

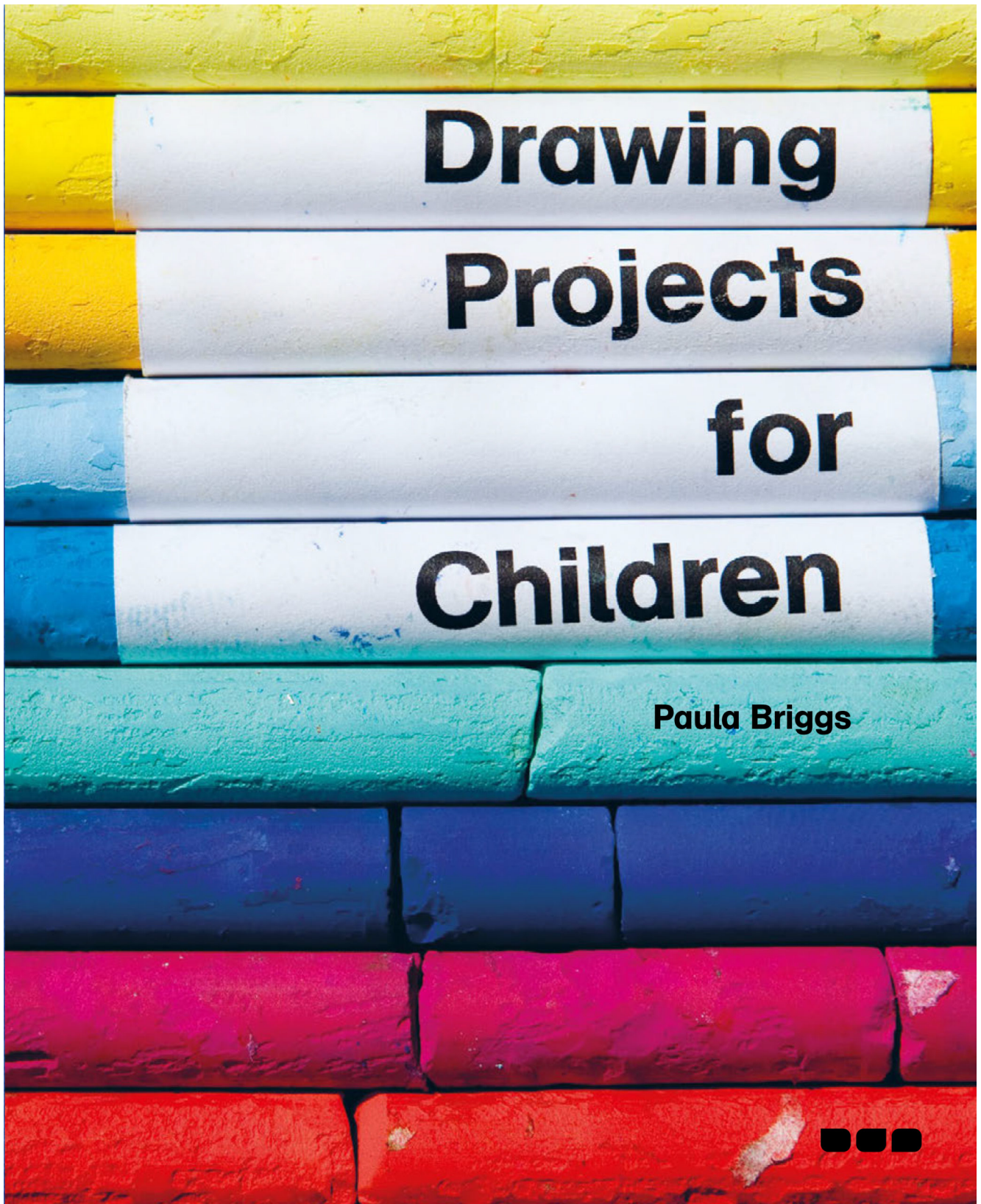
# Two Beautiful Books to Inspire Teaching & Learning

**Drawing Projects for Children** and **Make Build Create** aim to inspire and enable children, teachers, facilitators and workshop leaders to explore drawing and sculpture in an active and adventurous way.

Find further details about each book, including reviews, below.

