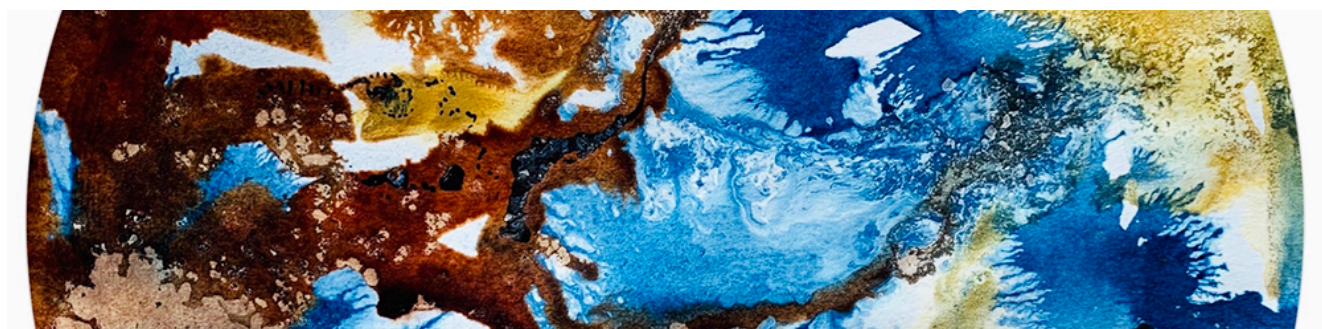


# Drawable: Globe Paintings by Stephanie Cubbin

By [Stephanie Cubbin](#)

As part of the [DrawAble](#) series of resources for learning at home or school, Stephanie shares an activity which will help children settle into a flow-like state as they explore the properties of watercolour or ink to create these abstract globe-like images.



What is the aim of this exercise?

This painting project is one of a series of projects presented by DrawAble to provide children and young teenagers with a gentle way to access drawing.

This exercise provides children and young teenagers with a meditative way to make images. The flow of the water / pigment will help children relax into the process. The process also encourages gentle decision making and helps build confidence in the child to trust their instinct.

Through this exercise children can relinquish control (to the paint) albeit within a structured environment (the circle).

What age can this exercise be used with?

This exercise can be used with ages 6 and upwards, though with younger children you may wish to not use bleach.

How long does this exercise take?

This exercise will take 20 minutes to an hour, and children may choose to make more than one image as they get used to playing with the medium and seeing what can be made.

How do I measure success?

Success is a child who has enjoyed relaxing into the process.

More able / engaged children will become proficient at more subtle changes in mark making within the globes.

Encourage any child whose work becomes muddy to work more slowly and let the colours remain separate in some areas of the work. Also encourage children not to overwork these images.

What can we try after this exercise?

Link the work to geography and the environment.

Link to literacy: how might inhabit these worlds?

Try other DrawAble exercises and projects.

## Introduction

Today we're going to explore how we can make abstract globe-like paintings in which we let the paint decide what it wants to do – we're just going to help it find it's way!





I like painting in a way that involves a lack of control: when the ink or paint hits the surface anything might happen. It makes painting more surprising and more intuitive (which means that you are just doing what you feel in that very moment). It is reactionary and you place the paint where you 'feel' like. There is no right or wrong and the paintings sometimes make you happy and sometimes you want to do them again.

These globe paintings are inspired by [Keith Tyson's Nature Paintings](#) and if you need to (at the end when your work is fully dry) you can cut the paintings out and remount onto clean paper.

You Will Need





- Ink or watercolour

- If you do not have inks or watercolours, then why not look in the kitchen for some things to use. Food colouring makes excellent inks, or you might use coffee and tea made with boiling water but no milk (make it extra strong). Turmeric and chilli powder mixed with water make good colours and beetroot and berries make pink and purple. be inventive!

- You could also (at a push) use poster paint that is very watered down.

- Water.

