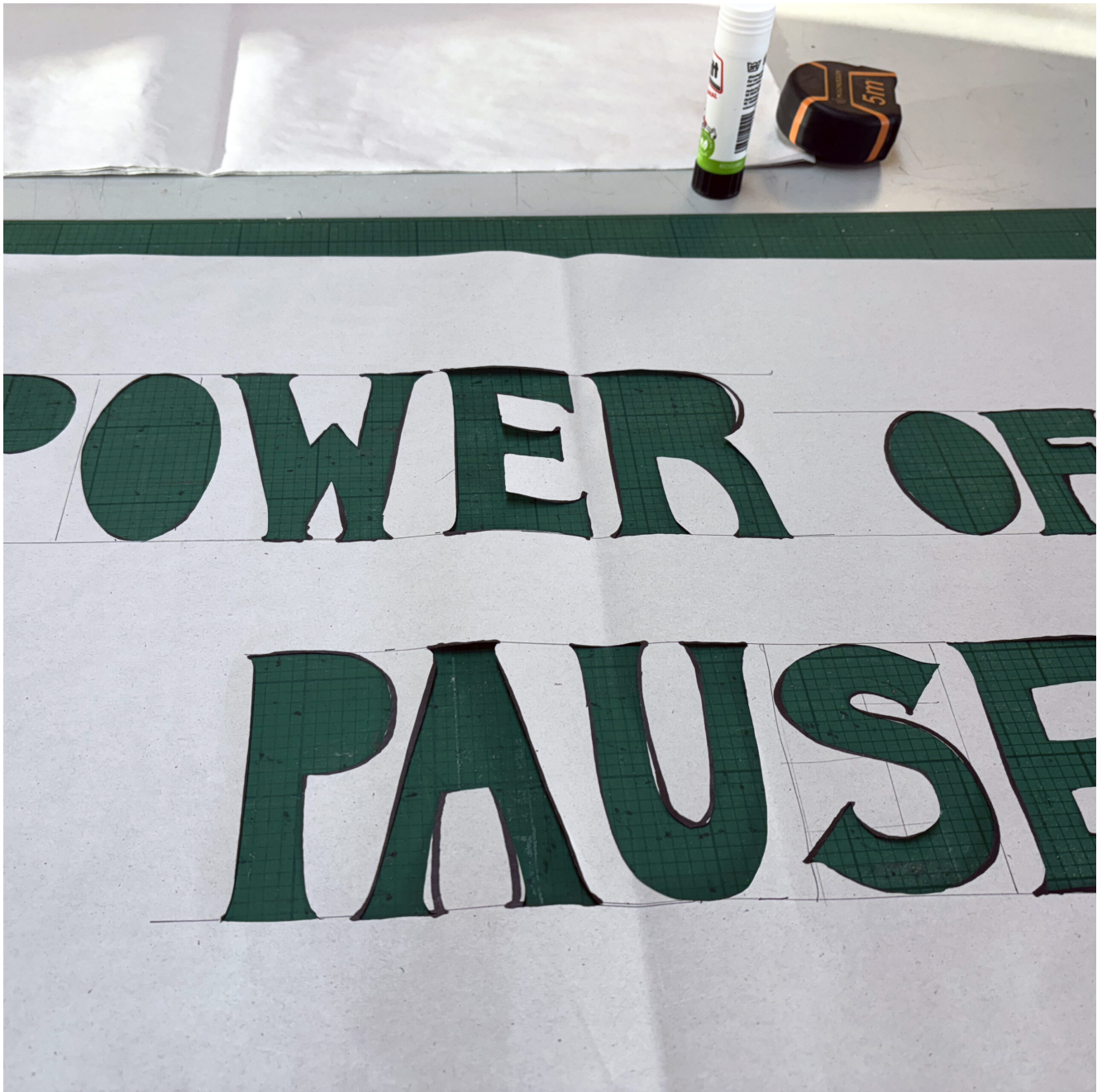
The AccessArt Lab will be exploring the following areas of focus. New areas will be allowed to evolve over time.

Exploration of Inhabiting “Spaces of Not-Knowing” – What does it feel like to be in spaces of not-knowing? What are the risks and benefits? What might be the outcomes? How can we enable these spaces?

