

Talking Points: Olympic Design

A collection of imagery and sources designed to introduce children to the designers behind the Olympic games.

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AGES 5-8

AGES 9-11

AGES 11-14

FREE TO ACCESS

What does designing the Olympics and Paralympics entail?

Questions to Ask Children

What do designers need to create for the Olympics?

Why is it important to have a design that unites the Olympic games across the city?

How might designers present the culture of their city through design?

If you were designing an Olympics in your local area, what might you take inspiration from?

London 2012

See how design can generate discussion.

Questions to Ask Children

Do you think the design for London 2012 represented the UK? Why?

Do you like the design? Why?

Do you think that discussions about whether the logo was suitable is a good thing or a bad thing? Why?

Munich 1972

See how design was used to rebrand post WWII Germany for the 1972 Olympic games.

Questions to Ask Children

Describe the colours and shapes that you saw in the designs for the 1972 Olympics.

What do you like/dislike about the design? Why?

How does the design make you feel?

Do you think the design was successful in rebranding a post war Germany? Why?

Los Angeles 1984

Find out how the design of the Olympics was spread throughout the city with bright and colourful installations.

Questions to Ask Children

Describe the colours and shapes that you saw in the designs for the 1984 Olympics.

How does the design of the 1984 Olympics make you feel?

Do you like the design from the 1984 Olympics? Why?

You May Also Like...

AccessArt Olympic Resources



Explore projects to celebrate the 2024 Olympics

Visual Notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



Enable close looking and drawing with this exercise

AccessArt Olympics: Making Medals

<<Explore Other Olympic Themes

Explore the project below to help pupils consider how they might design an Olympic and Paralympic Medal based on either Athletics, History or Olympic Values.

Medal Design

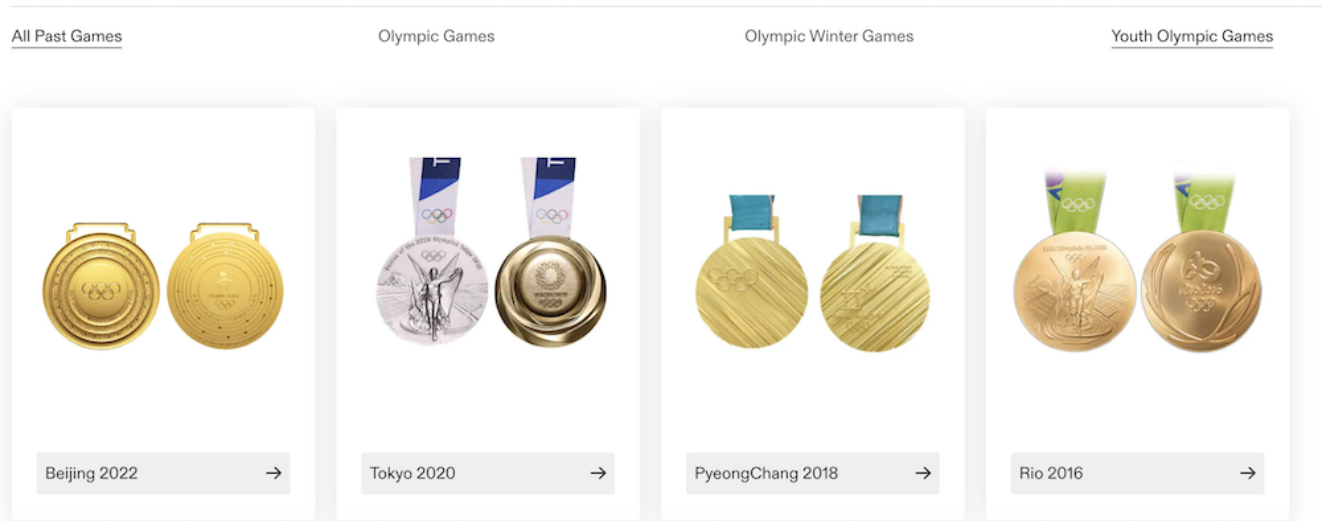
Aim: To introduce pupils to the Olympic and Paralympic Medals. Pupils will get the opportunity to design and make their own medals through drawing and sculpture.

Step 1: Introduce in Sketchbooks

Consider asking pupils to make an Olympic project sketchbook using one of the “Making Sketchbooks” resources.

Begin by introducing pupils to medals designed for the Olympics and Paralympics with “Talking Points: Olympic and Paralympic Medals”. Invite pupils to create “Visual Notes” in their sketchbooks inspired by the information they see.

ALL MEDALS



Step 2: Drawing and Sketchbooks

Use the medals from the previous session as inspiration for “Making Money! Drawing and Making”. Adapt the resource slightly, inviting pupils to design a medal for their own Olympics/Paralympics. You may like to focus the design process by making links to your local area or individual values/personalities.



Step 3: Making

Make connections between 2D and 3D by transforming the drawn medal designs in clay.

Adapt the “Clay Portrait Miniatures” resource to accommodate the focus of the project. Pupils might like to create medals to celebrate their favourite sport or hobby.



