

# Talking Points: Olympic and Paralympic Mascots

A collection of imagery and sources designed to introduce pupils to Olympic and Paralympic mascots.

*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.*

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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.

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AGES 5-8

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AGES 11-14

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The Olympic mascots are fictional characters, usually an animal native to the area or human figures, who represent the cultural heritage of the place where the Olympic and Paralympic Games are taking place. Ever since the 1932 Summer Olympics in Los Angeles, the Olympic Games have always had a mascot. – [Wiki](#)

Explore mascots through the ages on the [official Olympics website](#).

Find 3D models of Olympic and Paralympic mascots [here](#).

## Paris 2024: Olympic Phryge

The name of the Paris 2024 mascot is Olympic Phryge, based on the traditional small Phrygian hats that the mascots are shaped after. The name

and design were chosen as symbols of freedom and to represent allegorical figures of the French republic.

The Olympic Phryge takes the shape and form of a Phrygian cap. As Paris 2024's vision is to demonstrate that sport can change lives, the mascots will be playing a major role by leading a revolution through sport. The Olympic Phryge is decked out in blue, white and red – the colours of France's famed tricolor flag – with the golden Paris 2024 logo emblazoned across its chest. – [IOC](#)

## Questions to Ask Children

Why did the Paris Design Team choose a hat as their mascot?

What kind of personality do you think this mascot might have?

What do you like or dislike about the mascot? Why?

## London 2012: [Wenlock](#)

Created by Iris Design agency. According to the story by [Michael Morpurgo](#), Wenlock's metallic look is explained by the fact that he was made from one of the last drops of steel used to build the Olympic Stadium in London.

The light on his head is based on those found on London's famous black cabs. The shape of his forehead is identical to that of the Olympic

Stadium roof. His eye is the lens of a camera, filming everything he sees. On his wrists, he wears five bracelets in the colours of the Olympic rings. And the three points on his head represent the three places on the podium for the medal winners. – [IOC](#)

## Questions to Ask Children

What kind of personality do you think this mascot might have?

What do you like or dislike about the mascot? Why?

The mascot was designed to capture the spirit of London (vibrant, diverse, busy etc), how it could be adapted to reflect your local area?

## Rio 2016: [Vinicius and Tom](#)

Designed by Birdo Produções, Vinicius is a mix of different Brazilian animals. His design takes inspiration from pop culture, as well as video game and animation characters. Alongside his Paralympic Games colleague, Vinicius represents the diversity of the Brazilian people and culture, as well as its exuberant nature. – [IOC](#)

## Questions to Ask Children

Describe the different features you can see in the mascots.



Why do you think Brazil chose to create an mascots based on nature?

What kind of personality do you think the mascot(s) might have?

What do you like or dislike about the mascot(s)? Why?

Brazil is home to the biggest rainforest and most famous carnival in the world. Do you think the mascots reflect Rio? Why?

## You May Also Like...

AccessArt Olympic 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

# Talking points: Olympic and Paralympic Medals

A collection of imagery and sources designed to explore Olympic and Paralympic Medals.

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## Olympic and Paralympic Medal Design

“The gold, silver and bronze medals awarded to competitors at the Olympics and Paralympics represent the highest levels of athletic achievement at the Games. The design of the medals is the responsibility of the host city’s organizing committee, and varies with each edition of the Games.” – [olympics.com](https://olympics.com)

Explore the videos and resources below to focus a discussion about medal design.

See medals and other artefacts from past Paralympic games in 3D [here](#).

## Paris 2024

“On each medal, original iron from the Eiffel

Tower was cut into a hexagon, the geometric shape that evokes France to the point of becoming its nickname. Placed in the centre and embossed with the emblem of the Paris 2024 Games, this piece of heritage fits elegantly among the gold, silver and bronze to give the medals a two-tone effect. ” Find out more at [Olympics.com](https://olympics.com).

## Questions to Ask Children

What can you see?

