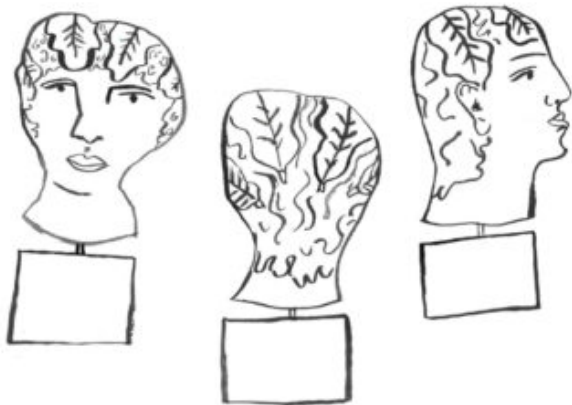


# What Is Sculpture?

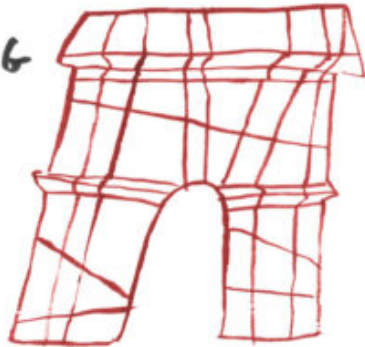
As part of our [Pedagogy in 250 Words](#) series, explore what sculpture is and can be. Become a [member](#) to watch the video below.

# WHAT IS SCULPTURE? → 3D ART



SCULPTURE CAN BE ...

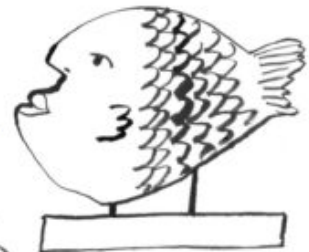
BIG



L'ARC DE TRIOMPHE 2021 CHRISTO & JEANNE-CLAUDE

SMALL

WHAT IS IT?



FISH NO 1 BY TARAS LEVKO

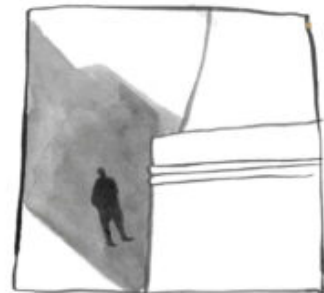
SOMETIMES IT'S EASY  
TO KNOW WHAT IT IS...  
SOMETIMES IT'S CONFUSING

SOMETIMES IT MAKES  
YOU FEEL GREAT



CLAES  
OLDENBURG

SOMETIMES IT MAKES  
YOU FEEL OTHER WAYS



SCULPTURE CAN BE ...



LIGHT



SOUND



SMELL

LOOK AT THE MATERIALS  
AROUND YOU AND ASK:

WHAT CAN THEY BECOME?  
WHAT CAN I MAKE?

---

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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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## You May Also Like...

**Pathway: Playful Making**





Featured in the 'Playful Making' pathway

**Pathway: Making Birds**



This is featured in the 'Making Birds' pathway

**Talking Points: Introduction to Sculpture**



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## Talking Points: Sculpture To Help Us Remember

A collection of imagery and sources designed to stimulate conversation around the idea of sculpture used to help us remember.

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, 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.*

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AGES 9-11

AGES 11-14

AGES 14-16

## *Cretto di Burri by Italian Sculptor* Alberto Burri



Alberto Burri – *Cretto di Burri (Crack of Burri)*, 1984–2015, concrete, 1.50 x 350 x 280 m (4.9 x 1,150 x 920 ft), Gibellina, Sicily, Italy, photo: [CC BY-NC-SA 2.0](#) by [Luca Di Ciaccio](#)

The *Cretto di Burri* alias Crack of Burri is a landscape artwork by Italian visual artist, painter, sculptor, and physician [Alberto Burri](#)

Located in Sicily, Italy, the project began in 1984, only to stall in 1989 when funds ran out. It was finally completed 30 years later in 2015.