Step 4: Reflect

Use the resource here to help you run a class "crit" to finish the project.

Invite children to display the work in a clear space on tables or on the wall. Recap with them about the exploration – where they started, what they discovered and what they enjoyed.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.



ACCESSART OLYMPIC RESOURCES

AGES 5-8

AGES 9-11

Materials:

Sketchbooks

A3/A2 Paper

Drawing materials

Foam board

Card template

Air-drying clay

Rolling pins

Burlap/hessian mat

Wooden battens

Tools for clay

Clay Slip (see preparation in advance)

Soft wire to make a hanging loop

Wire cutters

Small pliers

Adaptations:

You may like to include a historical context, for example Ancient Greece. Use the “Clay Art Medals” resource and create profiles on the medals inspired by Ancient Greek coins.

If you would like to explore the Values of the Olympics you might like to look at War Medals to see how medals can be designed to represent a specific Value.

Explore Other Resources in Values:



Mascot Design



Friendship Towers



An Olympic Poster

Explore other olympic themes
history



Athletics



ceremony



AccessArt Olympics: Mascot Design

<<Explore Other Olympic Themes

Explore the project below to help pupils consider how they might design an Olympic and Paralympic Mascot based on either Olympic Ceremony or Olympic Values.

Mascot Design

Aim: To introduce children to mascot design and explore how they can make characters that represent either an Olympic Value or your local area through drawing, animation and the use of sketchbooks.

Step 1: Introduce Mascots in Sketchbooks

Begin the session by asking pupils to make an Olympic project sketchbook using one of the “Making Sketchbooks” resources.

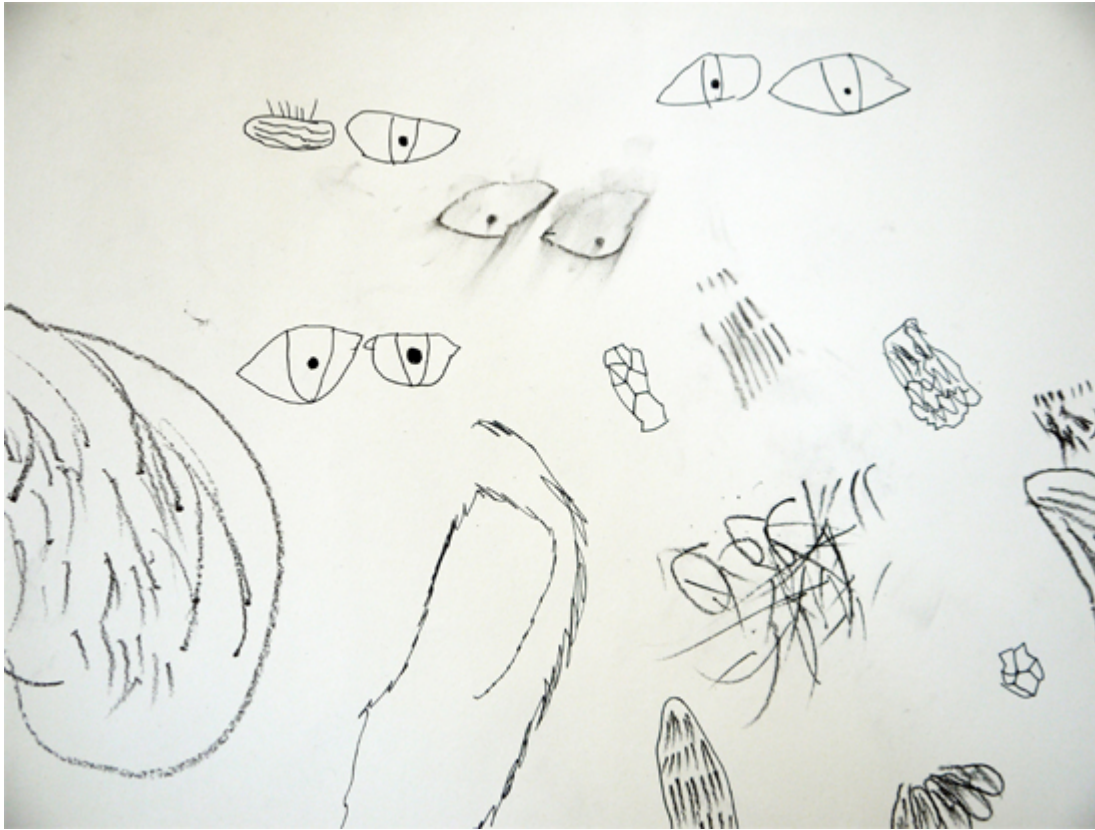
Next, explore “Talking Points: Olympic and Paralympic Mascots”. As pupils watch the videos encourage them to create some “Visual Notes” in their sketchbooks, considering the different values of the Olympics and the country designing them, and how this might reflect in the mascots.



Step 2: Character Design

Begin by exploring “Talking Points: Animation Character Design”. Watch the videos and discuss with pupils what they’ve seen.

