

AccessArt Olympics: Olympic Posters

[<<Explore Other Olympic Themes](#)

Explore the project below to help pupils consider how they might create an Olympic Poster inspired by the [Olympic Values](#).

An Olympic Poster

Aim: To introduce pupils to the ethos of the Olympics and create a body of work in response. Pupils will get the opportunity to practise collaging skills to create a poster based on an Olympic value.

Step 1: Introduce in Sketchbooks

Consider asking pupils to make an Olympic project sketchbook using one of the "[Making Sketchbooks](#)" resources.

Begin by introducing pupils to the Olympic and Paralympic ethos and the 3 values Friendship, Respect and Excellence with "[Talking Points: The Olympic Ethos](#)".

Follow on by introducing pupils to the idea that each Olympic and Paralympic games has an Olympic Design team who captures the essence of the host city through design. Explore "[Talking Points:](#)

Olympic Design" and invite pupils to create "Visual Notes".



Step 2:

Invite pupils to create posters adapting the "Drawing With Scissors" resource. Depending on the ability of your pupils you can either focus on creating collages and colour mixing, or you can follow the project through to screen printing.

Take inspiration from photographs taken at the Olympics and Paralympics on [Getty images](#) or [Istock](#). Or explore the [Paris 2024 Olympic Poster by Ugo Gattoni](#).

If pupils need any interventions you can introduce them to some of the Olympian artists with "[Talking Points: Olympian Artists](#)".



Step 4: Reflect

[Use the resource here to help you run a class "crit" to finish the project.](#)

Invite children to display the work in a clear space on tables or on the wall. Recap with them about the exploration – where they started, what they discovered and what they enjoyed.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.



ACCESSART OLYMPIC RESOURCES

AGES 9-11

AGES 11-14

Materials:

Sketchbooks

Drawing materials

A3 Cartridge paper

A3 Coloured/Sugar paper

Scrap paper (old painted paper)

Acrylic Paint

Scissors

PVA glue

Print screen mesh (optional)

Squeegees (optional)

Printing medium thickener (optional)

Adaptations:

If you would like to screenprint but don't have the equipment, you can use this [simple screenprint hack](#).

You can focus on historical photographs from the Olympics, encouraging pupils to mix in grey hues or to use their imaginations to make up the colours.

Explore Other Resources in Values:



Mascot Design



Making Medals



Friendship Towers

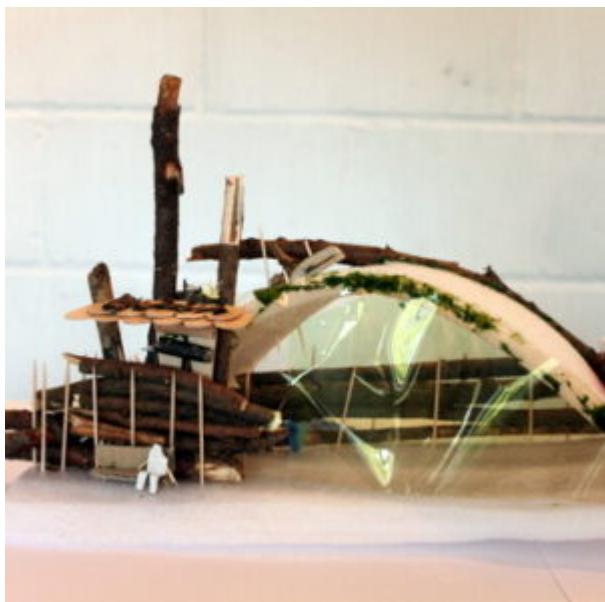
Explore other olympic themes
history



athletics



ceremony



Talking Points: The Olympic Ethos

A collection of imagery and sources designed to introduce children to the Olympic ethos.

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AGES 5-8

AGES 9-11

AGES 11-14

FREE TO ACCESS

Olympic Values

“The three values of Olympism are excellence, respect and friendship. They constitute the foundation on which the olympic movement builds its activities to promote sport, culture and education with a view to building a better world.

The original values of Olympism as expressed in the Olympic Charter were to “encourage effort”, “preserve human dignity” and “develop harmony”.

Over time, they have evolved and are now expressed in more contemporary terms as:

- Striving for excellence and encouraging people to be the best they can be.**
- Demonstrating respect in many different manners: respect towards yourself, the rules, your opponents, the environment, the public, etc.**
- Celebrating friendship, which is quite unique**

to the Olympic Games – an event that brings people together every few years.

