

Dizzy Tins

By [Tobi Meuwissen](#)

In this activity, inspired by the pastel animations of artist [Guma Ranks](#), year 6 from Sheffield Girls' School created a series of observational drawings of tins to create a stop-motion animation.

Learners explored [form](#), considering how lines can be used to represent convex shapes, and developed their observational drawings into moving image, working between both tactile and digital techniques.

This two-part activity will take 2 hours to complete, with the first session focusing on drawing, followed by a second session dedicated to animating. I recommend trialling the activity before facilitating it, to ensure you fully understand the process and can confidently support learners with each step.

This activity is suitable for learners aged 11 and upwards.

Thank you to the Year 6 class at Sheffield Girls' School for participating in this workshop.

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AccessArt Olympics: Mascot Design

[<<Explore Other Olympic Themes](#)

Explore the project below to help pupils consider how they might design an Olympic and Paralympic Mascot based on either [Olympic Ceremony](#) or [Olympic Values](#).

Mascot Design

Aim: To introduce children to mascot design and explore how they can make characters that represent either an Olympic Value or your local area through drawing, animation and the use of sketchbooks.

Step 1: Introduce Mascots in Sketchbooks

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

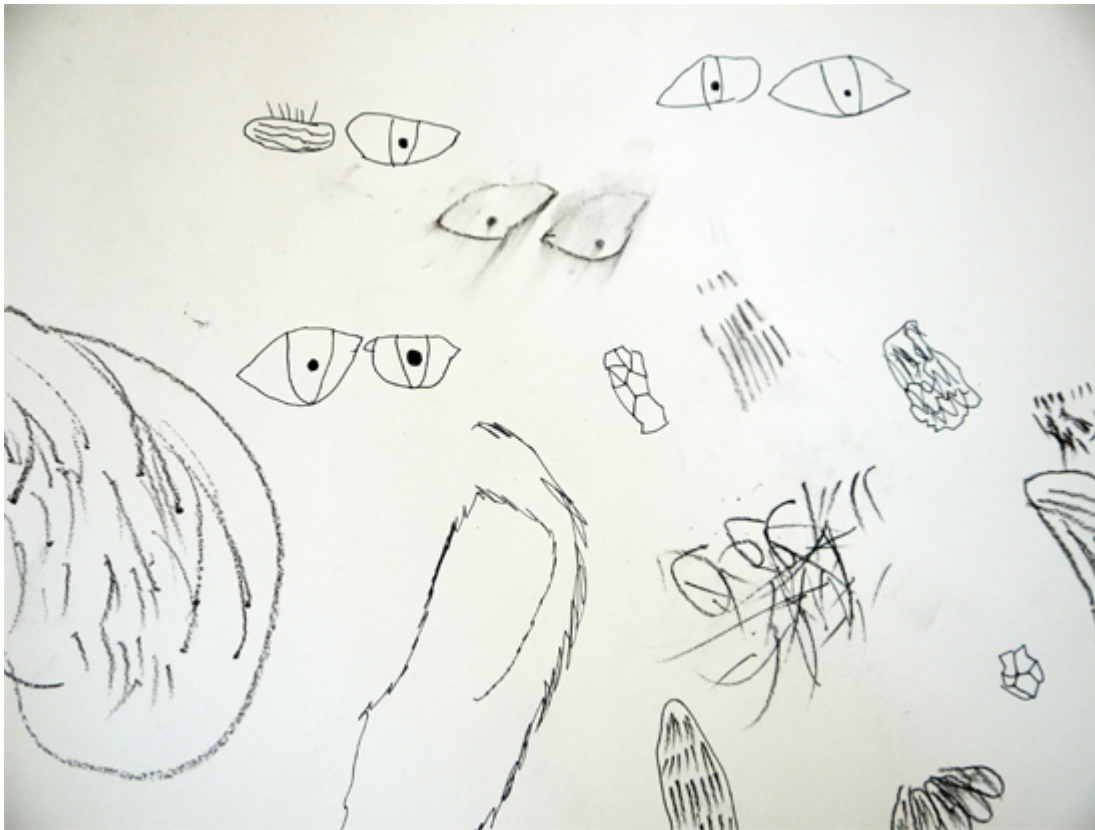
Next, explore ["Talking Points: Olympic and Paralympic Mascots"](#). As pupils watch the videos encourage them to create some ["Visual Notes"](#) in their sketchbooks, considering the different values of the Olympics and the country designing them, and how this might reflect in the mascots.



Step 2: Character Design

Begin by exploring "[Talking Points: Animation Character Design](#)". Watch the videos and discuss with pupils what they've seen.

In sketchbooks, either follow on by adapting the resource "[A School Full of Characters](#)". Invite children to choose one of the Olympic Values and think about how they might incorporate the value into their character.



Or you may like to adapt the [“Modelling Monsters”](#) resource as inspiration for creating characters inspired by animals.



