

Drawing in the Dark: Developing a Visual Language

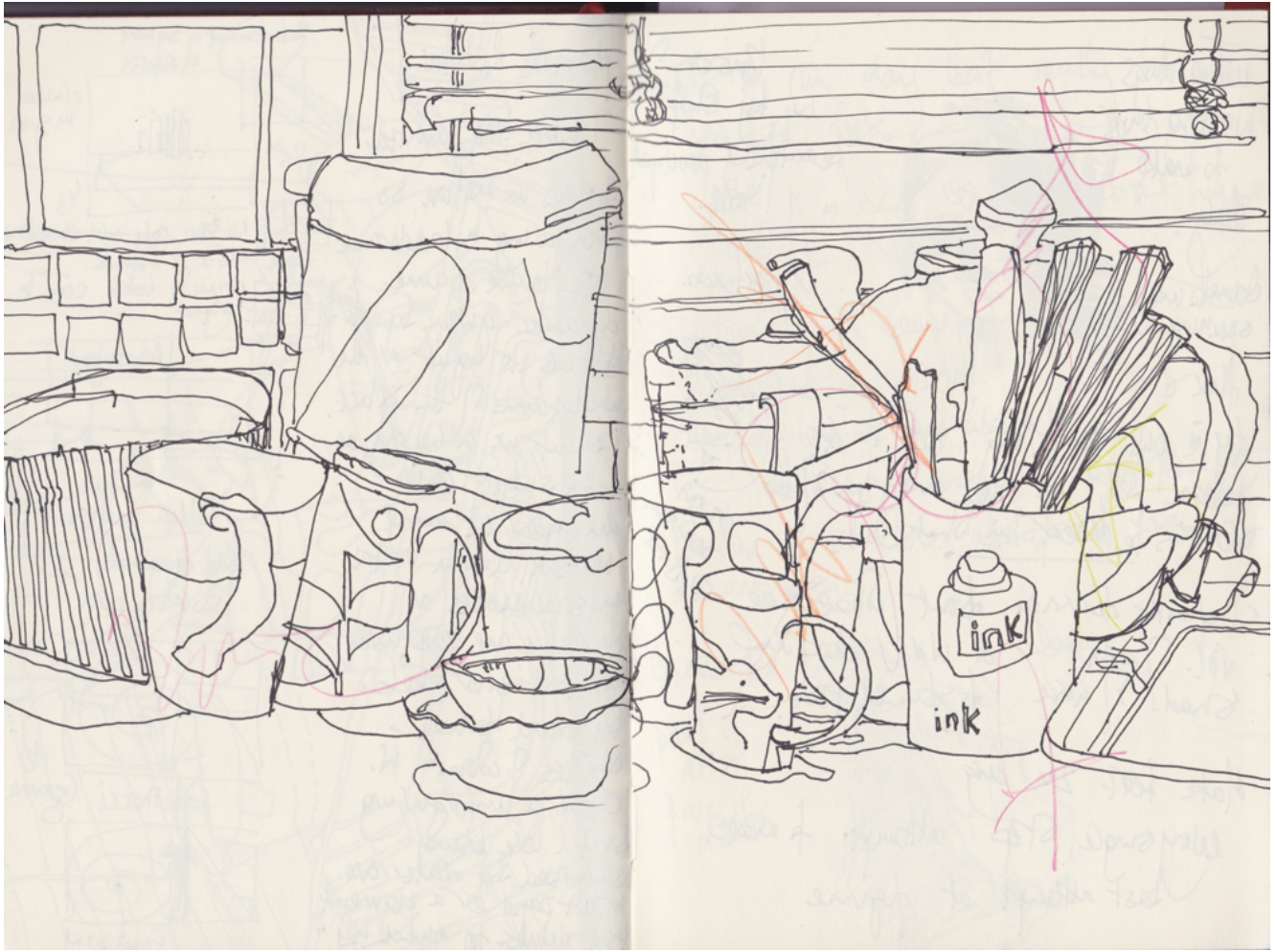
[By Andrea Butler](#)

Artist Andrea Butler shares how she developed a more personal visual language in her drawings. She started with simple contour drawings and then began focussing on the moving figure, eventually taking her sketchbook to the cinema to draw in the dark, making drawings that were about the process of pure 'seeing' and developing a drawing trust between her eye/hand to make marks that recorded her visual experience.

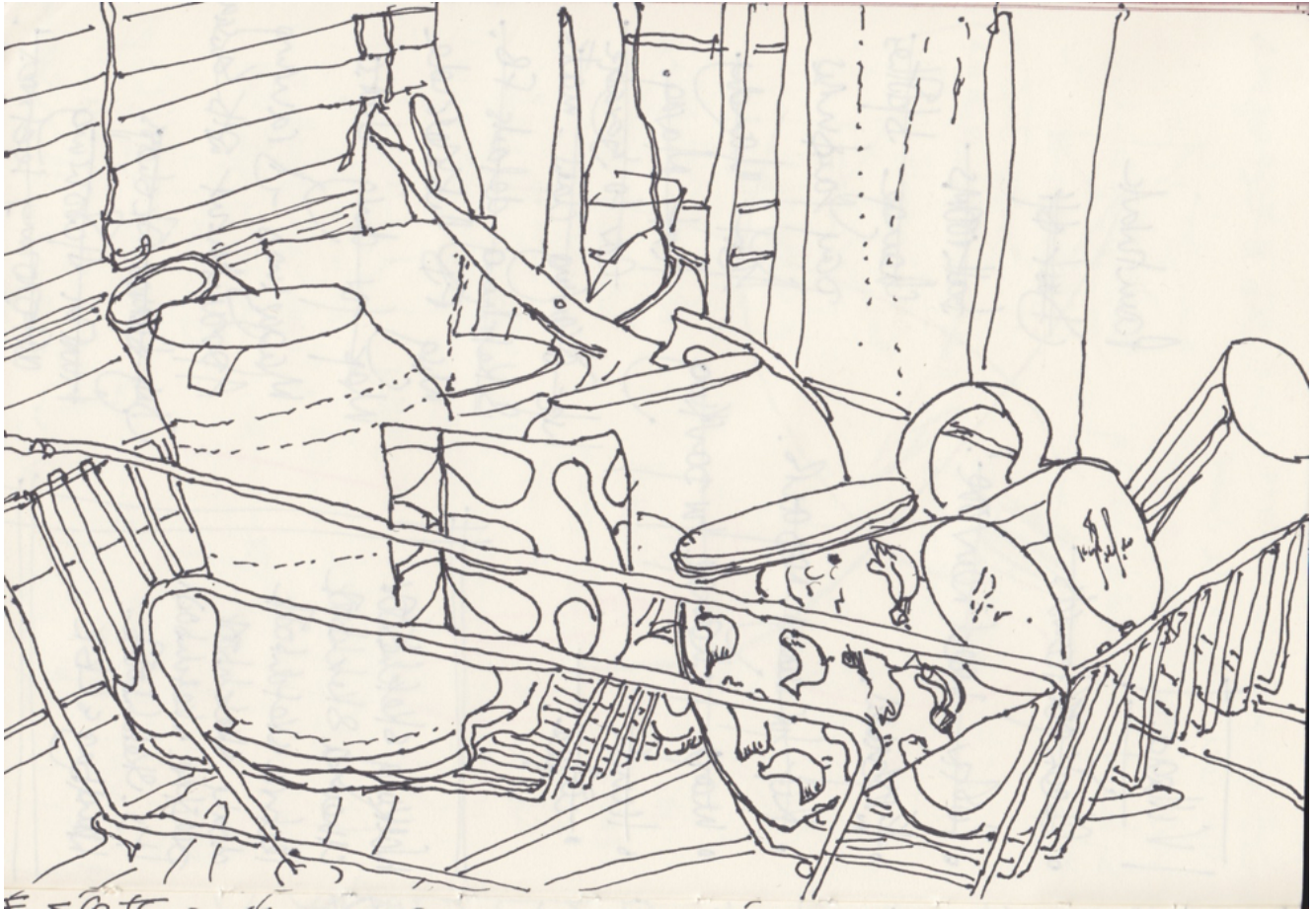
'With a house move and family commitments, I haven't found much (if any) time for drawing during the last year but recently, I had the opportunity to attend some life drawing workshops which were linked to a local exhibition of figure drawings and portraits. As I hadn't drawn for quite a while, I realised that I needed to warm up my drawing skills before I got into the life room otherwise I would be going from a position of no drawing, to one of the most challenging drawing situations there is: drawing the human figure. If I wanted to get the most out of the workshops, I needed to take some action!

Starting with a Contour Line

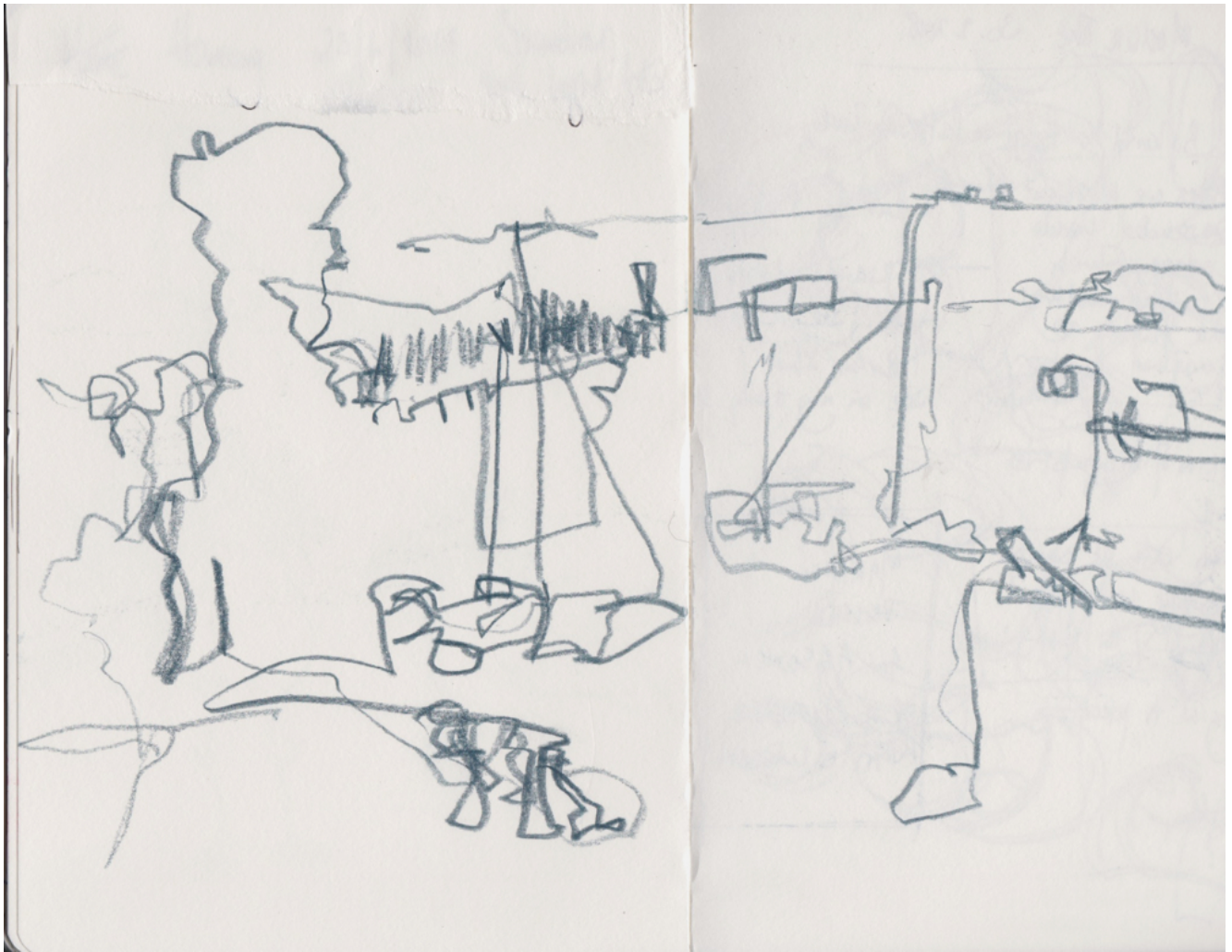
Inspired by the [Ten Minutes Five Times a Week](#), I began by making [contour/continuous line](#) drawings - an excellent way to get back into a regular drawing habit and a very manageable, simple first step.



Contour drawing before doing the washing up



Contour drawing after doing the washing up



Blind contour of a harbour scene



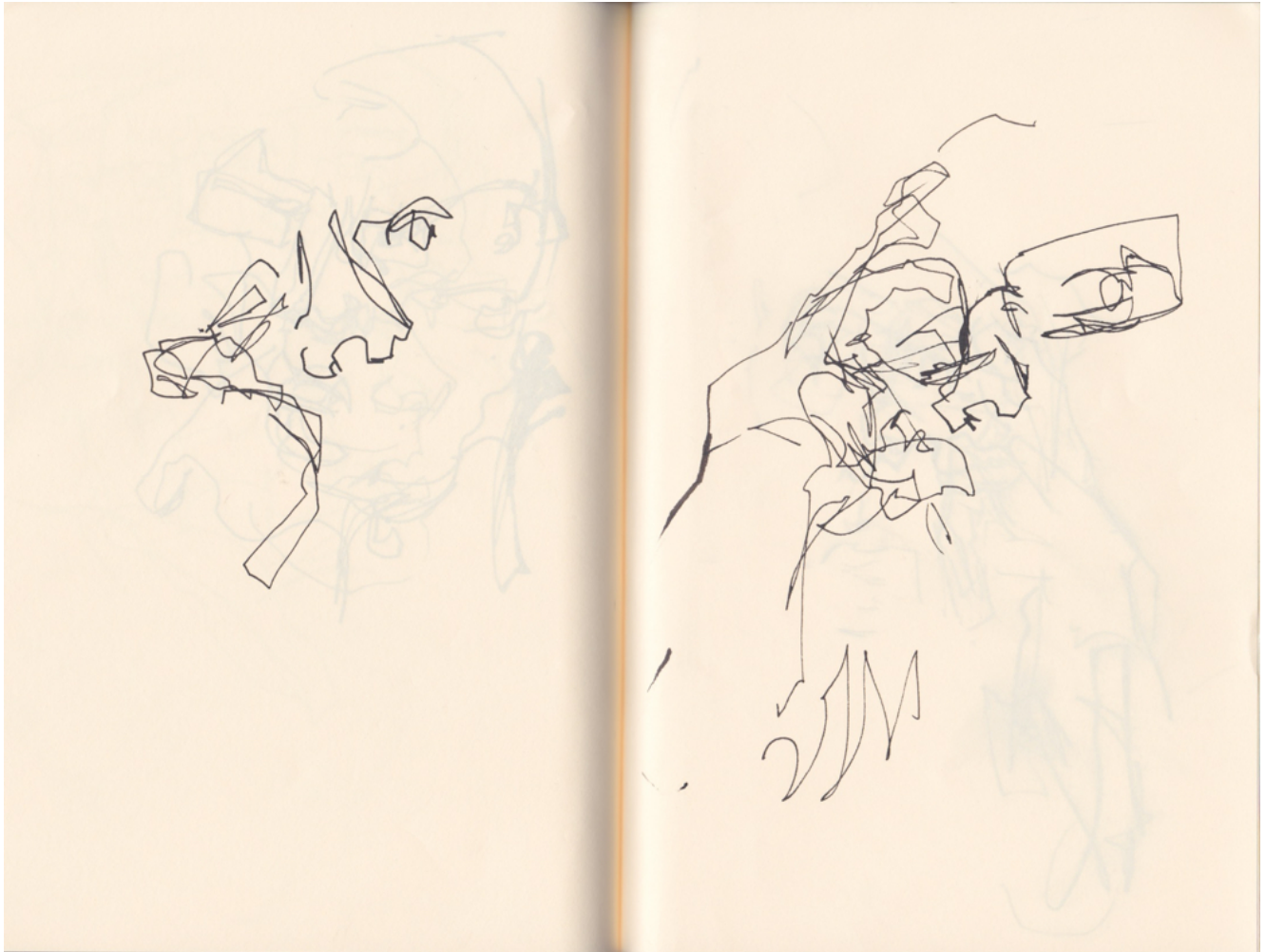
Contour drawing at a lecture

I made drawings that were considered and took time: e.g. drawing the washing up and also quick, speculative drawings: drawing someone watching tv, scenes from the tv or someone reading the paper. I found the balance of line and white space on the page very pleasing, especially with the [blind contour drawings](#).

