

# Redesigning Food Packaging

By [Tobi Meuwissen](#)

As more schools adopt the timetabled approach of providing students with one term of DT followed by a term of Art, Tobi shares a project that could be used to link the two together. The project reuses cardboard food packaging and materials such as ink, coloured paper, paints and supplies that could be used to rebuild the packaging such as string and glue.

Using the reverse (plain) side of the packaging net gives students an opportunity to make their own creative response, whilst challenging both their logic and creative thinking skills. They will be encouraged to think about how they can build nets whilst experimenting with drawing, composition and type.

This resource demonstrates ways in which the outcomes can be adapted according to materials and also the level of ability of the audience.



	Please log in here to access full content.	
Username	<input type="text"/>	
Password	<input type="password"/>	
	<input type="button" value="Login"/>	<input checked="" type="checkbox"/> Remember me
	<a href="#">Forgot Password</a>	

To access all content, I would like to join as...

## An Individual



Creative practitioners, educators, teachers, parents, learners...

From £3.50

## An Organisation...





Schools, Colleges, Arts Organisations: Single and Multi-Users  
**From £42**

*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.*

---

## You May 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



# Creating Comics Inspired by Museum Collections

# AccessArt & The Fitzwilliam Museum Cambridge: Touch

To coincide with [The Human Touch](#), an exhibition at the Fitzwilliam Museum, Cambridge, AccessArt has collated a collection of resources to help pupils

**and teachers explore the sense of touch in making art.**

**The exhibition explore how we use our hands to leave traces, make art and symbolise emotion and intention. The resources below can be used as starting points to explore ideas about our sense of touch in the classroom or studio.**

## **Drawing & Mark Making**

### **Making “Feely” Drawings**

[See the Resource](#)

### **Nest**

[See the Resource](#)

### **Doodle Ball**

[See the Resource](#)

### **Drawing Like a Caveman**

[See the Resource](#)

### **Painting with Plasticine**

[See the Resource](#)

# **Hands, Feet, Flowers**

[See the Resource](#)

## **Clay**

### **Quick Clay Sketches**

[See the Resource](#)

### **Sensing Form**

[See the Resource](#)

### **Making Mini Food**

[See the Resource](#)

### **Painted Clay**

[See the Resource](#)

### **Fruit Pinch Pot**

[See the Resource](#)

### **Beyond Clay**

### **Hand Casts**

[See the Resource](#)

### **Worry Dolls**

[See the Resource](#)

### **Paper Bowls**

[See the Resource](#)



# Wave Bowls

[See the Resource](#)

---

## Drawing and Performance

The “Drawing and Performance” In the Studio event explores connections between drawing and movement.

Drawing is often seen as a passive activity which takes place whilst we are seated; a process of making marks with a pencil whilst moving from the wrist.

But drawing CAN be a much more physical activity – an activity which involves making marks on a much larger scale with materials other than pencils to create artwork which we approach with our whole body, and verges on performance both in terms of how drawings are made and how they are viewed.

Drawing can also of course be inspired BY performance itself – dance, film, theatre and tv can all provide exciting starting points to explore a more fluid and experimental approach to drawing.

Find the recording of the session below.



Drawing dancers by Tobi Meuwissen

**Choose stills from the video above, drawing them in panels (rectangles), to create a sequence of drawings**

**Draw as you watch the above video, making marks on the paper and layering image over image. Take what you need from the video, leave out what you don't need.**

