

# Find Your Message (To The World)

By Paula Briggs

This resource shares how teenagers explored what their "message to the world" might be, [inspired by the propaganda art of Shepard Fairey](#). You can see the [whole collection of resources here](#), including how we used the ideas generated as inspiration for a [screen print](#).



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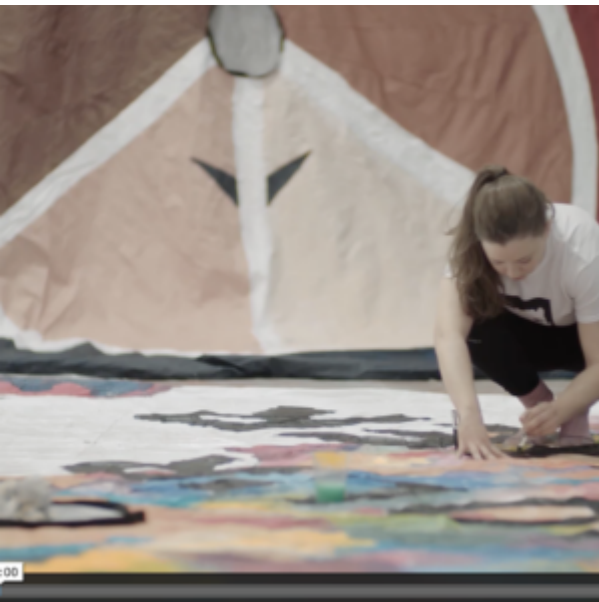
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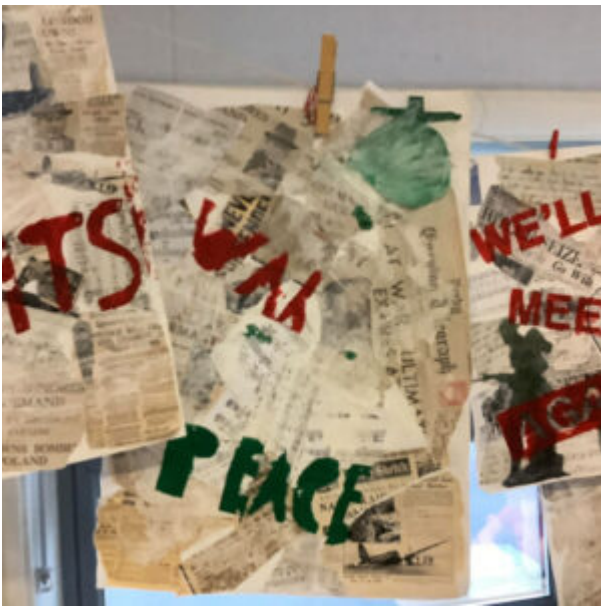
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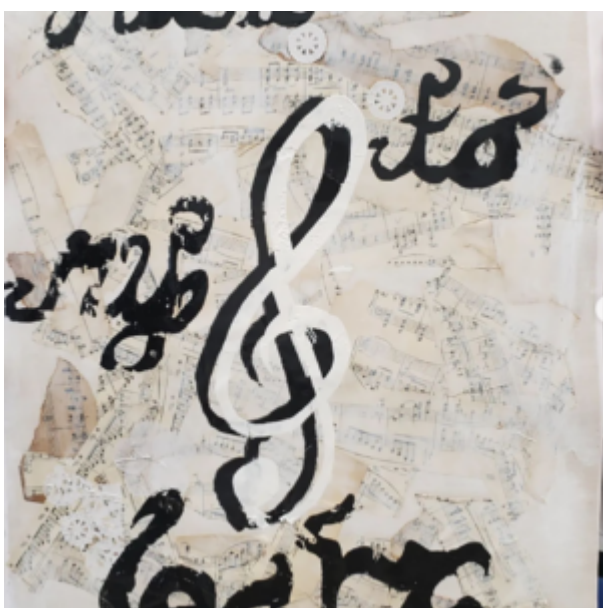
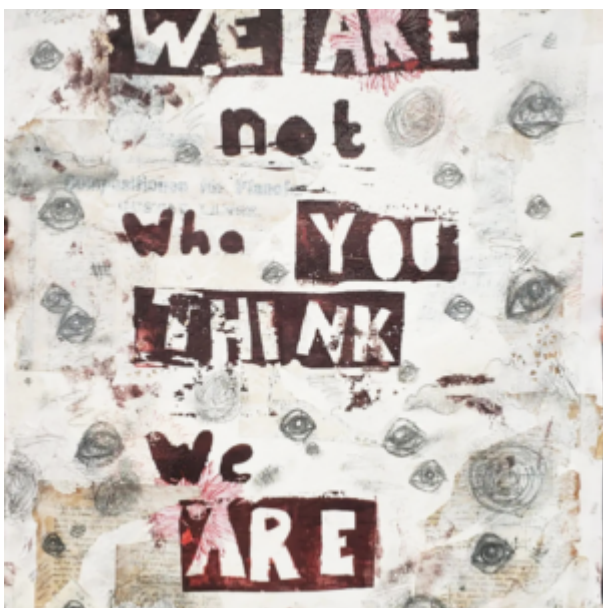
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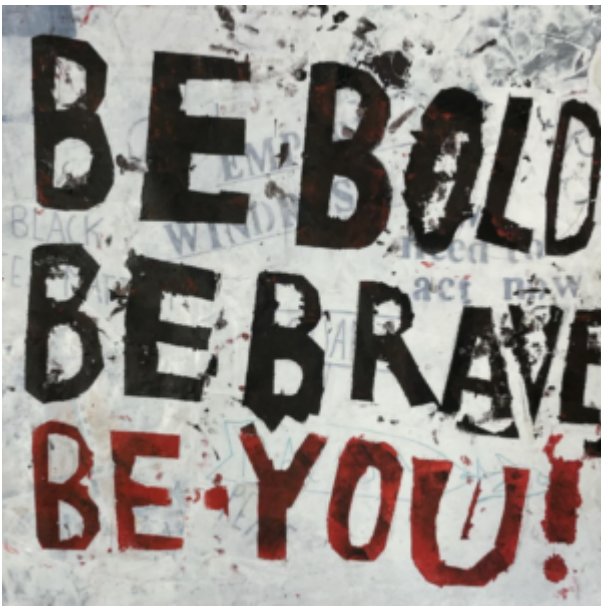
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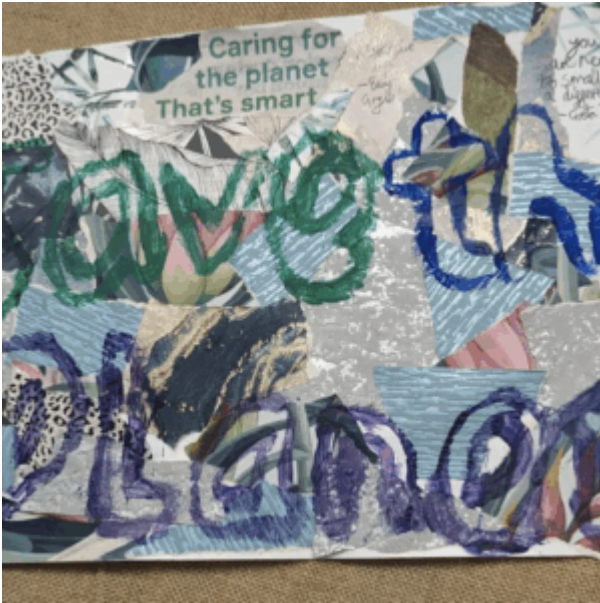