I began to concentrate on drawing moving objects and images as I found a freedom in the mark making that I wanted to push further to see what it could add to my drawing vocabulary. With these drawings, I only had as long as the subject kept their position, sometimes I only managed a couple of lines, then the view would change and I stopped the drawing. I found these open-ended sort of drawings fascinating and quite liberating. I accepted as part of the process that the drawing would last as long as it lasted.

The drawings were about recording the time I focussed my looking on the object and discovering what marks would appear on the paper; they were not about making a 'complete' or 'proper' drawing. I was also

interested in the fact that if I was forced to draw quickly (to capture what I could within an unknown time scale) this created a more exciting and intuitive response. As I settled into regular drawing, I began to use a more gestural line, making marks that recorded my eyes moving around and over the object and that reflected the urgency of the looking process.





Gestural studies, working mostly blind with quick peeks at the page



Gestural contour drawing from the tv



Drawing a little dog ahead of me on the path. I kept walking as I made these drawings.



Drawing another dog out for a walk

Developing Gestural Marks

I felt more prepared now for the life sessions that I had signed up for and these began with a half hour lecture looking at the exhibition prior to drawing the model. To warm up for the life class, I set myself the challenge of drawing in each lecture beforehand. The first week, I decided to draw as much as I could of each picture whilst the lecturer was talking about it (about 30 seconds to a minute) using a mixture of blind drawing, contour drawing and gestural mark making. No time for anything other than visual notes and no time to worry about or edit what was appearing on the page. (It was surprising though, how when I looked at the drawings afterwards I could recall the pictures even with such rapidly made marks).



Sculpture tools in
hands of surgeons
Kopman's story



H. Mow
Sholter's story



Stekel - tells story



Henry
neurology



Kossov -
expressive
walk walking



Hodkin



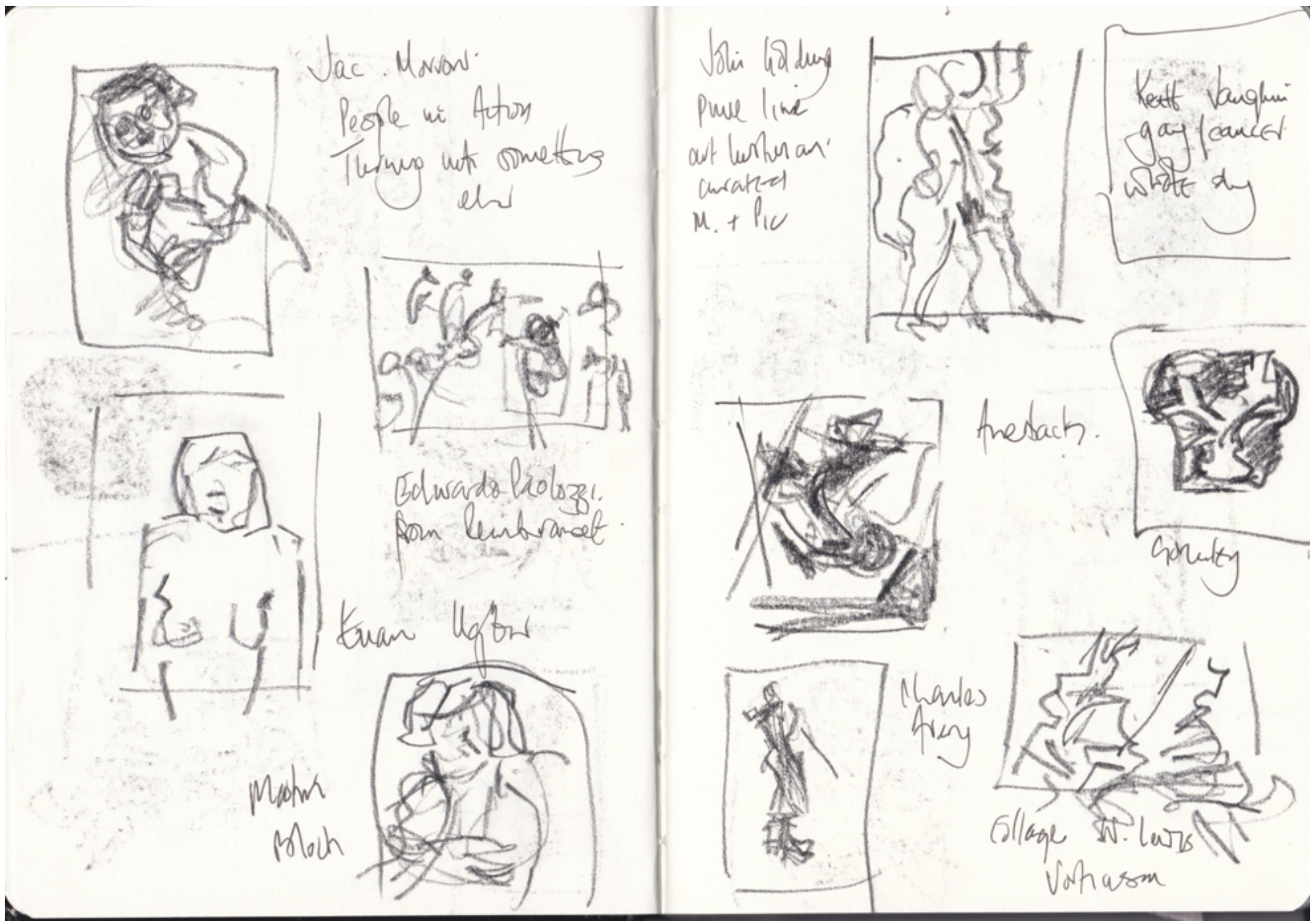
Charcoal
chalk
Sanguine
ink pen

~~Sketch~~
Sketch
Action



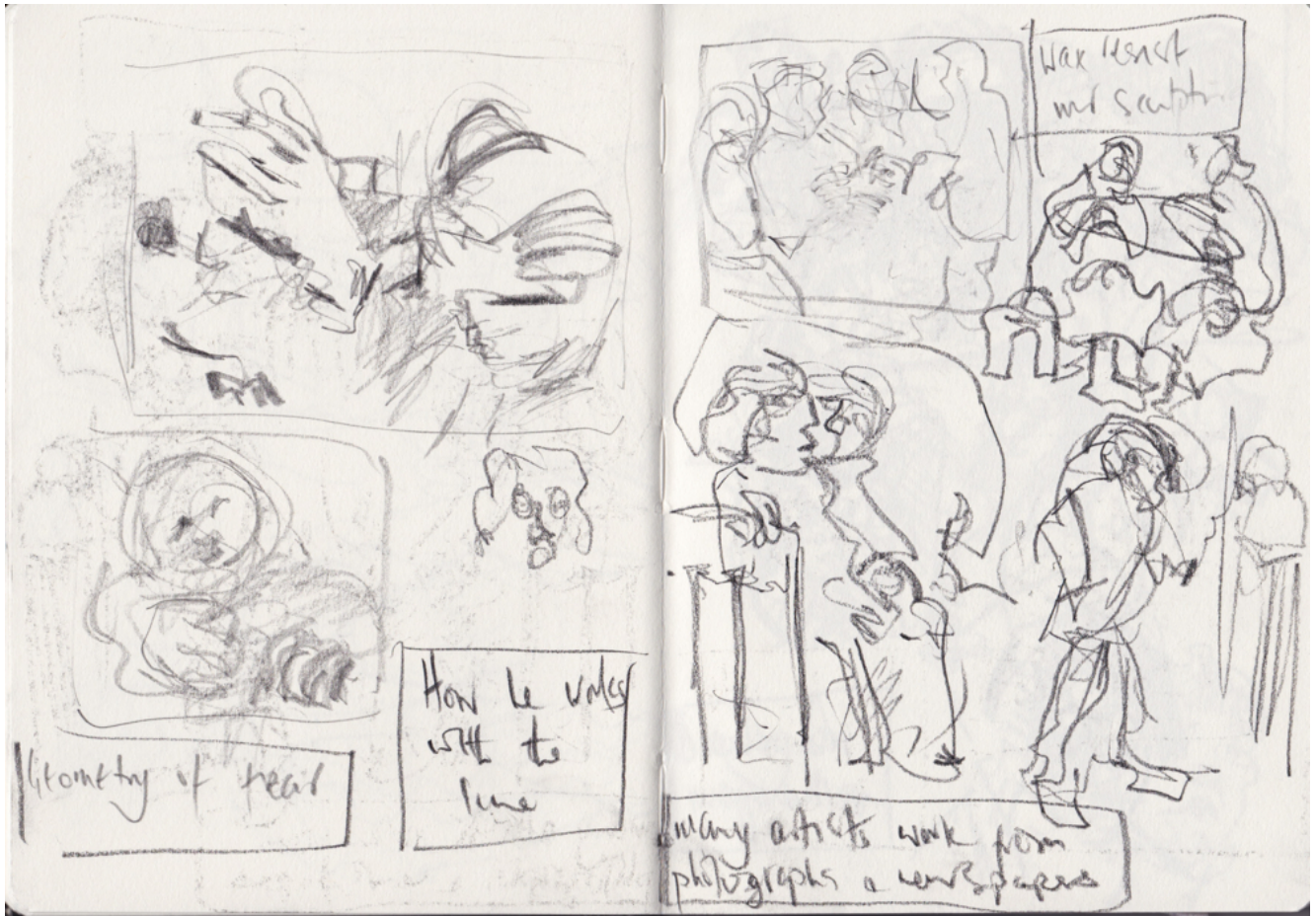
William Roberts

Drawing from an exhibition, first week.

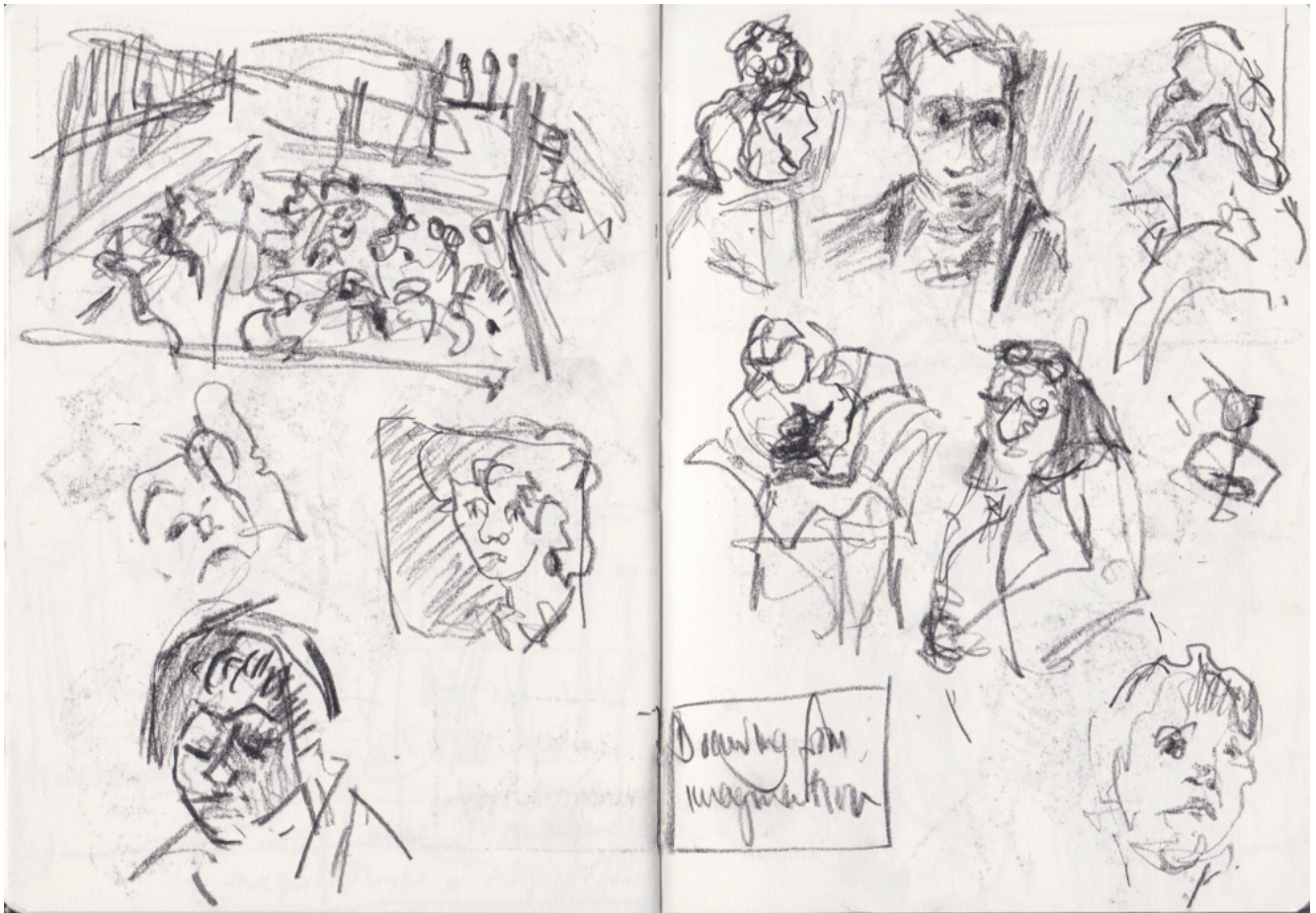


Drawing from the exhibition: first week

The same lecture was given at the start of each of the five sessions for any new participants to the workshops. I attended them all, and by the third week, I was more familiar with the content of the exhibition and chose to spend time drawing particular exhibits but still keeping the time short - a minute or so for each of drawing, max. It was contour/gesture drawing at speed. As I drew, I also began to note down words and phrases from the lecture.