This piece of land art sculpture, made from cast concrete, commemorated the destruction of the city of Gibellina in 1968 by the Belice earthquake.

The quake destroyed the landscape and left thousands of families homeless.



Alberto Burri – *Cretto di Burri (Crack of Burri)*, 1984–2015, concrete, 1.50 x 350 x 280 m (4.9 x 1,150 x 920 ft), Gibellina, Sicily, Italy, photo: [CC BY-NC-ND 2.0](#) by [Michele Cannone](#)

Alberto Burri was an artist involved in the creation of a new town, 20 km to the west of the destroyed town. [This article](#) describes how the mayor was so impressed with Burri that he invited him to make a piece of art to commemorate the catastrophic event. At first Burri wasn't sure, but after he visited the destroyed area he said:

*I almost felt like crying and immediately the idea came to me: here, here I feel that I could do something. I would do this: we compact the rubble that is so much a problem for everyone, we arm it well, and with the concrete, we make an immense white crack, so that it remains a perennial memory of this event.*



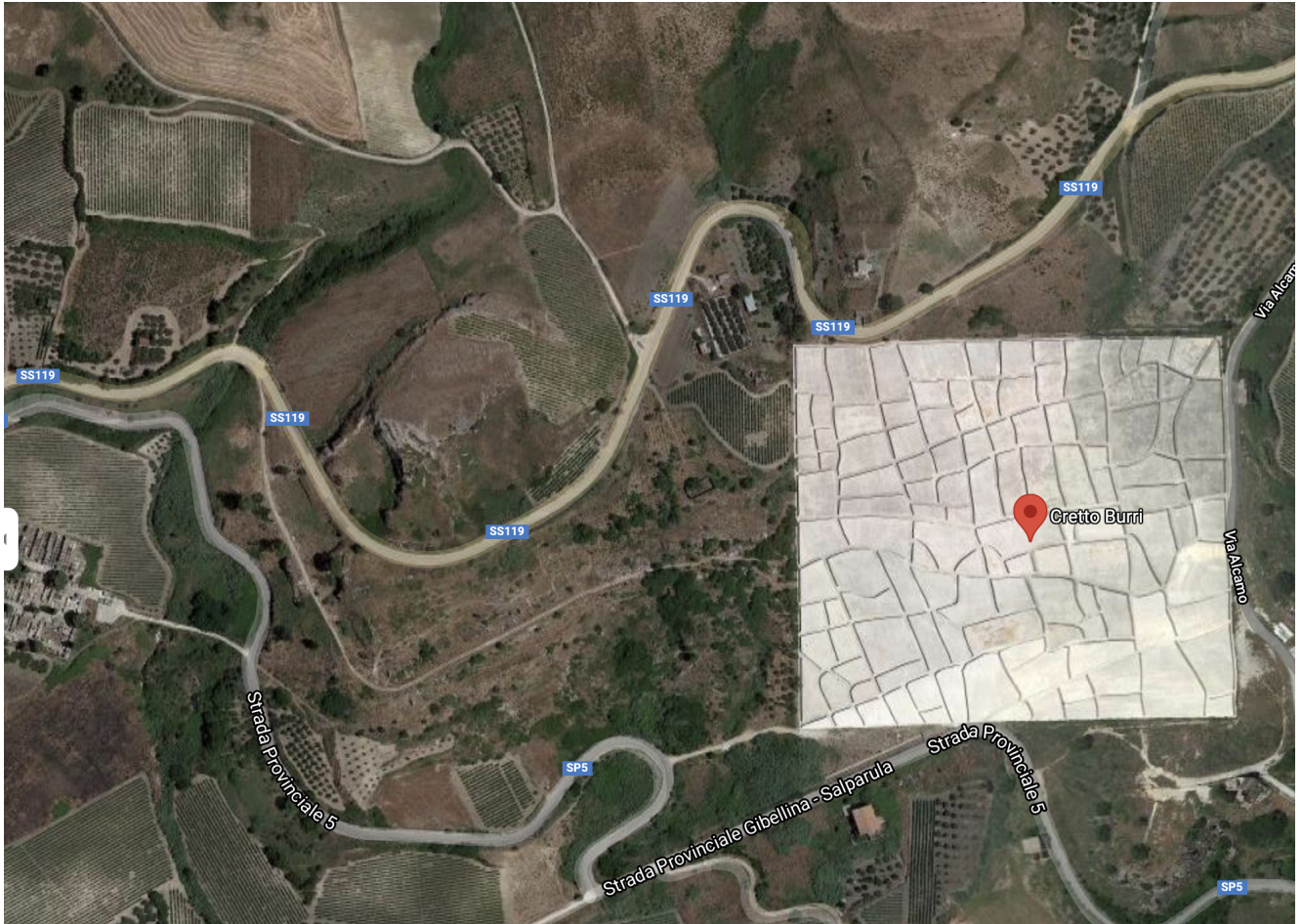
Burri and his workers collected the rubble and redistributed it, casting it into huge cement blocks to recreate the old streets.