## **Brushes.**

- **Paper (the thicker the better). You might even use the inside of large envelopes opened out.**
- **A bowl or plate to use as a template for a circle.**
- **Pencil.**
- **Pen.**
- **Salt and bleach (optional).**

## **Begin**

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Firstly you'll need to draw round the bowl/plate for a circle shape and then using a bigger brush (if you have one) fill the circle with gently brushed water, try not to scrub the paper but use plenty of water...

Once you have added the water, you should now place the colour onto the wet circle, watching the colour spread in different directions. Start with one colour, make sure you have areas that are

darker or lighter than others.



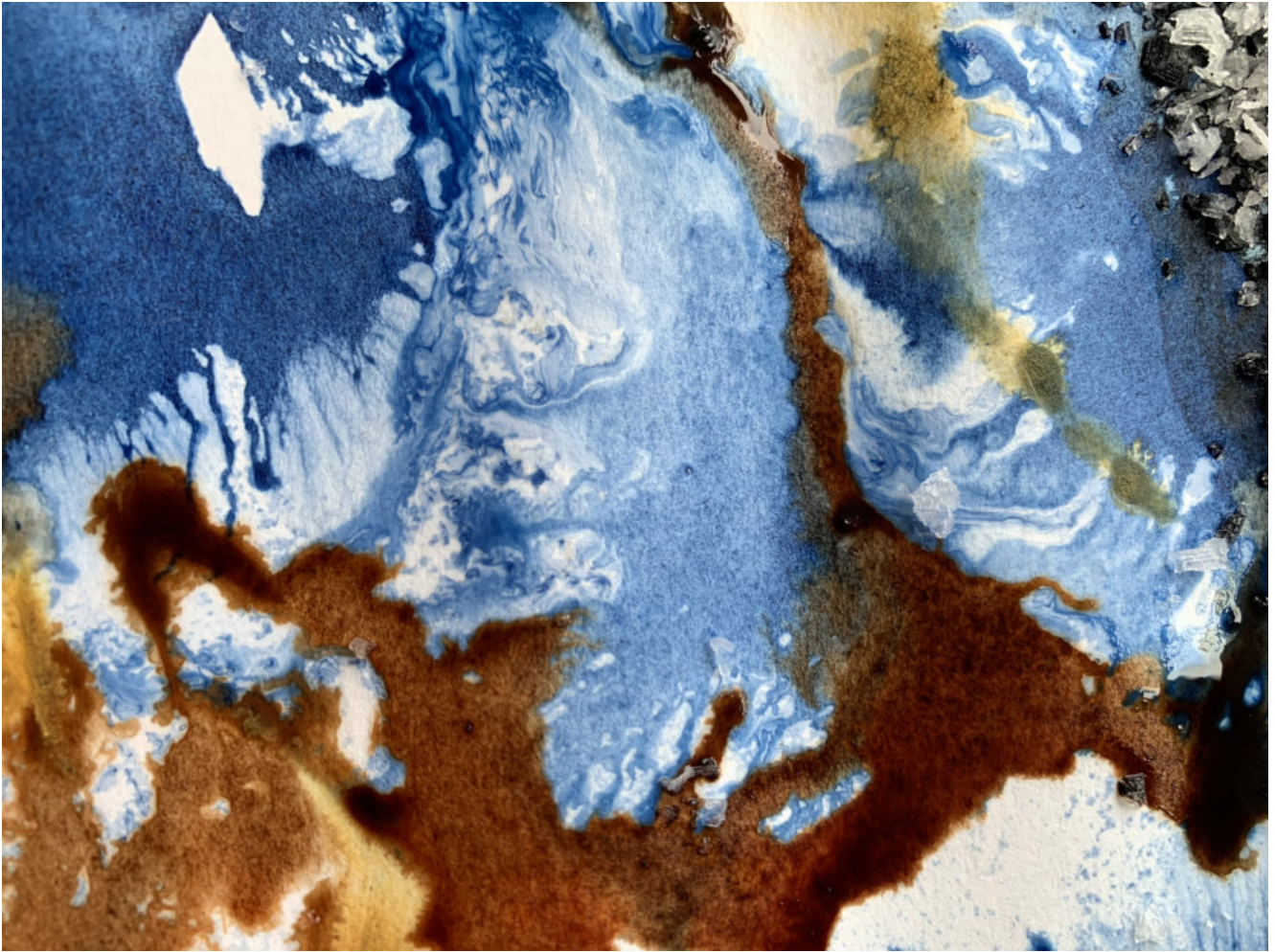


You can start **intuitively placing** colours down. Just trust your instinct – what colour, how much, and where?