Drawing from the exhibition lecture - second week



Drawing from the exhibition lecture - second week

In the second week, I suddenly 'noticed' the lecturer. She had been there all the time, of course, but I hadn't 'seen' her just skimmed a look at her then concentrated on the exhibits. Now, she came within my drawing vision and was added to my sketchbook page. Once I began to include the lecturer and audience, small narratives began to appear on the page. I drew the audience with a speedy contour line for as long as they stayed in position - sometimes this was only seconds.



The lecturer and the exhibit became the combined subject, so I drew them as 'one object' rather than drawing them separately



First drawing of the day: warming up whilst waiting for the lecture to begin

a little walk the story with him is sad



they found him with
a pen in his hand
facing

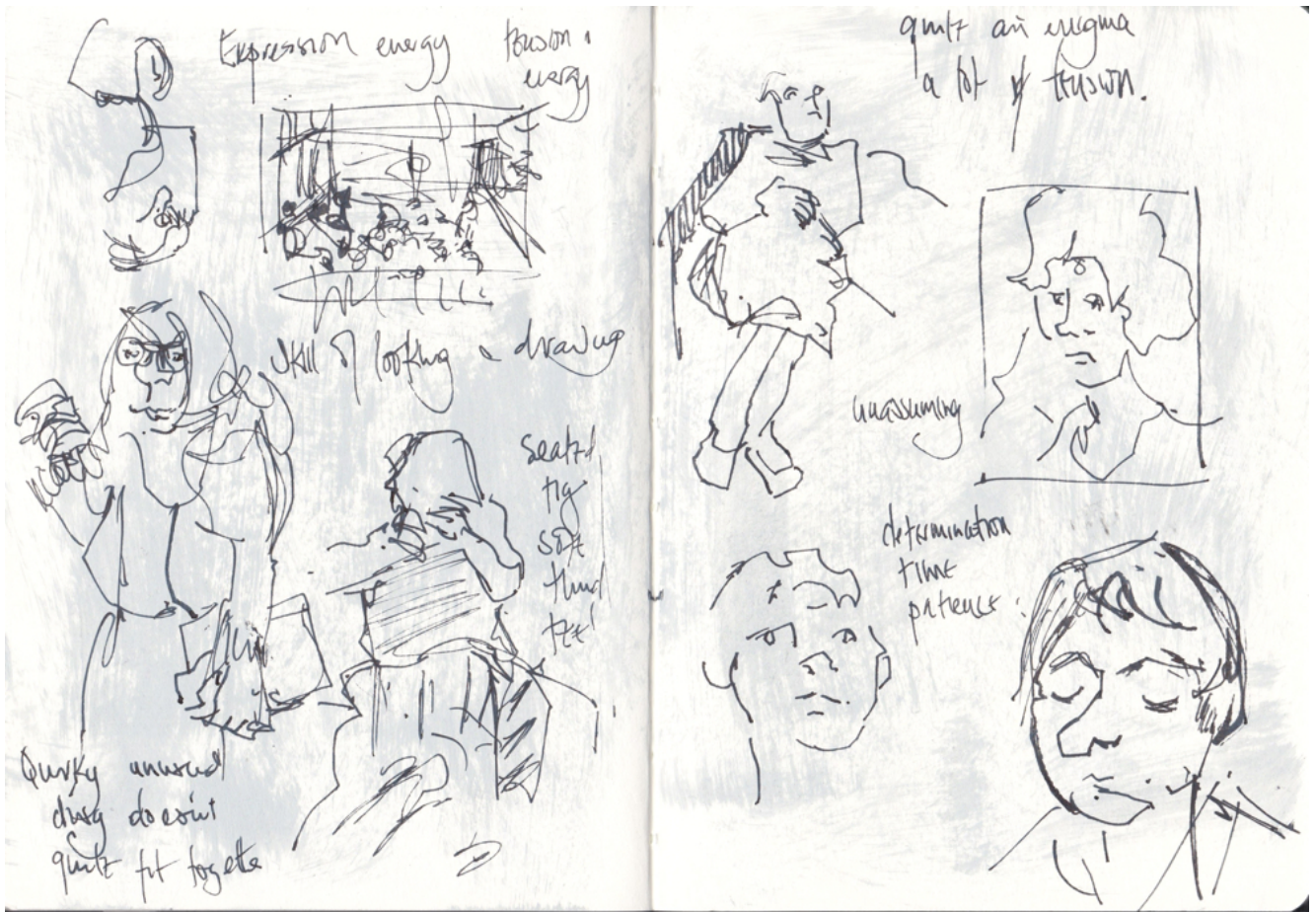


scratch scratch scratch

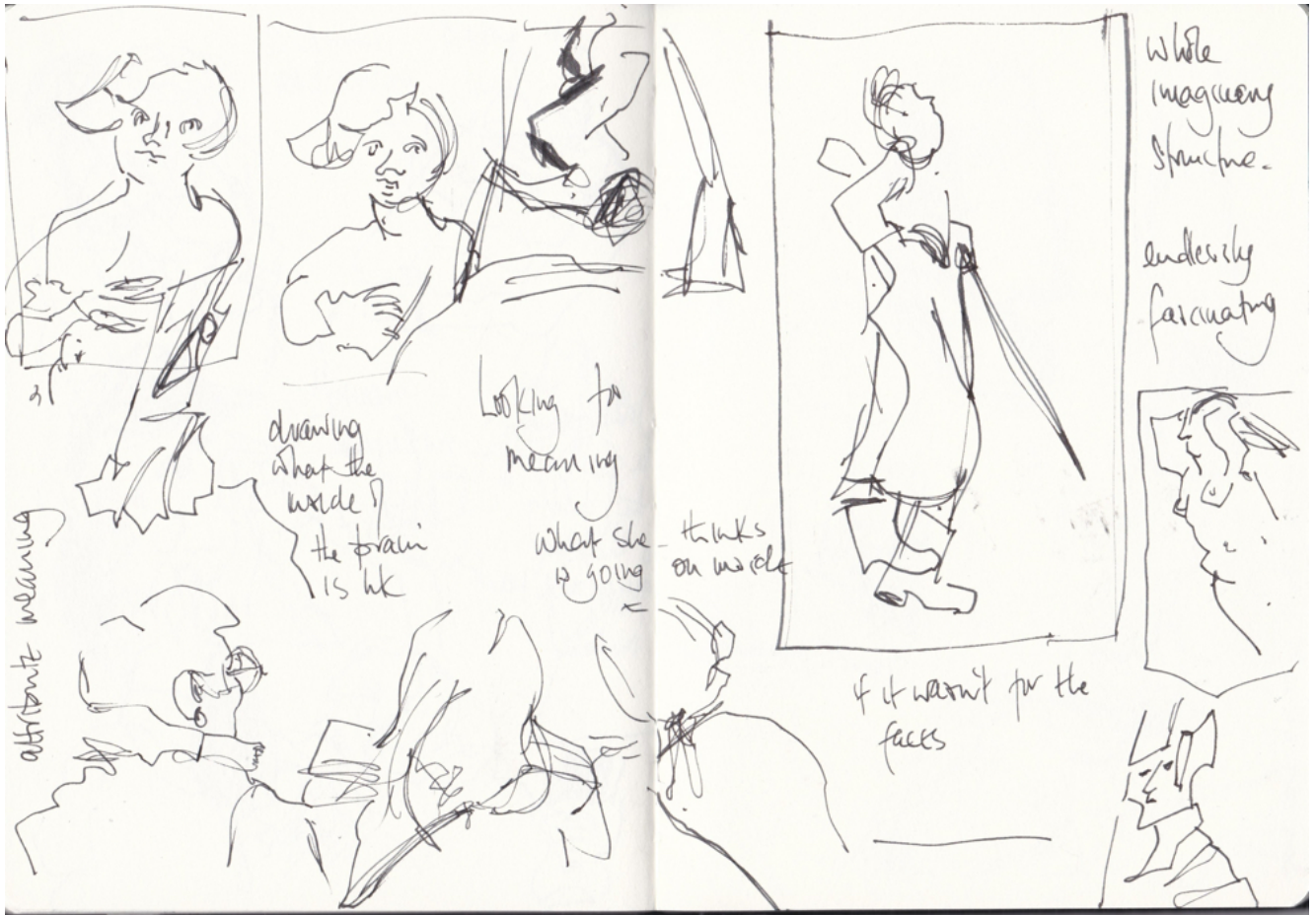
the funny thing is
he always represents himself



most of us feel awkwardly ~~the way round~~



Fourth Week - this page has a coloured background as I was trying out paint samples for decorating and used my sketchbook to wipe the excess paint off my brush.



Final drawing of the week, colour added afterwards

During the life drawing workshop weeks I also attended a lecture on the history of drawing and using the same idea, I drew from the powerpoint presentation with seconds to capture something from the slide before it changed. What I found exciting and what kept me exploring was that, because my aim was to get marks on the page as a record of my experience, I couldn't edit or try for a 'nice' drawing and I was surprising myself with the variety of marks and lines that I made. It was almost like I got my 'censoring self' out of the way whilst I was drawing and I stopped worrying about what it looked like or what anyone would think. It felt like I was exploring a personal language and the drawing marks reminded me very much of [Asemic writing](#).



Drawing from a PowerPoint lecture

Drawing in the Dark

All this drawing had developed a drawing trust in myself, trust that my hand could make a mark that could interpret what my eyes were seeing. I took my sketchbook with me to the local theatre but then when the lights went down, I had a new challenge - I couldn't see what I was drawing at all or where I was drawing on the page. I started on the left hand side of my sketchbook and moved across it, drawing the performers as long as they stood in that one position. I didn't look down at the page at all whilst I was drawing - I couldn't see it anyway - just kept feeling my way across my sketchbook page and only turned over when I ran out of page. In the interval, it was exciting to see what sort of drawings had resulted and what sort of marks I had been making to record the performance. I had a band of blank space along the bottom of the page, so I made blind contours of the audience during the interval, to create a context/narrative. The performers changed character with their distinctive hats - I added the colours later.







Blind Contour drawings - drawing in the dark

The Cinema Sketchbooks

A keen film fan, I took my sketchbook with me to the cinema and began to draw in the dark from the films. The previous drawing practice meant I could now make marks confidently at speed and I also began to add in phrases from the film dialogue and draw the silhouetted shapes of the audience. I drew with coloured pencils, choosing a selection of colours beforehand and then changing them randomly throughout the film. In the dark, I had no idea what colour I was using at any one time and I've ended up with some interesting colour combinations on the page.

If you plan to give this a try at the theatre or cinema, there are a few things to consider:

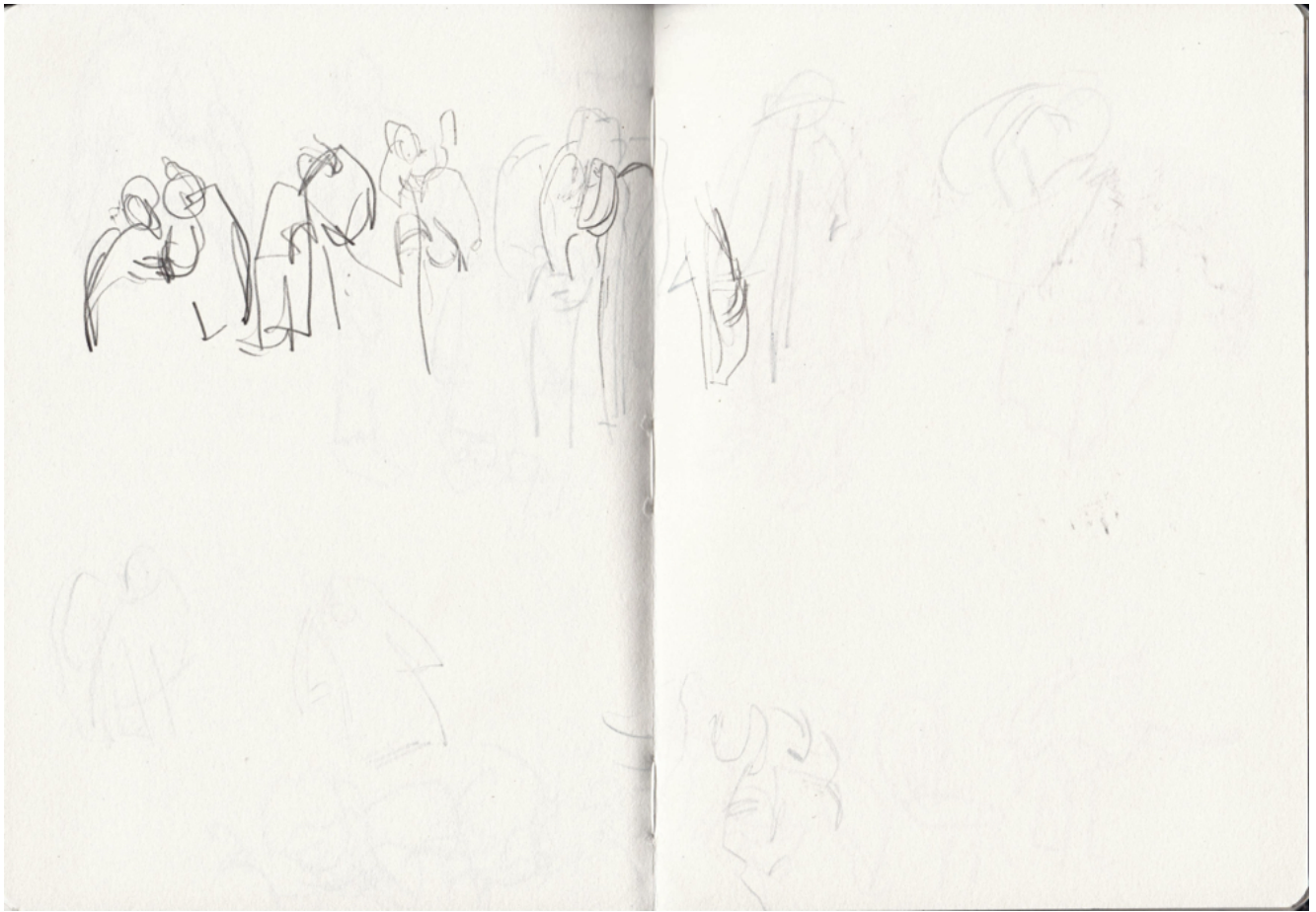
- people have paid to see the performance so be considerate and as unobtrusive as possible - I try and sit at the end of an aisle or with a friend/empty seat

between me and other members of the audience

- try and angle your sketchbook so that the light from the film doesn't make the white paper gleam
- don't draw during quiet scenes if you can hear the scratch of the pen or pencil
- use a small sketchbook and a pen or a few pencils that you can hold in your hand, (but try not to drop them, especially during the quiet scenes!)