This is the idea of setting your rivalries aside. There is more that unites us than divides us.

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.

The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.” – [IOC](#)

Download a [pdf](#) about Olympisim and the Olympic values.

Questions to Ask Children

How can you bring the values of the Olympics into your everyday life?

Which Olympic value is your favourite and why?

If you could make up your own Olympic value, what would it be and why?

The Olympic Rings

Questions to Ask Children

What do you think the 5 rings represent?

Being an Olympian

Questions to Ask Children

What do you see in these videos?

Can you spot any Olympic Values in action? Where?

How do the videos make you feel? Why?

The Olympian Refugee Team

Questions to Ask Children

Why is it important that there is an Olympic team for refugee communities? What is the purpose and how does it align with the Olympic ethos?

You May Also Like...

ACCESSART OLYMPIC RESOURCES



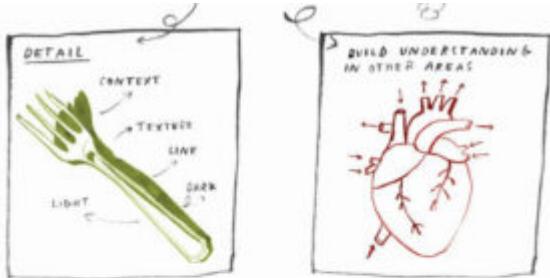
Explore projects to celebrate the 2024 Olympics

Visual Notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS



4) COUNT DOWN

Enable close looking and drawing with this exercise

AccessArt **Olympics:** Friendship Towers

[<<Explore Other Olympic Themes](#)

Explore the project below to help pupils consider how they might create a collaborative sculpture inspired by the [Olympic Values](#) or [Ceremony](#).

Friendship Towers

Aim: To introduce pupils to the ethos of the

Olympics and create a body of work in response. Pupils will get the opportunity to practise their making skills and will go on to create a collaborative sculptural piece based on the Olympic values.

Step 1: Introduce

Begin by introducing pupils to the Olympic and Paralympic ethos and the 3 values Friendship, Respect and Excellence with "[Talking Points: The Olympic Ethos](#)". Watch the videos and invite pupils to create "[Visual Notes](#)" in their sketchbooks inspired by what they see and hear. Prompt discussion using the questions .



Step 2: Make

Using the "[Prompt Cards for Making](#)" as inspiration, devise your own challenges for the

children such as...

“Make something which represents friendship.”

“Make a team of things.”



Step 3: Continue Making and Sketchbooks

Decide whether you would like the friendship tower to celebrate the values through an exploration of nationalities, athleticism or the opening ceremony performance.

Use “[Drawing Source Material: Ceremonies and Celebrations](#)” to explore the performances, costumes and national teams in the Olympic ceremonies.

Or if your class is using athletics to celebrate the values then explore the videos in “[Drawing Source Material: Athletes in Action](#)”.

Invite pupils to draw what they can see in their

sketchbooks. See “[Show Me What You See](#)” to find out how to run the guided session.



Follow on by using the “[Friendship Tower](#)” resource, inspired by the work done so far.

Invite pupils to think about a position of their figures. Are the sculptures waving to the crowd? Performing a dance? Playing a sport together? Invite pupils to think about what the figures are wearing and how that reflects who they are and what they do.



Step 4: Reflect

[Use the resource here to help you run a class "crit" to finish the project.](#)

Invite children to display the work in a clear space on tables or on the wall. Recap with them about the exploration – where they started, what they discovered and what they enjoyed.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.



ACCESSART OLYMPIC RESOURCES

AGES 5-8

AGES 9-11

AGES 11-14

Materials:

Sketchbooks

A3 Cartridge Paper

Drawing materials

Making Materials: Card, Coffee stirrers and/or lolly sticks, Twigs, Foam board, Toothpicks, Wire, String, scrap fabric etc

Soft wire

Wire cutters

Plaster for the plinth or wooden base, and a stick

Modroc

Acrylic Paint

Adaptations:

Ensure you adapt the content to align with the focus of the project, ie. [Ceremony](#) or [Values](#).

You might like to focus on designing clothing, using the sculptures as mannequins. Incorporate and adapt "[Fashion Designs with Painted and Decorated Paper](#)".