- Exploration of Social Models of Learning – How can we embrace shared experiences and outcomes to discover more open, inclusive and diverse ways of thinking and acting?**
- Re-Connection to Physical Senses, Body-Based Activities and Exploration of Resistant Forces – Whilst not turning out back on digital, how can we better protect and appreciate time spent in the physical world? How can we build tolerance of what resistance feels like (in interaction with materials and ideas, and in communication between people), and how can we more positively manage our relationship to resistance?**
- Teenage Enquiry-Based Learning – How can we devise a rich, diverse and adaptable curriculum to engage all teenagers?**

Core Values

•



The work undertaken in the Lab will be guided by the following principles:

- Awareness of the programming and messaging of our everyday lives and how this impacts upon our thought, action and wellbeing. Alongside this, an exploration of how we can explore a gentler, yet more physical way of thinking and acting, and the benefits this might

bring.

- Permission for “Pause” – in all forms – space to think, space to act without outcome, space to play...
- Appreciation of “question” over “answer” – Where do we put the emphasis and how does it change our experience?
- An understanding that exploration of all areas of focus within the lab ultimately benefit others (people, communities and society) through accessible sharing of practice and ideas.



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To make sure you are kept up to date with all the AccessArt Lab news, please:

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How tiny Art Schools grow



Tiny Art Schools: Art School Ilkley Part One

Tiny Art Schools: Art School Ilkley Part Two

Tiny Art Schools: Art School Ilkley Part Three

“When We Hold Art Education In Our Hands”

Recording of a presentation delivered by Paula Briggs, CEO and Creative Director of AccessArt, at the All Party Parliamentary Group for Art, Craft & Design Education on 17th December 2024.

Session Recording: Improving Outcomes in Drawing

The AccessArt Lab at

Stapleford Granary

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AccessArt has always advocated for the role artists can play in creating dynamic, engaging and relevant art education experiences for the whole community. We have seen through the [AccessArt Primary Art Curriculum](#) how activities that were devised, trialled and tested in community settings, led by artists working with small groups, have then been very successfully transferred into more formal education settings. Artists bring to education an opening of what is possible, together with a depth of understanding and clarity of purpose. Artists help educators ask important and often challenging questions: What is the purpose of art education, and how can we best inspire and enable?

AccessArt has been at the forefront of this approach for 25 years, and we have helped thousands of schools, organisations and individual artist educators transform their practice. Our

recently launched [Tiny Art School Movement](#) is helping to encourage artists to reflect upon their potential as educators and to work with local communities.

Now we are ready to open the first ever AccessArt Lab as part of our continuing commitment to push the boundaries of what is possible when artists and educators from all settings work together. Led by [Paula Briggs](#), Creative Director of AccessArt and the AccessArt Lab, the studio at Stapleford Granary, Cambridge, will provide a space for an ongoing creative (and practical) conversation between AccessArt and our audience.

“We are very excited about the potential of the AccessArt Lab. We’ll be using the space to devise and test new content, especially around the creation of resources for teenagers, and around how we nurture creative thinking for all. But over and above these key areas, we’ll be exploring (and celebrating) what it is like for learners to enjoy being in a space of “not knowing.” Too often, education focuses on the accumulation of precise and nameable knowledge, and then on measuring knowledge retention. Art provides a valuable alternative to this kind of thinking, providing opportunities to acknowledge there are other types of intelligence, and that there is real value in helping learners and teachers experience the benefits of operating in a space of play, feeling safe but inspired in

the space of “not knowing... yet,” and empowered by personal discovery.

As a predominantly [digital organisation with a national and international](#) reach, the AccessArt Lab will provide an opportunity for us to engage with audiences in new ways, and of course everything we learn and create in the Lab will be shared with all our audiences via the AccessArt website. We are excited to see how this develops into what we hope will be a vibrant and meaningful creative conversation, helping our combined voice and expertise to be heard across all settings, and to help affect change.”

