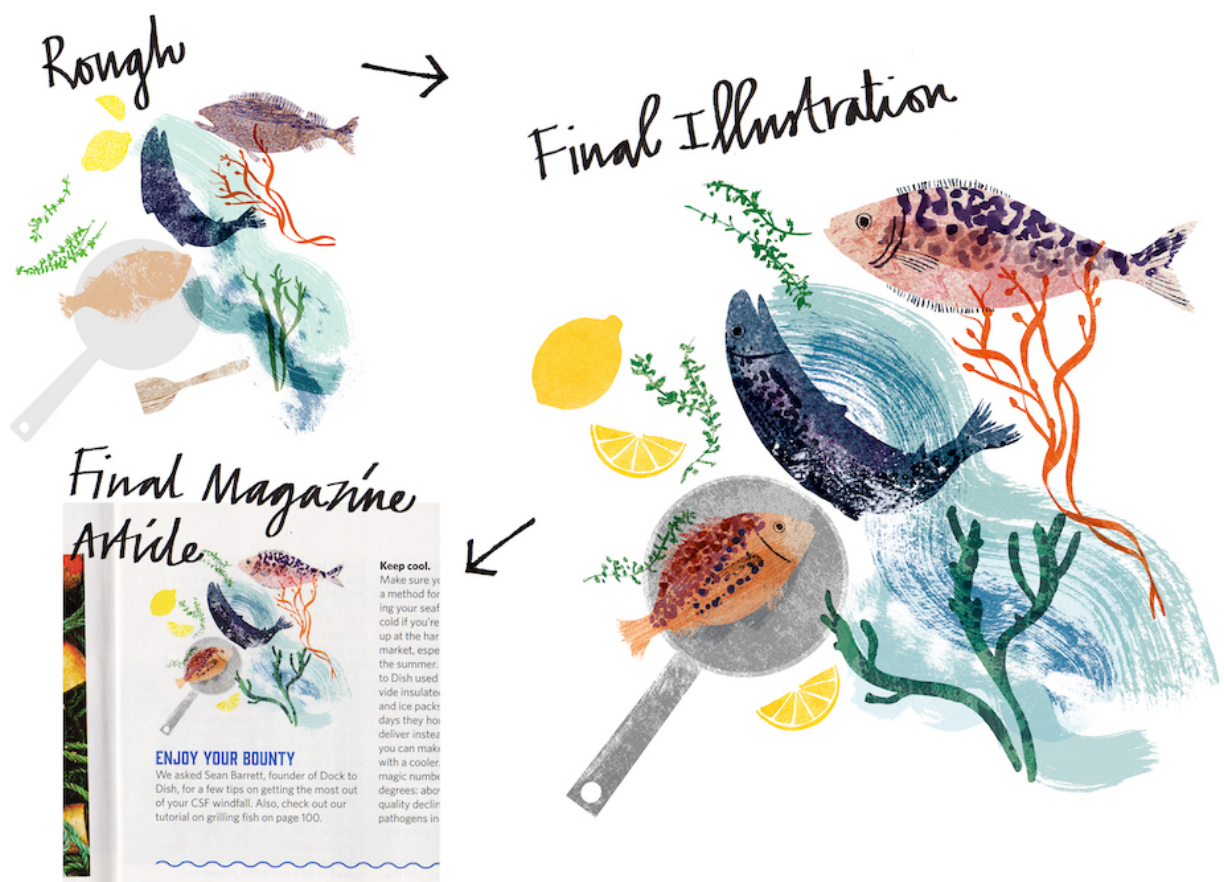


Which Artists: Claire Harrup

By Claire Harrup

Claire Harrup is a successful Illustrator and Printmaker based in the UK. With Agencies in both the UK and the US representing Claire, and a portfolio packed with Editorial and Book Illustration, and Packaging Design, Claire has gone on to create work on an international scale. In this post Claire talks about her journey into the creative industry as well as the projects that she has worked on more recently and her favourite ways of working. This post would be of interest to teenagers keen to explore the realms of the creative industry and all that it has to offer an Illustrator.