What does the medal represent?

Do you like the medal design? Why?

Is there a significant object in your life you might incorporate into a medal? Why?

## Rio 2016 Paralympic Medals

The medals for the Paralympic games in 2016 had a distinct rattling noise so that visually impaired athletes could distinguish between the gold, silver and bronze medals.

## Questions to Ask Children

How else might you make a medal accessible for those with visual impairments?

## Vancouver 2010

Choose clips from this video to show as not all of it may be accessible for younger pupils.

## Questions to Ask Children

Does this medal challenge your existing ideas of what a medal looks like? Why?

What can you identify on the medal?

## Olympic and Paralympic Medals

Find images and information about past Olympic and Paralympic medals [here](#).

# ALL MEDALS

All Past Games

Olympic Games

Olympic Winter Games

Youth Olympic Games



Beijing 2022



Tokyo 2020



PyeongChang 2018



Rio 2016



## Questions to Ask Children

Which is your favourite medal and why?

Can you find out how the images on the medals are designed to represent the country? eg. geographical landscape, historic moment etc

## How Are Olympic Medals Made?

# You May Also Like...

## ACCESSART OLYMPIC RESOURCES



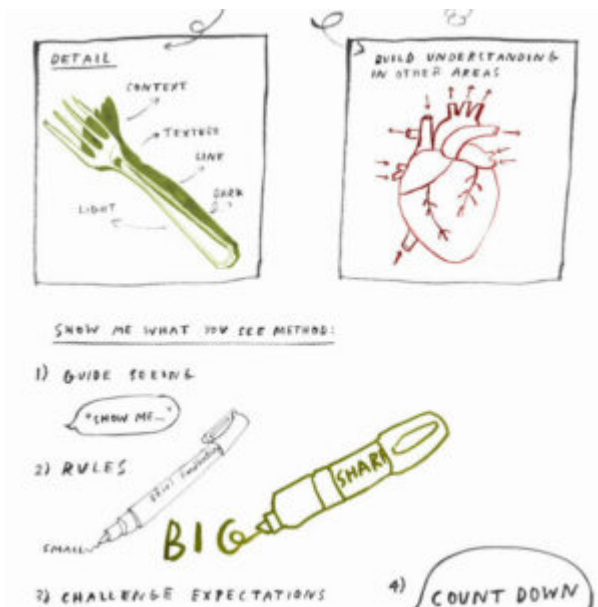
[Explore projects to celebrate the 2024 Olympics](#)

## 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

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# Why Use Drama in an Art Lesson?

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# **Drama Activity: An Art Conversation**

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## **Drama Activity: Hot-seating a Character**

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## **Drama Activity: Spontaneous Role Play**

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## **Drama Activity: Freeze Frame and Thought-tapping**

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## **Session Recording: Take a**

# Seat

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## Drawing from Life with Lance Richardson: 3 Sketchbook Exercises

### You May Also Like

Drawing From Life: How Artists Use Sketchbooks



The Sketchbook Journey



**Video enabled resources: Sketchbooks**



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**Drawing From Life: How Artists Use Sketchbooks**

# You May Also Like

## Drawing from Life with Lance Richardson: 3 Sketchbook Exercises



## The Sketchbook Journey



## Video enabled resources: Sketchbooks



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# Pathway: Using Art To Explore Global Issues

Pathway for Years 5 & 6

Disciplines:

**Sculpture, Painting, Drawing, Collage, Sketchbooks**

Key Concepts:

- That art can help us focus on, and explore, big issues. By looking at the artwork of others, and by making our own artwork, we can feel empowered to explore topics which might otherwise be overwhelming to us.
- That by working alongside others on a similar

project we can feel a shared sense of purpose. We can feel supported and understood.

- That we can bring many disciplines together (including drawing, painting and sculpture) into one artwork.

