Making a Pocket Gallery

This post shares an idea devised by Anne-Louise Quinton in which she enables children and teenagers to revisit the "ordinary" and resee it's potential. The activity is a great way not only to inspire children as artists and curators, but also to introduce them to a whole range of concepts and vocabulary. It would be a great activity to use in a museum and gallery education context, as well as the classroom.

Drawing as a Tool for Wellbeing at Chesterton Community College, Cambridge

Why we Need to Teach Drawing in School

If you are new to teaching drawing in schools, please don't think for a moment that drawing is a nice activity but one which serves little purpose in the real world.

The following film was made by The Big Draw

<u>Straight from the horses mouth, the awards body OCR</u> stresses why we need to encourage pupils to study creative subjects:

1. The arts make self starters and develop emotional intelligence

All require the student to set their own agenda from within themselves, rather than follow set topics as in other subjects. They have to make independent decisions all the way, and be self-critical. They also need to be brave in exposing their creations, and accept criticism. Working in teams makes students into good communicators.

2. The arts stretch...

Music, art and drama require long hours of hard work and dedication. Students have to pay great attention to detail, to perfect and redo. Putting on a play, exhibition or concert takes strong organisational skills.

3. Arts students are highly sought-after by employers

Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to his hiring artists and musicians fascinated by technology rather than computer geeks. Top talent management agency, The Curve Group specialising in financial and business services, concurs: "Employees with an arts degree have developed more quickly in their roles from the start. They have discipline, confidence and can accept criticism."

4. Arts 'reach the parts other subjects can't reach'

The arts develop the broader dimensions of the human being — mind, body and soul. The arts can express the inexpressible and make sense of things that otherwise do not seem to. This can be very fulfilling and helps us function as human beings — which can only be good for society as a whole.

5. Arts 'reach the students other subjects can't reach'

Teachers find arts subjects particularly beneficial for two groups: those who struggle with traditional subjects and those who are high achieving. Less academic students can become defeatist if they feel they can't achieve: drama, music or art can be the place they blossom. With studious students, the arts can bring them out of themselves and be a release.

Watch how learning about art and design can lead to work in this inspirational video by Creative Journey UK:



And finally, pls listen to Bob and Roberta Smith in this film by The Big Draw, explaining why we teach art in schools:

Continuous Line Drawing Exercise

Many thanks to AccessArt Young Artist Alex Tunstall for composing the music for the video in the Continuous Line Drawing Resource.

Style and Aesthetic

Balancing Observational & Experimental Drawing

Teaching for the Journey not the Outcome

Screen Printing using Overlaid Pattern

Sketchbooks Made with

Screenprinted Papers

A "Wallpaper" Sketchbook — Enabling Drawing by Getting Rid of the White page

Layered Landscapes: Working in Mixed Media on Location with Kittie Jones

Fabulous Fish

Fabulous Fish was a Brilliant Makers workshop, for year four pupils, led by Sheila Ceccarelli, raising ocean awareness at Ridgefield Primary School, Cambridge.

Wave Bowls

In this session children make 'wave bowls' with Paula Briggs — a session where the pieces literally 'come together'.

Collagraphs Inspired by Architecture

Ink & Foamboard Architecture

Inspired by "Amphis" by Folke Köbberling and Martin Kaltwasser at Wysing Arts Centre, this post shares how the children went on to make architectural models based upon their exploration with Paula Briggs.

Under the Ocean Mirrors

This was an afternoon session for year four pupils at Ridgefield Primary School, Cambridge, and part of AccessArt's Brilliant Makers Club, a campaign supporting and championing making experiences in schools. By Sheila Ceccarelli

Making Shells

This was an afternoon session for year four pupils at Ridgefield Primary School, Cambridge, and part of AccessArt's Brilliant Makers Club, a campaign supporting and championing making experiences in schools. This session was aimed at children who love making, and was limited to eight pupils, to allow for a rich, and rewarding experience and plenty of time to play with, and explore materials.

Graphic Inky Still Life!

See This Resource Used In Schools...











You Might Also Like....

Pathway: Exploring Still Life



This is featured in the 'Explore Still Life' pathway

Talking Points: Paul Cezanne



talking points: Contemporary still life



talking points: Flemish and Dutch Still Life Painters



Making Boats that Float Out of Everyday Materials

What Makes a Boat Float? This was an afternoon session for year four pupils at Ridgefield Primary School, Cambridge, and part of AccessArt's Brilliant Makers Club, a campaign supporting and championing making experiences in schools. By Sheila Ceccarelli

Sculptural Constraints Workshop by Susie Olczak

This workshop, for students at AccessArt's Experimental Drawing Class, looked at the idea of the constraints that might come up when creating a sculpture for a gallery or

public space, and hoped to give a sense, that often the things that might initially hinder a project, can actually be a source of inspiration and good starting points for creativity.