Drawing from film in the dark - 'Blade Runner 2049'.



Drawing in the dark - theatre performance



Drawing in the dark with water-soluble ink: 'Macbeth'. Experimenting with tone and colour afterwards

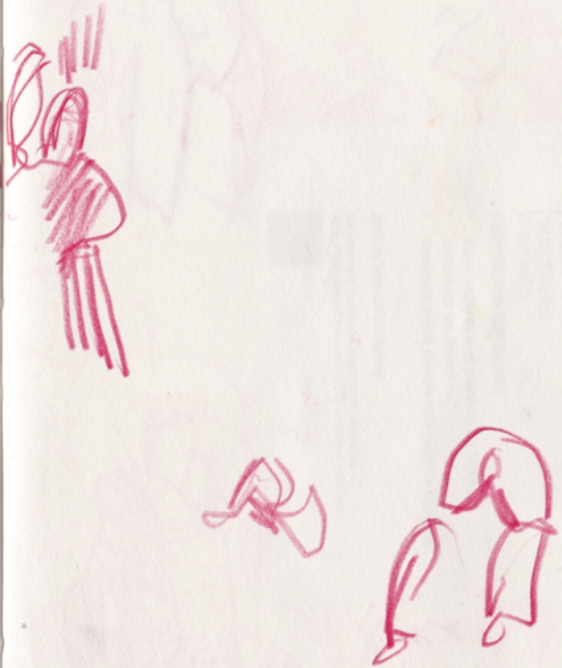


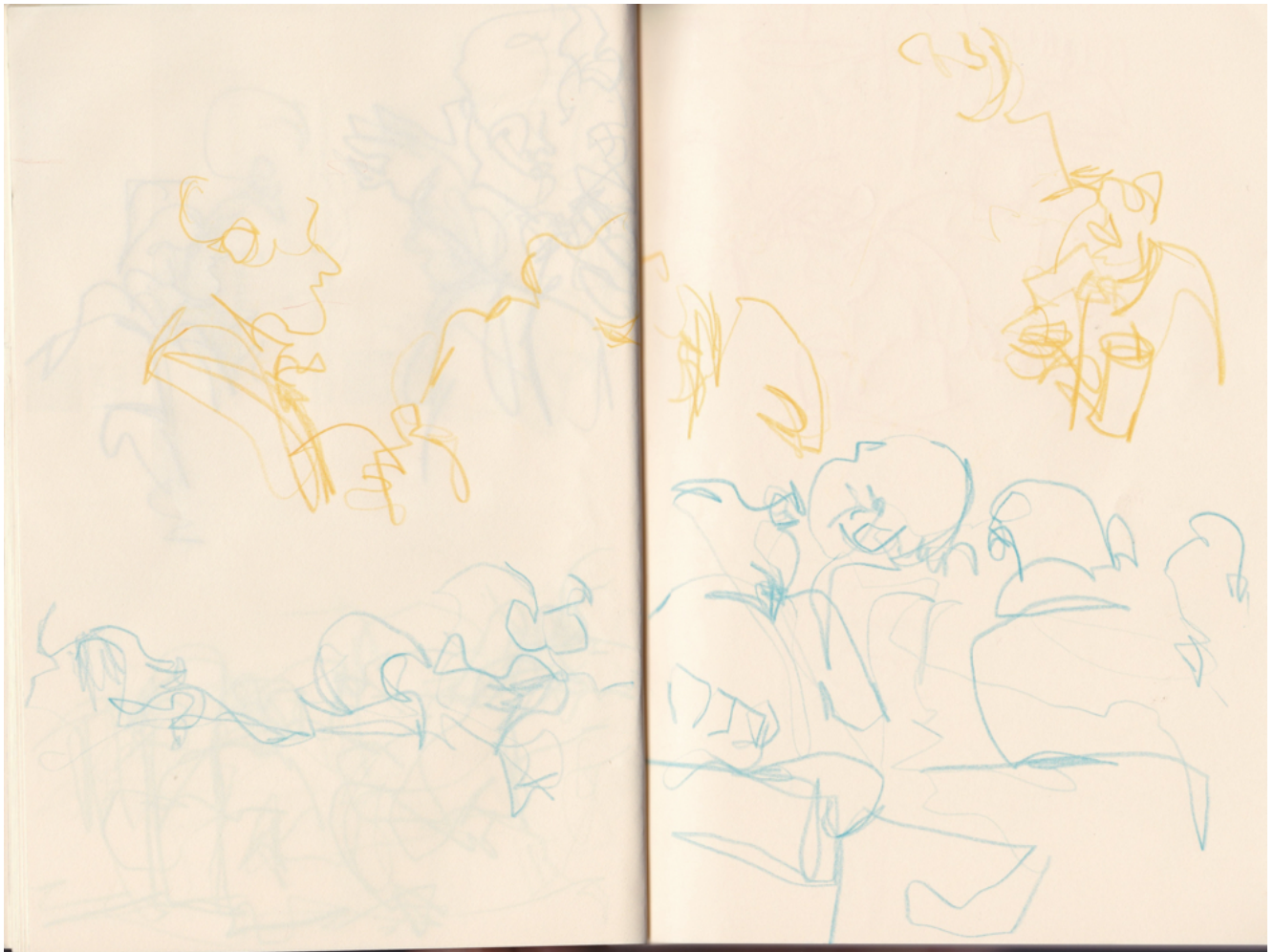
Drawing in the dark with water-soluble ink: 'Macbeth'. Sometimes it felt right to make just one drawing and turn the sketchbook page. Tone added afterwards



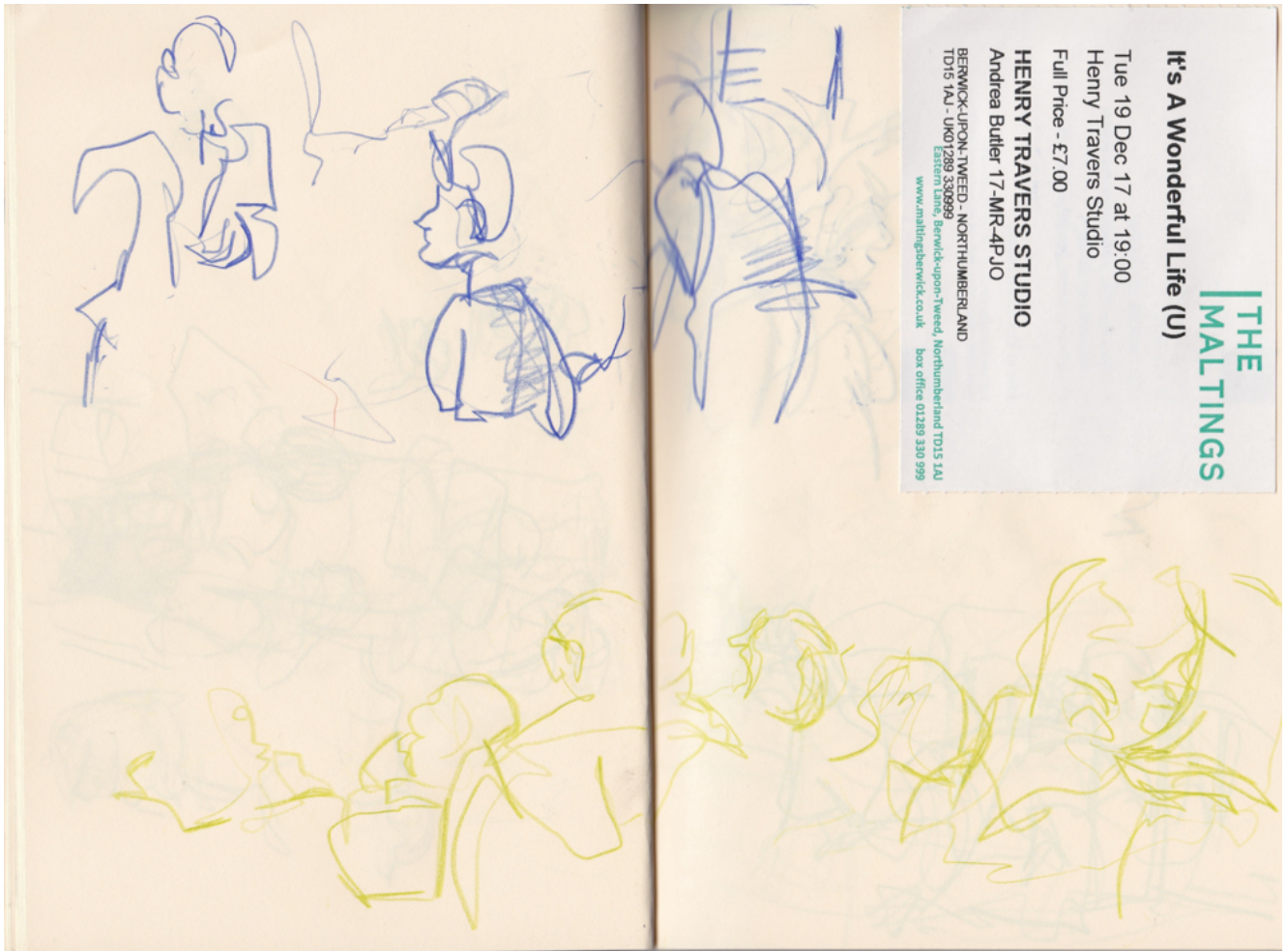
Adding colour: drawing in the dark

III live in the past present and the future

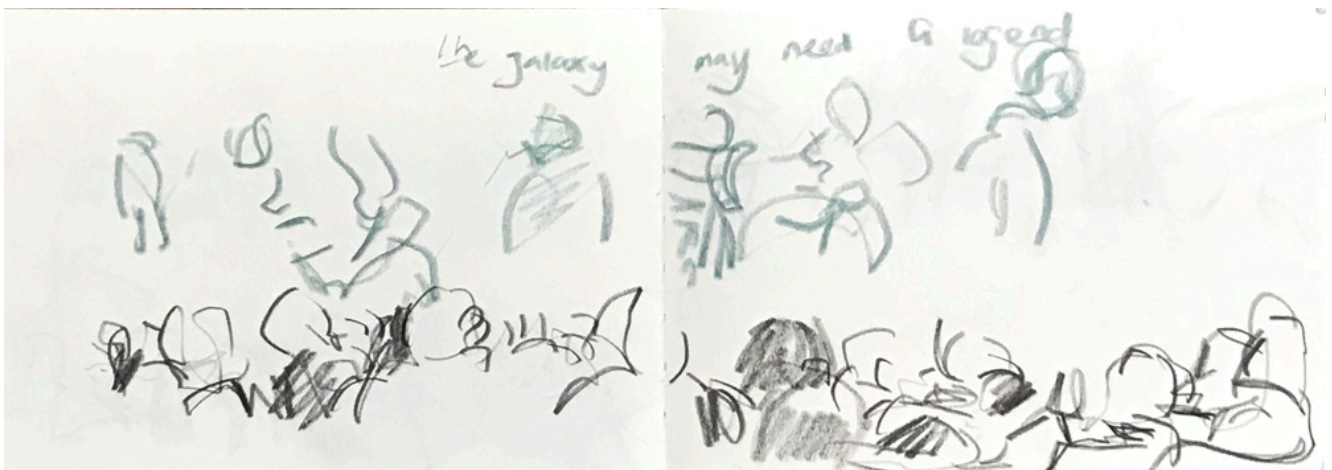




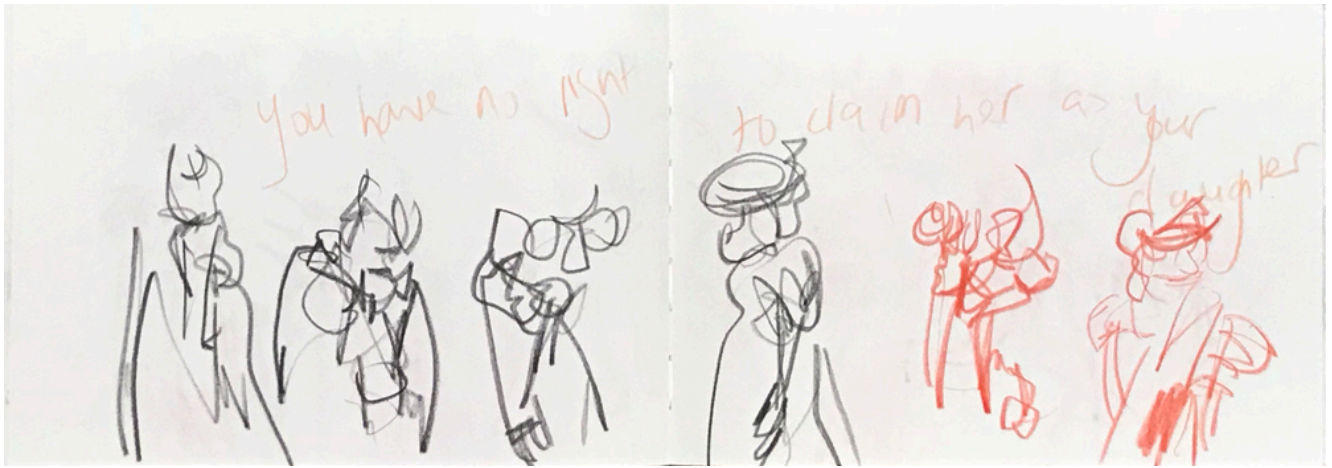
Drawing audience and actors on the screen in the dark