In sketchbooks, either follow on by adapting the resource “A School Full of Characters”. Invite children to choose one of the Olympic Values and think about how they might incorporate the value into their character.



Or you may like to adapt the “Modelling Monsters” resource as inspiration for creating characters inspired by animals.



Step 3: Animating

If you have time, consider introducing pupils to some animation with the resource “Animating a walk cycle” and make their characters come to life.

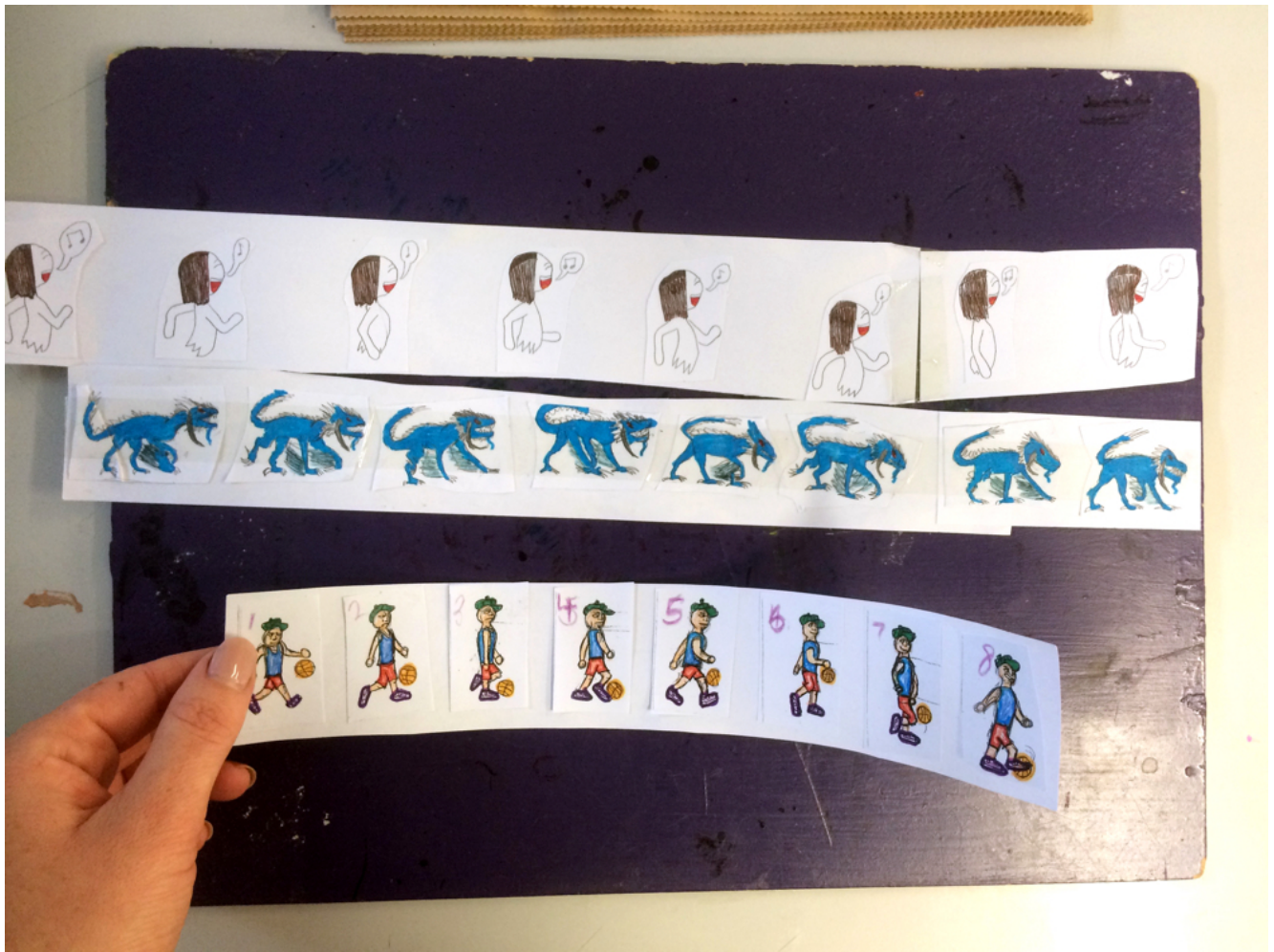


Step 4: Reflect

Use the resource here to help you run a class “crit” to finish the project.

Invite children to display the work in a clear space on tables or on the wall. Recap with them about the exploration – where they started, what they discovered and what they enjoyed.

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ACCESSART OLYMPIC RESOURCES

AGES 5-8

AGES 9-11

AGES 11-14

Materials:

Sketchbooks

Drawing materials

Scissors

Cards

Wooden Skewer

Plasticine (Optional)

Tablet (Optional)

Adaptations:

This pathway supports both the ‘Values’ and ‘Ceremony’ topics. Ensure you change the focus of Mascot Design according to the topic you choose.

Think about resources within the local area that you could visit, you may find inspiring artefacts at local museums or galleries nearby.