Explore Other Resources in Values:



[Mascot Design](#)



Making Medals



An Olympic Poster

Explore other olympic themes

history



athletics



ceremony



Talking Points: Animation Character Design

A collection of imagery and sources designed to introduce pupils to character design in animation.

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AGES 9-11

AGES 11-14

FREE TO ACCESS

Pixar: Designing Inside Out Characters

Pixar Animation Studios' character art director Albert Lozano joins Variety's David Cohen to reveal the thinking behind the ingenious emotions of the hit "Inside Out." – [Variety](#)

Questions to Ask Children

Can you think of some different shapes that you feel describe joy, sadness, anger, fear and disgust?

Which features have the animators used to express the character?

Which character is your favourite? Why?

Kung Fu Panda

Raymond Zibach, Production Designer gives insight into how characters were designed on Kung Fu Panda and the importance actors give to the intricate designs and expressions of their characters. –[ACMI](#)

Questions to Ask Children

What's your favourite animal? What kind of personality might it have?

Which features have the animators used to express the character eg, facial features? nose? eyes? mouth? Or other features?

What Makes Good Character Design?

In this interview series with Disney Animation Studio Artists, animators talk about what is a good character design for each artist. – [MoGraph Mentor](#)

Questions to Ask Children

After watching this video what do you think is the most important feature of character design to you?

You May Also Like...

AccessArt Olympics



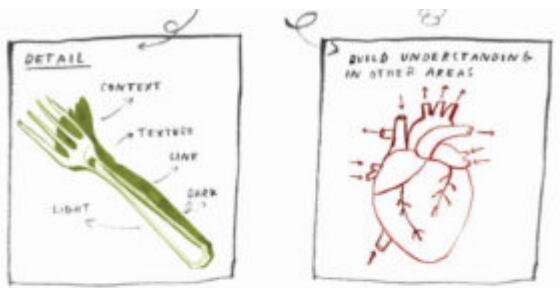
[Explore projects to celebrate the 2024 Olympics](#)

Visual Notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



SHOW ME WHAT YOU SEE METHODS:

1) GUIDE SEEING

"SHOW ME..."

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

Enable close looking and drawing with this exercise

Talking Points: Olympic and Paralympic Mascots

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

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AGES 11-14

FREE TO ACCESS

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 mascot

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



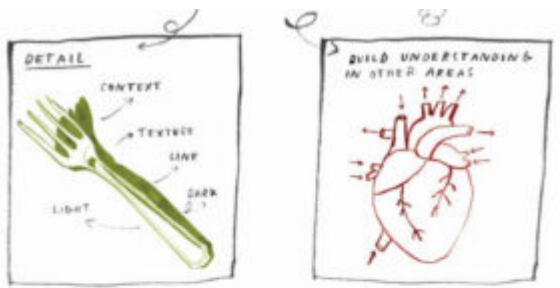
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Visual Notes



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"SHOW ME..."

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

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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AGES 5-8

AGES 9-11

AGES 11-14

FREE TO ACCESS

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://www.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://www.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](#).

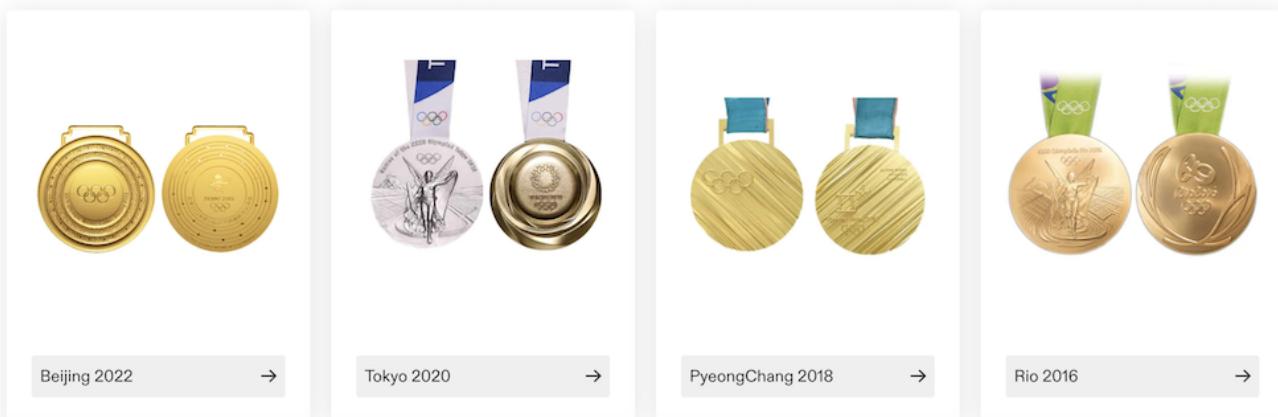
ALL MEDALS

[All Past Games](#)