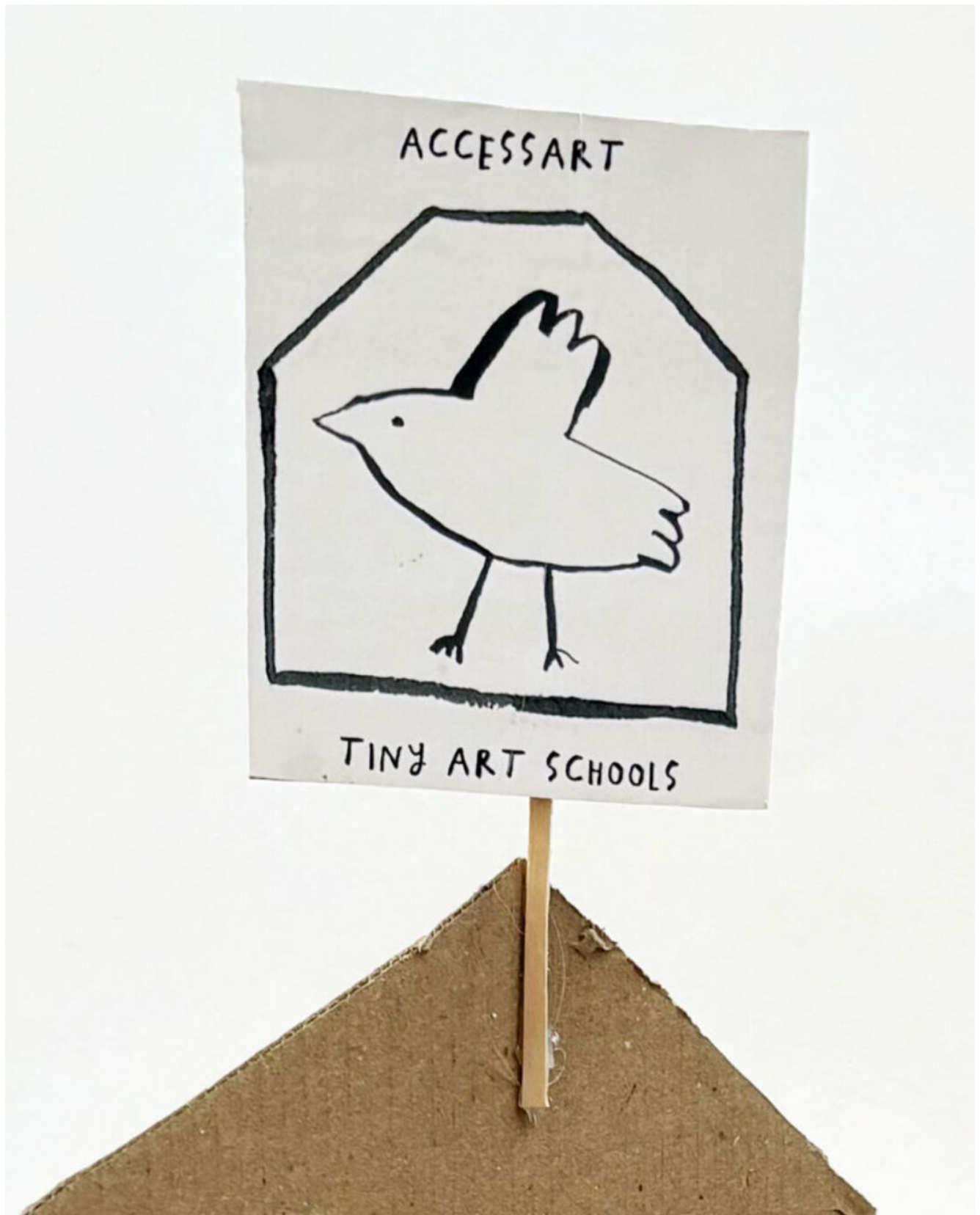
What Opens
in the
Body and
the Mind?

Hands
Making:



SPACE of UNKNOWNING

Staying in a space



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AccessArt Lab Areas of Focus & Core Values



AccessArt Lab Workshop Sessions



**Session Recording: Ten
Minutes, Five Times a Week**

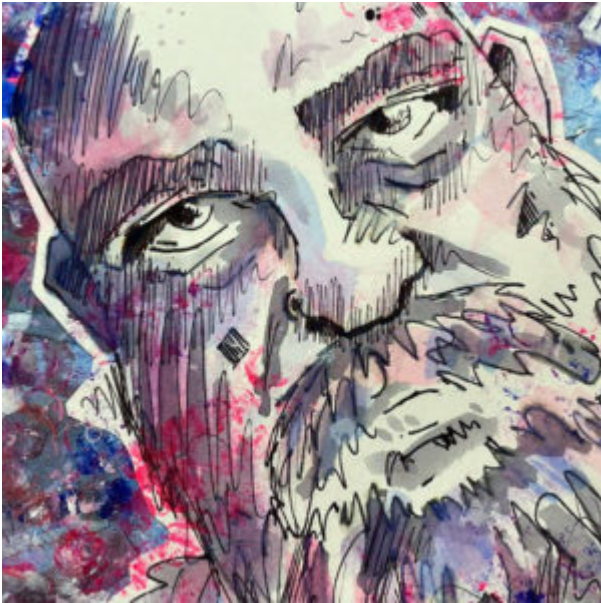
**with AccessArt and DRYAD
Education**

**“Everyone has the right to
freedom of expression”**

**Adapting AccessArt: Stories
and Faces**

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Pathway: Exploring Identity



**Quentin Blake's Drawings as Inspiration:
Exaggerating to communicate**



Session Recording: Creating School Exhibitions & Displays



Finger Palette Portraits



elastic band sketchbook



**Giant Jewellery: Multimedia
Response to Yayoi Kusama**

Talking Points: An Introduction to Shape

A collection of sources and imagery to introduce shape.

Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creation, AccessArt checked all links to ensure content is appropriate for teachers to access. However, external websites and videos are updated, and that is beyond our control.

Please [let us know](#) if you find a 404 link or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

If you are having issues viewing videos, it may be due to your school's firewall or your cookie selection. Please check with your IT department.

This resource is free to access and is not a part of AccessArt membership.



ALL AUDIENCES



FREE TO ACCESS

An Introduction to Shape

Shape is used throughout art for lots of reasons; shapes can be vehicles for colour, convey emotion, and lead the eye on a journey around the page.

Different types of shapes can be categorised as 'geometric', 'organic' and 'intuitive'.

Geometric shapes, like squares and triangles, are mainly found in manmade objects, for example, houses. You would often find 'organic' shapes in nature, for example, in leaves or shells. In 2-dimensional artwork, artists also create shapes 'intuitively' to represent a 'thing'.

Artists use shapes to communicate a certain message or convey an emotion.

- What emotion do you associate with certain shapes, for example, a triangle, circle or square?

- Do you feel different when you look at organic shapes compared to geometric shapes?

Artworks consist of lines and shapes built together with colour in a certain composition, whether it's an abstract or figurative piece.

- Some people would define shape through line. What do you think?
- When does a line become a shape?

When you look at an artwork, consider the shape and also the space around the shape (negative and positive space). These are shapes in themselves.

- How do the shapes sit in the composition?
- What is your eye drawn to? Why do you think this is?

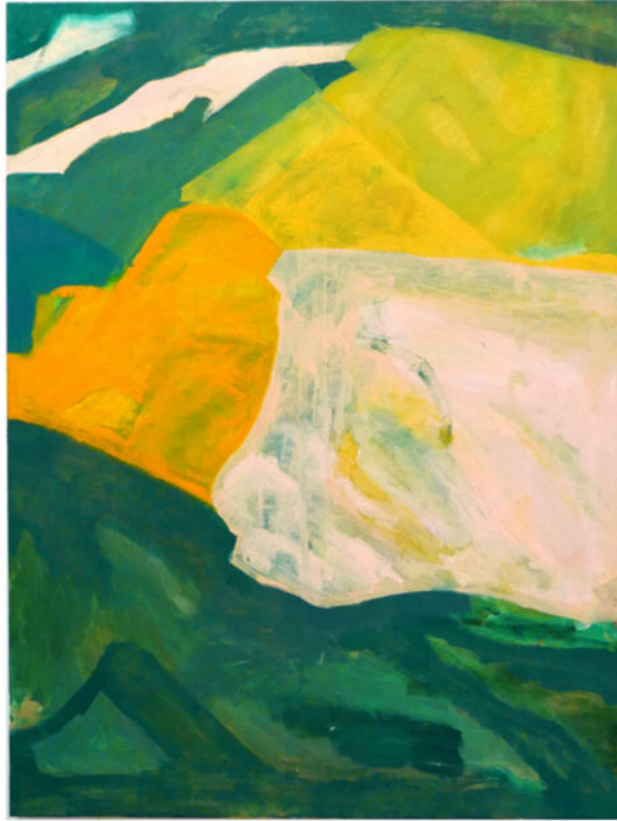
Discuss the artwork below, considering some of the statements and questions above.



Abstract Landscape (1915- 1916) painting in high resolution by Henry Lyman Sayen. Original from the Smithsonian Institution.



