

# **Shepard Fairey, Propaganda Art, Screen Printing & Teenagers! Collection Page**

**By Paula Briggs**

The resources below share 3 sessions in which teenagers aged 12+ explored the art of Shepard Fairey and went on to make their own screen printed "messages to the world".

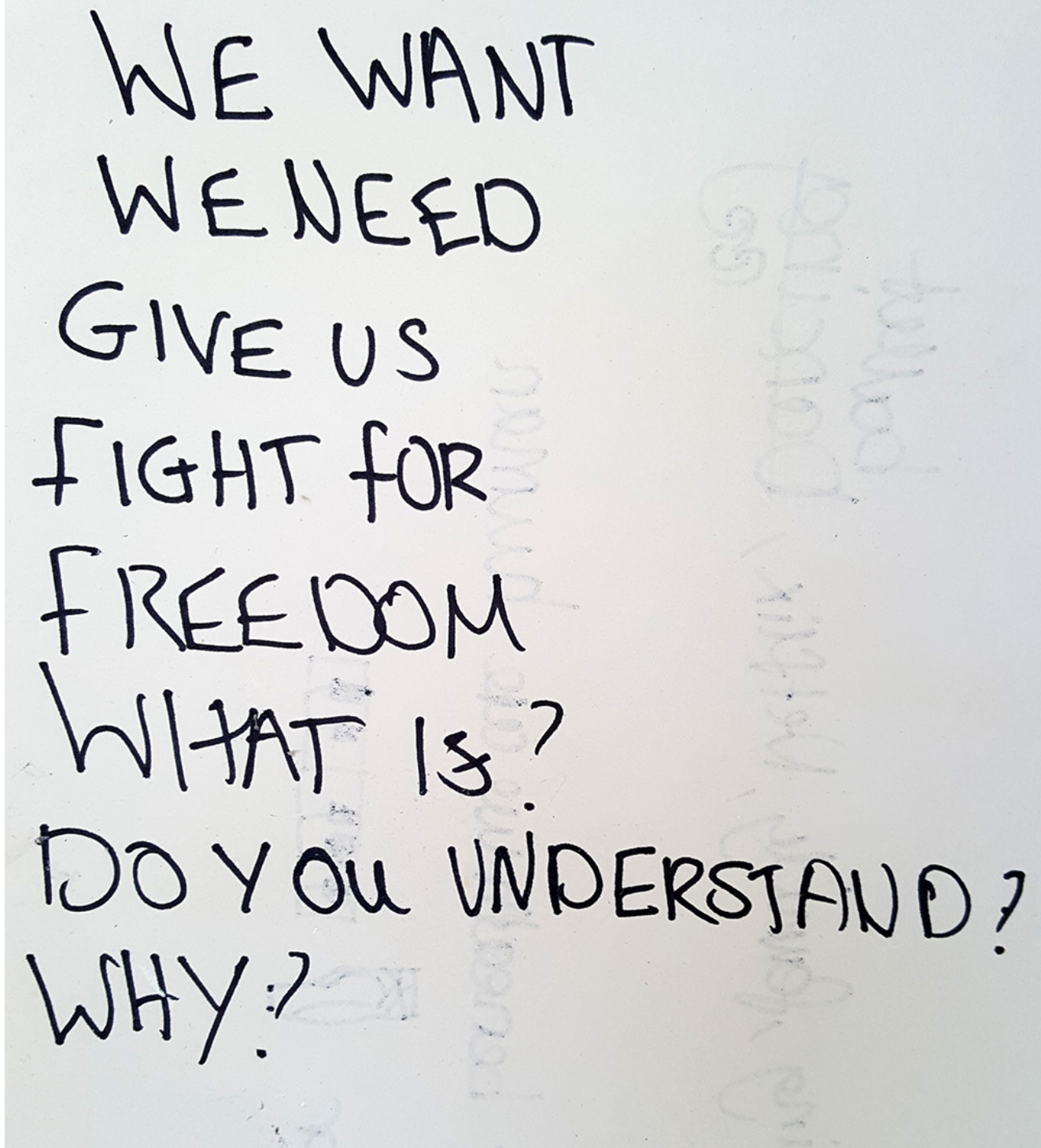
The resources are suitable for all ages KS 3 and 4, both in the classroom, after school club, and workshop settings in galleries and arts organisations.