If you have it, carefully adding dabs of bleach will remove the colour in the ink but not completely, so it will add a different kind of mark to the painting. See the examples in the videos. Have a look at how the ink starts to move around the piece.







As you add more and more colour, you'll get a build up of coloured liquid in some parts. This is where the salt comes in... at this point, in the pools of liquid, you might sprinkle some kitchen salt. If you use fine table salt, the texture will be more subtle than if you use rock salt with its larger pieces.













The salt absorbs the liquid, but do not brush it away until it is COMPLETELY dry, just leave it on the painting. The temptation is to brush off the salt before it is completely dry, but this will only smear the painting. Once you know it is dry, then start by shaking the paper over the sink or bin and allow excess salt to fall off. Then carefully use your hand to brush off and dry salt that is stuck to the page.

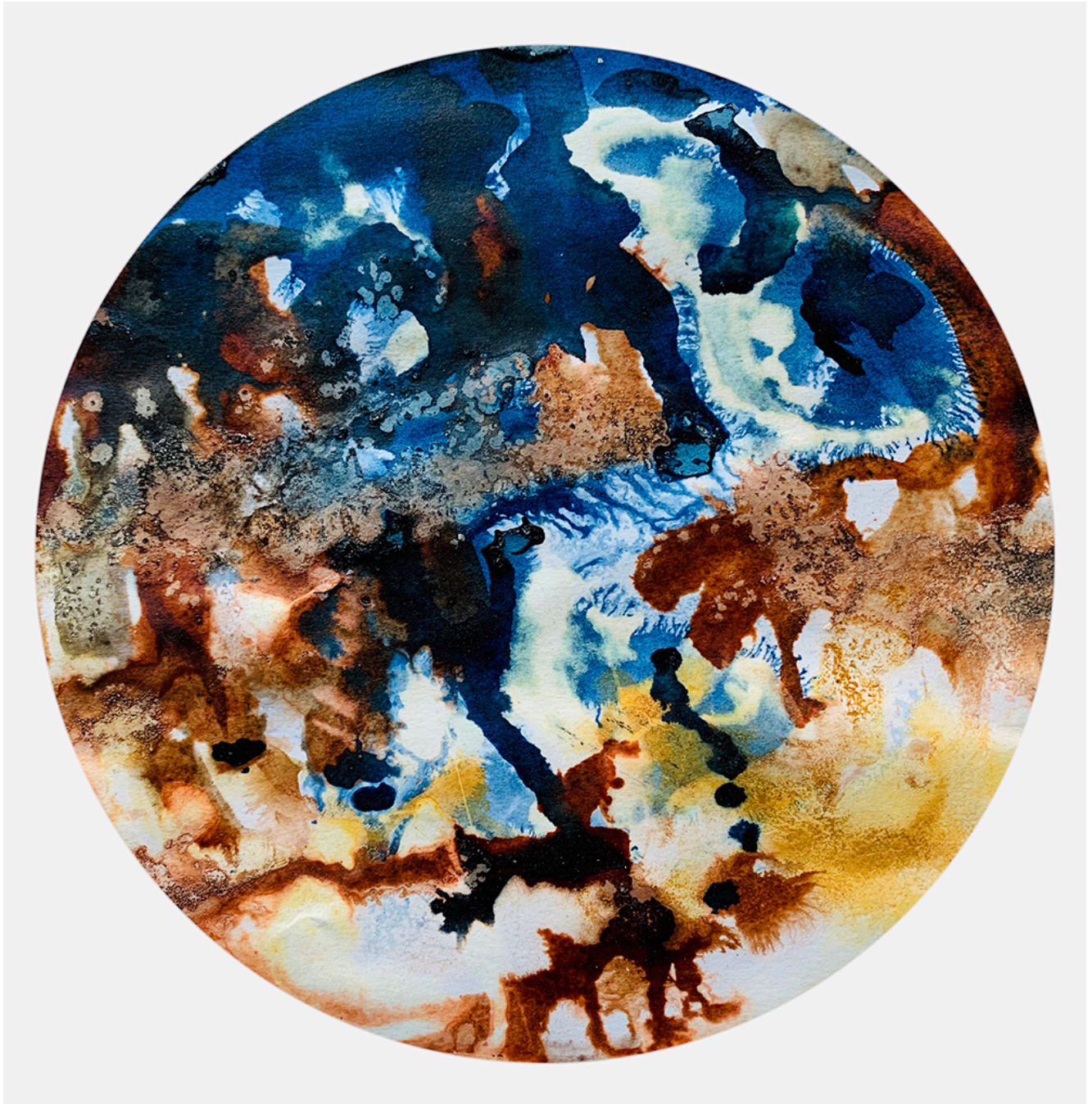
Once the painting dries, you can use pen and ink to add a few more detailed small marks to the piece.