[Olympic Games](#)

[Olympic Winter Games](#)

[Youth Olympic Games](#)



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



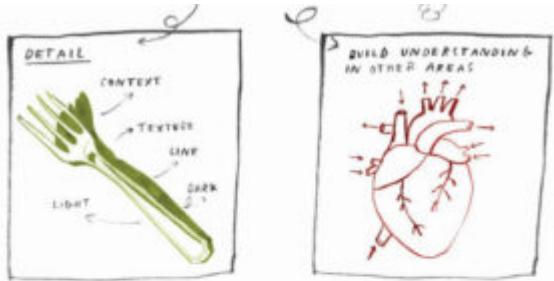
[Explore projects to celebrate the 2024 Olympics](#)

Visual Notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING

"SHOW ME..."

2) RULES

SMALL

BIG



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

Enable close looking and drawing with this exercise

Why Use Drama in an Art Lesson?

Drama Activity: An Art Conversation

Drama Activity: Hot-seating a Character

Drama Activity: Spontaneous Role Play

Drama Activity: Freeze Frame and Thought-tapping

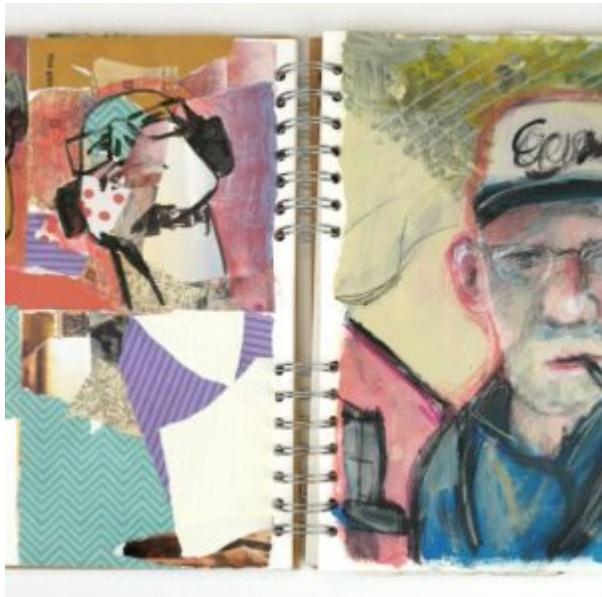
CPD Recording: Take a Seat

Pathway

Drawing from Life with Lance Richardson: 3 Sketchbook Exercises

You May Also Like

Drawing From Life: How Artists Use Sketchbooks



The Sketchbook Journey



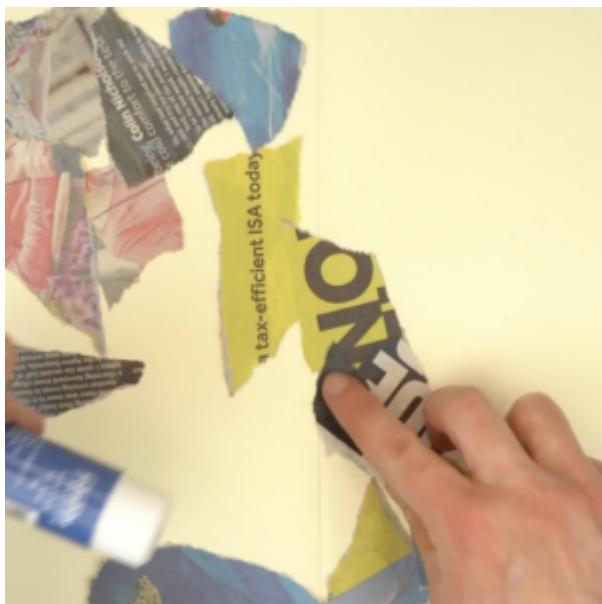
Video enabled resources: Sketchbooks



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



Talking Points: WWF and NOMINT

Explore the videos below to find out about the creation of a WWF campaign.