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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.

What We Like About This Resource...

“We really enjoyed reading about the process of creating art work according to a design brief and

how the experience of this differs to when an artist begins with their own idea or concept. That's not to say an artist can't approach a brief with their own individual style and ideas, but what this post shows us is that there can be a balance between the two. This would be a great resource to show older KS pupils who may be beginning to consider their options beyond Primary School". – *Rachel, AccessArt*

You Might Also Like...

Pathway: 2D Drawing to 3D Making



[This is featured in the '2D Drawing to 3D Making' pathway](#)

Talking Points: Packaging Design



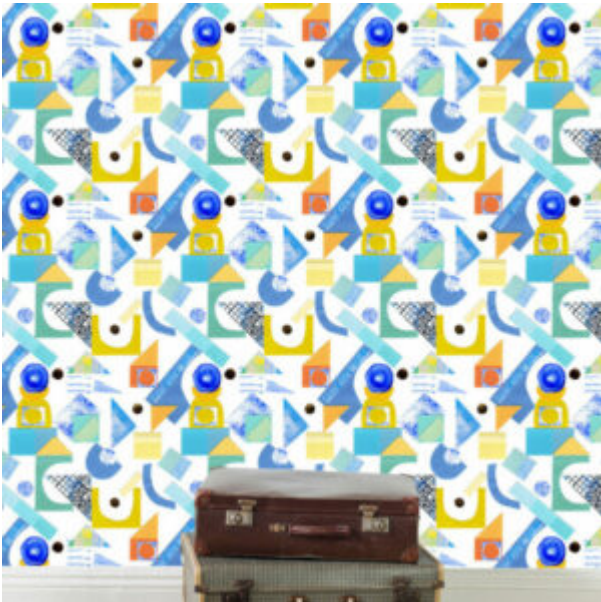
What is Typography



Which Artist: Rachel Parker



Repeating Patterns



Block Printing Repeat Patterns



Which Artists: Theresa Easton

What We Like About This Resource...

“It’s interesting to hear Theresa describe Printmaking as a social activity, with the shared use of materials and equipment so central to the practice. This could be a positive way of working for lots of children in school, where instead of just working on individual art work, they can collaborate and embrace the creative sharing experience!” – Tobi, AccessArt.

You Might Also Like...



Monoprint Animals



Screen printing Inspired by Matisse



[An Exploration of Shepherd Fairey](#)

**Thoughts About the Art &
Design Curriculum by Paul
Carney**

**DrawAble: My Tiger Sketchbook
by Inbal Leitner**

What We Like About This Resource...

“This resource is a lovely example of how words and text can generate ideas, which can then be transferred to paper. Working in this way with children is a great way for them to engage with literature – and to have an individual response. Try reading poems out loud to a class and ask them to list all the images that spring to mind before exploring those images through drawing”. – *Rachel, AccessArt*

You May Also Like...

Pathway: Telling Stories through drawing and making



[This is featured in the 'Drawing Stories](#)

Through Drawing and Making' pathway

Rosie Hurley: Esio Trot



Poetry and Printmaking



Found Poetry



Drawable: The Ingredients and Elements of the Poem by Inbal Leitner

You Might Also like...

Pathway: Telling Stories through drawing and making



[This is featured in the 'Drawing Stories Through Drawing and Making' pathway](#)

**DrawAble: Unfolding Stories
by Inbal Leitner**

**Creative Pedagogy & Pathways:
The Wish List**

We are all passionate about the importance of art education, and we all represent different

audiences. To help explore how we can help support each other to help create a more sustained pipeline from early years through to life long learning, and to build new links within the pipeline, we need to consider our Wish List. The audiences we work with do not exist in a vacuum – they are part of a larger picture. By sharing our wish lists we might be able to see where we can better support and learn from each other.

Thinking in particular about the individuals, organisations and institutions around you, what would you like to ask of them? Is there a type of organisation you have never had experience of collaborating with, but would like to.