If you would like to give pupils the opportunity to try animating on Tablets, you might like to see the resource “Explore Digital Animation”.

Instead of animating your mascot, take it into stitch and adapt “Make a Stitched Drawing” to create colourful textiles.

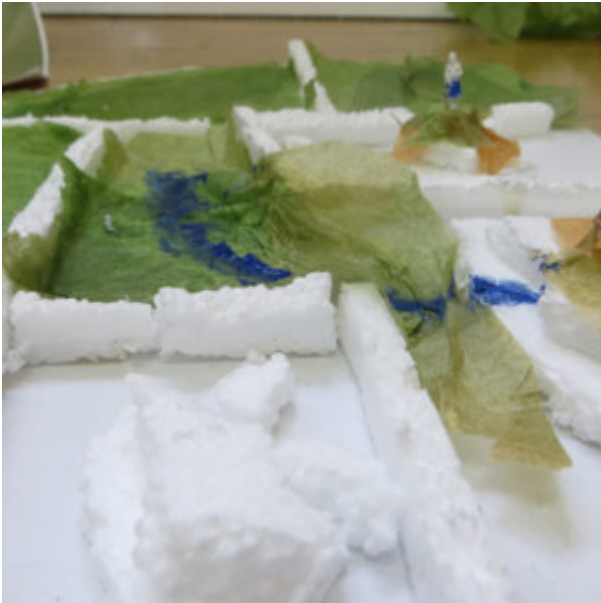
Explore Other Resources in Ceremony:



Friendship Tower



Stadium Design



Mapping and Modelling

Explore other olympic themes
history



athletics



ceremony



**AccessArt Olympics: Olympic
Posters**

<<Explore Other Olympic Themes

Explore the project below to help pupils consider how they might create an Olympic Poster inspired by the Olympic Values.

An Olympic Poster

Aim: To introduce pupils to the ethos of the Olympics and create a body of work in response. Pupils will get the opportunity to practise collaging skills to create a poster based on an Olympic value.

Step 1: Introduce in Sketchbooks

Consider asking pupils to make an Olympic project sketchbook using one of the “Making Sketchbooks” resources.

Begin by introducing pupils to the Olympic and Paralympic ethos and the 3 values Friendship, Respect and Excellence with “Talking Points: The Olympic Ethos”.

Follow on by introducing pupils to the idea that each Olympic and Paralympic games has an Olympic Design team who captures the essence of the host city through design. Explore “Talking Points: Olympic Design” and invite pupils to create “Visual Notes”.



Step 2:

Invite pupils to create posters adapting the “Drawing With Scissors” resource. Depending on the ability of your pupils you can either focus on creating collages and colour mixing, or you can follow the project through to screen printing.

Take inspiration from photographs taken at the Olympics and Paralympics on Getty images or Istock. Or explore the Paris 2024 Olympic Poster by Ugo Gattoni.

If pupils need any interventions you can introduce them to some of the Olympian artists with “Talking Points: Olympian Artists”.



Step 4: Reflect

Use the resource here to help you run a class “crit” to finish the project.

Invite children to display the work in a clear space on tables or on the wall. Recap with them about the exploration – where they started, what they discovered and what they enjoyed.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.



ACCESSART OLYMPIC RESOURCES

AGES 9-11

AGES 11-14

Materials:

Sketchbooks

Drawing materials

A3 Cartridge paper

A3 Coloured/Sugar paper

Scrap paper (old painted paper)

Acrylic Paint

Scissors

PVA glue

Print screen mesh (optional)

Squeegees (optional)

Printing medium thickener (optional)

Adaptations:

If you would like to screenprint but don't have the equipment, you can use this simple screenprint hack.

You can focus on historical photographs from the Olympics, encouraging pupils to mix in grey hues or to use their imaginations to make up the colours.

Explore Other Resources in Values:



Mascot Design



Making Medals



Friendship Towers

Explore other olympic themes
history



athletics



ceremony



Talking Points: The Olympic Ethos

A collection of imagery and sources designed to introduce children to the Olympic ethos.

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Olympic Values

"The three values of Olympism are excellence, respect and friendship. They constitute the foundation on which the olympic movement builds its activities to promote sport, culture and education with a view to building a better world.

The original values of Olympism as expressed in the Olympic Charter were to "encourage effort", "preserve human dignity" and "develop harmony".

Over time, they have evolved and are now expressed in more contemporary terms as:

- Striving for excellence and encouraging people to be the best they can be.
- Demonstrating respect in many different manners: respect towards yourself, the rules, your opponents, the environment, the public, etc.
- Celebrating friendship, which is quite unique

to the Olympic Games – an event that brings people together every few years.

This is the idea of setting your rivalries aside. There is more that unites us than divides us.

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.

The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.” – IOC

Download a pdf about Olympism and the Olympic values.

Questions to Ask Children

How can you bring the values of the Olympics into your everyday life?

Which Olympic value is your favourite and why?

If you could make up your own Olympic value, what would it be and why?