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AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

A Stop-Motion Made of Ice

“We follow the story of a young polar bear that

tries to survive in the increasingly melting Arctic environment. In the film, as in real life, Arctic sea ice is melting quickly “changing the Arctic ecosystems forever, causing destruction around the planet.” This is a stark reminder that world leaders need to act now.

We used an innovative combination of 3D-Printing, Mould-Making, and Ice-sculpting to create 500 unique polar bear ice-sculptures that were then used to create the stop-motion animation. More than 1000 liters of ice were used to create the polar-bear sculptures and environment. The film, which took a year to produce, was created by [NOMINT](#) co-founder Yannis Konstantinidis, in collaboration with Marcos Savignano and Jua Braga, with music by Ted Regklis.” – [Vimeo](#)

Watch the video below to find out how the animation was created.

In Hot Water

“In our latest project, we’ve partnered with WWF to unveil “In Hot Water,” a film that explores the devastating impacts of climate change on the world’s oceans. The film tells an important story about rising ocean temperatures and marine heatwaves, highlighting the threats they pose to both marine life and humans.” – [WWF](#)

Watch the video below to find out how the animation was created.

Questions to Ask Children

What can you see in the animation?

What do you like / dislike about the animation?

How does the animation make you feel?

How successful is the animation in communicating its message?

Would you like to create an animation out of ice?

Why?

If you could make an animation with a message about our planet, what would that message be?

This Talking Points Is Used In...

Pathway: Using Art To Explore Global Issue

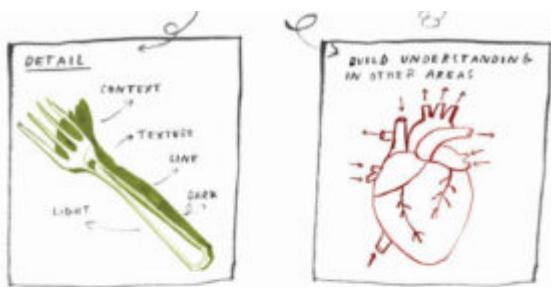


This is featured in the 'Using Art To Explore Global Issue' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING

SHOW ME...

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

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.](#)

Curriculum Links

Geography: Climate zones, North & South Hemispheres

Science: Animals, Predators/Prey, Environmental changes.

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

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.**

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.

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

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

NOMINT



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 Sketchbooks



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.

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.

- Week

2 / 3 / 4 / 5

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 artist’s 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

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 recorded Zoom CPD "[Exploring Modroc](#)".

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

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.](#)

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CPD Recording: Sketchbook Share