**drawing in the dark**



**using a tablet**



**impressability project**



**dressing up as a fossil**



**Tape, projectors, wicki sticks**



**drawing with tape on walls**



**shadow puppets**

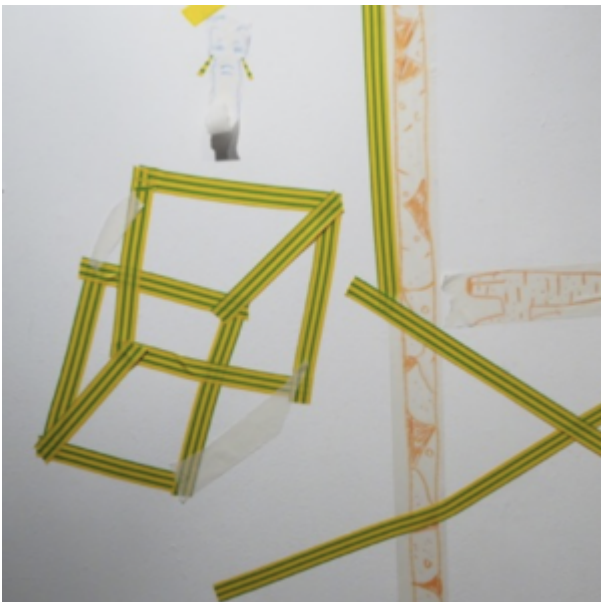


**shadow puppets and whiteboards**





**drawing with tape on walls**



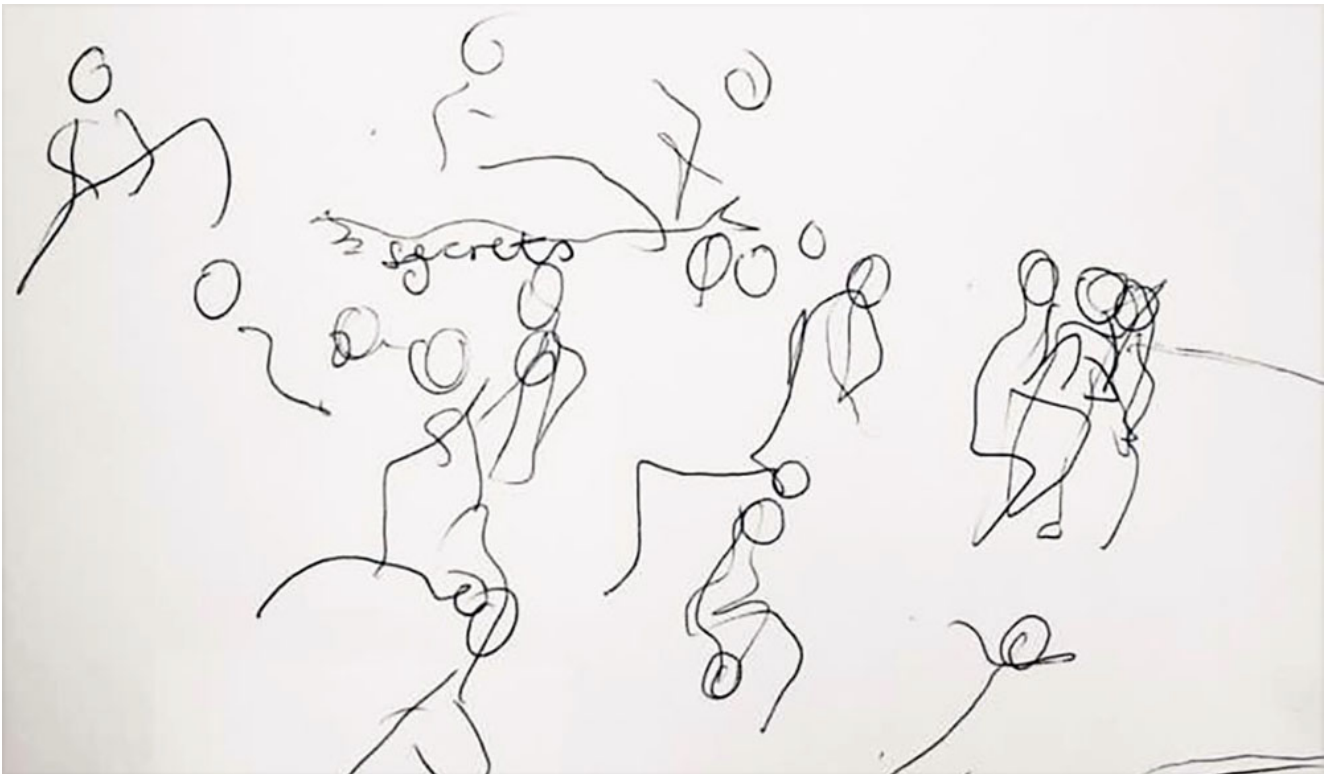
**painting the storm**



**missing you**



**Drawing in space**



Drawing dancers by Tobi Meuwissen

---

## Printmaking using Packaging

---

# AccessArt Prompt Cards

The AccessArt Prompt Cards are a series of very short drawing prompts which can be used in a wide variety of situations. You can download the prompts below as a PDF.