The Olympic Rings

Questions to Ask Children

What do you think the 5 rings represent?

Being an Olympian

Questions to Ask Children

What do you see in these videos?

Can you spot any Olympic Values in action? Where?

How do the videos make you feel? Why?

The Olympian Refugee Team

Questions to Ask Children

Why is it important that there is an Olympic team for refugee communities? What is the purpose and how does it align with the Olympic ethos?

You May Also Like...

ACCESSART OLYMPIC RESOURCES



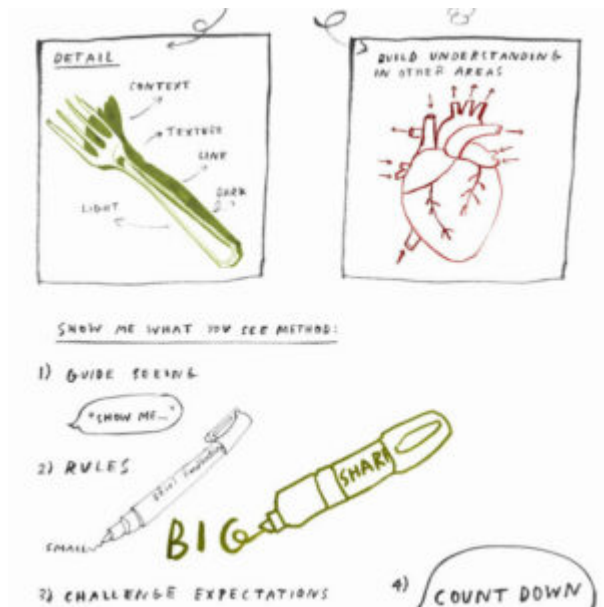
Explore projects to celebrate the 2024 Olympics

Visual Notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



Enable close looking and drawing with this exercise

AccessArt Olympics: Friendship Towers

<<Explore Other Olympic Themes

Explore the project below to help pupils consider how they might create a collaborative sculpture inspired by the Olympic Values or Ceremony.

Friendship Towers

Aim: To introduce pupils to the ethos of the

Olympics and create a body of work in response. Pupils will get the opportunity to practise their making skills and will go on to create a collaborative sculptural piece based on the Olympic values.

Step 1: Introduce

Begin by introducing pupils to the Olympic and Paralympic ethos and the 3 values Friendship, Respect and Excellence with “Talking Points: The Olympic Ethos”. Watch the videos and invite pupils to create “Visual Notes” in their sketchbooks inspired by what they see and hear. Prompt discussion using the questions.



Step 2: Make

Using the “Prompt Cards for Making” as inspiration, devise your own challenges for the

children such as...

“Make something which represents friendship.”

“Make a team of things.”



Step 3: Continue Making and Sketchbooks

Decide whether you would like the friendship tower to celebrate the values through an exploration of nationalities, athleticism or the opening ceremony performance.

Use “Drawing Source Material: Ceremonies and Celebrations” to explore the performances, costumes and national teams in the Olympic ceremonies.

Or if your class is using athletics to celebrate the values then explore the videos in “Drawing Source Material: Athletes in Action”.

Invite pupils to draw what they can see in their

sketchbooks. See “Show Me What You See” to find out how to run the guided session.



Follow on by using the “Friendship Tower” resource, inspired by the work done so far.

Invite pupils to think about a position of their figures. Are the sculptures waving to the crowd? Performing a dance? Playing a sport together? Invite pupils to think about what the figures are wearing and how that reflects who they are and what they do.



Step 4: Reflect

Use the resource here to help you run a class “crit” to finish the project.

Invite children to display the work in a clear space on tables or on the wall. Recap with them about the exploration – where they started, what they discovered and what they enjoyed.

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ACCESSART OLYMPIC RESOURCES

AGES 5-8

AGES 9-11



AGES 11-14

Materials:

Sketchbooks

A3 Cartridge Paper

Drawing materials

Making Materials: Card, Coffee stirrers and/or lolly sticks, Twigs, Foam board, Toothpicks, Wire, String, scrap fabric etc

Soft wire

Wire cutters

Plaster for the plinth or wooden base, and a stick

Modroc

Acrylic Paint

Adaptations:

Ensure you adapt the content to align with the focus of the project, ie. Ceremony or Values.

You might like to focus on designing clothing, using the sculptures as mannequins. Incorporate and adapt “Fashion Designs with Painted and Decorated Paper”.

Explore Other Resources in Values:



Mascot Design



Making Medals



An Olympic Poster

**Explore other olympic themes
history**



athletics



ceremony



Talking Points: Animation Character Design

A collection of imagery and sources designed to introduce pupils to character design in animation.

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FREE TO ACCESS

Pixar: Designing Inside Out Characters

Pixar Animation Studios' character art director Albert Lozano joins Variety's David Cohen to reveal the thinking behind the ingenious emotions of the hit "Inside Out." – Variety

Questions to Ask Children

Can you think of some different shapes that you feel describe joy, sadness, anger, fear and disgust?