If you have (like me) dripped ink all over the paper, then you might want to cut out the circle

**and re-present onto another clean sheet.**







The final outcome could be part of a series of two or three and you could make a series of paintings in different colours. The combination of colours is important: I like to use two colours from browns, blues, turquoise and greens as I think they are quite earth like colours and I like to imagine these globe paintings as planets seen through a telescope.

Watch the videos of the work in progress – you can see how the ink spreads around the watery surface as you paint, it is a very enjoyable process.

When you have finished your paintings, take time to reflect (think about) what you have done.

- What did you enjoy about working intuitively?  
(Allowing the paint to do what it wants)
- What surprised you?
- How did you know when it was finished?

I hope you have fun!





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**This is a sample of a resource created by UK Charity AccessArt. We have over 1500 resources to help develop and inspire your creative thinking, practice and teaching.**

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.

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## Mark Making & Sound: Part One

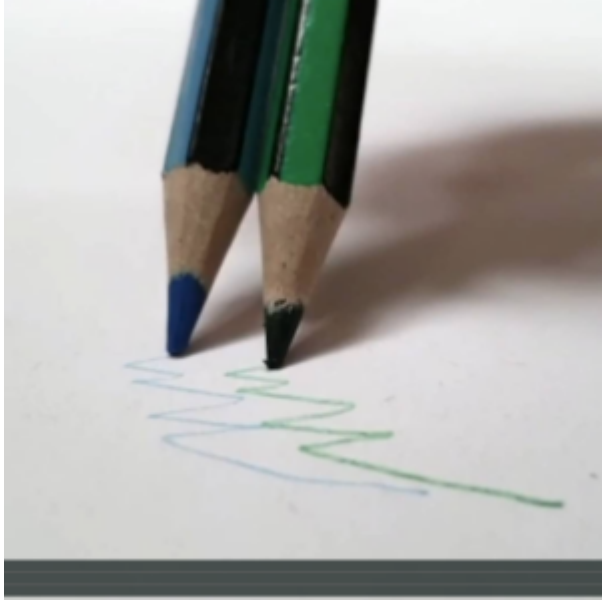
### You May Also Like...