Find the recording of the In The Studio session focusing on AccessArt's Prompt Cards below.

## DOWNLOAD THE ACCESSART PROMPT CARDS PDF



## Using the Drawing Prompts as a Warm Up

The Drawing Prompts are a great way to help learners be open about what drawing is and how they make marks on a page.

Before you work with the drawing cards, consider

enabling learners to understand how they hold a pencil, how much pressure they apply, and how they move their arm will effect the marks they make.  
[See Anatomy of a Pencil resource here.](#)

moving and drawing



teenagers make their own prompt cards



Anatomy of a pencil





## Using the Drawing Prompts as an Aid to Well Being

The resources below share how you might use the Drawing Prompts to help learners develop their appreciation of drawing in the “now” – a useful skill to help build a sense of well being.

## drawing as a tool for mindfulness



## arts and minds



## Using the Drawing Prompts as an Aid to Exploring

In the resource below, the AccessArt Drawing prompts were used as a way to help teachers (or learners of any age) explore artwork made by others (in this case an exhibition of the work by Degas at the Fitzwilliam Museum). The drawing prompts help learners collect information in a visual way and help make an individual creative resource.

## Drawing in a museum or gallery



---

# Progression Plan for Making

The **Progression Plan for Making** below, is taken from our more [comprehensive Progression Plan](#) here.

Click on the image below to launch the PowerPoint, and then click on the photos within the PowerPoint to link to resources. *Please note the resources included are for suggestion only, there are many more resources available on AccessArt.*

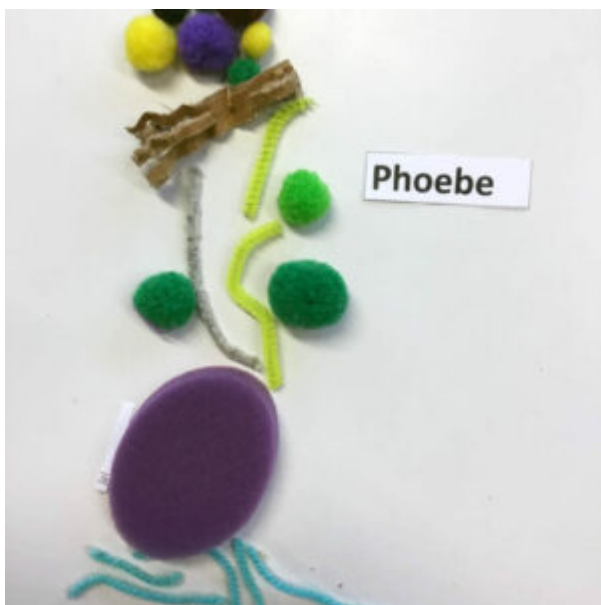
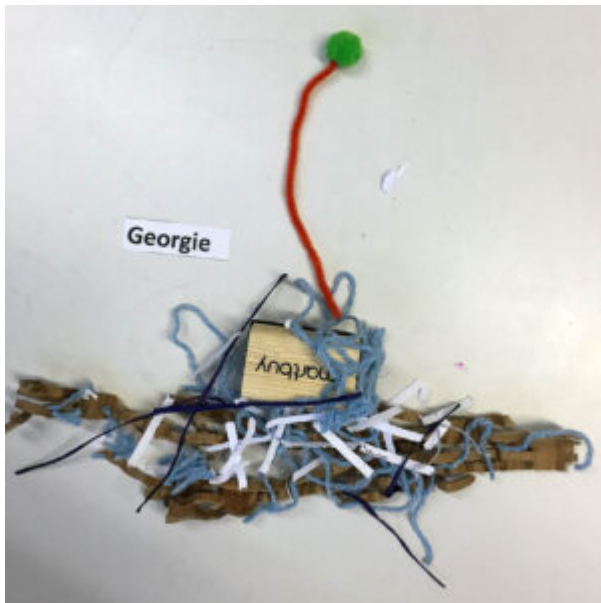