“The cracked white concrete of this monument memorializes and conceptualizes the ordeal and suffering of the Belice earthquake, with the slits marking not just the literal streets and corridors of the old town but also the violence done to the land, people, as well as profoundly to the cultural memory of the site.”

<https://publicdelivery.org/cretto-di-burri/>



Alberto Burri – *Cretto di Burri (Crack of Burri)*, 1984–2015, concrete, 1.50 x 350 x 280 m (4.9 x 1,150 x 920 ft), Gibellina, Sicily, Italy, photo: [CC BY-NC-SA 2.0](#) by [Luca Di Ciaccio](#)



## Questions to Ask Children

Describe what you see.

Which words would you use to describe the whole piece?

Can you imagine walking through the structure? Flying over it? What would it smell like? Feel like?

What do you think the artist is trying to say with this artwork?

How does it make you feel?

What is the environmental impact of the piece?

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# **Basic and Budget Friendly Art Materials for Primary Schools**

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## **To The Thames Barrier And Beyond**

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## **Talking Points: Inspired by Birds**

**A collection of imagery and sources designed to encourage children to consider how artists are inspired by birds.**

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, 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.*

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*\*If you are having issues viewing videos it may be due to your schools 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.

AGES 5-8

AGES 9-11

AGES 11-14

FREE TO ACCESS



# Ernst Haeckel

Haeckel, *Kunstformen der Natur*.

Tafel 99 — *Trochilus*.



Trochilidae. — Solibris.

Trochilidae–Kolibris from Kunstformen der Natur (1904) by [Ernst Haeckel](#). Original from Library of Congress. Ernst Haeckel was a was a German zoologist, naturalist, eugenicist, philosopher, physician, professor, marine biologist and artist. [Wiki](#)

## Questions to Ask Children

Describe what you see.

Look at the artwork as a whole – which words would you use to describe the whole piece?

Tell me about the details you like.

What do you think the artist is trying to say with this artwork?

How does it make you feel?

Hoang Tien Quyet







Hoang Tien Quyet, Origami artist, Vietnam. Hoang uses wet paper to make his origami creations. See his work at <https://htquyet.origami.vn/tagged/designs>

## Questions to Ask Children

What do you think the sculptures by Hoang are made out of ?

How do you think he made them?

How do you think he decides how much detail to include or leave out?

How do they make you feel?

What do you think the artist is trying to say with



this artwork?

## John James Audubon

John James Audubon was an American self-trained artist, naturalist, and ornithologist. His combined interests in art and ornithology turned into a plan to make a complete pictorial record of all the bird species of North America. [Wiki](#)