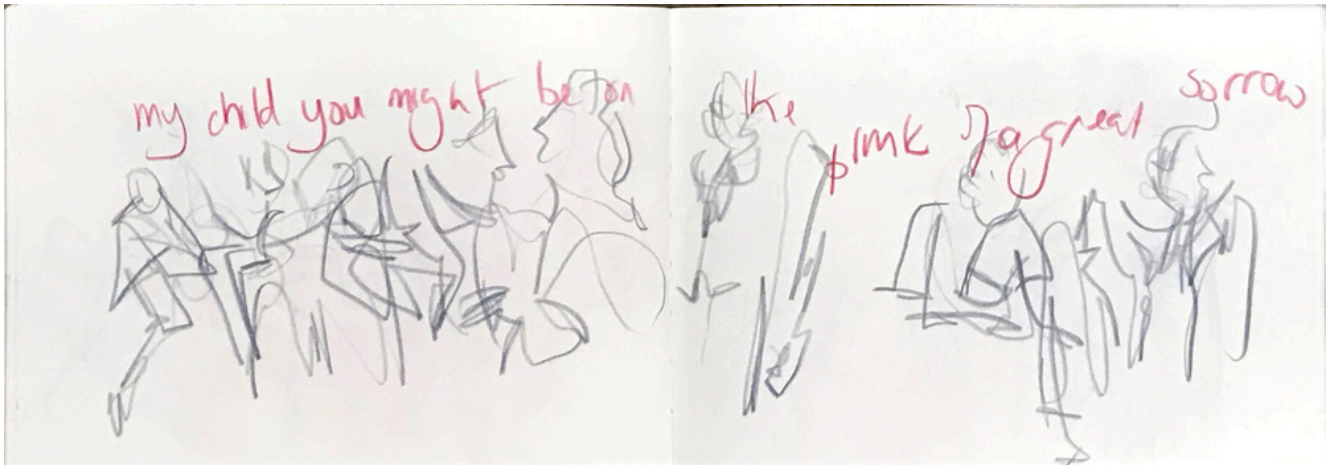
Drawing actors on screen and the audience in the dark



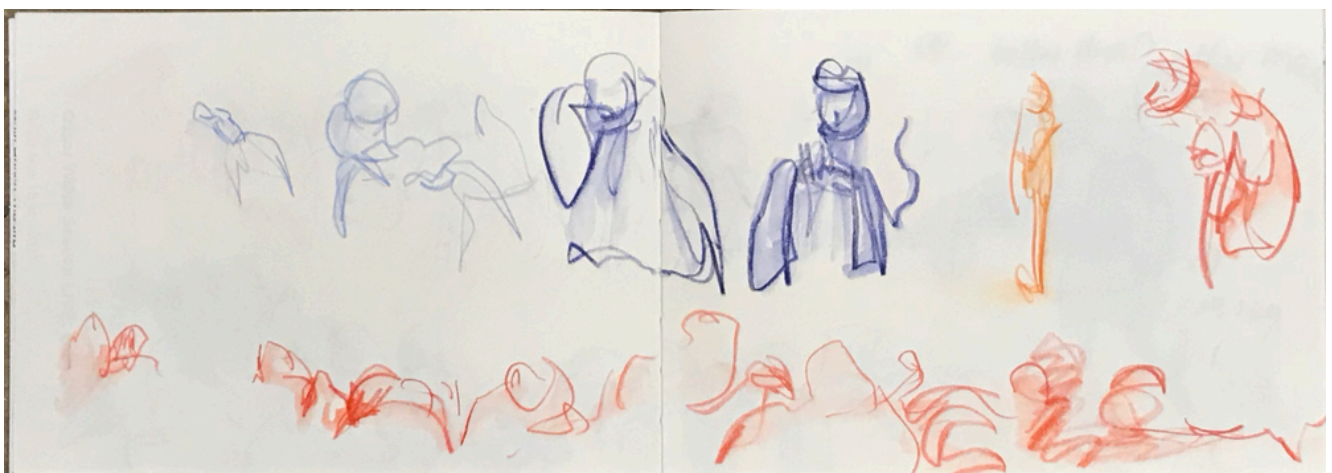
'Star Wars: The Last Jedi'



'Lady Windermere's Fan'



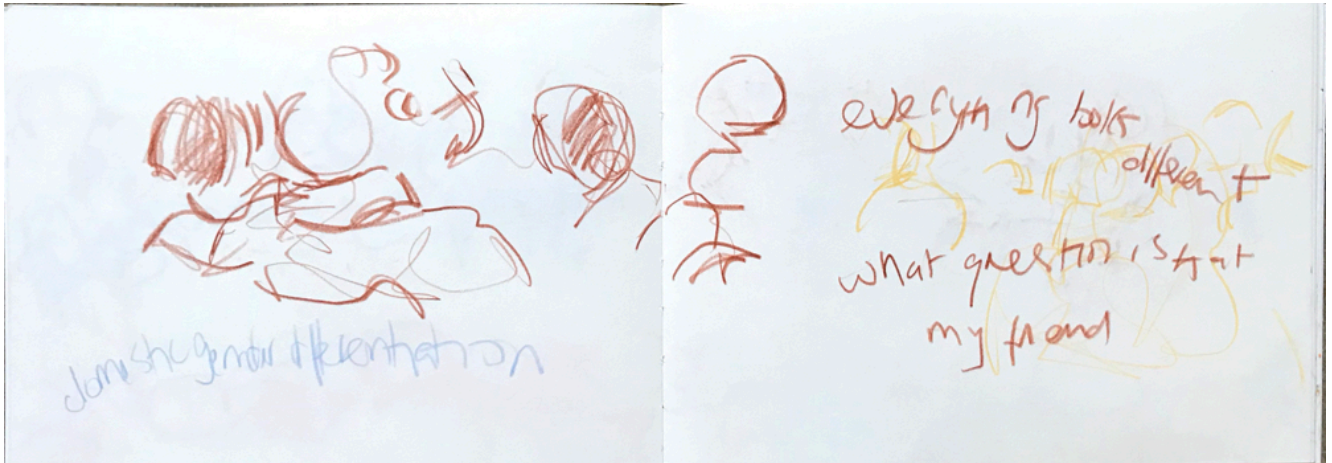
'Lady Windermere's Fan'



'Lady Windermere's Fan'. I added the tone afterwards, as the pencils I'd been using were water-soluble



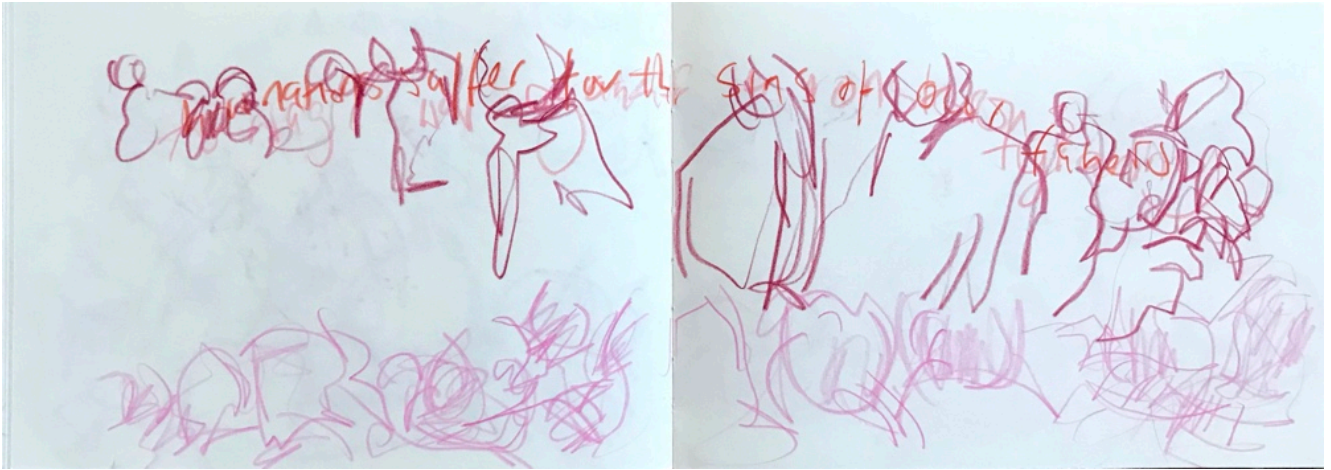
'Lady Windermere's Fan'



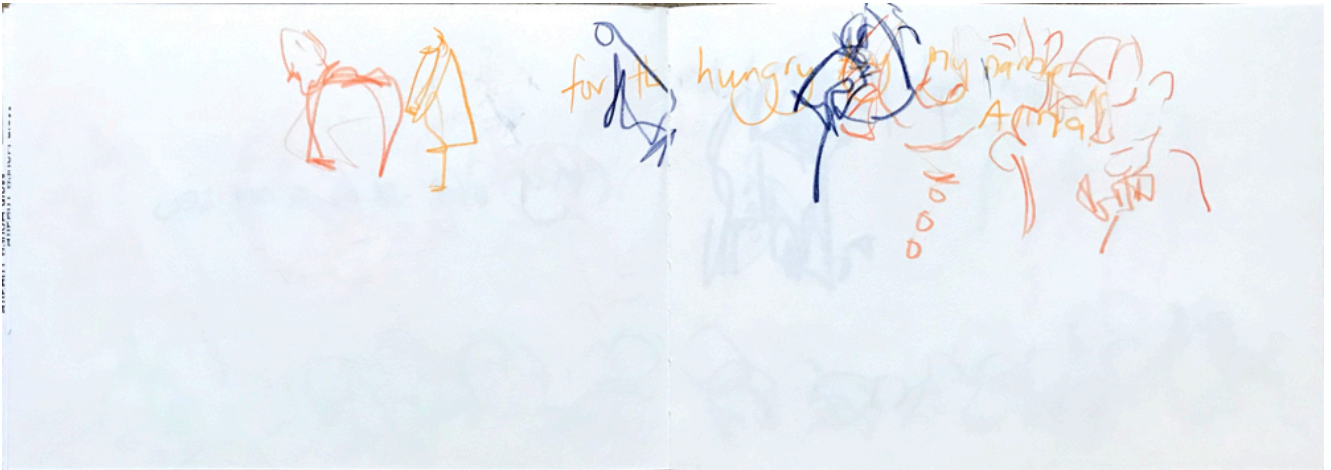
'The Party'



Sometimes, the marks become very layered: 'Darkest Hour'



'Darkest Hour'



'Phantom Thread'



'Molly's Game'



'Molly's Game'

Reflecting on the Process

Drawing in the dark means having no idea what's happening on the sketchbook page but it's quite exhilarating taking the risk and I enjoy the anticipation of finding out what I've been thinking, about what I've been seeing. The drawings look like a collection of hieroglyphics and probably don't mean much to anyone else but I love the energy and random colour combinations and the feeling that I'm looking at something that is talking to me on an subconscious level. The text too is unlike my everyday handwriting and seems in character with the drawing marks.

The process has revealed to me a more 'true' drawing language that I can access if I stop worrying about the drawing or trying to edit whilst I draw. And whilst quite a few pages look a bit chaotic, I have been surprised by how balanced some of the pages have been in terms of composition: line/marks against negative space. Many of the marks I have recorded have a freedom and character that I trying to incorporate into my other drawings, a visual language that prioritises seeing and enjoyment in the dialogue between my eye/hand, the object and the drawing.'



Sketchbook drawing of a stormy day

This is a sample of a resource created by UK Charity AccessArt. We have over 1500 resources to help develop and inspire your creative thinking, practice and teaching.

AccessArt welcomes artists, educators, teachers and parents both in the UK and overseas.

We believe everyone has the right to be creative and by working together and sharing ideas we can enable everyone to reach their creative potential.

Animating Hands!

Using image frames from video to create quirky animations of hands moving!

#BeACreativeProducer – Animating a Demonstration!

Using cut-out images against a green screen to make a simple stop motion animation.

#BeACreativeProducer Team Present at the Houses of Parliament

The teenage #BeACreativeProducer team were invited to present their project at the [APPG for Art, Craft and Design Education](#) at the Houses of Parliament, London, on November 13th.



A full transcript of their presentation, including video clips of their animation, are provided below.

The team did incredibly well, holding the room with confidence, eloquence and creativity in abundance as they shared their experiences of the project, and spoke in support of arts education. They also answered a number of questions,

holding the floor for 40 minutes. Well done team!



Introduction by Paula Briggs, Co-Director, AccessArt

“Hello, My Name is Paula from AccessArt, and I’m here with Sheila, my colleague, and the teenage #BeACreativeProducer team. I’m not going to talk for long before I pass you over to the team.

First of all a big thank you to the APPG for inviting us, we really appreciate the opportunity and we hope you enjoy our presentation.

I want to talk briefly about Creativity, and to look at the ways our project is enabling creativity in teenagers.

I don’t think a week goes by when Sheila and I don’t have a conversation about the nature of creativity, and the fragility of the creative process. The teenage years in particular, can

be a time when a young person's creativity feels especially vulnerable. I want this to be an upbeat presentation, as I'm sure it will be, and these teenagers definitely deserve that, but I do want to touch on 2 things that can undermine teenager's creativity.

The first is the message we are giving to teenagers today, that there is a subject hierarchy, and that creativity is way down at the bottom. **Let us all acknowledge, that by pushing creative subjects down in that subject hierarchy, we are in effect telling teenagers that their creativity does not matter.** Not all teenagers, not all schools, many schools are managing to preserve their creative offering, but in general, this is the message teenagers are hearing.

The second thing which can undermine teenager's creativity is social media, or to put it into a wider context, the ability of the phone to keep the teenagers' attention.

Before I go any further I want to clarify, Sheila and I are great advocates of digital – we know that through embracing all things digital we have been able to impact upon visual arts education. **BUT**, we all acknowledge that social media has two sides: educational, inspiring, connecting, but it can also be distracting, and prevent a connection with the physical world. Even teenagers themselves acknowledge that whilst it can inspire them, it can also drain them.

The problem is that social media can prevent teenagers from paying attention to their creativity. It is the thing they go to when they are bored, when they have finished something, or even when they haven't finished something, as a distraction.

So whilst on the face of it the #BeACreativeProducer project is an animation project, a project in which a group of creative teenagers come together to share their skills, to create animations which celebrate and advocate teenage creativity, the project is also about how we can address the

things which put pressure on a teenagers creative potential.



Number One, we need to look teenagers in the eye and tell them we value their creativity. We need to ***SHOW*** them we value their creativity. We need to enable teenagers to look each other in the eye and support each other's creativity, and we need to make certain that teenagers can therefore look themselves in the eye, maybe next time they take a selfie or look in the mirror, and tell themselves that their creativity is an important part of who they are.

Number Two, we need to help teenagers pay attention to their creativity. Creativity is a fragile beast, but it is also resilient. We can push it down personally (we have an idea which we dismiss), we can push it down socially (we can neglect to invest time and money) and ultimately we will push it down economically (if we have not invested in the creativity of a generation, how can we expect to reap economic rewards), ***BUT*** the creative urge will always be there, lying waiting, it is an intrinsic part of our humanity.