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Talking Points: Luba Lukova



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## Talking Points: Shepard Fairey



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**Screen Prints Inspired by  
Shepard Fairey**

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# To Construct...

## You May Also Like...

**sensory spaces: an autism-friendly project**



**Talking Points: Linda BELL**



## Talking Points: Nnena Kalu



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## Making Worry Dolls

AccessArt and Mencap have created three great ways for children to make their own worry dolls. This provides children not only with a great opportunity to practice their making skills, but also to create their own very special “friend” who

can listen to their fears.

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## **To Colour...**

As part of Sensory Spaces: An Autism Friendly Project, artist, Sarah Evelyn Marsh ran two sessions exploring the theme of colour. What does colour smell like? What does colour feel like?

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## **The AccessArt Village and How a Small Idea can be Big**

Sheila Ceccarelli from AccessArt leads year nine students from Frances Bardsley Academy for Girls on a collective drawing and collage experience exploring the #AccessArtVillage in BRG Brentwood Road Gallery. Students absorb this stunning collection of sewn houses and inspired by thread and stitches, make their own creative responses.

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## **Sensory Spaces: An Autism-Friendly Project**



In this series of posts, artist and educator [Sarah Evelyn Marsh](#) shares the process of introducing autism-friendly strategies through a series of creative workshops at a contemporary gallery in Gdańsk, Poland.

