

An Exploration of Pandora's Box

By [Rachel Thompson](#)

In this post, AccessArt team member and Artist Rachel Thompson goes on a creative journey exploring the Ancient Greek Myth Pandora's Box. The exploration involved reading and discussing the story, designing and creating a clay box inspired by Ancient Greek vases, distressing fabrics and seeing how they move to air rushing past and finally drawing imaginative creatures emerging from the box.

This extended project took place over 3 sessions of approximately 1 hour each, with time left in between for the clay box to dry. The project could be complimented by some drama or history based activities that further explore the text and its themes.

This first activity focussed on Pandora's Box itself, and re creating one using air dry clay and paint, inspired by the colours and patterns seen in Ancient Greek Amphoras.



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Visual Arts Planning: Clay

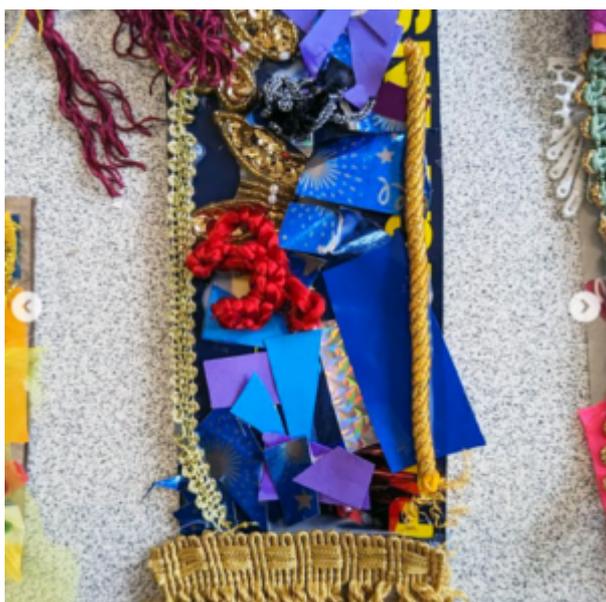
Which Artists: Ava Jolliffe

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

Sculpture.mp4



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: Linda BELL



Talking Points: Nnena Kalu



talking points: wassily Kandinsky



drawing source material: orchestras



A Cheerful Orchestra



Touch Wood

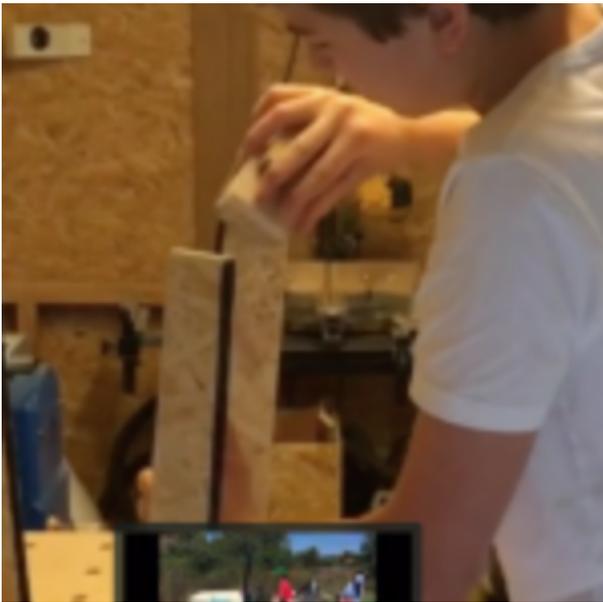
What We Like About This Resource...

“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*

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[Visual Arts PLanning: Tees, Forest and Landscapes](#)

Which Artists: Jason Line

What We Like About This Resource...