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The Sketchbook journey



Sketchbook pedagogy



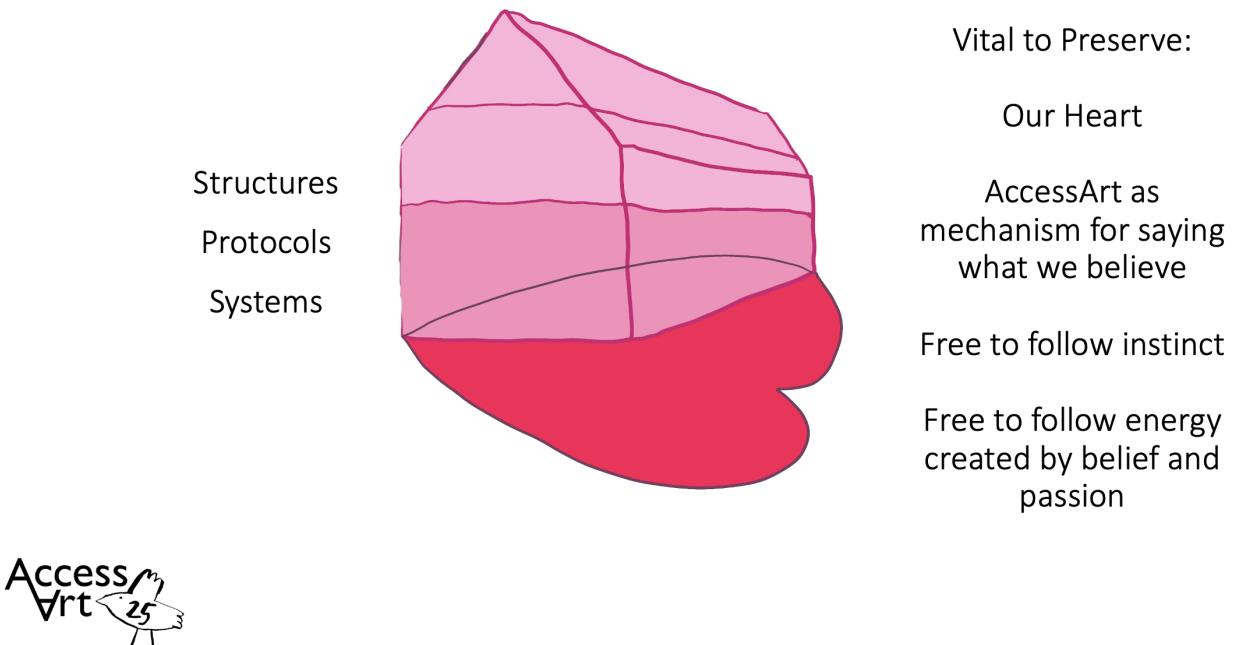
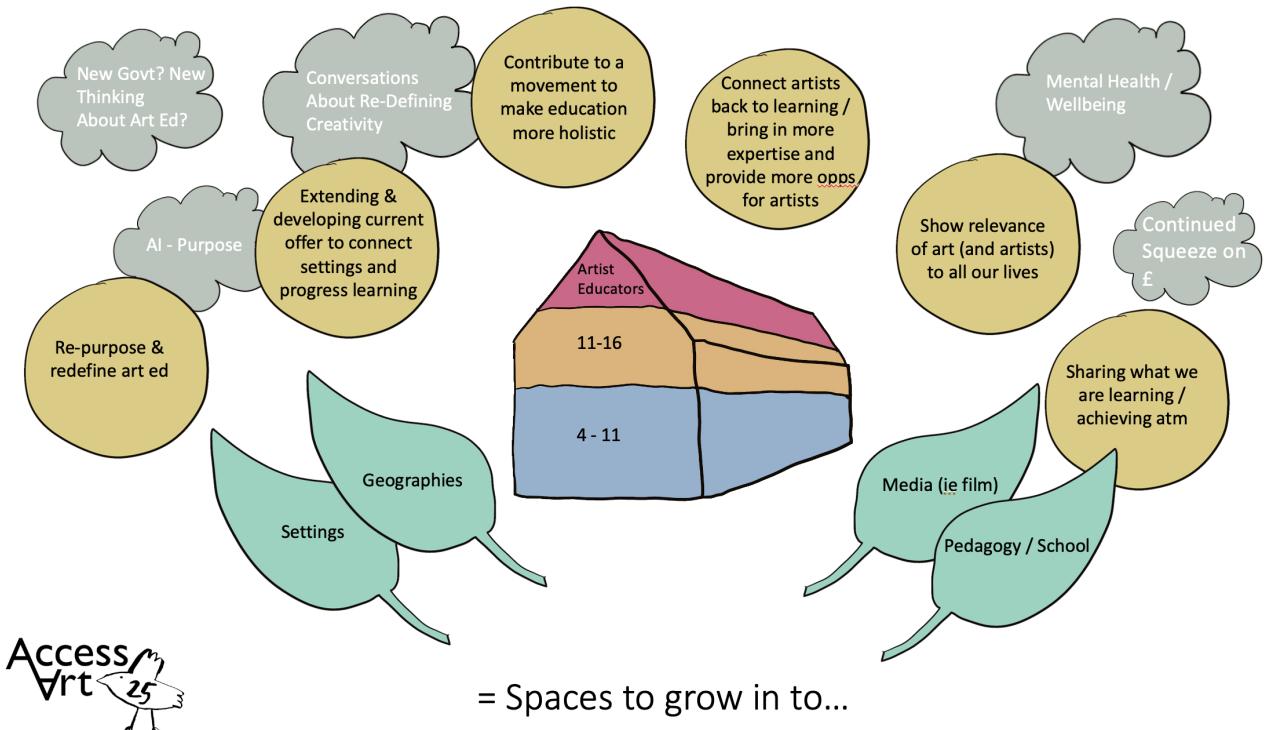
Team & Trustees Celebrate 25 Years

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**



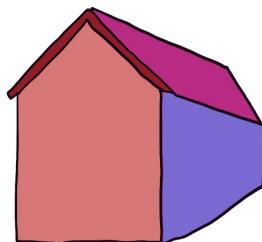
The AccessArt Audience fills 2 x O2 Stadiums!



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





CPD Recording: Exploring The World Through Mono Print Pathway

Sketch Your World: Drawing The Details