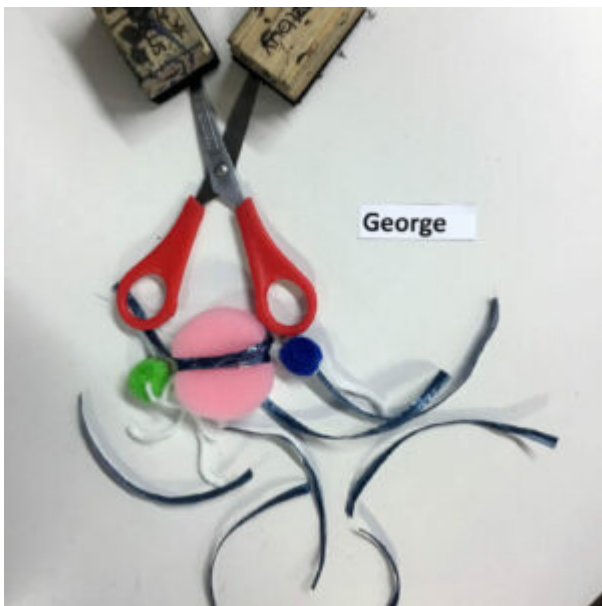
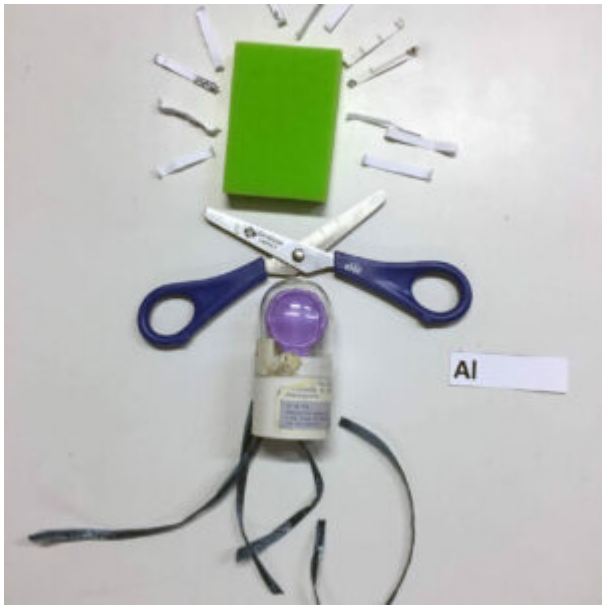
Year 1 – Generating Ideas		By the end of Year 1 Children should be able to...
Making as Playing:		Recognise that ideas can be generated through doing as well as thinking
Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.		Recognise that ideas can be expressed through art  Experiment with an open mind

---

## Roots & Shoots: A Sculptural Challenge

# See This Resource Used In Schools...









## You May Also Like...

**Pathway: Stick Transformation project**



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

---

# Welcome to AccessArt's Newest Team Member!



AccessArt is really pleased to welcome [Tobi Meuwissen](#) to our team! Tobi is a recent graduate from Manchester School of Art, where she gained a First Class BA (Hons) in Illustration with Animation.

Tobi will be working with artists and educators to help create exciting content for AccessArt, and also helping with admin, membership and marketing.

Tobi is a talented artist and communicator and we think she will be a real asset to the team.

*"I can't wait to get started with the AccessArt team, trustees and members!"*

## Home Cooked Publication



'Home Cooked' is a publication I created from my time volunteering at Bukky Baldwins Universe- a Refugee and Asylum Seeker group who meet weekly to learn new skills and create products to sell. I created a fully illustrated cook book full of their traditional recipes. The concept was based on memories and food, and feeling a sense of place in a foreign environment. The publication went onto win a Gold Award from Creative Conscious. One of the spreads was also awarded a place on billboard by the judges of the Nationwide Degree Show.



## The Sewing Group

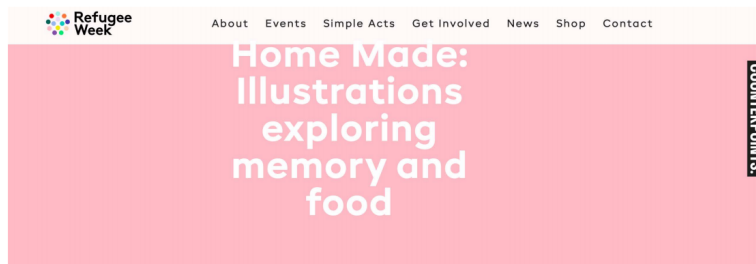
I worked on a project in collaboration with Refugee Action and Manchester School of Art. I was commissioned with creating a fully illustrated booklet for participants in a project that aims to equip refugees with sewing skills through Zoom classes. The brief consisted of only using images alone, challenging my creative and lateral thinking skills to create a clear, comprehensive but engaging piece.