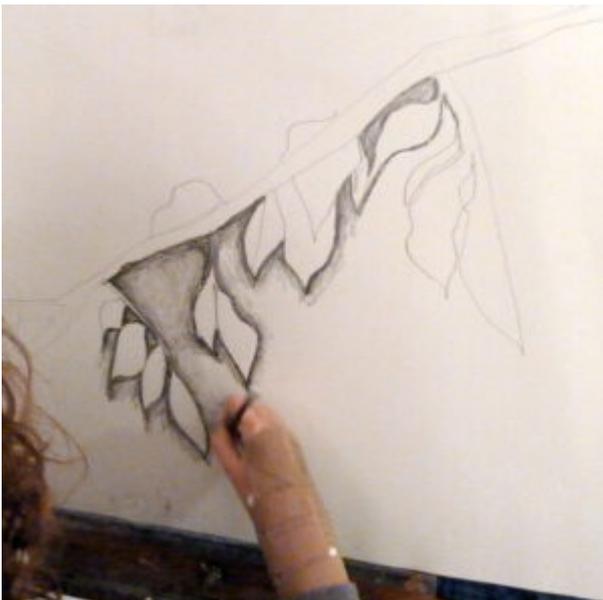
“It’s always so inspiring to hear how different artists work and we particularly like the detailed references Jake makes to his process – marking out the composition using neutral tones; adding and taking away compositional elements and gradually building in more colour and detail. Delivering a still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

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[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.*

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Pathway: Exploring pattern

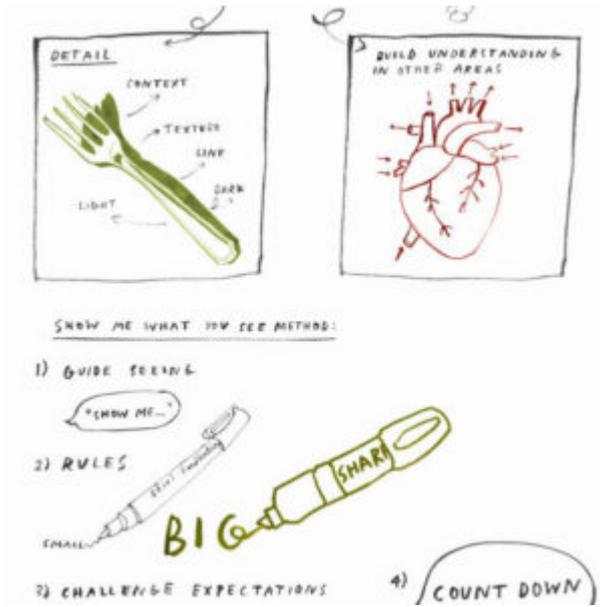


[This is featured in the 'Exploring Pattern' pathway](#)

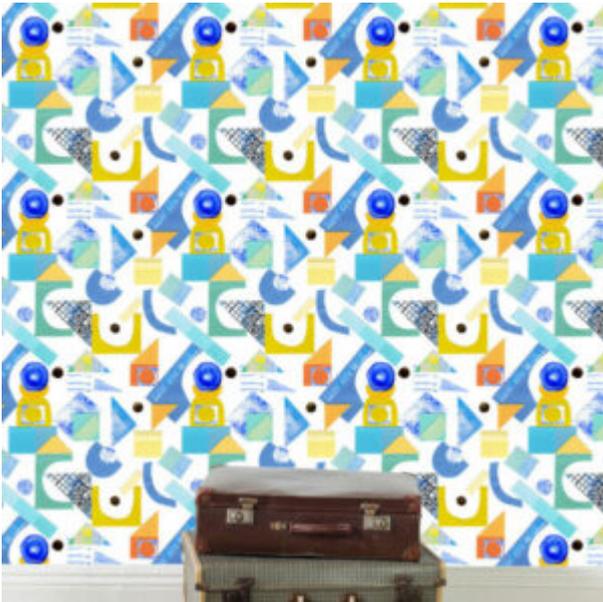
using sketchbooks to make visual notes



Show me what you see



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

the [Creative Pedagogy & Pathways Group](#)

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).

Which Artists: Cas Holmes

What We Like About This Resource...

"The sense of journey and feeling of movement is such an interesting part of Cas' textile work here. We love how location and place is communicated through the variety of fluid and meandering textile marks used. Cas' Romani background as well as early experience living in Japan make for a rich cultural backdrop to her work. The themes here could be explored in the

classroom by asking children to use memories of places they've visited to produce a creative response using fabrics and mixed media" – Rachel, *AccessArt*

You Might Also Like...



[Draw Your Home](#)



Working With and In the Landscape



Landscape Sculptures

Working with Dogwood

What We Like About This Resource...