## **1. An Exploration of Artwork by Shepard Fairey**



Propaganda, Printmaking and Empowerment

## 2. Find your "Message to the world"

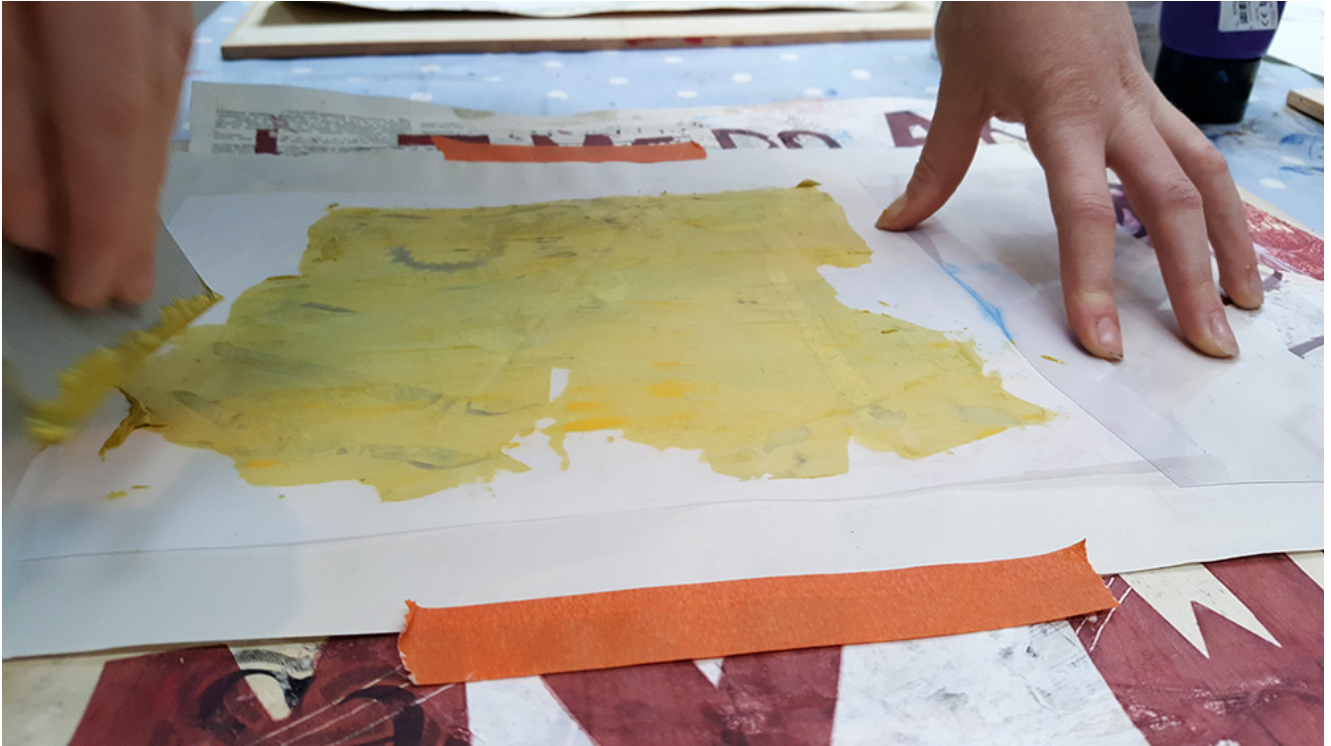


WE WANT  
WE NEED  
GIVE US  
FIGHT FOR  
FREEDOM  
WHAT IS?  
DO YOU UNDERSTAND?  
WHY:?