Sarah developed a six week project for a small group of families whose children were on the autistic spectrum. Through open-ended engagement with constructed spaces and handmade sensory-inspired objects, the workshops explored ideas and activities that developed a creative language and kick-started a dialogue with the gallery to deepen engagement with these families.

Explore the workshops below...

## To Connect...

At the beginning of the project it was important to take time getting used to each other, the learning space and the surrounding environment.

Below is a list of considerations you may find helpful to use in your own learning spaces. Be aware of the daily sounds, smells and other textures of life in your learning space; a constant humming noise or flickering light may be stressful for a child with autism.

Allow time for everyone to feel their way in the space; connections may be made through the use of different senses and body parts.



[Explore To Connect...](#)

## To Conceal...

During the six week project, the group explored different themes and actions, some of these were displayed through learning schemas.

In week 2 we experimented with different ways to conceal ourselves and objects; schemas such as enveloping and enclosure were exhibited by the group.



[Explore To Conceal...](#)

## To Colour...

Two of the sessions explored the theme of colour. The first was rather abstract, I asked questions such as; What does colour smell like? What does colour feel like?

For a child on the autistic spectrum, a question like this may be confusing, some autistic people think and understand literally. So instead of directing these questions at the children, I answered and speculated on them myself. These abstract questions became vehicles for the workshops documented below.



[Explore To Colour...](#)

## To Construct...

In my final post on the project, I want to reflect on the theme of To Construct... looking at the different ways we constructed during the project. Please remember this is a personal and artistic reflection, based on the ideas I presented and the (emotional and physical) reactions and responses of the children and their families, who inspired changes and the development of the project as we experienced it.



[Explore To Construct...](#)

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# To Conceal...

## You May Also Like...

sensory spaces: an autism-friendly project



### Talking Points: Linda BELL



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## Explore and Draw

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## To Connect...

## You May Also Like...

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**Talking Points: Linda BELL**



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

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**Be Inspired to Inspire**

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## **World in a Matchbox**

Children love working on a miniature scale where they can create worlds which they can control and oversee. AccessArt and Mencap have devised the "World in a Box" activity to

enable children plenty of creative freedom resulting in fantastic autobiographical artwork.

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## **Making Finger Puppets**

AccessArt and Mencap have got three great ways for you to make finger puppets depending on your time or level of expertise. Starting with a simple print, colour, cut and stick and moving on to a full blown sculptural version, we hope you are inspired to make some puppets and possibly put on a show!

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## **AccessArt helps teachers at Belvue School to get ready for a Drawing Week**

[Back to InSET & CPD](#)

**Teachers Battle it Out in Conversation with Marks on Paper**



Teachers embarked on an exercise whereby they made marks on paper to have a conversation with a partner. This was a playful and fun exercise and teachers very much enjoyed both the process and outcomes.

## **Teachers Explore Pattern, Shape & Texture with Charcoal, Graphite, Masking Tape and Pastels**



This was the second session in the series and an introduction to pattern, shape and texture with charcoal and graphite, and an opportunity for teachers to break down any preconceived ideas about what drawing is and who drawing processes is for.

# Play and Placement: Teachers Explore Approaches to Drawing



This was the third and final session in the series, and an opportunity to play with creative mark-making and explore context and placement as an introduction to larger scale drawing and concepts around installation art.

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# **Teachers Explore Pattern, Shape & Texture with Charcoal, Graphite, Masking Tape and Pastels**

An introduction to pattern, shape and texture with charcoal and graphite, and an opportunity for teachers to break down any preconceived ideas about what drawing is and who drawing processes is for

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# **Teachers Battle it Out in Conversation with Marks on Paper**

After a series of warm up exercises which introduced drawing through feel, teachers embarked on an exercise whereby they made marks on paper to have a conversation with a partner.

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# **“Heart-Work” – A series of**

# **‘Arts on Prescription’ style workshops for young people at Cambourne Village College with Arts and Minds; Led by Sheila Ceccarelli (Artist) and Yael Pilowsky Bankirer (Psychotherapist)**

This series of workshops with students at Cambourne Village College was part of the ‘Young People’s Pilot’, coordinated and managed Arts and Minds, a leading arts and mental health charity in Cambridgeshire. The sessions were led by Sheila Ceccarelli from AccessArt (artist) and Yael Pilowsky Bankirer (Psychotherapist)