“It’s lovely to see a resource that centres on a particular material and the scope it offers. I particularly like how the dogwood is used here to make wooden beads. This idea could be developed further by looking at how wood has been used to make jewelry throughout history and within many

different cultures.” – *Rachel, AccessArt.*

You Might Also Like...



[A Passion for Woodworking](#)



[Woodland Exploration](#)



Visual Arts Planning: Trees, Forests and Landscape

Which Artists: Nathan Ward

Which Artists: Toby Pritchard

What We Like About This Resource...

“It’s a really positive thing for an artist to share the concept of the creative journey. At AccessArt we believe journeys are pretty important

and we are pleased to show this in action through Toby Pritchard's post. We particularly like the anthropomorphic element, and how this really brings life to Toby's work." – *Rachel, AccessArt*

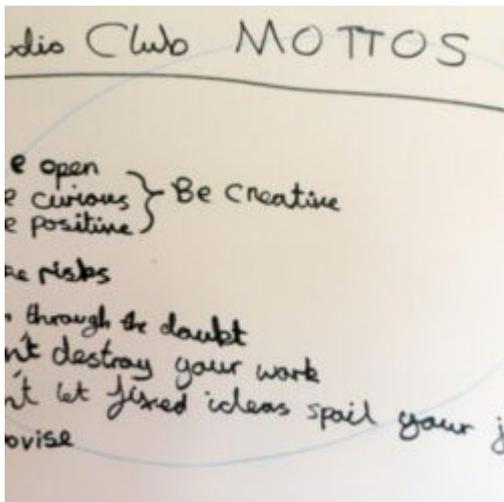
You May Also Like...



[Anthropomorphic Animal Paintings](#)



[Exploring Animation](#)



[Teaching for the Journey not the Outcome](#)

Dropped Cone Sculptures with Julia Rigby

What We Like About This Resource...

"There's a really fun element to this activity which is you can imagine all children really enjoying! The idea of food on large scale is a great starter for a sculpture project and an early exploration of working in 3D. What's really positive to see in this project is how the children used their sketchbooks to design their ice creams prior to working in 3D. They then had

the opportunity to re visit and refine their ideas as they worked. This provides a solid foundation for the concept of design development and design through making- both of which underpin any visual arts or design project or profession. For more support on how to develop sketchbook practice in your setting please see our [Sketchbook Journey](#)" – Rachel, AccessArt

You Might Also Like...



[Art Club Cafe](#)



Communal Drawing: Summer Picnic

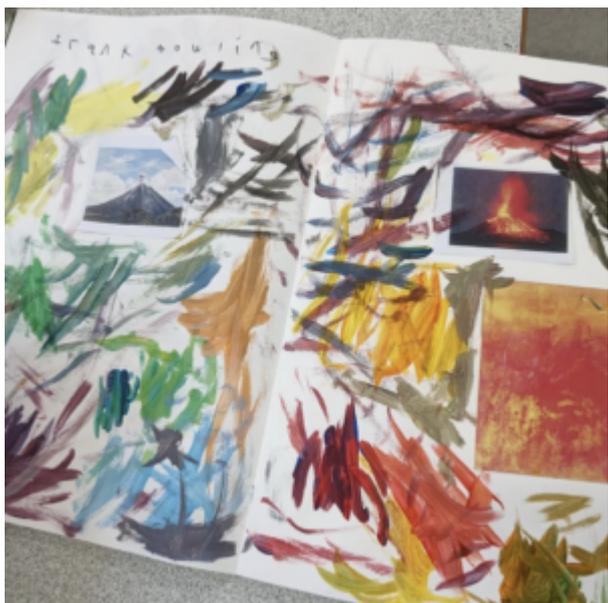


Redesigning Food Packaging

Volcano Painting inspired by

Frank Bowling

See This Resource Used In Schools...

















What We Like About This Resource...