In this pathway children are enabled to begin to recognise that they are able to make an individual creative response which will be different to that of their peers, but one which comes from the same starting point and share a similar message. They learn that all artwork, however it is made and by whom, will be valued, and that each piece can contribute to a larger shared artwork.

As children progress through the school, they are enabled to use and further develop the knowledge and skills learnt so far, and bring their personal likes, dislikes and experience to a project, working towards being confident creative decision makers.

By using a variety of media and techniques, all children are enabled to explore and succeed.

The projects featured centre around an exploration of global warming and ice worlds, but this pathway can easily be adapted to explore other global issues such as deforestation or weather patterns. Change your source material accordingly.

Try to make sure you leave time at the end of the



project for a discussion over the global issue to emerge, based upon the artwork.

Theme: Climate change, Landscape, Habitats, Animals

Medium:

Drawing Materials, Modelling Materials (incl. Modroc)

Artists: Faith Bebbington, Frances Hatch, NOMINT

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!



## Additional Pathway

This pathway is an additional pathway to help you extend, develop or further personalise the [AccessArt Primary Art Curriculum](#).

We suggest this pathway is used to replace a “Working in 3 Dimensions” (Blue) Pathway or a “Print, Colour, Collage” (Yellow) Pathway.

It works well in replacement of the [Set Design](#) (Year 5 & 6) or [Activism](#) (Year 5 & 6) Pathway.

Please note the Modroc Polar Bear activities in this pathway are best suited to more confident teachers who are happy with a higher level of interaction with the work, and more able or experienced pupils.

You may also like to use the activities in this pathway with a smaller group of children in an after school club or community context.





AGES 5-8

AGES 9-11

## Teaching Notes

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

[See the recording of the Zoom CPD session exploring Modroc.](#)

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## Curriculum Links

**Geography: Climate zones, North & South Hemispheres**

**Science: Animals, Predators/Prey, Environmental changes.**

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

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**I Can...**

- I have explored the work of artists who use art as a way of drawing attention to global matters, and I can share my responses with the class.
- I can use my sketchbook to record and reflect how the artist's work makes me feel.
- I can use my sketchbook to make drawings, working from still images, videos and from life, demonstrating close looking and drawing. I can use these drawings to inspire my sculpture.
- I can make a sculpture of an animal, understanding that by working in 3d my sculpture will be seen from different viewpoints.
- I can explore and experiment using "Design through Making", and I can discover how I can transform and construct with different

materials to make my sculpture.

- I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each others' ideas.
  - I can explore painting and collaging using colour mixing and different surfaces and see how the materials respond to each other. I can create an environment for my sculpture.
  - I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.
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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

Soft B pencils, Charcoal, Acrylic Paint

Construction Materials

For Ice Worlds

Fruit Crates, A variety of paper, Making Tape, PVA

glue

For Polar Bears

Modroc sheets, Newspaper, Plastic bags, Masking Tape

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# Pathway: Using Art To Explore Global Issues

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

## • Aim of the Pathway

The aim of this pathway is to give children the opportunity to understand that art can be used to enable an exploration of important issues which affect us all. Through drawing and making, and through looking at art made by other people, we can build our understanding of the issues involved, and make a creative response to share with others.

• Week

1:

Introduce

**Look and Draw**



Introduce pupils to a stop-motion campaign about the effects of melting ice with “[Talking Points: A WWF Campaign](#)”. Find out how ice was used to create the animation and discuss the impact of the campaign.

▪ Drawing in Skethbooks





Continue the session by exploring “[Drawing Source Material: Polar Bears](#)”.

Refer to the first section of the “[After School Art Club: Drawing, Collage, Painting and Sculpture. \(Part 1\)](#)” resource to help you guide the drawing session.



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## **Find Your Focus**

**Choose between whether you would like to create sculptures of polar bears or if you would like to make 3d ice world landscapes. For less experienced teachers we would recommend following the Ice World resource.**

▪ Week

2/3/4/5

**Option 1: Create an Ice World**



Begin by introducing pupils to the work of artist Frances Hatch through “[Talking Points: Drawn to Antarctica](#)”. Use the questions to prompt discussion and feed into sketchbook and 3d work.