Some examples:

- You are a secondary school teacher. Can you describe the traits of Yr 7 pupils you would love to inherit from your feeder primary school.
- You work in HE. You've never worked with EYFS teachers, or children that age, but you'd quite like to see what goes on in early years education to better understand the other end of the educational chain.
- You work in FE. What would you like to ask GCSE and A level teachers to develop – in terms of skills in Foundation Course Students?

You work in a creative industry. Which skills would you like to elevate in primary and secondary schools?

- You are a practising artist/designer. Think back to your 7 year old self. What gift list would you wish on your 7 year old self? On your 85 year old self?
- There is an issue which you come up against time and time again. What is it and how can your wish list fix it? Who are you asking for help?

How to Share Your Wish List

1. Teachers, Educators, Policy Makers, Stake Holders, Parents, Artists and Students – We invite EVERYONE to send us your wish list, [by email](#), and we will share as many of those lists as we can via the AccessArt website.

Taking Stock: What a Game of Snakes & Ladders Made Me Think About Art Education

An Exploration of Pandora's Box

You Might Also Like...



[Ancient Greek Lyres](#)



Decorative Coil Clay Pots



Visual Arts Planning: Clay

Which Artists: Ava Jolliffe

Which Artists: 2B or Not 2B

Sketchbook Journey At

Haslingfield Primary School

Creativity Medals

See the Resource Used in
Schools...





What We Like About This Resource....

“The sentiment behind this resource idea is lovely and it provides an opportunity to really develop some fine motor skills as well as independence of approach. Taking ownership of the medal design means the sense of achievement is heightened beyond the children just being given one. You can really imagine the positive energy that would surround this activity within a classroom, with each child working on a shared project but embarking on their own creative journey.” – *Rachel, AccessArt*

You May Also Like....

Pathway: Playful Making



Featured in the 'Playful Making' pathway

Talking Points: Introduction to sculpture



Clay Art Medals



Talking Points: Nnena Kalu



Talking Points: Linda BELL



Making Musical Instruments

What We Like About This Resource...

“It’s great to see music being explored in this way, and combining it with making creates a really interesting immersive project. This activity would work well as part of an extended project looking at musical instruments around the world and some of the natural materials they are made from.” – *Rachel, AccessArt*

You Might Also Like...

Pathway: Music and art

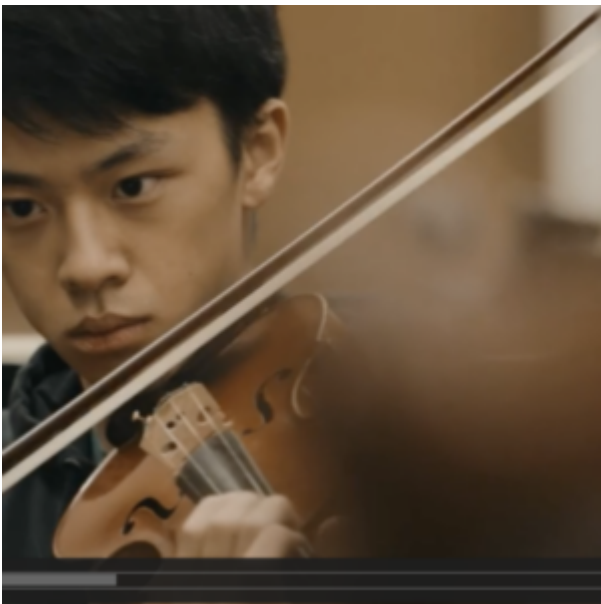


[This is featured in the ‘Music and Art’ pathway](#)

talking points: wassily Kandinsky



drawing source material: orchestras



A Cheerful Orchestra



Talking Points: Linda BELL



Talking Points: Nnena Kalu



Touch Wood

What We Like About This Resource...

“You can get a real sense of the environment in this post and how this could provide so much inspiration for creative projects. We are aware there the challenges to exploring the outdoors when many schools are in towns and cities. A way around this could be to have a regular collection of natural objects within the classroom and using them as a stimulus to respond creatively in sketchbooks or in extended projects” – *Andrea, AccessArt*

You Might Also Like...