[Help Teenagers Find Their Voice Through This Question & Answer Session](#)



### 3. Screen Printing with Screen Mesh: Screen Printing Hack



An easy way to screen print with a whole class, without the need for expensive screens!

### 4. Teenagers make propaganda art



## Teenagers Make Work Inspired by the Processes of Shepard Fairey

### **5. Finished pieces**





[See the Finished Art Work!](#)

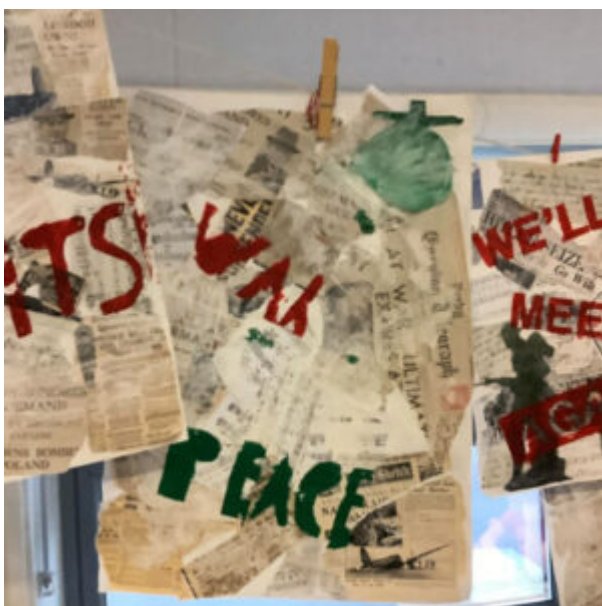
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## Teenagers Make Propaganda Art Inspired by Shepard Fairey

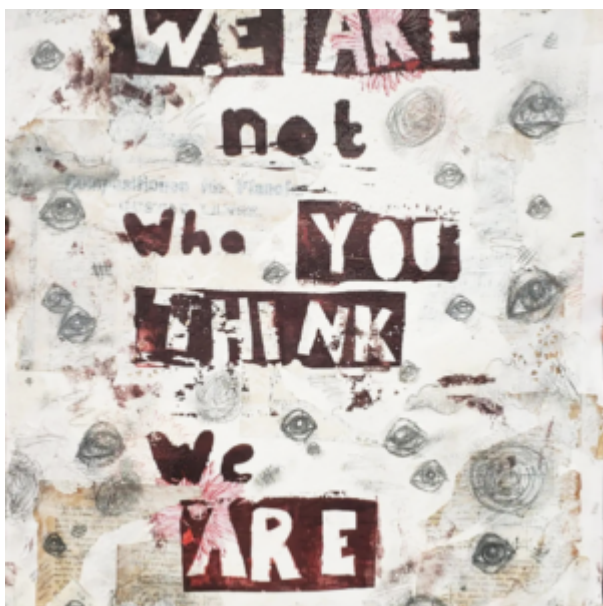
See This Resource Used In Schools...