*\*The exercises and projects in these books are aimed at children aged 5 to 12, however the majority of the projects can easily be adapted for older pupils and adults too.*

## **Drawing Projects for Children**



**Make, Build, Create: Sculpture Projects for Children**



# MAKE BUILD CREATE

SCULPTURE PROJECTS FOR CHILDREN

PAULA BRIGGS

black dog  
publishing

Published by Black Dog Press



## **Ros Corser**

Make Build Create by Paula Briggs is an informative and helpful manual that describes a series of creative sculptural projects designed to engage all. Beautiful photographs run throughout the book, making it as visually appealing as it is inspiring. Thank you, Paula, for such an inspirational book, encouraging “hands-on art” for everyone.

## **Amanda Warren, NSEAD Network**

Make, Build, Create is an inspiring book. Like its predecessor ‘Drawing Projects for Children’, it is beautifully produced, with beguiling photographs and a carefully laid out task which is easy to access whilst being packed with inspiration.

Based on the premise that children love to make things but probably are given insufficient opportunity, the book guides the reader through some basic premises (such as “Why make?”) and useful information about equipment and safe procedures. Some of the materials suggested may have been neglected in recent years (I confess it is a long time since I used plaster in powder form), and there are zany ideas, too. Making a plinth for a figure looks sure to appeal! And those wire insects! The photos can easily be shared with a group of children to inspire them or to illustrate processes.

My only query is who the book is aimed at. To begin with, I thought it was a book for children, but the foreword is definitely for teachers and facilitators. But does it really matter? The book is sumptuous, gorgeous, and appealing. Paula Briggs has done it again; let’s get making!

## **Amanda Morris-Drake, Darwin Centre for Young People**

Full of excellent ideas and beautifully presented.

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## **Following on Screen Printing with Andy Mckenzie**

Following Andy's Introduction to Screen Printing, teenagers worked during an 1 1/4 hour long session to build images printing over the previous week's work.

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## **Introducing Screen Printing with Andy Mckenzie**

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## **Art Rooms in KS1&2 Schools: The Elms Junior School**

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**The Lion, the Witch and the  
Wardrobe by Kaz Trinder**

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**Doppelganger Drawing**

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**Drawing for Science,  
Invention & Discovery Even If  
You Can't Draw by Paul Carney**

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**Visualisation Drawing**

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**Adaptation Drawing**

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# Trial and Error Drawing

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## Methodical Drawing

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## Serendipity Drawing

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## Drawing Source Material: Ancient Greek Architecture

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that*

*is beyond our control.*

Please [let us know](#) if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

This resource is free to access and is not a part of AccessArt membership.



FREE TO ACCESS

## **Ancient Greek Architecture**

Use the film below as source material to enable an exploration of drawing Ancient Greek architecture.

Pause the footage at points which catch your eye and invite the children to make timed drawings – 15 minutes, 10 minutes, 5 minutes, 2 minutes or 1 minute.

Vary the drawing materials you use and work in sketchbooks or sheets of paper of different sizes and textures. You may also like to make multiple line drawings over one page – each with a

different colour or line weight, to describe different pause points in the same film.

Explore Ancient Corinth in [3D](#).

## You May Also Like...

AccessArt Olympics Resources



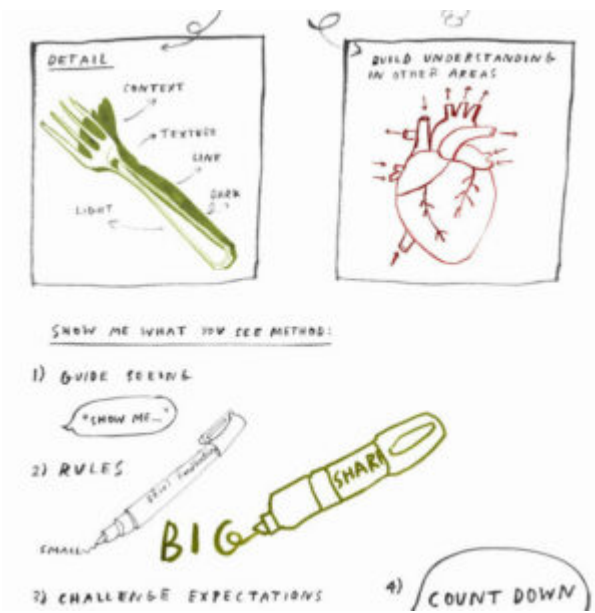
[Explore projects to celebrate the 2024 Olympics](#)

Visual Notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



Enable close looking and drawing with this exercise

# Drawing Source Material: Ice

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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## Ice

Use the film below to enable children to explore drawing icy landscapes. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each

pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to features of the landscapes.