The good news is, if we can pay attention to even the smallest

of creative urges or sparks, they will grow. We only need to tune in, and we will feed our creativity. It is the tuning in, or the showing up, that's vital. So, whilst art lessons are filled with techniques and art history and contextual studies, I would also suggest we need to think more about how we can enable teenagers to understand what it is like being IN the creative process, with its ugliness and beauty, inspiration and frustration, moments of desperation and moments of eureka. It isn't about the end result, though that is often great, it is about the create journey, and whilst we all go on our own journey, there are commonalities which we should be talking about more, so that we can reassure and demonstrate to teenagers that what they feel whilst they are being creative, is ok, and so enable them to continue on their journey.

We'd like to start with a quick video to introduce the team and the project. The fifth member, Immy, is at a ballet exam – we wish her good luck!”

Alex

The Project started in June. We noticed amongst our classmates that some people were pursuing their interests and hobbies, whilst others were dropping them as they weren't seen as cool. Instead they were spending more time on their phone. The project started as a message to help teenager become aware of how much time they are spending consuming digital, and to remind them that they can be producers, as well as consumers.

Amelia

But the project quickly developed into much more than that, and the animations we are making now are about helping teenagers think about how important their creativity is, both to them and to the world, and how they can become more creative.

Alex

We're definitely NOT saying that digital is a bad thing – the project wouldn't exist without digital, but we are trying to

remind teenagers to consume it mindfully, and to balance it with the physical world.

Lluis

We have been meeting most weeks since June, after school and at the weekend. We must have put in hundreds of hours of work. The project will finish in February 2019.

Rowan

So what are our sessions like? Varied, is probably the best way of describing them! We usually start off around the table (eating pancakes) whilst Paula brings us up to date on things that have happened during the week (like being invited to the houses of parliament). We look back at clips made the week before, think what we might need to do to change them.

Amelia

Then we usually split up into pairs to work on new animations. So, two of us might be animating letters on a whiteboard, whilst another two might be editing photos in photoshop or in iMovie. Or we might be making physical models for an animation, and filming each other or recording voice overs. Every now and then we get together to compose music collaboratively, or compose it individually at home.

All the clips are then sent back to Paula's laptop for us then to edit together to make the scenes... Like Scene 2 which we would like to share with you now.

Rowan

We're so proud of what we've achieved so far. As well as being invited here, to share the project with you, we have also led a workshop at the Arts Picture House Cambridge, and have been invited to write a blog post for their website, and screen part of the animation before a main feature in 2019. Cambridge Junction will host a launch party for the finished animation in 2019. If you'd like to come to the launch then pls let us know.

Lluis

Every session we do is documented and Paula then creates a post on the AccessArt website so that others can be inspired and have a go.

We have also run a successful crowdfunder appeal to pay for workshops for schools on the launch day, AND for prizes for an animation competition we have launched.

Alex

“The World Needs Your Creativity! Animation competition is for ages 11 to 15. We had the idea, to get other teenagers involved, by inviting them to create a 30 second animation. The winning entry will receive £100 worth of vouchers and also have their animation included in our main animation on the opening night. You can find out more about the competition on the AccessArt website.

Amelia

The final animation will be around 20 minutes long, split into 5 scenes which can be watched alone, like scene 2 you just watched. We will also have an animated quiz section to help teenagers think about their attitude to consuming and creating digital content.

Rowan

The end result will be shared via social media and the AccessArt and #BeACreativeProducer websites, and we hope that schools, arts organisations and community groups across the country will share it with teenagers to help inspire their creativity.





Alex

So, What Have we Learnt from the Project?

The Project has helped us build a variety of skills....

Amelia

It's helped me build confidence in public speaking and helped me grow as a person. We are able to work as a team and empower each other in a relaxed and positive environment, which is an opportunity we don't often get at school.

Alex

The project has given great encouragement to everyone's creativity. For me in particular, it has helped feed my skill and interest in composing music, both for the project and for my own pleasure. I think my attitude to my own creativity has developed hugely throughout the project.

Rowan

I think that one of the most important things to me about the project is the way we are all able to contribute our ideas into what we do next, in a way we can't at school. Every session we are given the opportunity to input our own thoughts and opinions, and then have the freedom to put our ideas into action.

Lluis

Working on the project has given me a reason and a focus for my woodworking. I've enjoyed sharing what I've made and seeing them valued in the project.

Amelia

We would also like to see if we can develop the #BeACreativeProducer website (if we have the energy!) into a place which encourages teenagers to make and share their own animations, either alone or as a team, about things which they care about.

Rowan

So how can you help? Pls share the project and the competition, and we hope we have inspired you to look teenagers in the eye whenever you can and tell them that the world needs (and values) their creativity!!!

If anyone has any questions, we would love to answer them.

Thank you.





Very many thanks to the [Board of the APPG for Art, Design and Craft Education](#) for inviting the team to present.

For Remembrance Day

Anne-Louise Quinton creates a project for her Year 9 pupils to commemorate Remembrance Day. The teenagers worked collaboratively to create a collaged frieze of paper soldiers in response to an artwork by John Singer Sargent and a war poem by Wilfred Owen.

Japanese Sushi Inspires Our Art

Jan Miller leads a project enabling children to explore materials and learn from another culture by creating colourful, large-scale mixed media drawings inspired by food from Japan. This activity is suitable for older KS1 and KS2 children.

Japan – Ceramics Inspire Painting and Painting Inspires Ceramics

Jan Miller shares a class project that uses the work of a contemporary Japanese ceramicist to inspire vibrant paintings in a variety of materials. The children then used their own art to design ceramic vessels.

Spotting Potential and Nurturing a Young Talent

You May Also Like...

Visual Arts Planning Collections:
Portraits



Assessment & Progression



Japan: Making Sushi – Recycled Style!

Inspired by research into Japanese culture, children explored the potential and limitations of paper and recycled materials, learning through play and experimentation to make 3D forms. The outcomes of this process were used to inform work created in a second medium of clay, using kitchen equipment to shape the clay and add textures.

The Making of: “Being Creative Helps You Tackle Challenges in All Areas of Life”

Meet Bob! A cloth character with a bendy wire armature to animate in front of a green screen.

The Making of: Hand Coloured Photoshop Animation Frames

This post shares how one of the #BeACreativeProducer team members, Alex, developed his digital skills by working across iMovie and Photoshop to extract single frames from a movie,

hand colour them in Photoshop, and then import them back into iMovie to complete the animated scene.

We used the technique as a visual to an aural backdrop of the teenagers working collaboratively on their musical composition.

Taking on the Inktober Challenge

Artist Morag Thompson Merriman taking on the Inktober Challenge and generously shares her process with AccessArt.

AccessArt Exemplar Primary Art Plan + Progression Plan 2020

PLEASE NOTE

AccessArt has created a new [Primary Art Curriculum which you can find here.](#)

Schools will continue to have access to our old Exemplar and Progression Plan (below) but we urge new schools to follow the [new curriculum available here.](#)

AccessArt has created 3 plans to help Primary schools deliver a rich, exciting and relevant art education.

- 1) The EYFS Exemplar Curriculum Plan
- 2) The Primary Art Curriculum Plan
- 3) The AccessArt Progression Plan

The AccessArt EYFS & Primary Exemplar Plans

- What Are the Aims of the Exemplar Curriculum Plans?
 - To provide schools with a rounded art curriculum for ages 5 to 11 (Primary) and help in establishing an open approach to creativity for the under 5s (EYFS).
 - To provide NQTs, art coordinators and all primary teachers with the skills and resources to deliver an engaging, relevant curriculum.
 - To suggest visual arts educational

activities which will promote open-ended, creative learning.

- To provide ideas, inspiration and techniques to enable children to explore a wide variety of media in drawing, sketchbooks, sculpture, painting, printmaking, and design.

• Using & Developing the Plan in Your School

The exemplar plan is a suggested way forward. If a school were to follow the plan (based upon tried and tested teaching), by the end of Year Six the pupils would have received an exceptional and rounded creative education. However we appreciate each school, class and pupil has individual needs, and that many teachers and schools will prefer to use this plan as a starting point to be adapted. We value this evolution: please do [get in touch](#) to share your successes!

Find out how to [scaffold the projects in the plan with sketchbooks and drawing](#), to ensure even richer journeys and outcomes.

• How it Works

- Click on the Year buttons within the plan to see the exemplar plan for each year.
- Each year is split into 6 projects, one for each half term. Click on the

suggested resources within each plan and you will be taken to fully illustrated resources which describe the aims, techniques and and outcomes of that particular activity.

- Within each year, we have tried to balance development of skills in the main artform areas and with a variety of media.
- The plan for each year builds upon previous skills learnt. However, the plan and the suggested activities within each year are transferable and adaptable. For example, you are able to switch activities within a school year, or even between school years, to suit your broader curriculum and the needs of your pupils.
- Accessing the Resources
 - Whilst many of the resources are free to access, you will need to be a member to access the majority of our resources.
 - AccessArt is a UK charity (1105049) which aims to inspire and enable high quality visual arts teaching and learning. We receive no core or revenue funding, instead we rely on income from membership to continue to develop our activities. AccessArt has over 18000 members and is trusted by schools across

the country to help develop their teaching and learning.

- Membership (and access to all resources), starts at just £42 per year.

[Join AccessArt](#)

- Further Information about the Curriculum

[Please see this page here for a detailed breakdown of AccessArt's approach to the curriculum for KS1 and 2.](#)

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- To provide ideas, inspiration and techniques to enable children to explore a wide variety of media in drawing, sketchbooks, sculpture, painting, printmaking, and design.

The exemplar plan is a suggested way forward. If a

school were to follow the plan (based upon tried and tested teaching), by the end of Year Six the pupils would have received an exceptional and rounded creative education. However we appreciate each school, class and pupil has individual needs, and that many teachers and schools will prefer to use this plan as a starting point to be adapted. We value this evolution: please do [get in touch](#) to share your successes!

Find out how to [scaffold the projects in the plan with sketchbooks and drawing](#), to ensure even richer journeys and outcomes.

- Click on the Year buttons within the plan to see the exemplar plan for each year.
- Each year is split into 6 projects, one for each half term. Click on the suggested resources within each plan and you will be taken to fully illustrated resources which describe the aims, techniques and and outcomes of that particular activity.
- Within each year, we have tried to balance development of skills in the main artform areas and with a variety of media.
- The plan for each year builds upon previous skills learnt. However, the plan and the suggested activities within each year are transferable and adaptable. For example, you are able to switch activities within a school year, or even between school years, to suit

your broader curriculum and the needs of your pupils.

- Whilst many of the resources are free to access, you will need to be a member to access the majority of our resources.
- AccessArt is a UK charity (1105049) which aims to inspire and enable high quality visual arts teaching and learning. We receive no core or revenue funding, instead we rely on income from membership to continue to develop our activities. AccessArt has over 18000 members and is trusted by schools across the country to help develop their teaching and learning.
- Membership (and access to all resources), starts at just £42 per year.

[Join AccessArt](#)

[Please see this page here for a detailed breakdown of AccessArt's approach to the curriculum for KS1 and 2.](#)

Download The AccessArt EYFS Exemplar Plan



[Download the Powerpoint Version](#)

[Download the PDF Version](#)

Download The AccessArt Primary Exemplar Plan



[Download the PDF Version](#)

AccessArt Members Only:

[Download an Editable Powerpoint Version of the AccessArt Progression Plan](#)

Please note, AccessArt members can download the PPT version of our AccessArt Progression Plans so that you can edit the documents to suit your school's needs. However please be aware that we regularly update our documents in response to changing requirements, and to developing resources on our site, so you will want to check in each year with the master version to check for relevant recommended changes.

The AccessArt Progression Plan

Please Note: [There is a new version of the Progression Plan here.](#)

• What Are the Aims of the AccessArt Progression Plan

The AccessArt Progression Plan attempts to balance a number of important elements in art education. Create opportunities for new experiences balanced with:

- Time for repeated practice.
- Structured learning, balanced with.
- Space for personal exploration.
- The accumulation of technical skills and contextual knowledge, balanced with growing self-awareness of what it is to be a creative being.

Through all of the above, our aim is to enable individual pupils to make appropriate choices regarding materials and processes and to be empowered towards making a personal, creative response.

The plan is based upon a creative and holistic approach, which shows the inter-relations between various aspects of the visual arts, demonstrating how subject knowledge, skill and progression is built when all the elements work together.

We acknowledge the importance of teaching specific skills, sensitively modelling some materials, and introducing a wide variety of materials, concepts and artists as soon as possible.

We also advocate the importance of pupils being enabled

to follow their own creative pathway, and the progression plan shows how this might best be encouraged to happen. When to let a child go, (and we would always argue that that should be as soon as possible) and how to enable that exploration, is key to a successful art education.

The progression plan attempts to balance two very important elements of a high quality visual arts education: 1) practice with 2) novelty. The plan demonstrates how opportunities can be created for repeated practice and consolidation of skills, alongside opportunities to introduce new materials and concepts to feed and excite the creative process.

We are keenly aware that many of teachers in primary schools are not specialist art teachers, and in many cases they did not have a comprehensive art education themselves. The progression plan links to example AccessArt resources to help non-specialist teachers understand how best to facilitate art.

Finally our progression plan was written from a slightly different perspective than many. It is less about measuring the progress of pupils, but instead it attempts to pinpoint the stages of opportunity which should be presented by teachers. If the appropriate opportunities are created, then pupils will progress.

• **Assessment**

There are no national standards set in art for primary-aged children.

AccessArt advocates for conversation-based assessment in art which takes place on an ongoing basis. The conversations might take place as a class, as a group, or one to one and will feed into processes of reflection

and evaluation. These are not activities which should just take place at the end of projects, but throughout the creative process. This makes assessment meaningful, and not a tick-list process which bears no use or relevance to the child.

This kind of assessment requires that the teacher is actively involved in each learning journey of every child, which we understand is potentially time consuming. We believe this type of assessment underpins good teaching and leads to better outcomes, especially in such a sensitive area as nurturing a child's creativity.

Explore a resource of facilitating a gently and reflective [class crit](#).

▪ **Vocabulary**

We will be producing a full guide to progression in vocabulary in 2021, including a glossary, but in the meantime key words, ideas and phrases are highlighted in pink on the [Progression Plan](#)

▪ **What is our Approach Based Upon**

AccessArt is the specialist provider of visual arts educational resources in the UK. We have over 20 years experience of facilitating the visual arts in schools.

Our progression plan is based upon the expertise within the [AccessArt team](#).

The plan takes into account current [National Curriculum](#) guidelines, and bases its end of year descriptors on those supplied by the [NSEAD curriculum](#).

We would also like to thank [Susan Coles](#), [Paul Carney](#) and [Mandy Barrett](#) for their generosity in sharing

their ideas and approaches in relation to progression and assessment with the primary field.