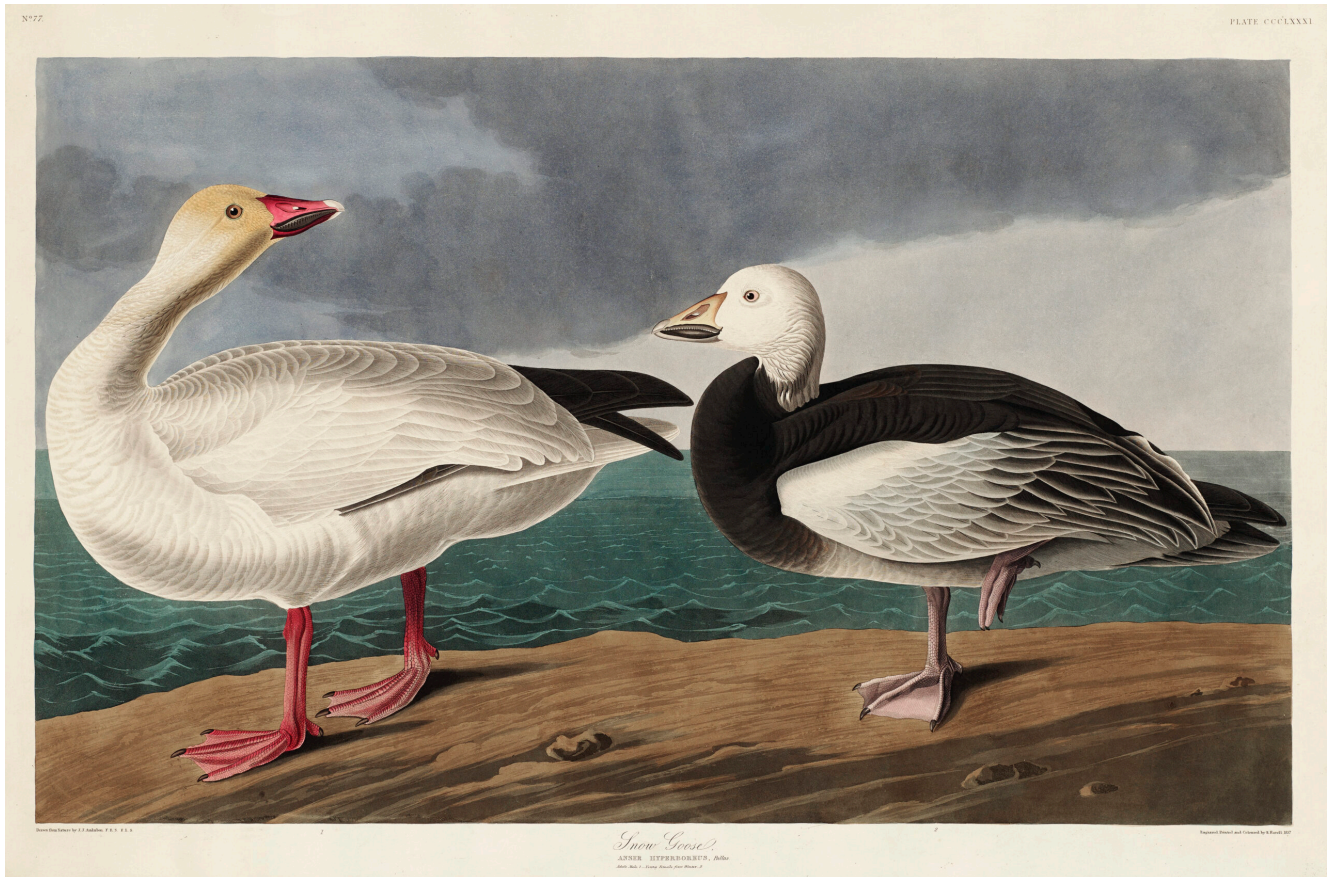


Pied oyster-catcher from Birds of America (1827) by John James Audubon, etched by William Home Lizars. Original from University of Pittsburg.



**Fulmar Petrel from Birds of America (1827) by John James Audubon, etched by William Home Lizars. Original from University of Pittsburg.**





**Snow Goose from Birds of America (1827) by John James Audubon, etched by William Home Lizars. Original from University of Pittsburg.**

## **Questions to Ask Children**

**Describe what you see.**

**Look at the artwork as a whole – which words would you use to describe the whole piece?**

**Tell me about the details you like.**

**What materials has the artist used?**

**What do you think the artist is trying to say with this artwork?**

Can you describe the nature/personality of the bird? Why do you think that? How has the artist made you think that?