“We love how this activity provides an opportunity to explore a well known Artist’s work, through focussing on their materials and techniques. The children looked at Frank Bowling’s work before creating their own individual responses that retained individual ownership – something we advocate as part of a rich and balanced visual arts education. It was also great to see how a professional artist visited the school to further enhance the children’s experience.” – *Rachel, AccessArt*

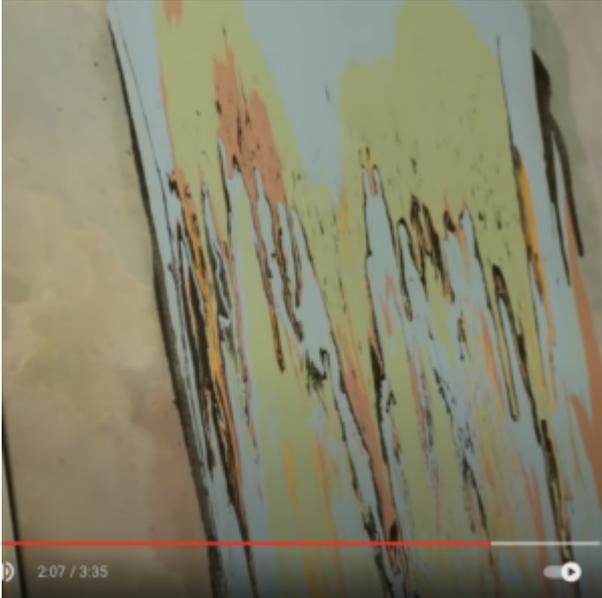
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Pathway: Cloth, thread, paint

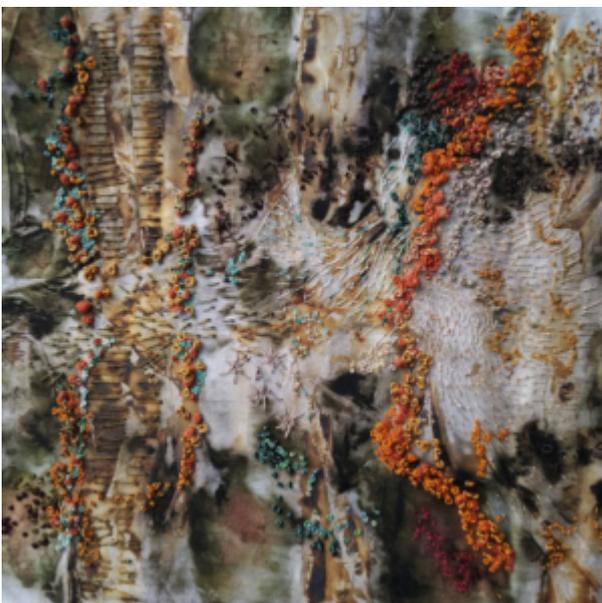


[This is featured in the 'Cloth, Thread, Paint' pathway](#)

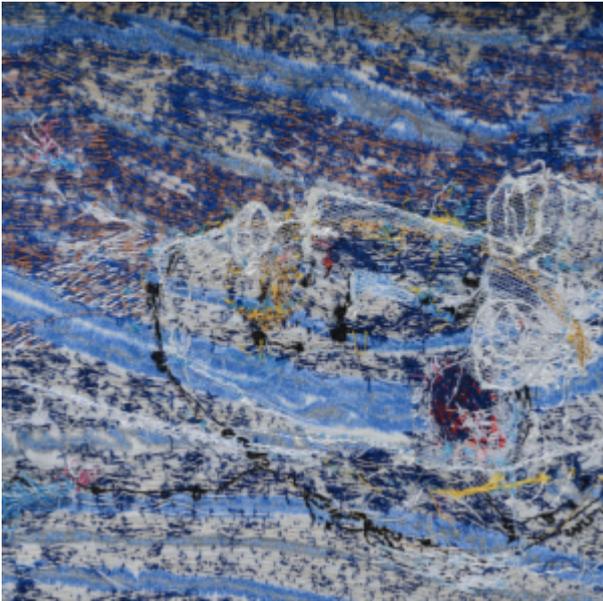
Talking Points: Frank Bowling



Talking Points: Hannah Rae



Talking Points: Alice Kettle



Portrait Club

What We Like About This Resource...

"We're really grateful to Jake from Draw Brighton for sharing this activity which became so well received during lockdown 2020.

This is the perfect reminder that wherever we are in the digital or physical world, we have our eyes, hands and faces, and drawing provides a wonderful opportunity to come together in small groups to make sketches of each other. Use this activity as an ice breaker before a workshop, or as a transition activity between classes or

events. Thank you Jake!” Paula, AccessArt

You Might Also Like...