## You May Also Like...

Pathway: Life on ice



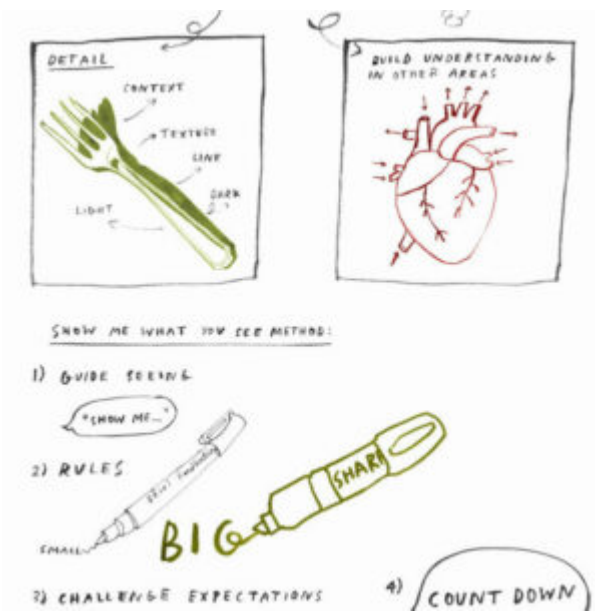
This is featured in the 'Life on Ice' pathway

using sketchbooks to make visual notes



## Find out how pupils can respond to artists work in sketchbooks

Show me what you see



## Enable close looking and drawing with this exercise

Handmade plasterboard



## Making Painted and Sewn Landscapes



## Ice Worlds



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## **Rowan: Clay Coiling Techniques to Make Penguins, Tweety Pie and a Dalek too!**

Artist led facilitation in a setting for adults with learning disabilities; Abi, Sarah and students show how they made clay birds using clay coiling techniques and with a plaster mould for the birds' bases.

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## **Pathway: Sculpture, Structure, Inventiveness &**

# Determination

## Pathway for Years 3 & 4

### Disciplines:

Drawing, Sketchbooks, Sculpture

### Key Concepts:

- That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves.
- That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.
- That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism.
- That we can express our personality through the art we make.
- That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.
- That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.

In this pathway children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it *feels* to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or “wrong or right”.

Pupils start by seeing how artists sometimes help us learn about ourselves by drawing parallels with other lives. Pupils apply this knowledge by looking at how birds build nests – what can we learn from them about the traits we might show when we make experimental drawings and build sculpture?

**Medium:**

**Various Drawing Materials, Construction Materials**

**Artists: Marcus Coates**

This pathway will take approximately half a term, based upon a weekly art lesson.

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!





AGES 5-8

AGES 9-11

## Teaching Notes

Find the MTP for this pathway [here](#).

[See the recording of the hour long zoom CPD to introduce teachers to this pathway.](#)

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## Curriculum Links

**Geography:** Link with birds and migration via the North and South hemisphere.

**Science:** Language to support understanding of materials, habitats.

**PSHE:** Supports Responsibility to the planet, Collaboration, Peer Discussion.

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### **I Can...**

- I have seen how we can learn about ourselves through art.
- I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.
- I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing.
- I can use a variety of drawing materials to make experimental drawings based upon observation.
- I can construct with a variety of materials to make a sculpture.

- I can see my personality in what I have made.
  - I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.
  - I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.
  - I can take photographs of my work thinking about presentation, focus and lighting.
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## Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

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## Materials

A3 cartridge paper, soft B and hard H pencils, ink, graphite sticks, water soluble graphite, wax crayons, water colour.

Construction Materials (see [list here](#) )

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# Pathway: Sculpture, Structure, Inventiveness & Determination

A PDF of this pathway can be found [here](#).

## • Aims of the Pathway

This pathway aims to provide children with the opportunity to connect drawing and making, encouraging the freedom to be inventive and exploratory.

The processes involved ask children to take creative risks, and to feel ok if they feel challenged by creating art.

• Week

1:

Introduce

**Introduce artists who are  
inspired by things that birds  
can teach us**



Marcus Coates, *Conference of the Birds*, 2019,  
Film by Kate MacGarry

Use the free to access [“Talking Points: What Can We Learn From Birds!”](#) resource to explore how artists draw parallels with other beings so that we can learn about ourselves.