## Pejac



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# Birds in Flight Emerge from the Negative Space of Broken Windows

By Jessica Stewart on October 27, 2016



**Camouflage by Pejac.** Silvestre Santiago, better known as Pejac, is a Spanish painter and street artist. He was born in 1977 in Santander, Cantabria, Spain. He studied Fine Arts in Salamanca and then Barcelona. In 2001, Santiago continued his studies in Italy at the Accademia di Belle Arti di Milano. Today the artist lives in



**Santander.**

Inspired by the work of Belgium Surrealist [Rene Magritte](#), Pejac plays with the idea of negative space in this installation piece. Explore images of the piece via the [My Modern Met article](#)

## **Questions to Ask Children**

**What do you see?**

**What has the artist done in this piece?**

**How does this piece of art make you feel?**

**What do you think the artist is trying to say?**

**Dusciana Bravura**





**Dusciana Bravura is an Italian Sculptor and Interior Designer.**

**Dusciana makes beautiful birds out of beads. See her work at [www.duscianabravura.com/en/sculptures](http://www.duscianabravura.com/en/sculptures)**

## **Questions to Ask Children**

**What words would you use to describe these sculptures?**

**Can you imagine how Dusciana makes her work?**

**How do they make you feel?**

**What do you think the artist is trying to say?**

# This Talking Points Is Used In...

## Pathway: Making Birds



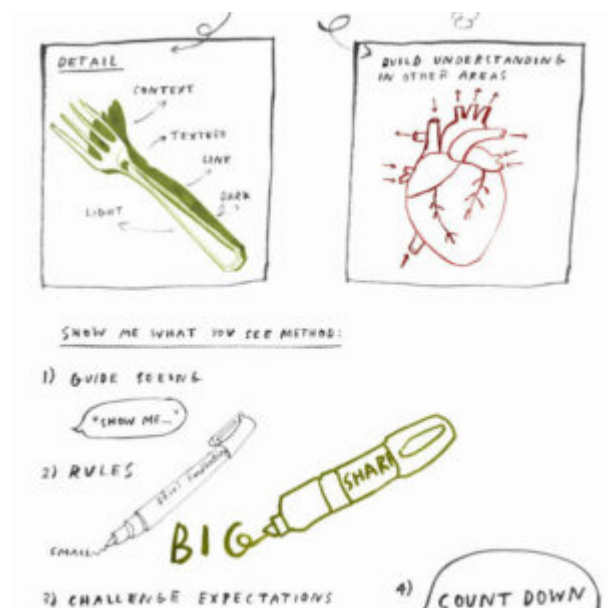
[This is featured in the 'Making Birds' pathway](#)

using sketchbooks to make visual notes





# Show me what you see



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## Workshop Season in Review

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## Introduction to Charcoal

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## The New AccessArt Primary Curriculum for Art



AccessArt is excited to be working on a brand-new Primary Curriculum for Art to be launched in May 2022.

Following the success of the existing [AccessArt Exemplar Curriculum and Progression Plan](#), AccessArt currently has nearly 9500 members – 70% of which are primary schools using AccessArt ethos and resources to help deliver a rich creative curriculum in the visual arts.

AccessArt has a unique model amongst providers of visual arts education resources. The charity and membership organisation work with hundreds of artist educators and teachers in the UK and overseas to build an evolving collection of high quality resources which enable open-ended creative exploration. This co-created resource bank means schools benefit from the experience of a wide range of leading practitioners in the field, whilst being curated, guided and led by the vision of Paula Briggs and the AccessArt team.

The AccessArt Primary Art Curriculum will aim to:

- Go far beyond meeting the requirements of the current National Curriculum, enabling schools to deliver an exciting art curriculum in the here and now, but also act as a model which leads with vision and expertise to help inform future curriculum planning in England and beyond.
- Offer schools a fully flexible scheme of work

which can be followed in whole or in part.