Which features have the animators used to express the character?

Which character is your favourite? Why?

Kung Fu Panda

Raymond Zibach, Production Designer gives insight into how characters were designed on Kung Fu Panda and the importance actors give to the intricate designs and expressions of their characters. –ACMI

Questions to Ask Children

What's your favourite animal? What kind of personality might it have?

Which features have the animators used to express the character eg, facial features? nose? eyes? mouth? Or other features?

What Makes Good Character Design?

In this interview series with Disney Animation Studio Artists, animators talk about what is a good character design for each artist. – MoGraph Mentor

Questions to Ask Children

After watching this video what do you think is the most important feature of character design to you?

Disney Dream Job Series

Questions to Ask Children

What is your favourite animated character, why?

What would you like to see more of in animated characters? This might refer to appearance, values, temperament etc.

You May Also Like...

AccessArt Olympics



Explore projects to celebrate the 2024

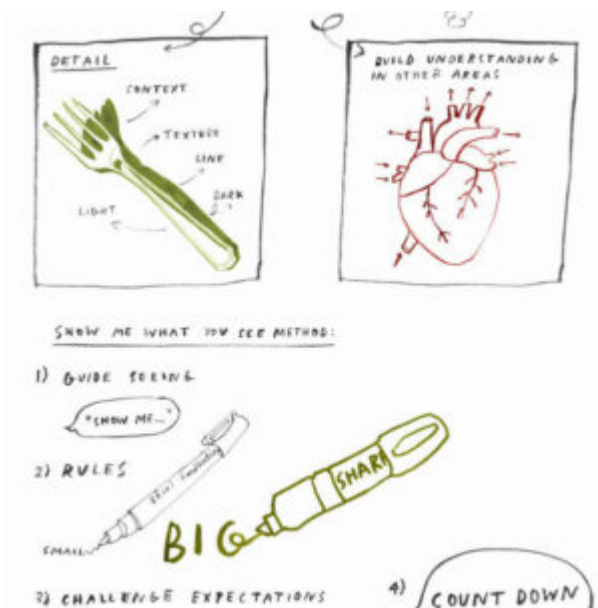
Olympics

Visual Notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



Enable close looking and drawing with

this exercise

Talking Points: Olympic and Paralympic Mascots

A collection of imagery and sources designed to introduce pupils to Olympic and Paralympic mascots.

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The Olympic mascots are fictional characters, usually an animal native to the area or human figures, who represent the cultural heritage of the place where the Olympic and Paralympic Games are taking place. Ever since the 1932 Summer Olympics in Los Angeles, the Olympic Games have always had a mascot. – Wiki

Explore mascots through the ages on the official Olympics website.

Find 3D models of Olympic and Paralympic mascots here.

Paris 2024: Olympic Phryge

The name of the Paris 2024 mascot is Olympic Phryge, based on the traditional small Phrygian hats that the mascots are shaped after. The name and design were chosen as symbols of freedom and to represent allegorical figures of the French republic.

The Olympic Phryge takes the shape and form of a Phrygian cap. As Paris 2024's vision is to demonstrate that sport can change lives, the mascots will be playing a major role by leading a revolution through sport. The Olympic Phryge is decked out in blue, white and red – the colours of France's famed tricolor flag – with the golden Paris 2024 logo emblazoned across its chest. – IOC

Questions to Ask Children

Why did the Paris Design Team choose a hat as their mascot?

What kind of personality do you think this mascot might have?

What do you like or dislike about the mascot? Why?

London 2012: Wenlock

Created by Iris Design agency. According to the story by Michael Morpurgo, Wenlock's metallic look is explained by the fact that he was made from one

of the last drops of steel used to build the Olympic Stadium in London.

The light on his head is based on those found on London's famous black cabs. The shape of his forehead is identical to that of the Olympic Stadium roof. His eye is the lens of a camera, filming everything he sees. On his wrists, he wears five bracelets in the colours of the Olympic rings. And the three points on his head represent the three places on the podium for the medal winners. – IOC

Questions to Ask Children

What kind of personality do you think this mascot might have?

What do you like or dislike about the mascot? Why?

The mascot was designed to capture the spirit of London (vibrant, diverse, busy etc), how it could be adapted to reflect your local area?

Rio 2016: Vinicius and Tom

Designed by Birdo Produções, Vinicius is a mix of different Brazilian animals. His design takes inspiration from pop culture, as well as video game and animation characters. Alongside his Paralympic Games colleague, Vinicius represents the diversity of the Brazilian people and culture, as well as its exuberant nature. – IOC

Questions to Ask Children

Describe the different features you can see in the mascots.

Why do you think Brazil chose to create an mascots based on nature?

What kind of personality do you think the mascot(s) might have?

What do you like or dislike about the mascot(s)? Why?

Brazil is home to the biggest rainforest and most famous carnival in the world. Do you think the mascots reflect Rio? Why?

You May Also Like...