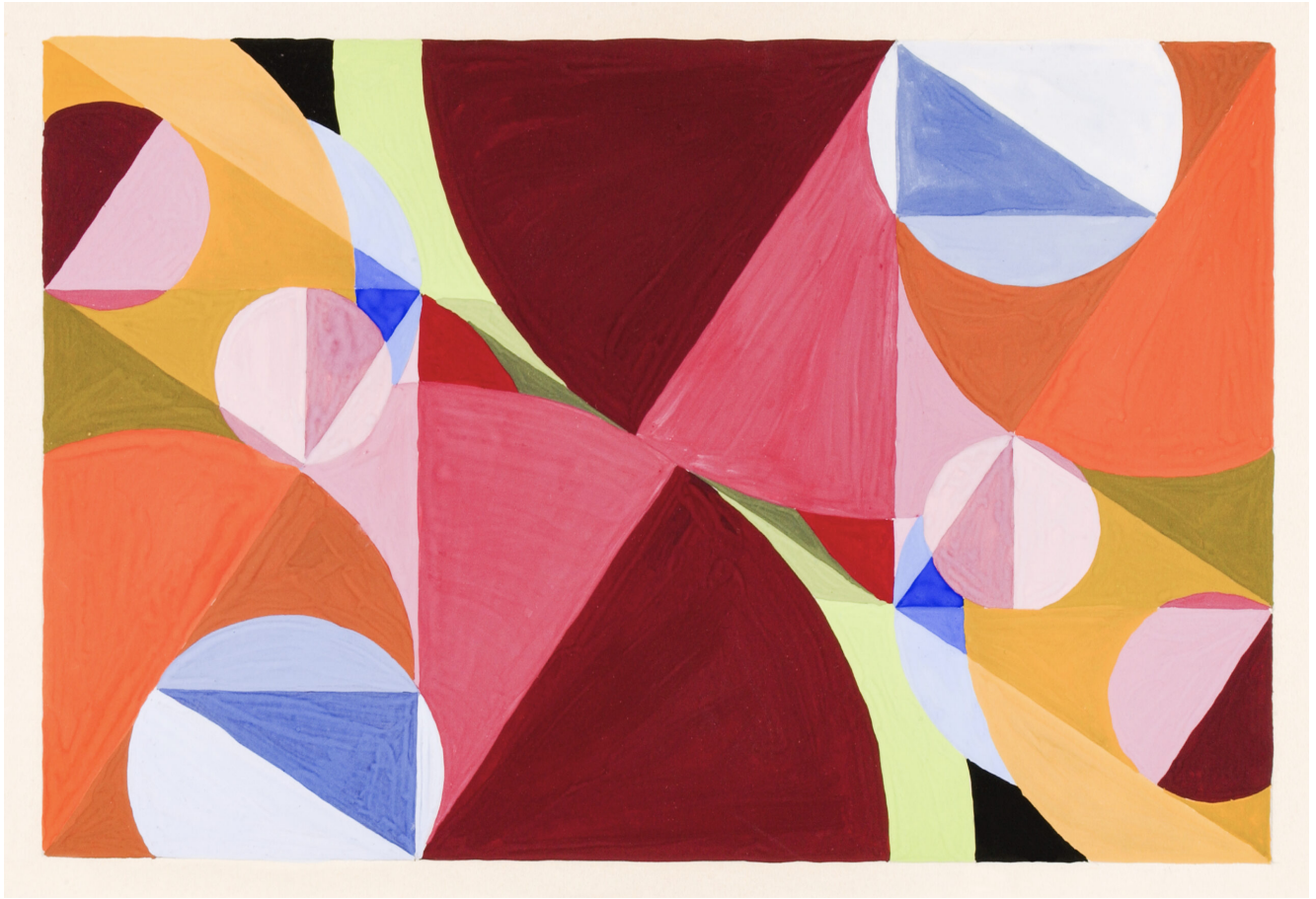
Artist Unkown, Still Life with Guitar, Original
public domain image from Saint Louis Art Museum



Landscape by Joe Gamble



Polypodium vulgare, British by Anna Atkins and Anne Dixon, Original public domain image from Getty Museum



Area Broken by Perpendiculars (ca.1934) painting in high resolution by Joseph Schillinger. Original from The Smithsonian Institution.



Monoprint by Claire Harrup

Questions to Ask Children

Describe the shapes you can see? Consider the edges, angles, colours etc.

How do the shapes connect with each other?

Do any of these artworks use negative space? What shapes can you spot?

Shapes can give the illusion of something being there. In Claire Harrup's monoprint, what can you see?

Where is your eye drawn to? What journey does it take and do you think it's intentional?

What do you notice about the overall composition of the piece? How do the shapes and colours impact your opinion and overall feeling?

Session Recording: In The Studio: Drama and Art with David Allen

Session Recording: Pathway for Year 1 & 2: Exploring Watercolour

Session Recording: In The Studio: Observational and Experimental Drawing with Feathers and Shells

Session Recording: Gestural Drawing with Charcoal Pathway

Improving Outcomes: Gestural Drawing with Charcoal Pathway

Why We Need Artist Educators To Take Centre Stage

Playing With Perspective

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Other Resources by Joe Gamble



Adapting AccessArt: Colour and Composition



Thoughtful Mark making