- Present choices for schools, and enable teachers to develop skills so they feel able to tailor the curriculum, develop their ownership, and create outcomes unique to them.
- Be outward looking in terms of approach, activities and artists, making the curriculum fully inclusive and relevant to all pupils.
- Encourage schools, teachers and pupils to think about WHY we teach art, as well as HOW we might do so, and vitally, to help build understanding of why art and artists are relevant to society.
- Enable all teachers including non-specialist teachers and teachers with little experience to feel confident and happy teaching art, developing their skills and personal sense of creativity and wellbeing.

The new AccessArt Primary Curriculum for Art will be launched in May 2022 giving schools time to explore and plan before Autumn term 2022. The introduction of the new AccessArt curriculum will be supported by extensive online CPD session for schools, including suggested start points in the form of mini-curriculum which schools can utilise in the Summer term 2022 as a way to better explore what AccessArt can offer their teachers and

pupils.

We look forward to keeping you updated over the next few months. Please do get in touch if you have any questions, and join our facebook group at

[www.facebook.com/groups/accessartnetwork](http://www.facebook.com/groups/accessartnetwork)

Paula Briggs, Creative Director

January 2022

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## **How To Assess Creativity: Part One**

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## **How To Assess Creativity: Part Two**

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## **World War 1 And The Work Of**

# Paul Nash

## See This Resource Used In Schools...









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## **Green Thumbs**

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**Which Artists: Andrew  
Amondson**

---

**Introduction to the AccessArt  
Progression Plan**

---

# **An Introduction to the AccessArt Exemplar Curriculum Plan**

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# **An Introduction to the AccessArt Resource Bank**

**Which Artists:  
Tatyana Antoun**

**What We Like  
About This  
Resource...**

*“The research phase of a  
creative project can be*

---



*presented in many different ways, and can even be an art form in itself. Here, Tatyana demonstrates how her sketchbooks became a medium through which she expressed her thoughts, refined her ideas and explored materials. We believe sketchbooks to be a powerful tool for children to take ownership of their ideas and travel on their own*

*creative journey, without necessarily knowing the destination. Take a look at our [sketchbook journey](#) for more sketchbook inspiration” – Rachel, AccessArt.*

# You Might Also Like...

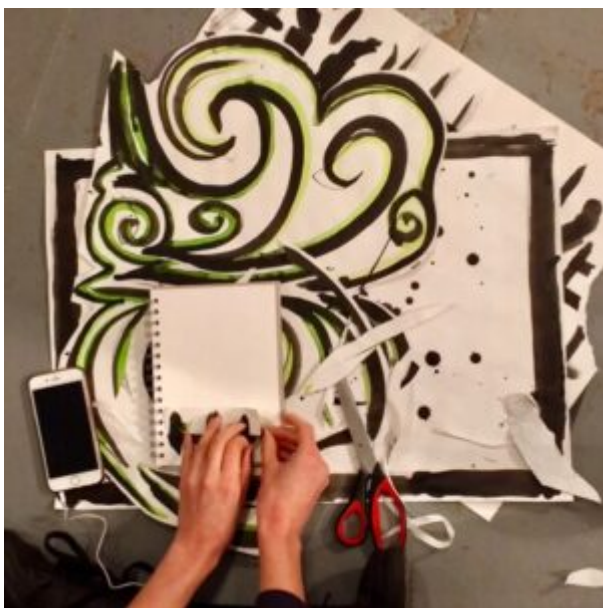


# Sketchbooks and Thinking Skills





# Sketchbooks for Designers – an Introduction for Children



## Using Sketchbooks to Take Ownership of Ideas

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# **The Philosophy and Approach behind AccessArt Resources for Primary Schools**

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**Which  
Artists:  
Merlin Evans  
What We Love**

# About This Resource...

So often, we hear talk of the distinction between science and art, and no more so when teenagers proceed through their education and they



**are encouraged to  
choose one route or  
another. In reality,  
creative thinking  
helps scientific  
understanding and a  
scientific approach  
can inform and  
inspire art.**

**It's so refreshing  
to read and see**

**Merlin's experience and understand how she works between these two areas – in her words “*mixing subjects, and seeing how they work and intersect is where inventions take place!*”**

**We also love the way**

her work embraces  
the *felt* world of  
being human, as well  
as the *known* world.  
We're sure many  
young people will  
find Merlin's work  
of interest and  
reassuring when they  
are pressured to  
choose "*art or  
science*".