Explore colour, form and texture in a playful way. Working in small groups pupils will create a 3d interpretations of an “[Ice Worlds](#)”.

If you have time at the end of week 5, add some of the drawings made of Polar bears in week 1 to the ice worlds.

## **Option 2: Build a Polar Bear**

Introduce pupils to sculptor Faith using the "[Talking Points: Faith Bebbington](#)".





Invite children to create “[Visual Notes](#)” documenting what they notice about the artists work.

▪ Week

3:

Build

# **Creating Sculptural Forms**



In this session pupils will be creating a sculpture of a polar bear using either plastic bags or newspaper and tape. Refer to Part Two of "[After School Art Club: Drawing, Collage, Painting and Sculpture. \(Part 1\)](#)".

▪ Week	4 :	Introduce	Modroc
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## **Using Modroc**





Once the forms are complete, invite children to cover them in modroc. See “[How to Use Modroc](#)” to find practical advice about how to use modroc, or refer to our our recorded Zoom CPD “[Exploring Modroc](#)”.

Use Section 3 of the “[After School Art Club: Drawing, Collage, Painting and Sculpture. \(Part 1\)](#)” for extra support.

▪ Week

5:

Paint

**Paint the Polar Bears**



Finish off the polar bear sculptures with some paint. Explore part 4 of the "[After School Art Club: Drawing, Collage, Painting and Sculpture. \(Part 1\)](#)" resource to see how you can use and adapt the session in your classroom.

- Week 6: Share and discuss

## Share, Reflect, Celebrate



End the pathway by taking time to appreciate the developmental stages and the final outcomes in a clear space.

Depending upon the project option chosen, display the work appropriately including having open sketchbooks. Use the "[Crit in the Classroom](#)" resource to help you.

Encourage children to reflect upon all stages of the journey, and reference the artists studied.



If available, children can use tablets or cameras to take photographs of the work.

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

## **If You Use AccessArt Resources... You might like to...**

**Join our Facebook Group**



[Join the AccessArt Network group on Facebook and ask questions of others using our resources](#)

**Share and Tag**



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

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## **AccessArt Session Recording: Sketchbook Share**

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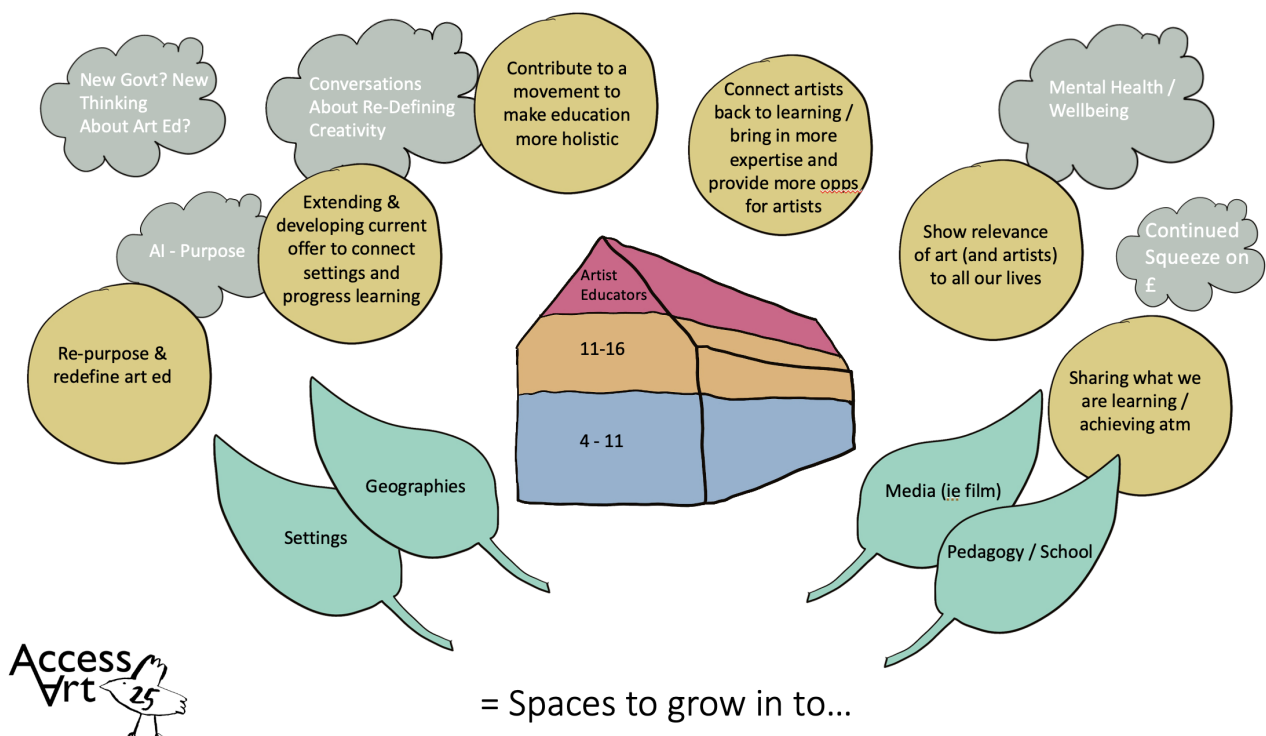
## **Team & Trustees Celebrate 25 Years**