Language barriers within the group meant that I could only use imagery for the illustrations.

The final product consists of 36 spreads. For data protection reasons certain pages cannot be shown.

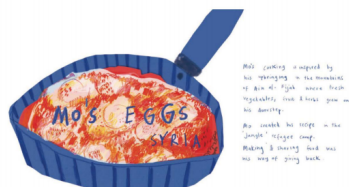


## Blog Post for Refugee Week



My test project for Home Cooked started with a recipe book created by Refugee Week. I created a publication based on the recipes and photos that they had collected. After creating it, I contacted Refugee Week with the project and I was fortunate enough to have it featured on their blog.

<https://refugeeeweek.org.uk/home-made-illustrations-exploring-memory-and-food/>



Guest post by Tobi Muewissen



Tobi Meuwissen

---

# DrawAble: The Secret Powers of Sketchbooks

[By Jo Blaker](#)

Sketchbooks are powerful tools. Enjoy these three videos in which Jo Blaker shares why sketchbooks have secret powers.

**\*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.\***

# Sketchbook Powers Number 1 & 2

Secret powers numbers 1 and 2: Jo describes how sketchbooks can be a door into a hidden world, and a place to explore what you feel like as a person.

## Sketchbook Power Number 3

Secret power number 2: Sketchbooks can be a weapon; a weapon you can use to fight boredom, ease anxiety, and find gratitude.

## Sketchbook Power Number 4

Secret power numbers 4: Sketchbooks can be a laboratory – a safe place to experiment, test and discover.

---

## Diverse Mark Making

Last week we looked at how we can use sound to help develop our mark making in a very intuitive way. Today we are going to look at how we can develop our mark making skills in a slightly more analytical way – through examining the work of



other artists. By doing this, and by using our new mark-making vocabulary in the drawings we make, we can begin to understand how different types of marks create personality and meaning in our drawings.

As with all the AccessArt resources, we want to help learners aim high, but through a series of small steps. And at each of the steps we ensure we are encouraging open-ended, creative experiences so that the learning is really owned by the learner.

Find the recording of the In The Studio session exploring diverse mark-making below.

Activities which help learners identify new marks...

## Finding marks through artists



**thoughtful mark making**



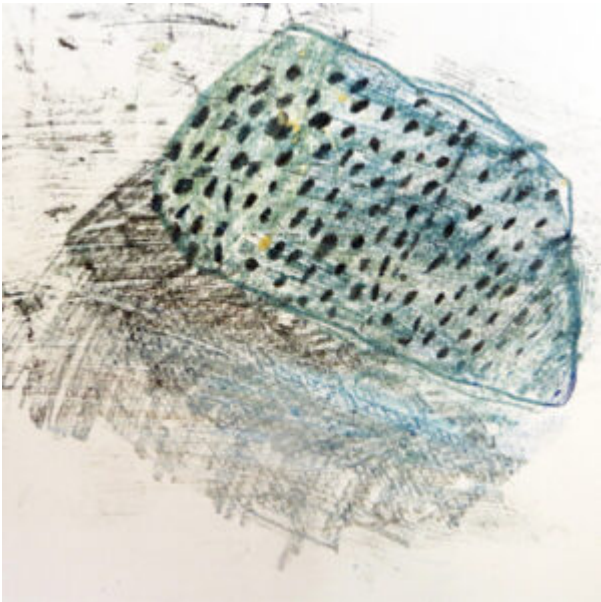
**drawing clouds and mark making**



**Typography for children**



**Monoprint with Oil Pastel**



**Flat Yet Sculptural making**



## **Making Sculptural Wild Things**



---

## **Finding Marks Through Drawings Made by Artists**

# See This Resource Used In Schools









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

## Session Recording: Finding Marks Made by Artists

Developing Mark Making Skills - Drawing Exercise

Sharing Visual Arts Inspiration

HOME TODAY VISUAL ARTS RESOURCES AREAS OF EXPERTISE I AM... JOIN ACCESSART

Logout

### Finding Marks Through Drawings Made by Artists

By Paula Briggs

This resource shares a way to introduce learners to the diversity of mark making at their disposal when making drawings. By deconstructing drawings made by artists, we can begin to build our own vocabulary of marks, and start to make our own creative decisions about when to use a certain mark in a particular context, and understand how the marks we choose will affect the final drawings.