We would like to take the opportunity to thank all those working in the field, and acknowledge that the skills and experience of all those in the field build upon and benefit from an open and ongoing conversation.

• **Disclaimer**

We believe the curriculum we present via our **Exemplar Plans**, and our working methods shared via our **Progression Plan**, provide schools with a way to access a rich art education for pupils, of which schools can be proud.

The curriculum AccessArt shares is based upon our ethos which has developed over many years and which we believe has creative integrity. In the creation of the Progression Plan we have taken the opportunity to present schools with what we believe will be the best possible art education for their pupils, building and enhancing upon what already exists.

Schools should note that the majority of our resources are created by artist-educators. Some but by no means all were created in formal education settings. It is up to teachers to assess on an individual or school community basis if the resources are right for your school, and how they might best be adapted to suit your needs.

All resources cited in both the Exemplar Plans and the Progression Plan are examples only, and there are many more resources in the evolving AccessArt database which may suit your needs better.

AccessArt presents our work to schools in good faith,

but we cannot guarantee and are not responsible for the way the approach is received.

Explore the [new AccessArt Primary Art Curriculum](#).

The **AccessArt Progression Plan** attempts to balance a number of important elements in art education. Create opportunities for new experiences balanced with:

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download The AccessArt Progression Plan

Year 3- Generating Ideas					By the end of Year 3 Children should be able to...
Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	
Teachers should:	Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.	Enjoy looking at artwork made by artists, craftspeople, architects and designers.	Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.	Use digital media to identify and research artists, craftspeople, architects and designers.	Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions
Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook)	Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration	Discuss artist's intention and reflect upon your response.			Use a sketchbook for different purposes, including recording observations, planning and shaping ideas
Let pupils discover and share for themselves	Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...	Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.	Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).		
Enable pupils to build confidence in their own ideas		Look at a variety of types of source material and understand the differences.			
		Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.			
		Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> • What do I see? • What do I like/dislike? • What do I think the artist's intention was? • Why did they do it like that? • How does it make me feel? • How might it inspire me? 			

[Download the PDF Version](#)

download The AccessArt Progression Plan

for MAKING

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

[Download the PDF Version](#)

**Access the Web Browser
Version of the Exemplar Plan
Click on the Year Groups
below**

Year One



[Ages 5 to 6](#)

Year Two



[Ages 6 to 7](#)

Year Three



[Ages 7 to 8](#)

Year Four



[Ages 8 to 9](#)

Year Five



[Ages 9 to 10](#)

Year Six



[Ages 10 to 11](#)

Join AccessArt!



[Join thousands of other schools and teachers who use AccessArt to deliver great art teaching](#)

From just £42 per year, schools gain access to over 1500 unique resources to help develop your teaching, themed visual arts planning pages and discount on our distance learning courses. AccessArt was founded in 1999 and has grown through collaboration with a variety of schools, arts organisations, agencies, museums, galleries and individuals. The Exemplar Curriculum is free to access and share. To benefit from all the resources embedded in the plan, join AccessArt from only £3.50 per month.

Three Approaches to Drawing

Melissa Pierce Murray proposes three approaches to challenge habitual ways of drawing by expanding the repertoire of marks and approaches.

Opportunity to Join AccessArt: Membership & General Administrator Role

The deadline for applications has now passed.

To help us serve our growing membership, AccessArt is ready to welcome a new person to join our [friendly team!](#)

Role:

Membership & General Administrator: to help us process memberships and build relationships with schools, and to process Zoom CPD admin.

Hours:

The role is offered on a permanent basis (after a 3 month probationary period) working 21 hours per week. Hours should be worked during office hours (9.00 – 5.00) and be spread over 4 days. You need

to be based in the UK. The role is fully remote.

Salary:

£16 per hour (equivalent to £31,200.00 per year working full time).

Timeline

- **Deadline for Receipt of Applications: Tuesday 26th March 2024 (Closed)**
- **1st Round Interviews (via Zoom): 9th April**
- **2nd Round Interviews (via Zoom): 19th April**
- **Role Begins: May 2024**

Job Pack

[Pls find full details of role and how to apply here.](#)

This role requires specific skills and experience. Please do only apply for this role if you feel you have the skills and experience we are looking for.

Pls note that as we expect a great deal of interest in the role we are not able to reply to personal questions via email – instead we encourage you to read the document above for all details.

Monday 4th March 2024

ACCESS ART
MEMBERSHIP
ADMINISTRATOR



Job Pack

[Pls find full details of role and how to apply here.](#)

Modelling The Head in Clay – by Melissa Pierce Murray

Quiz Question Clips!

This page is a page holder for the question numbers the teenagers are working on as part of the **How To Be A Creative Producer** project. [Find out more about the project and how the animations are being created here.](#)

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

Question 10

Question 12

Question 13

Question 15

Question 16

Use Scrapstores!

Scrapstores enrich visual arts learning by making it more accessible, sustainable, and creatively engaging.

If you run an after-school art club, visiting your local scrap store can help you access a wide range of high-quality art and craft materials for your members. The range of materials in scrapstores changes from day to day and could include card, paper, textiles, paint, corks, wool, cardboard

tubes, netting, gauze and a thousand other things!

All scrapstores have different means of accessing their scrap materials. In some, you need to pay an individual membership fee, whilst in others, you simply pay for the scrap you take on the day. Below is a list of scrapstores nationwide, with contact details for each. If you are interested in listing your scrap store on the AccessArt website, then please [contact us](#).

You can see inspiring resources on using scrapstore materials here: [A Wealth of Materials](#)



Use [this directory](#) to find a scrapstore near you.

Renée Materials (Online)

[“Renee Materials](#) is the UK’s first digital marketplace for circular material trade. We reduce waste and cut emissions on a large scale by offering businesses offcuts, surplus stock, and leftover materials for reuse.”

Address and Opening Times:

(Shoreditch Hub)

Shoreditch Town Hall Main Entrance

380 Old St
London
EC1V 9TL

Online – With a London pop up Tuesdays and Fridays
1pm – 6pm (Shoreditch Hub)
Online orders 24/7

Open to the public

Play Resource, Belfast

[“Play Resource](#) is the centre for arts, play and education based in Belfast with membership open to groups working with children and young people and community groups across Northern Ireland.

We collect waste materials from industry, then reuse it into a free source of play, arts, and creativity for children and young people. With over 25 years’ experience, we take pride in being able to provide groups with real value for money, a unique package of resources, support and information.

Annual Membership will make any group’s budget stretch further, with access to the Scrapstore for free unlimited collections of scrap materials like paper and card, bottles, tubes. Shopping in the Art & Play Shop with products up to 50% cheaper than elsewhere, Creative Paths offers bursaries for group art projects giving you an artist to

work with your group, hundreds of creative ideas & inspiration for group activities.”

Address and Opening Times:

**North City Business Centre
2 Duncairn Gardens
Belfast
BT15 2GG**

**Monday 9.30am – 5pm
Tuesday 9.30am – 5pm
Wednesday 9.30am – 5pm
Thursday 9.30am – 7pm
Friday 9.30am – 5pm
Saturday Closed
Sunday Closed**

Free to the public, with membership available

Birmingham PlayCare Network, Birmingham

“Enjoy the joy of crafting while helping the environment at [BPCN](#).”

Address and Opening Times:

**The Hollymoor Centre
Manor Park Grove
Northfield
West Midlands
B31 5ER**

Monday Closed

Tuesday 10am – 4pm

Wednesday 10am – 4pm

Thursday 10am – 4pm

Friday 10am – 4pm

1st and 3rd Saturdays of the month 10am – 2pm

Sunday Closed

Open to the public

Scrap Magic, Bradford

“Based at the Wibsey Community Garden’s site since 2018, [Scrap Magic](#) recycles waste products to use as safe craft material. We are a community service which aims to provide affordable and sustainable resources for craft and play for local families, individuals and people who work with children. We promote and encourage the potential of waste materials for play, creativity and imagination. Waste materials are low cost and provide endless opportunities alongside their environmental benefits reducing landfill waste.”

Address and Opening Times:

Wibsey Community Garden

Scrap Magic Store Interior

Wibsey Park

Wibsey

Bradford

BD6 3QD

Monday 11am – 3pm
Tuesday 11am – 3pm
Wednesday Closed
Thursday 11am – 3pm
Friday 11am – 3pm
Saturday 10am – 1pm
Sunday Closed

Open to the public

Scraptastic, Bradford

“Scraptastic is a Community Interest Company. We are open to anyone who wishes to visit. We are a not for profit organisation. Any profits made are reinvested into the company. Our aim is to promote and encourage the use of waste materials and resources for creative re-use and play.”

Address and Opening Times:

49 Bradford Road
Shipley
Bradford
BD18 3DS

Monday Closed
Tuesday 10am – 4pm
Wednesday 10am – 4pm
Thursday 10am – 4pm
Friday Closed
Saturday 10am – 2pm

Sunday Closed

Open to the public

The Scrap Space, Brighton

“[The Scrap Space](#) redistributes donated waste for art, craft, play, theatre and DIY, at low cost.”

Address and Opening Times:

Community Base

113 Queens Road

Brighton

BN1 3XG

Termtime

Monday 2pm – 5pm

Tuesday 10am – 1pm

Wednesday 1pm – 4pm

Thursday 10am – 12pm

Friday 11am – 1pm

Saturday 10am – 12pm

Sunday Closed

School Holidays

Monday 2pm – 5pm

Tuesday 10am – 1pm

Wednesday Closed

Thursday 10am – 12pm

Friday Closed

Saturday 10am – 12pm

Sunday Closed

Membership required

Children's Scrapstore, Bristol

"The [Children's Scrapstore](#) is a reuse charity dedicated to helping businesses divert reusable waste away from landfill and to help improve art and play opportunities for children, young people and adults."

Address and Opening Times:

Scrapstore House
21 Sevier Street
Bristol
BS2 9LB

Address and Opening Times:

Monday Closed
Tuesday 10am – 5pm
Wednesday 10am – 5pm
Thursday 11am – 5pm
Friday 10am – 5pm
Saturday 10am – 5pm
Sunday Closed

Membership required

Refresh High Wycombe, Buckinghamshire

[Refresh The Marketplace](#) is a wonderful scrap

store based in Church Street, right here in the heart of High Wycombe. Our aim is to encourage you to Reduce, Reuse, Recycle and Create. We have a huge selection of surplus and unwanted stock all donated by local businesses and individuals.”

Address and Opening Times:

**16 Church Street
High Wycombe
HP11 2DE**

Monday Closed

Tuesday 10am – 5pm

Wednesday 10am – 5pm

Thursday 10am – 5pm

Friday 10am – 5pm

Saturday 10am – 5pm

Sunday 1pm – 5pm

Open to the public

Bits and Bobs, Cambridge

“Our Scrapstore is named [Bits and Bobs](#) because that’s exactly what you’ll find. In amongst the rolls of colourful card, massive containers full of fabric scraps, there are lots of things we don’t even have names for.”

Address and Opening Times:

3 Commercial Road

March
Cambridgeshire
PE15 8QP
01354 607667

Address and Opening Times:

Monday 10am – 4pm

Tuesday 10am – 4pm

Wednesday 10am – 4pm

Thursday 10am – 4pm

Friday 10am – 4pm

Saturday 10am – 4pm

Closed Sundays and Bank Holidays

Membership required

Re-Imagine Resource Centre, Cambridgeshire

“[At Re-Imagine](#), we are finding creative ways to help look after our planet. We are passionate about being creative to be well, and I provide making sessions in-store and run outreach workshops for all types of groups, as well as a fully stocked resource warehouse full of amazing items to be turned into something eco-fabulous.

We collect wonderful materials that businesses normally just throw away, and for a tiny fee, make them available for you to transform into works of art, to play with or wherever your imagination leads...”

Address and Opening Times:

We are on the same site as [Witchford Household Recycling Centre](#).

Witchford Household Recycling Centre
Stirling Way
Witchford
CB6 3FA

Monday Closed

Tuesday Closed

Wednesday 10am – 2pm

Thursday Closed

Friday Closed

Saturday 10am – 12pm

Sunday Closed

Open to the public

ReCreate, Cardiff

[“Re-Create](#) is a charity based in Ely, Cardiff. We collect stuff destined for landfill & encourage re-use, play and creativity.”

Address and Opening Times:

Ely Bridge Industrial Estate Wroughton Pl
Cardiff
United Kingdom
CF5 4AB

Monday Closed

Tuesday Closed

Wednesday Closed

Thursday 10am – 4pm

Friday 10am – 4pm

Saturday 10am – 4pm

Sunday Closed

Open to the public

Halton Play Council Limited, Cheshire

“Halton Play are a charity whose aim is to raise funds to enable us to promote children’s play. We run a shop that sells everything to do with art and craft, children’s toys, stationery, paper, card, as well as donated items.”

Address and Opening Times:

Halton Play Children’s Charity

10 Mersey Road

Runcorn

Cheshire

WA7 1DF

Monday 9am – 4pm

Tuesday 9am – 4pm

Wednesday 9am – 4pm

Thursday 9am – 4pm

Friday 9am – 4pm

Saturday Closed

Sunday Closed

Open to the public

Wiltshire Scrapstore, Chippenham

[“Wiltshire Scrapstore](#) is an award winning environmental and community charity situated on the outskirts of Lacock. We collect resources that would otherwise go to landfill and redistribute them for creative activities and projects of all kinds, from arts and crafts to DIY.”

Address and Opening Times:

Unit 5
Griffin Farm
Bowden Hill
Lacock
Chippenham
SN15 2PP

Monday Closed
Tuesday 10am – 5pm
Wednesday 10am – 5pm
Thursday 10am – 5pm
Friday 10am – 5pm
Saturday 10am – 4pm
Sunday Closed

Open to the public

Cornwall Scrap Store, Cornwall

[“Cornwall ScrapStore](#) stocks an amazing range of interesting, unusual and unique materials and products, which can be used in art, craft and play activities for all ages.”

Address and Opening Times:

**Goonmarris
St Austell
PL26 7QX**

Monday Closed

Tuesday 10am – 5pm

Wednesday 10am – 5pm

Thursday Closed

Friday Closed

Last Saturday of the month 10am – 5pm

Sunday Closed

Membership required

Saltash Scrapstore, Cornwall

[“Saltash Scrapstore](#) has two shops in Saltash Fore Street dedicated to resale of donated scrap items. This is used to promote art and crafts and encourage reuse, repair, repurpose and recycling to keep items out of landfill and help the environment. Profits are used to promote local projects in line with our objects.”

Address and Opening Times:

89 Fore St
Saltash
PL12 6AE

Monday Closed

Tuesday 10am – 4pm

Wednesday 10am – 4pm

Thursday 10am – 4pm

Friday 10am – 4pm

Saturday 10am – 2pm

Sunday Closed

Open to the public

Crow Recycling, Coventry

“At [Crow Recycling](#) we are passionate about supporting our community. The Scrapstore is intended as a low cost resource, helping make the arts accessible to as many people as possible and providing a hub for crafting socially and bringing people together.”