AccessArt is a truly digital organisation – we have no offices and all [team](#) members work

remotely. It's been SO long since we met up in person, and it was fantastic to meet up with the Trustees and the team members who could make it for two days in York.

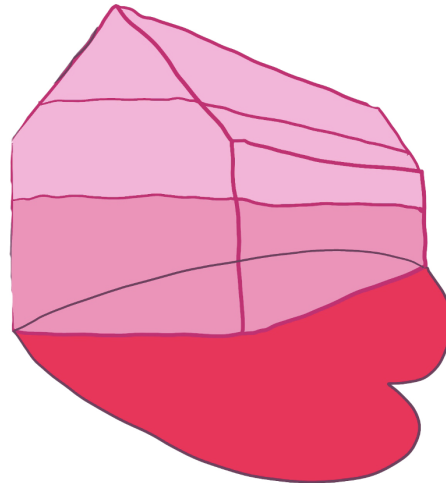
We reach our 25th year with nearly 23,000 members and over 38,000 subscribers, and the conversation was far reaching, insightful, celebratory and ambitious. We're excited for the years ahead. If you are already part of our journey thank you, and if not please [find out more about how we are celebrating 25 years](#) and join us!

Paula Briggs, Co-founder, CEO & Creative Director  
AccessArt 2024





Structures  
Protocols  
Systems



Vital to Preserve:

Our Heart

AccessArt as  
mechanism for saying  
what we believe

Free to follow instinct

Free to follow energy  
created by belief and  
passion



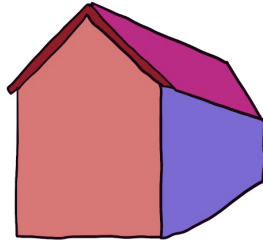
The AccessArt Audience fills 2 x O2 Stadiums!



## Exercise

Paula:  
I like, I wish, What if...\*

Aim: To help us all feel empowered to inform creation of shared  
legacy



*\*Taken from Creative Acts for Curious People, D school at Stanford*







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# **Session Recording: Exploring The World Through Mono Print**

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## **Sketch Your World: Drawing The Details**

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### **Sketch                      Your                      World: Perspective**

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### **Sketch Your World: Choosing Subject Matter**

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# Sketch Your World: Materials

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## Sketch Your World: Sketchbooks & Composition

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## Sketch Your World: The Basics