Pathway: Exploring Identity



[This is featured in the 'Exploring Identity' pathway](#)

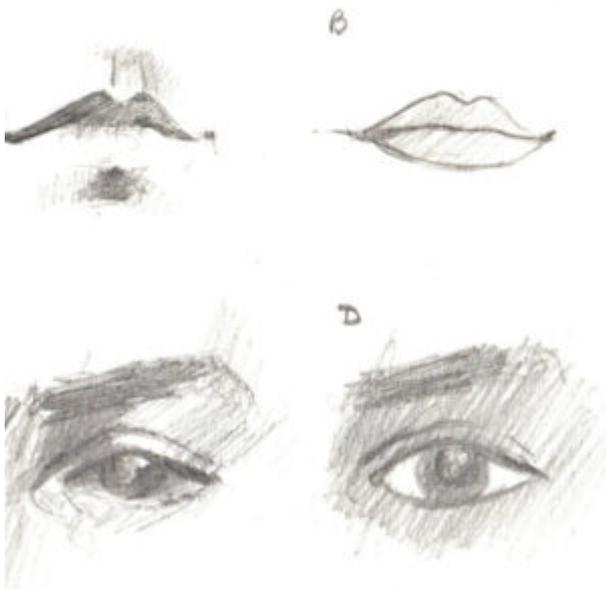
Talking Points: Njideka Akunyili Crosby



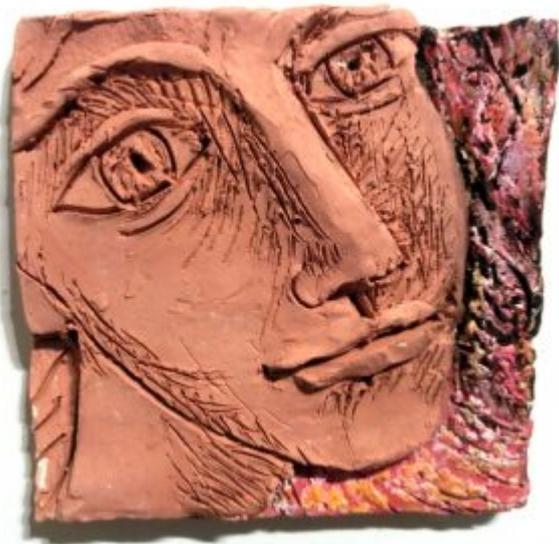
Making Physical or Digital Layered Portraits



Introduction to Portraits



Exploring Portraits in Graphite, Collage and Clay



AccessArt Shakespeare

Explores

Are you an Upper KS2 or Lower KS3 teacher planning on studying Shakespeare as part of your English Literature curriculum? If so, AccessArt needs your help!

We are thrilled to announce the launch of a brand new project that links the visual arts with Shakespeare – and we are looking for schools to take part in the project pilot to help us gather evidence for a series of inspirational resources that explore new ways to study **Macbeth, Romeo & Juliet and A Midsummer Night's Dream.**

The focus of the project delivery will be through visual arts sessions, but with strong links to aspects of the literacy curriculum such as knowledge and comprehension of language, reassigning themes, and comparing characters when discussing dramatic literature.

What do you need to do?

1. Let us know if you would like to take part (see details at bottom of the page)
2. Be able to deliver a short series of visual arts activities, pre-planned by AccessArt, that explore one of the plays listed above during the **Autumn term 2021 or Spring term 2022**.
3. Come along to a drop-in Zoom session/s where we will be providing practical demonstrations of some of the activities that support the project delivery
4. Document the activities taking place (preferably with a colleague to assist) and send the named and captioned photos to us
5. AccessArt will then pull all the evidence together to create a series of Shakespeare resources on the website which we can share with our wider UK and international teacher and artist community

Interested? Let us know! Please email rachel@accessart.org.uk answering the following questions:

- Why you would like to take part in the project and why it appeals to you
- What Key Stage the participating children would be
- What your play preference is out of Macbeth, Romeo and Juliet or A Midsummer Night's Dream

We are looking for approximately 5 schools to take part in this initial pilot. A full project breakdown will be sent to all participating schools and the pre planned sessions will be made available by June 30th

We look forward to hearing from you!