# You May Also Like...

## Drawing for Learning

## for

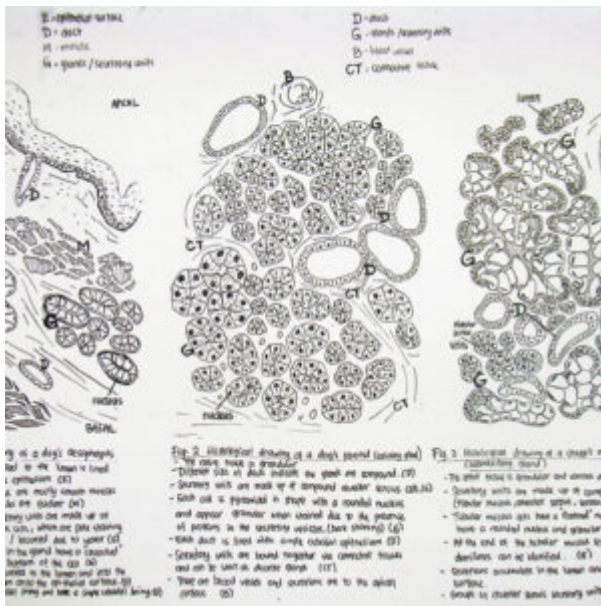




**Dr Fay Penrose,**  
**PhD, PGCert,**  
**SFHEA, BA(Hons)**  
**Senior Lecturer**  
**in Veterinary**  
**Anatomy and Head**  
**of First Year in**  
**Veterinary**  
**Science,**  
**University of**

Liverpool,  
explores why  
visual and  
tactile literacy  
and manual  
dexterity skills  
are important in  
the STEM subjects  
in higher  
education.

# Drawing as a Way of Understanding



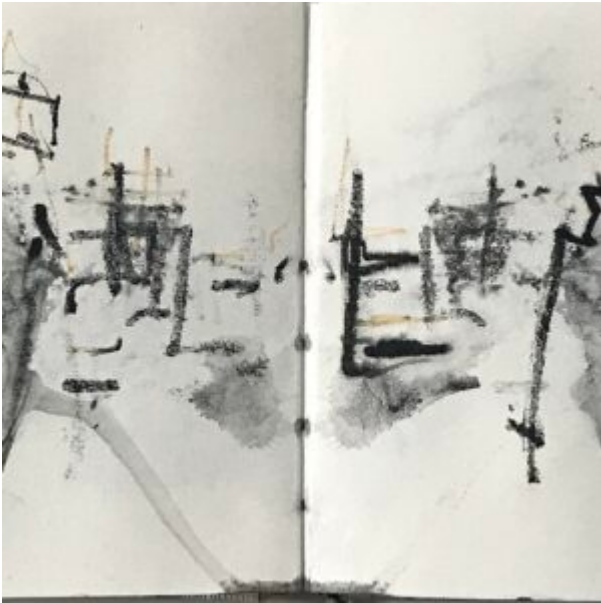
Fay Penrose,  
Lecturer in  
Veterinary

**Biology at The**  
**Veterinary School**  
**at University of**  
**Liverpool, who**  
**shares her work**  
**in introducing**  
**drawing as a way**  
**of checking**  
**understanding of**  
**complex subjects.**



This methodology  
would be very  
transferable to a  
number of subject  
areas in schools.

**Drawing as a Way  
of Understanding**



Resource by  
Andrea Butler  
sharing her  
process of making  
drawings whilst

walking. “I  
wanted to develop  
a way of drawing  
that captured my  
sensory and  
visual  
experiences as I  
moved through the  
landscape.”

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# **Exploring, Associating & Connecting — a Sketchbook**



# Exercise