Step 3: Animating

If you have time, consider introducing pupils to some animation with the resource "[Animating a walk cycle](#)" and make their characters come to life.

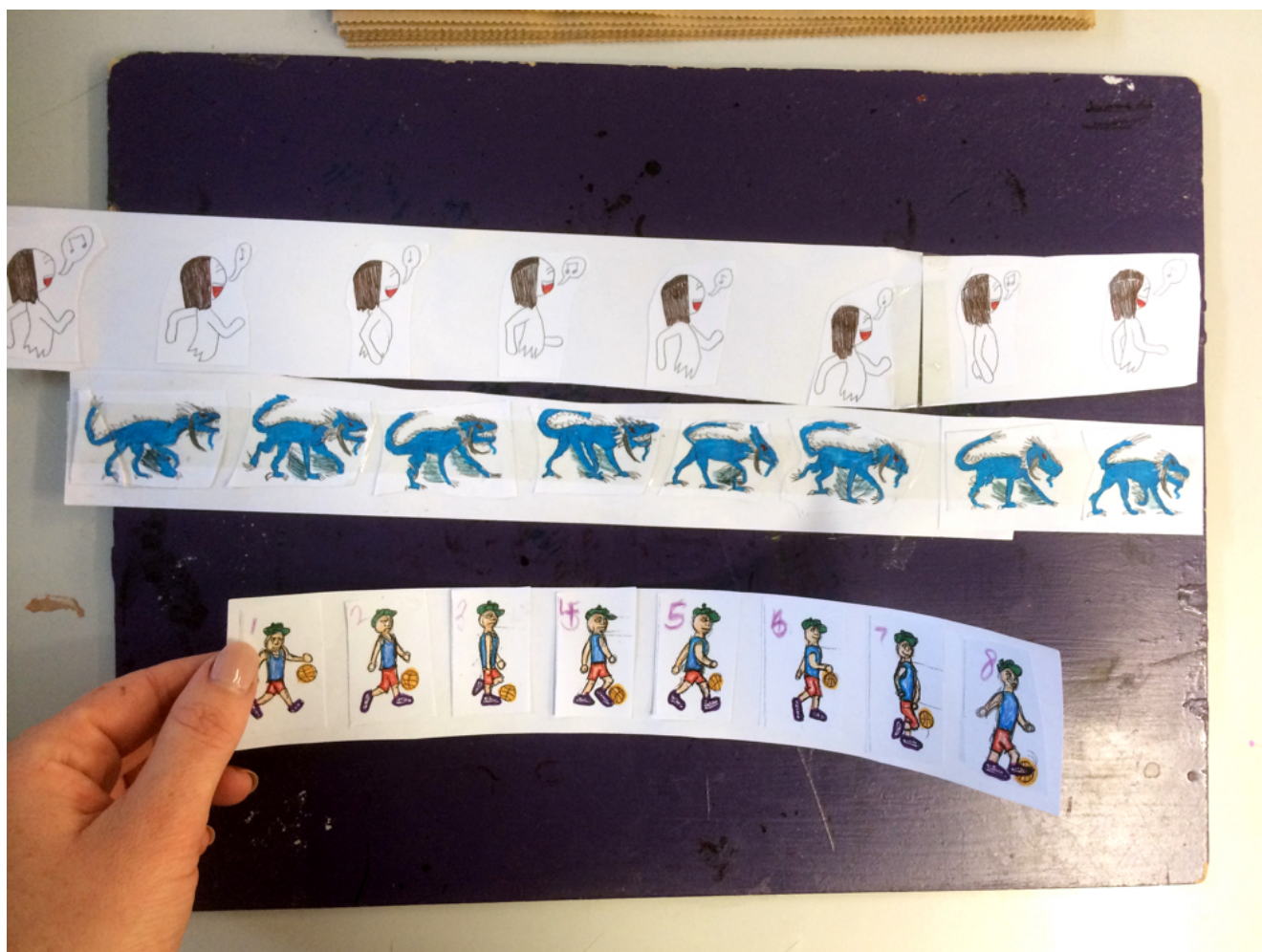


Step 4: Reflect

[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

Drawing materials

Scissors

Cards

Wooden Skewer

Plasticine (Optional)

Tablet (Optional)

Adaptations:

This pathway supports both the '[Values](#)' and '[Ceremony](#)' topics. Ensure you change the focus of Mascot Design according to the topic you choose.

Think about resources within the local area that you could visit, you may find inspiring artefacts at local museums or galleries nearby.

If you would like to give pupils the opportunity to try animating on Tablets, you might like to see the resource "[Explore Digital Animation](#)".

Instead of animating your mascot, take it into stitch and adapt "[Make a Stitched Drawing](#)" to create colourful textiles.