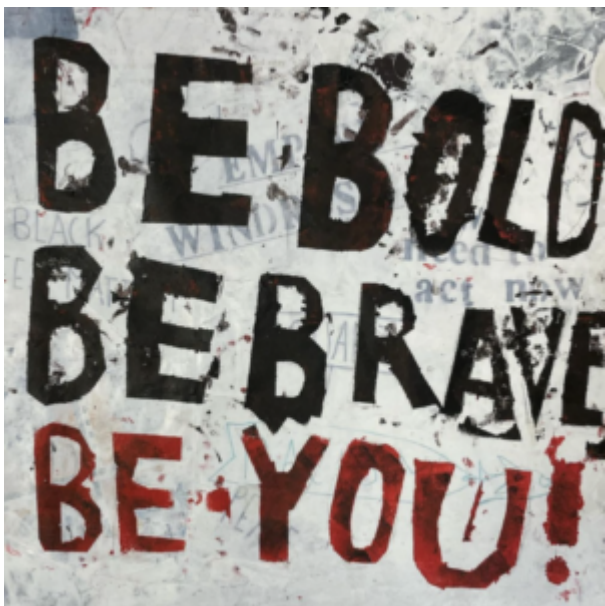
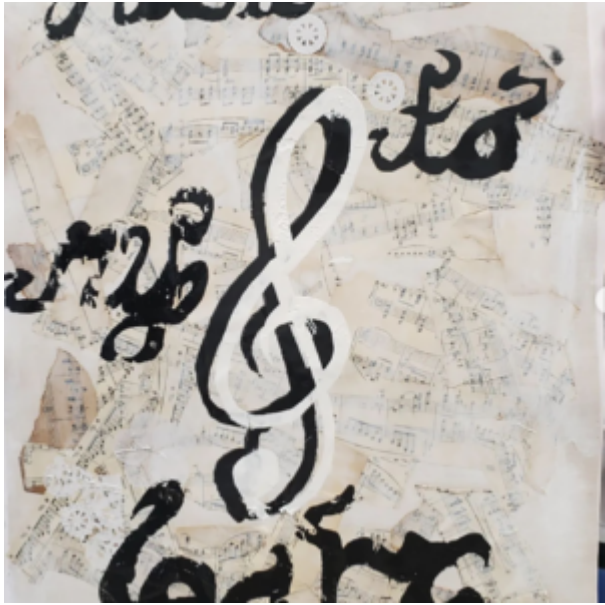




















**You May Also Like...**

**Pathway: Print & Activism**



**This is featured in the 'Print & Activism' pathway**

**Talking Points: Luba Lukova**

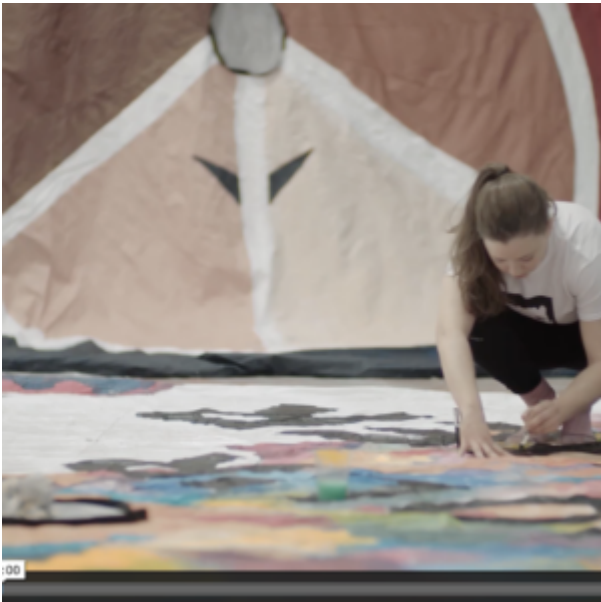


**Talking Points: Faith Ringgold**





**Talking Points: Kate DeCiccio**



**Talking Points: Shepard Fairey**



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**Screen Prints Inspired by  
Shepard Fairey**

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**#BeACreativeProducer Workshop  
with Primary-Aged Children**

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**To Construct...**

# You May Also Like...

**Talking Points: Linda BELL**



[Explore how Linda Bell creates sculptures](#)

**Talking Points: Nnena Kalu**



[Explore artist 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

## 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.

## 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.

## 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.

## **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.

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## To Conceal....

# You May Also Like...

**Talking Points: Linda BELL**



[Explore how Linda Bell creates sculptures](#)

**Talking Points: Nnena Kalu**





[Explore artist Nnena Kalu](#)

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**Explore and Draw**

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**To Connect...**

**You May Also Like...**

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**Talking Points: Nnena Kalu**



[Explore artist Nnena Kalu](#)

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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.

**UK Charity AccessArt welcomes artists, educators, teachers and parents both in the UK and overseas.**

**We believe everyone has the right to be creative and by working together and sharing ideas we can enable everyone to reach their creative potential.**

**Join AccessArt from only £3.50 per month and enjoy full access to hundreds more resources!**

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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)