[Woodland Exploration](#)



[A Passion for Woodworking](#)



Visual Arts PLanning: Tees, Forest and Landscapes

Which Artists: Jason Line

What We Like About This Resource...

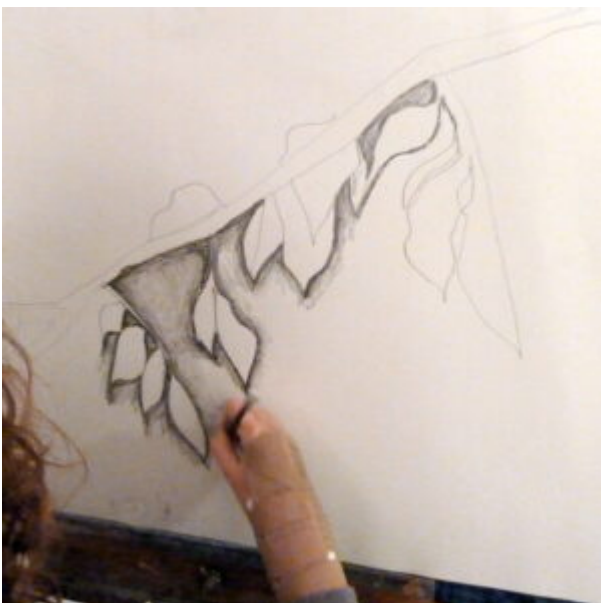
“It’s always so inspiring to hear how different artists work and we particularly like the detailed references Jake makes to his process – marking out the composition using neutral tones; adding and taking away compositional elements and gradually building in more colour and detail. Delivering a still life session in a classroom could begin with

this process and encourage the practice of looking at positive and negative space. Some suggested resources below also touch on this". – *Rachel, AccessArt*

You Might Also Like...



[Tackling Still Life for Children](#)



Drawing Negative Space



Visual Arts Planning: Still Life

Which Artists: Su Blackwell

What We Like About This Resource...

"It's really interesting to hear how Su's career path evolved organically, and how experimenting with different disciplines such as ceramics and sculpture whilst studying Textiles at the RCA began her journey towards paper craft and books. We really like how the small book sculptures

inspired the larger scale set designs for The Snow Queen. They transfer so effectively to the stage and you can imagine how engaging it would be for a young audience to recognise letters and words on lampposts and other scenic elements". – *Rachel, AccessArt*

You Might Also Like...



[Creating a Book World](#)



Sketch Set Design Models



Set Design for Primary Aged Children

**Henry Moore's Shelter
Drawings**

You May Also Like...

Pathway: Exploring Form Through Drawing



[This is featured in the 'Exploring Form Through Drawing' pathway](#)