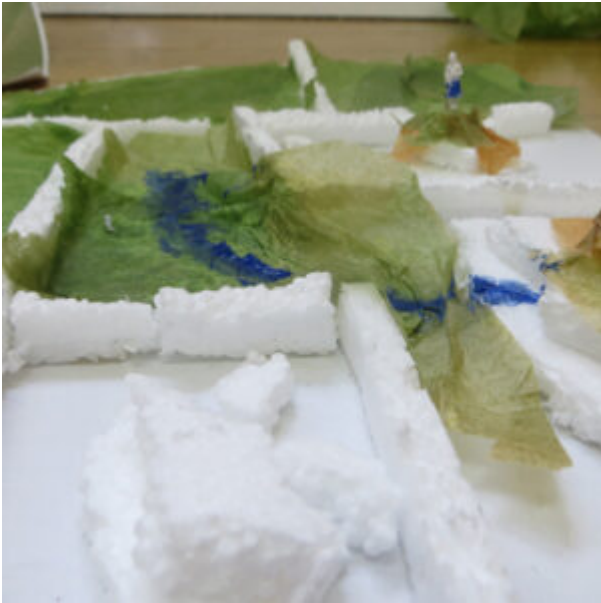
Explore Other Resources in Ceremony:



Friendship Tower



Stadium Design



Mapping and Modelling

Explore other olympic themes
history



athletics



ceremony



Which Artists: Nathan Ward

Which Artists: Toby Pritchard

What We Like About This Resource...

“It’s a really positive thing for an artist to share the concept of the creative journey. At AccessArt we believe journeys are pretty important and we are pleased to show this in action through Toby Pritchard’s post. We particularly like the anthropomorphic element, and how this really brings life to Toby’s work.” – *Rachel, AccessArt*

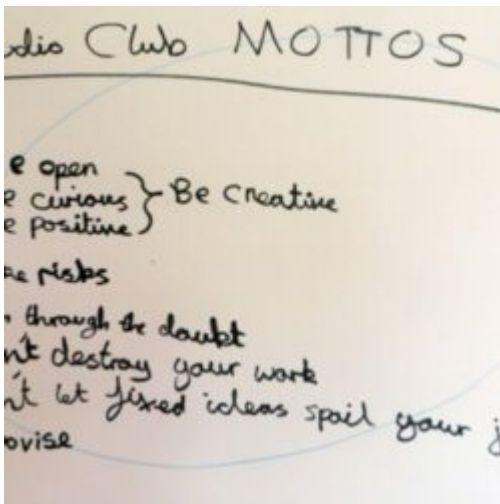
You May Also Like...



[Anthropomorphic Animal Paintings](#)



Exploring Animation



Teaching for the Journey not the Outcome

DrawAble: Making GIFs with Lizzie Knott

Draw your Granny and Grandpa or Any Relative You Love!

The Nonna Maria Drawing Challenge by Luca Damiani

Layers

Teenagers draw on layers of acetate to make a palimpsest with Melissa Pierce Murray.

The Making of: “Being Creative Builds Your Sense of Self”: A Simple Building Block Animation

Be inspired to make a simple stop motion animation using building bricks!

Simple Animation: Making a

Flick Book

Flick books are a great way to make simple animations.

Animation Software

Simple advice to help you chose and use accessible animation software and hardware. No experience needed!

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.

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.

Animating Old Books

Animated Walk Cycle

Animating with Charcoal

Using Mobile Phones to Make Animated Films

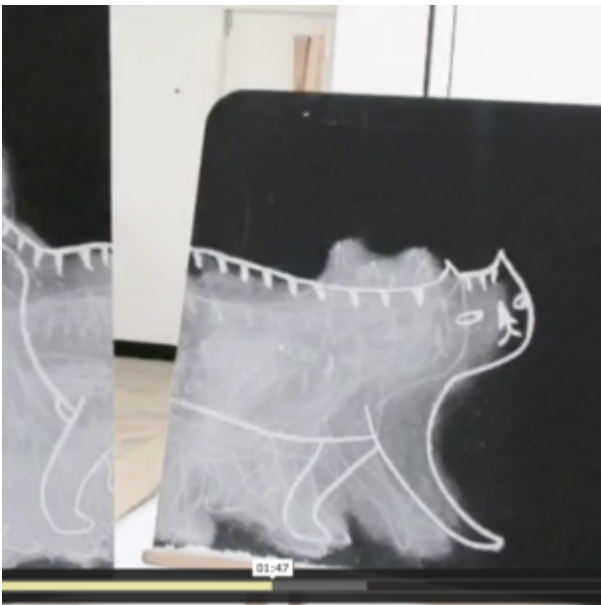
Teenagers Improvise a Shadow Puppet Play

Enjoy following how the saga of a lion., a dog, a goat, a stegosaurus, and an 'animal fairy', told by Sophia and improvised by this creative 'Experimental Drawing' team

Year 3 & 4 Making Club: Animating Articulated Beasts

You May Also Like...

Talking points: Making drawings move



Talking Points: paper cut puppets



Talking Points: Lauren child



Talking Points: Lotte reiniger