AccessArt Olympic Resources



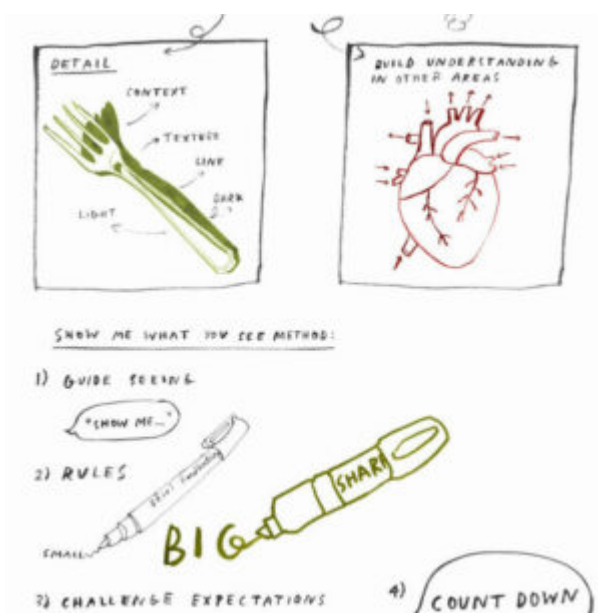
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Talking points: Olympic and Paralympic Medals

A collection of imagery and sources designed to explore Olympic and Paralympic Medals.

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Olympic and Paralympic Medal Design

“The gold, silver and bronze medals awarded to competitors at the Olympics and Paralympics represent the highest levels of athletic achievement at the Games. The design of the medals is the responsibility of the host city’s organizing committee, and varies with each edition of the Games.” – Olympics.com

Explore the videos and resources below to focus a discussion about medal design.

See medals and other artefacts from past Paralympic games in 3D [here](#).

Paris 2024

“On each medal, original iron from the Eiffel Tower was cut into a hexagon, the geometric shape that evokes France to the point of becoming its nickname. Placed in the centre and embossed with the emblem of the Paris 2024 Games, this piece of heritage fits elegantly among the gold, silver and bronze to give the medals a two-tone effect. ”
Find out more at [Olympics.com](https://olympics.com).

Questions to Ask Children

What can you see?

What does the medal represent?

Do you like the medal design? Why?

Is there a significant object in your life you might incorporate into a medal? Why?

Rio 2016 Paralympic Medals

The medals for the Paralympic games in 2016 had a distinct rattling noise so that visually impaired athletes could distinguish between the gold, silver and bronze medals.

Questions to Ask Children

How else might you make a medal accessible for those with visual impairments?

Vancouver 2010

Choose clips from this video to show as not all of it may be accessible for younger pupils.

Questions to Ask Children

Does this medal challenge your existing ideas of what a medal looks like? Why?

What can you identify on the medal?

Olympic and Paralympic Medals

Find images and information about past Olympic and Paralympic medals here.

ALL MEDALS

[All Past Games](#)

[Olympic Games](#)

[Olympic Winter Games](#)

[Youth Olympic Games](#)



Beijing 2022



Tokyo 2020



PyeongChang 2018



Rio 2016



Questions to Ask Children

Which is your favourite medal and why?

Can you find out how the images on the medals are designed to represent the country? eg. geographical landscape, historic moment etc

How Are Olympic Medals Made?

You May Also Like...

ACCESSART OLYMPIC RESOURCES



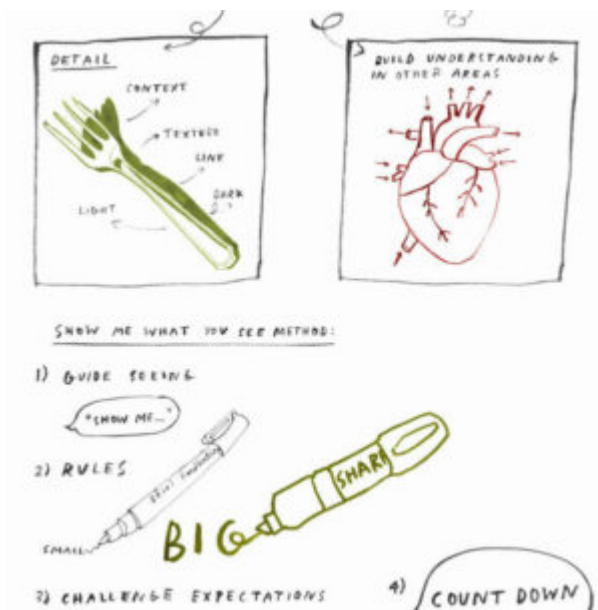
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Visual Notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



Enable close looking and drawing with this exercise

Why Use Drama in an Art Lesson?