Address and Opening Times:

Crow Recycling
Orchard House
Sparkbrook Street
Hillfields
Coventry
CV1 5LB

Monday 9.30am – 3pm

Tuesday 9.30am – 3pm

Wednesday 9.30am – 3pm

Thursday 9.30am – 3pm

Friday By appointment only on Friday mornings –
please message or ring 02476 552444

Saturday Closed

Sunday Closed

Membership required

Derby Scrapstore, Derbyshire

“[Derby Scrapstore](#) is filled with many different recycled materials – fabric, plastics, ribbons, wood, wool, cardboard and paper. You’re welcome to visit and see what we offer before joining.”

Address and Opening Times:

6 – 10 Werburgh Street

Derby

DE22 3QG

Monday 10am – 2pm

Tuesday 10am – 2pm

Wednesday 10am – 2pm

Thursday Closed

Friday Closed

1st and 3rd Saturday of the month 10am – 2pm

Sunday Closed

Membership required

Exeter Scrapstore, Devon

[“Exeter Scrapstore](#) is a unique arts and craft shop based in Belmont Park. The Scrapstore contributes positively to the environment by reducing waste sent to landfill and by raising awareness of the value of re-use within the community. It provides a variety of wonderful, reclaimed materials from businesses and industries that have chosen to recycle their off-cuts and surplus. Offering clean, quality scrap to be used in creative activities, including education, play, arts and crafts.”

Address and Opening Times:

Monday Closed

Tuesday Closed

Wednesday Closed

Thursday 11am – 5pm

Friday 11am – 5pm

Saturday 11am – 3pm

Sunday Closed

Open to the public, members get 50% off

Dorset Scrapstore, Dorset

“At [Dorset Scrapstore](#) we encourage the whole community to reduce waste, reuse items, and recycle, by promoting environmental awareness and creativity. We are always really happy to teach people – especially children – about recycling and

the environment – if you'd like to plan a visit or find out more, please contact us.”

Address and Opening Times:

Unit 23
Cortry Close
Poole
Dorset
BH12 4BQ
Dorset

Monday Closed
Tuesday 10am – 4 pm
Wednesday 10am – 4 pm
Thursday 10am – 4 pm
Friday 10am – 4 pm
Saturday 10am – 4 pm
Sunday 10am – 2 pm

Membership required

Change Clothes CLG, Dublin

“Looking for affordable, creative supplies? [Change Clothes](#) is the perfect place to stock up on materials for sewing, crafting, or upcycling projects.”

Address and Opening Times:

Change Clothes CLG
The Digital Depot

**The Digital Hub
Roe Lane
Dublin 8
D08 TCV4**

Monday Closed

Tuesday Closed

Wednesday Closed

Thursday 12pm – 4pm

Friday 12pm – 4pm

Saturday 12pm – 4pm

Sunday 12pm – 4pm

Open to the public

SCRAP Antics, Dundee

“At [SCRAP Antics](#) you can find a constantly evolving stock of materials ranging from wood and hand tools to paper, fabric, yarn, card and stationery. If you look hard enough, you’re also bound to find some unusual and fascinating oddities!

The ScrapStore is an invaluable resource for artists, students, theatres, schools, nurseries, volunteer groups, small businesses, craftspeople, parents with young children, DIY fanatics. Anyone with an interest in creativity and sustainability!”

Address and Opening Times:

Unit 2, Meadow Mill
West Hendersons Wynd
Dundee
DD1 5BY

Monday Closed
Tuesday 11am – 5pm
Wednesday 11am – 5pm
Thursday 11am – 5pm
Friday 12pm – 4pm
Saturday 12am – 4pm
Sunday Closed

Membership required

Eastbourne Scrapstore, Eastbourne

[“Eastbourne Scrapstore](#) is a place where you can donate & buy cheap recycled arts and crafts materials & do your bit to recycle. Our volunteers sort the scrap & we also offer free and low-cost workshops where you can learn new skills and meet new friends.”

Address and Opening Times:

Elsie Woolmer Hall
Langney Community Centre
Etchingham Road
Eastbourne
United Kingdom
BN23 7DX

Monday Closed
Tuesday 10am – 3pm
Wednesday 9.30am – 2.30pm
Thursday 10am – 3pm
Friday 9.30am – 2.30pm
Saturday 10am – 2.30pm
Sunday Closed

Open to the public

Borders Scrapstore, East Scotland

“[Borders Scrapstore](#) is an exciting resource centre that takes so called ‘waste’ materials and makes them available.”

Address and Opening Times:

Unit 4
Selkirk
TD7 5NY

Monday Closed
Tuesday 10am – 4pm
Wednesday 10am – 4pm
Thursday 2pm – 5pm
Friday Closed
Saturday Closed
Sunday Closed

The Fisherrow Centre
South St
Musselburgh

EH21 6AT

Monday 1.30pm – 4.30pm

Tuesday Closed

Wednesday 9.30am – 4pm

Thursday Closed

Friday Closed

Saturday Closed

Sunday Closed

Membership required

Artytime Scrapstore, East Sussex

“[Artytime](#) is a community arts project based in Crowborough and run by volunteers. Our Scrapstore is at the heart of what we do, offering recycled materials for members to use in their art and craft projects. This helps reduce waste while inspiring imaginations across the community.”

Address and Opening Times:

Jarvis Brook recreational park

Crowborough

East Sussex

TN6 2EG

Monday 3.30pm – 5.30pm

Tuesday 9.30am – 11.30am

Wednesday: 9.30am – 1.30am

Thursday 4pm – 6pm

Friday Closed

Saturday Closed

Every 2nd & last Sunday of the month 10am – 12pm

Opening times are during term time. Please note these may change in the holidays depending on volunteer availability.

Donation required, or sign up for membership

The Pyramid Resource Centre, Essex

[“The Pyramid Resource Centre](#) opened in 1999 with 3 years of funding from The National Lottery. We are now self-sufficient (well just about!) We provide a range of services, primarily the scrapstore but also a well-stocked handicraft materials shop, toy library, musical instruments and sensory equipment hire.”

Address and Opening Times:

Resource Centre, Pyramid

Heath Rd

Grays

Essex

RM16 3AP

Monday 9am – 1pm

Tuesday 9am – 1pm

Wednesday 12pm – 4.30pm

Thursday 9am – 1pm

Friday 9am – 1pm

Saturday (1st Saturday of the month only) 9am – 1pm
Sunday Closed

Membership required

The Gloucestershire Resource Centre, Gloucester

[The Gloucestershire Resource Centre](#) has been promoting creativity in the arts, health, play and education sector through the re-use of materials from industry and business for over 32 years now. We don't specialise in any type of materials, as we have to run with the surplus being generated by local businesses within our catchment of Gloucestershire at the time. We rely on the national community of scrap stores to exchange materials, so we can provide variety and choice for our 1300-plus members."

Address and Opening Times:

City Works
Alfred Street
Gloucester
GL14DF

Monday Closed
Tuesday 10 – 7pm
Wednesday 10 – 5pm
Thursday 10 – 5pm
Friday Closed
Saturday Closed

Sunday Closed

Membership required

M24 Arts & Crafts, Greater Manchester

<https://www.facebook.com/M24ArtsandCrafts>

“[M24 Arts & Crafts](#) are a small business supplying arts and craft materials, yarn, haberdashery and more. We run weekly craft and chat sessions, hold workshops for different crafts, host events and parties. We also have pre-loved goodies in our recycle and re-use area!”

Address and Opening Times:

Pioneer House

7-15 Lodge Street

Middleton

United Kingdom

M24 6AA

Monday 10am – 4pm

Tuesday 10am – 4pm

Wednesday 10am – 4pm

Thursday 10am – 4pm

Friday 10am – 4pm

Saturday 10.30 am – 3.30pm

Sunday Closed

Open to the public

Waterside Scrapstore, Hampshire

[“Waterside Scrapstore](#) is packed to the rafters with crafty delights, all donated by local businesses and individuals. We have a huge range of materials from paper, card, fabric and ribbon to plastics, containers and paints with many unusual items in between.”

Address and Opening Times:

Sunnyfields Farm
Jacob’s Gutter Lane
Totton
United Kingdom
S040 9FX

Monday 3pm – 5pm
Tuesday 10am – 12pm
Wednesday 10am – 12pm
Thursday 10am – 12pm
Friday Closed
Saturday 10am – 12pm
Sunday Closed

Membership required

Rose Tinted Rags, Hereford

[“Rose Tinted Rags](#) is a “textile Resource & Arts Centre selling Vintage and Modern fabrics, haberdashery, curtains, antique lace, wool and assorted miscellanea. Arts workshop working with adults with disabilities.”

Address and Opening Times

Monday 9.30am – 4.30pm

Tuesday 9.30am – 4.30pm

Wednesday 9.30am – 4.30pm

Thursday Closed

Friday Closed

Saturday Closed

Sunday Closed

Union Walk

Commercial Rd

The Country Bus Station

Hereford

HR1 2EP

Open to the public

Hull Play Resource Centre, Hull

“The Hull ScrapStore was set up in 1988 and is run by a small team of core staff and dedicated volunteers. As well as providing scrap in the store, we facilitate a large number of creative art and play workshops.”

Address and Opening Times:

Hull Scrap Store

Dairycoates Avenue

Hull

East Yorkshire

HU3 5DB

Monday 10am – 2pm
Tuesday 10am – 2pm
Wednesday 10am – 2pm
Thursday 10am – 2pm
Friday Closed
Saturday 10am – 2pm
Sunday Closed

Open to the public

Ragtag Arts, Kendal

“The environment is at the heart of our [Ragtag Arts](#). This is evident in all that we do, from running the community scrapstore, making repurposed craft kits, working in partnership with sustainable providers, and our extensive workshop program in schools and at events and festivals.”

Address and Opening Times:

**No 8 Elephant Yard
Kendal
LA9 4QQ**

**Monday Closed
Tuesday 10am – 4pm
Wednesday Closed
Thursday 10am – 6pm
Friday 10am – 4pm
Saturday 10am – 4pm
Sunday Closed**

Membership required – free

The Children's SCRAP Project, London

[“The Children's S.C.R.A.P project](#) is a registered charity No. 281010 which collects, stores and distributes clean, safe, industrial waste to schools, nurseries, colleges, special needs groups, churches, hospital wards, playgroups, community groups and charitable organisations involved in education.”

Address and Opening Times:

**137 Homerton High St
London
E9 6AS**

**Monday 10am – 6.45pm
Tuesday 12pm – 4.45pm
Wednesday 12pm – 4.45pm
Thursday 12pm – 4.45pm
Friday Closed
Saturday Closed
Sunday Closed**

Membership required

Work and Play Scrap Store, London

“Do you need inspiring, cheap arts and crafts and

design materials, or props for your productions or unusual creative play resources? Do you want to use more sustainable materials? For an economical fee, you, your school or your group can join the [Work and Play Scrapstore](#) based in Tooting and have unlimited access to our materials for your projects, all of which are saved from landfill. Paper and paint, textiles and trimmings, buttons and bubble wrap, wood, foam, fine wire, and so much more... come and visit us and see for yourself. No need to book an appointment, just come and look around!"

Address and Opening Times:

**Hazelhurst Estate
13 Blackshaw Road
London
SW17 0DA**

Monday Closed

Tuesday 11am – 5pm

Wednesday Closed

Thursday 11am – 5pm

Friday Closed

Plus, the first Saturday & third Saturday of the month 11am – 4pm

Sunday Closed

Membership required

Community Scrapstore, North Somerset

"The Community Scrapstore is an Aladdin's cave full of marvellous and sometimes quirky resources that will fire the imagination and spark creativity and play."

Address and Opening Times:

**66 Gazelle Road
Weston-super-Mare
BS24 9ES**

Monday 11am – 4pm

Tuesday 9am – 1pm

Wednesday Closed

Thursday 11am – 4pm

Friday 11am – 4pm

Saturday 9am – 2pm

Sunday Closed

Membership Required

Orinoco Scrapstore, Oxford

"Orinoco is an Oxfordshire scrap store with a long history of using creativity, craft and play to inspire the reuse of materials that would otherwise end up in landfills. It would be easy to assume that this little charity is all about scrap, but take a look behind the lorry loads of materials saved, and you'll find a source of affordable resources for schools and organisations working with children and young people across Oxfordshire. For more information, have a look at

[our website.](#)”

Address and Opening Times:

111-113 Pound Way
Templars Square Shopping Centre
Cowley
OX4 3XH
Tel. 07763 923746
Email. oxford@orinoco.org.uk

Monday Closed
Tuesday 12pm – 4pm
Wednesday 10.30am – 4pm
Thursday 10.30am – 4pm
Friday 10.30am – 4pm
Saturday 10.30am – 4pm
Sunday Closed

Open to the public

Community Scrap Shack, Stoke-on-Trent

“[Community Scrapstore](#) is an ‘Aladdin’s Cave’ full of exciting and affordable reclaimed resources suitable for use in play and creativity, and is open to families, individuals, schools and community groups as day or annual members.”

Address and Opening Times:

Unit 2
7 China Street

**Fenton
Stoke-on-Trent
ST4 3NJ**

Monday Closed

Tuesday 9.30am – 4.30pm

Wednesday 9.30am – 4.30pm

Thursday 9.30am – 4.30pm

Saturday 9.30am – 2pm

Sunday Closed

Open to the public with membership available

The Recycle Yard, Wakefield

[“The Recycle Yard Ltd](#) recycles waste from the local area that can be reused for arts, crafts and play. We support local schools, nurseries, community groups, charity groups etc by supplying them with low cost materials or through donations.”

Address and Opening Times:

16D Healey Road

Ossett

United Kingdom

Monday 10am – 2pm

Tuesday 10am – 2pm

Wednesday 10am – 4pm

Thursday Closed

Friday Closed

Saturday 10am – 2pm

Sunday Closed

Open to the public

Use [this directory](#) to find a scrapstore near you.

Screen Printing T Shirts for the How To Be A Creative Producer Project

This post shares the process of screen printing t-shirts for the #BeACreativeProducer teenagers to wear to help them identify as a “team” for the animation project.

Modelling the Head in Clay Part 4 – Features

This is the final post in a series of posts following teenagers modelling a clay head over a term with artist Melissa Pierce Murray. In the final session of the series: Modelling the Head in Clay, we look at how to form the

features: eyes, ears, mouth. We look at ways to finish and embellish the form using hair, clothing or inventing horns. In the class we talked about how the muscles attach to the bones, and how the skin smoothes over the surfaces.