Watercolour Washes Inspired by the Tapestries of Henry Moore



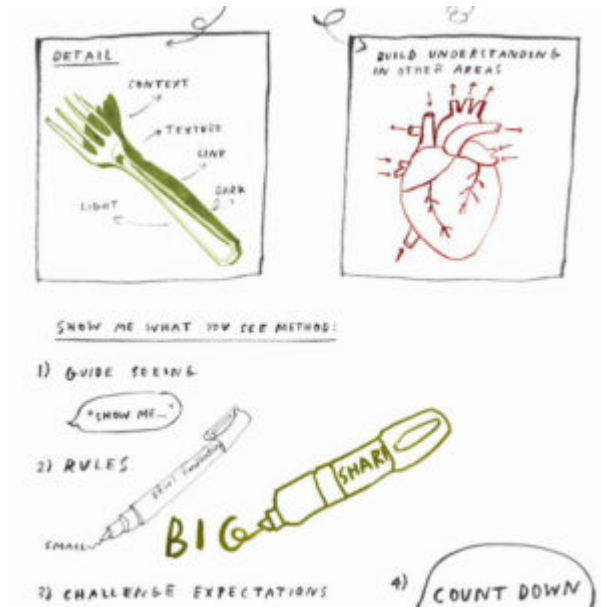
Which Artists: Rachel Parker

What We Like About This Resource

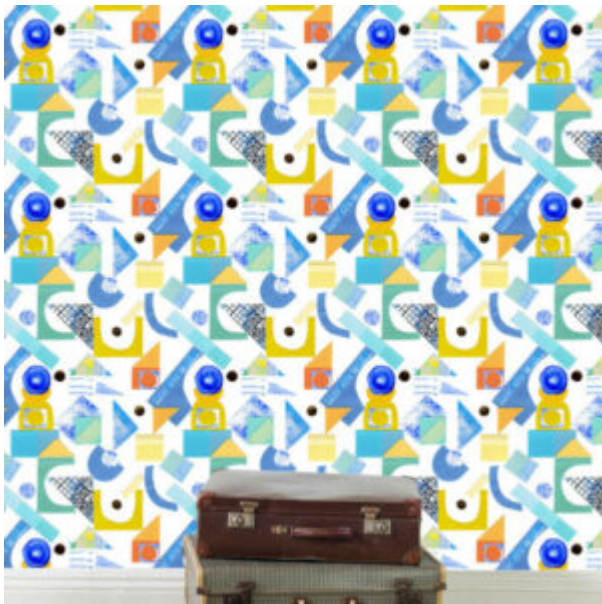
“It’s really interesting to see the combination of hand and digital work in Rachel’s work, and particularly how her hand stitched embroidery is scanned before being used to create patterned products. We love that lots of Rachel’s work begins in sketchbooks and how this really underpins her creative process. For children in school, learning to utilise a sketchbook and discover their potential through drawing and mapping ideas is invaluable. We have a whole Sketchbook Journey section on the AccessArt website (linked below) which explores this in more detail”. – *Rachel, AccessArt.*

You Might Also Like...

Pathway: Exploring pattern



Inspired by Rachel Parker



Sewn Treasure Box



Felt and Embroidery Sets



Collaboratively Discovering Common Ground

By Dr Judy Thomas

This response was written after the first meeting of

Bakhtin (1984) promoted pedagogies that facilitate dialogic engagement; his 'Chronotype' theory suggests time and space is inherent in narrative.

Our narrative, and that of our learners, has shifted dramatically over the past year; we have embraced new virtual spaces that present us fresh opportunities. The online environment scaffolds contemporary possibilities for connection and dialogue in ways previously not considered. Virtual adaptation has enabled us to come together and create new freedoms to positively learn from one another. This unites a divergent multiplicity, where we can actively, more fluently, share dialogue, in ways previously not so accessible. We can exchange ideas and create new, beneficial learning spaces that help us collaboratively discover common ground and navigate challenges.

We are stronger together and the promise of this dialogue is exciting. By applying online, dialogic approaches to learning, we can cross boundaries through beneficial zones of potentiality. The overwhelming excuses for being insular no longer exist; we can cross-sectors to collectively explore creative spaces to reflect, question, challenge, develop, innovate, and inspire. This dialogue can stimulate change and positively create wider access to art and future creativity.

Bakhtin, M (1981) *The Dialogic Imagination* in Ehre, Milton. *Poetics Today*, vol. 5, no. 1, 1984, pp. 172–177. *JSTOR*, www.jstor.org/stable/1772435. (Accessed 16 May

2021).

Cohen, Tom. "The Ideology of Dialogue: The Bakhtin/De Man (Dis)Connection." *Cultural Critique*, no. 33, 1996, pp. 41–86. JSTOR, www.jstor.org/stable/1354387. Accessed 16 May 2021.

Oxford Reference (2021) "Chronotope" Available at: <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095611483> (Accessed 16 May 2021).

Rule, P (2011) *Bakhtin and Freire: Dialogue, dialectic and boundary learning, Educational Philosophy and Theory*, 43:9, 924-942, DOI: [10.1111/j.1469-5812.2009.00606.x](https://doi.org/10.1111/j.1469-5812.2009.00606.x) (Accessed 16 May 2021).