#Inspire

Inspired by our resources? media using @inspirevally @facebook and @twitter @black Instagram & quite the art! Thank you!

FIND RESOURCES ABOUT...

Search

MEMBERSHIP

Register for

Join Access

# Personalising a Sketchbook with Mark Making and Collage

---

## Exploring Sound & Drawing

What is the connection between sound and mark making, and how can we use one to enable an exploration in the other?

At it's most essential, drawing is the result of our bodies moving while we hold some kind of drawing tool. How we move while we draw (how fast, how slow, how carefully, how chaotically) is not something we often consider – we are usually too busy looking at our drawing on the page.

The sounds around us mark and describe the passing of time: birdsong, traffic, machinery, speech, music. Each sound reverberates through our body, and we react, at some level, to everything we hear.

Sound is energy, and our bodies respond with movement – sometimes on a micro scale (a tap of a finger) sometimes through the whole body (we dance).

How can sound become a gesture on the page? The exercises and resources below explore how we can

use sound to create energy, rhythm and movement which transform through our body and through the drawing material into mark making on the page.

Find the recording of the Zoom session exploring sound and movement below.

Although not made in response to sound, the work of Japanese artist [Tomoko Kawao](#) shows how drawing relies on movement of the body in response to a stimulus. Even when we draw from the wrist with a fine drawing material, the movements we make, the pressure we apply, and our empathy with the material, dictates the marks we make.

mark making and sound



Painting the storm



**Drawing to a metronome**



**Drawing in the dark**





**Inspired by Miro**



**a cheerful orchestra**



## **Sketchbooks and Performance**



---

## **Design and Build: An Electric Wooden Bike**

[Lluís](#) shares how and why he designed and built an electric wooden bike.

Instagram: [lluisthewoodworker](#)

---

## In the Studio with AccessArt: Creative Zoom Sessions for Members

*A fabulous session-just the right length and so clear and inspiring-I know what I will be spending my day doing tomorrow.*

*It really was the perfect CPD, a combination of excellent modelling, an opportunity to have a go ourselves and excellent signposting of how to use the skill. The decision to make these sessions 30 minutes is also a fabulous idea. As well as being a brilliant addition to my subject leadership it was also such a welcome relief to do something so enjoyable in these trying times!*

AccessArt is excited to announce we will be starting a series of creative drop-in zoom sessions for AccessArt members, to help bring AccessArt ideas to life! Find out more below about

how you can use these sessions, and [find a list of dates and themes here.](#)

These sessions are recorded and available for members to access after the event. We also create resource pages from the content/themes explored. [Find the resources and recordings of past events here.](#)



## In the Studio with AccessArt

AccessArt runs an ongoing programme of drop-in creative zoom sessions for AccessArt members. Sessions will:

- Aim to bring to life through practical demonstration a particular skill, process or idea

Last just 20 to 30 minutes, making it easy for you to fit into your day and absorb new ideas

- Link to an [AccessArt resource](#) so that you can then share the idea with your audience (learners of all ages)
- Members will be able to access the event from [a link posted on the events page near the time of the session](#), (the webpage will be behind the membership wall). Simply login as a [full AccessArt member](#) and join the zoom.
- Watch or Participate: Before each session we will let you know what materials you need to try the activity. You can watch the demonstration and hear the ideas and processes brought to life, or you can have a go along side – it's up to you. There will be time for questions after each activity and we will share how you can use that activity in a variety of contexts.

The sessions are aimed at:

- Teachers, facilitators, educators of all ages – use the sessions to develop your own personal creativity or as short CPD to develop your teaching skills and understanding
- Learners aged 16 upwards – use the sessions to develop your own creativity
-



- Parents of children of all ages

[Browse our timetable of up and coming sessions](#) and join us wherever you live. Attendance is open to [full AccessArt members](#). All times are GMT.

Questions? email [info@accessart.org.uk](mailto:info@accessart.org.uk)

---

## Using a Found Book for a Sketchbook

---

## Be Consistent

---

## Be Mindful Of Hidden Assessment

---

# **Make Assessment Inclusive**