▪ Weeks 2 & 3: Exploratory Mark Making

# **Drawing Nests**



Use the “[Drawing Nests](#)” resource to explore how pupils can use a variety of media to create observed and expressive drawings of nests.

The resource explores how their drawings might feel relatively “neat” or might feel “messy” – both are fine! We are able to express our personality through art!

Use sketchbooks to test materials. If children need drawing source material use our free to access “[Drawing Source Material: Nests](#)” resource. Invite children to create their own “[Experimental Mark Making Tools](#)” to create expressive and personal drawings.

Stop at the making activity (you will do that next week).

Explore the resource below to see a similar activity in a school:

## Nests: Materials, Tools, Testing & Sketchbooks

### Nests: Observational Ink Drawing

### Nests: Wet and Dry Media



▪ Weeks

4

&

5:

Making

## **Making Nests**



Use the [“Perseverance, Determination and Inventiveness: Building Nests”](#) resource to encourage children to explore how we practice and nurture valuable life skills when we make sculpture. The resource takes its starting point from what it must be like to be a bird, and place those first tentative twigs in place when nest building begins. How can children use their own instinct and intuition to make sculpture?

▪ Week 6: Present & Share

**Share, Reflect & Discuss**



Use the “[Crit](#)” resource to help you run a class critique.

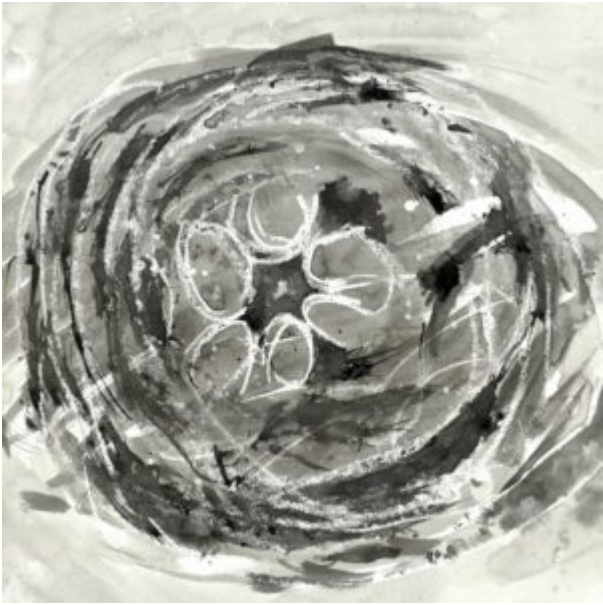
Clear a space and present drawings, sketchbooks and sculptures made.

Walk around the space as if it were a gallery. Enable a conversation about the journey and skills learnt (personality traits as well as technical skills).

Take photographs of the work. [Explore how children can take high quality photographs of 3d artwork with this resource.](#)

**See the Pathway Used in Schools...**















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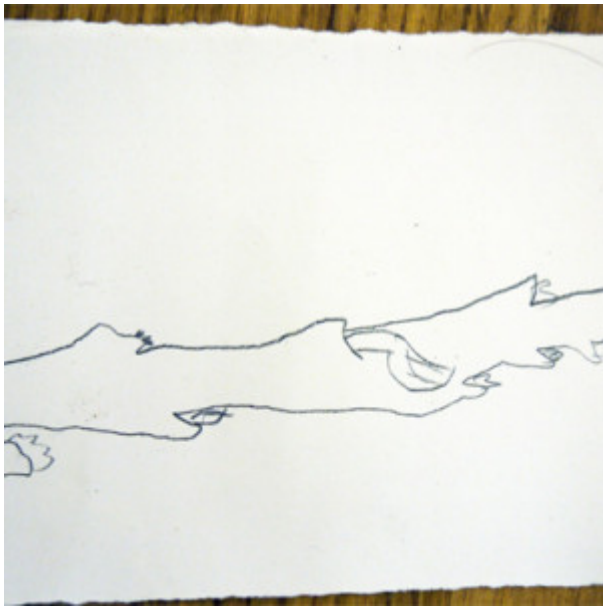
**Share and Tag**



[Share photos of work made by tagging us on social media](#)

# You May Also Like...

Help Children draw larger



Encourage children to work larger so that they can fully explore a wider range of mark making/materials/techniques

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**Miro**

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**Animation**

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**Wave Bowls**

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**Marionettes**