Drama Activity: The Art Conversation

Drama Activity: Hot-seating a Character

Drama Activity: Spontaneous Role Play

Drama Activity: Freeze Frame and Thought-tapping

Session Recording: Take a Seat

AccessArt Session Recording:

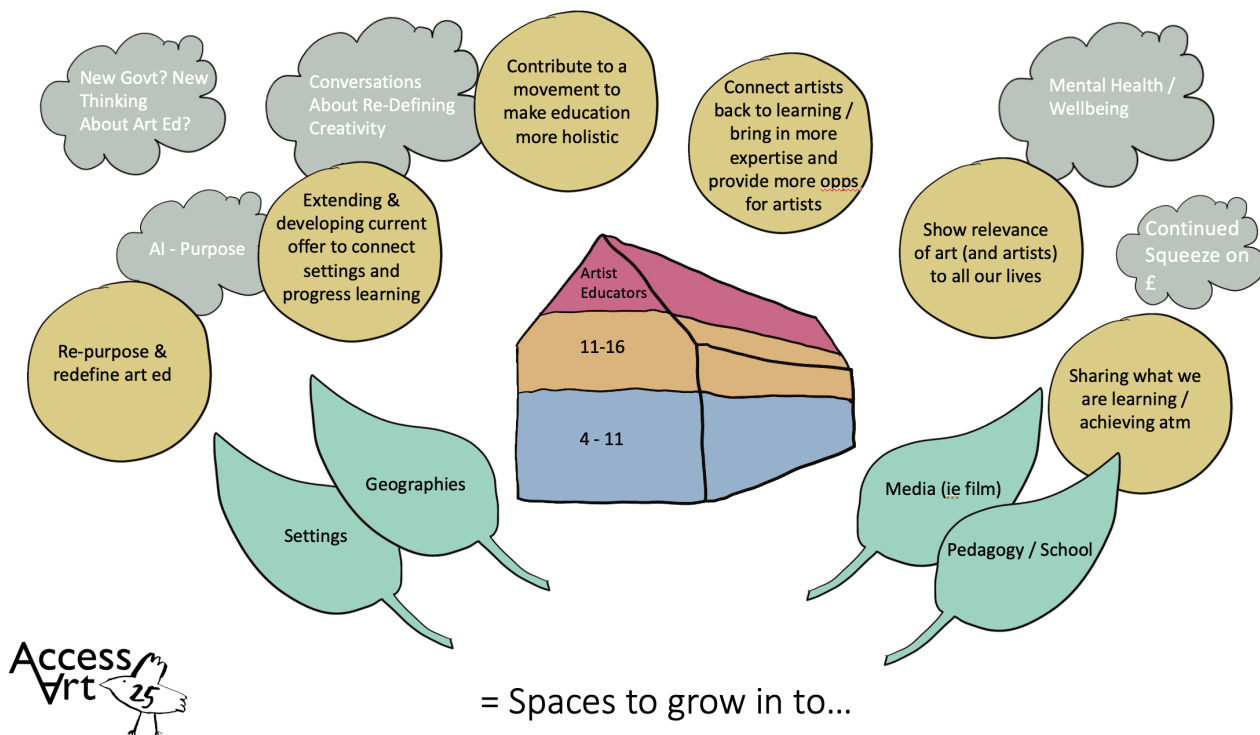
Sketchbook Share

Team & Trustees Celebrate 25 Years

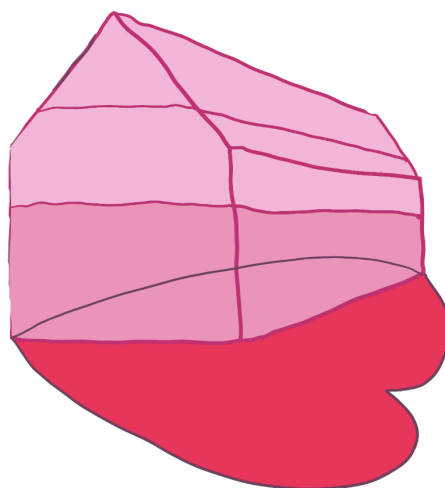
AccessArt is a truly digital organisation – we have no offices and all team members work remotely. It's been SO long since we met up in person, and it was fantastic to meet up with the Trustees and the team members who could make it for two days in York.

We reach our 25th year with nearly 23,000 members and over 38,000 subscribers, and the conversation was far reaching, insightful, celebratory and ambitious. We're excited for the years ahead. If you are already part of our journey thank you, and if not please find out more about how we are celebrating 25 years and join us!

Paula Briggs, Co-founder, CEO & Creative Director
AccessArt 2024



Structures
Protocols
Systems



Vital to Preserve:

Our Heart

AccessArt as
mechanism for saying
what we believe

Free to follow instinct

Free to follow energy
created by belief and
passion

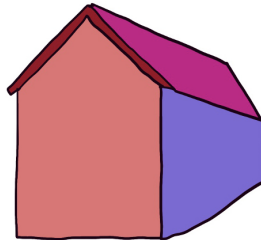
The AccessArt Audience fills 2 x O2 Stadiums!



Exercise

Paula:
I like, I wish, What if...*

Aim: To help us all feel empowered to inform creation of shared legacy



**Taken from Creative Acts for Curious People, D school at Stanford*





Session Recording: Exploring The World Through Mono Print

Sketch Your World: Drawing

The Details

Sketch	Your	World:
Perspective		