Pathway: Music and art

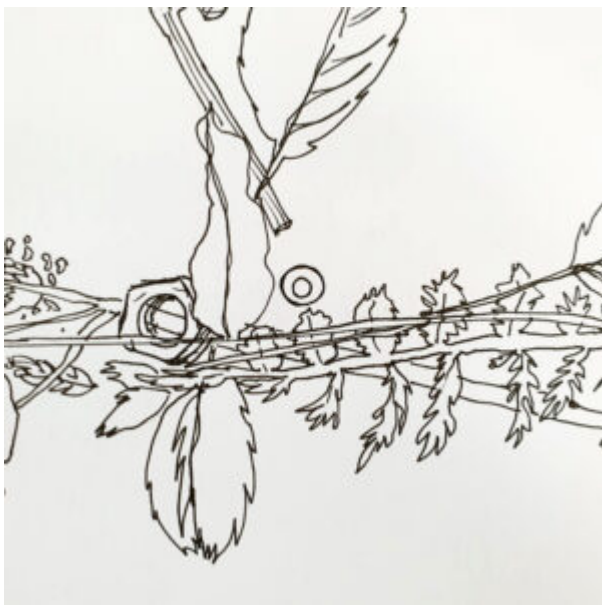


This is featured in the 'Music and Art' pathway

## Mark Making & Sound: Part Two



## Mark Making & Sound: Part Three



## Drawing to a Slow Rhythm



**Inspired by Miro**



**Drawing to Music**





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# **Introduction To Forest Of Imagination**

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**Draw your Granny and Grandpa  
or Any Relative You Love!**

The Nonna Maria Drawing Challenge by Luca Damiani

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# Galaxy Painting

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## Inspired! Making at Linton Heights Junior School

Anna Campbell shares how a whole school engaged with making projects integrated across subjects in response to the Renaissance painting of Cupid and Psyche by Jacopo Del Sellaio at the Fitzwilliam Museum, Cambridge, and how she used the project to progress pupils' making skills throughout the year groups.

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## Inspired! Re-Creating Cupid and Psyche in Mixed Media by Year Fives at Linton Heights

Year Five teacher, Kirsty Webb, shares her pupils' Inspire journey and their response to the Renaissance painting of Cupid and Psyche by Jacopo Del Sellaio at the Fitzwilliam Museum, Cambridge and the benefits of having a full immersion into materials and working together as a class on a shared project.

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# **Inspired! Psyche's Resilience by The Fitzy Peters**

Natalie Bailey shares the pupils' Inspire journey and their response to the Renaissance painting of Cupid and Psyche by Jacopo Del Sellaio at the Fitzwilliam Museum, Cambridge as well as her reflections on the transformative impact that the project had on the children and how Art can support healing and wellbeing.

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## **Inspired! 'The Tree' by Year One and Two at Hauxton Primary School**

In this post, Pamela Stewart shares the submission by Hauxton Primary School, Cambridgeshire for Inspire: A Celebration of Children's Art in Response to Jacopo del Sellaio's Cupid and Psyche by Year One and Two pupils in 'Owl Class'.

It shares the pupils' Inspire journey and all that they learned in response to looking at the Renaissance painting at the Fitzwilliam Museum, Cambridge.

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## **Walking and Drawing**



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# **Cupid and Psyche: How a Fifteenth-Century Renaissance Panel Became the Most Loved Painting in Cambridgeshire**

Sheila Ceccarelli tells the story of how Cupid and Psyche, painted by Jacopo Del Sellaio, an Italian Renaissance artist, came to become the most loved painting in Cambridgeshire. Inspire is an exhibition of art made by primary school children and celebrates the creativity of our local schools. It champions the on-going importance of cultural learning and the visual arts for children and young people. A chance also to see Del Sellaio's Cupid and Psyche on display next to the children's work.

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## **Pastel and Rubber Chiaroscuro Drawings**

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**Abstract      Face      –      Relief**

# Sculptures

In this construction and painting resource, students make an abstract face, relief sculpture from cardboard, adding colour, texture and metal findings. This resource was inspired by the work of Kimmy Cantrell, a self-taught contemporary artist who uses asymmetry to question long-established views around beauty.

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## Anthropomorphic Paintings

## Animal

This painting activity looks at giving human characteristics to animals. Anthropomorphism is making something which is not human, more human like for e.g Miss Piggy, Mickey Mouse and the characters created by Beatrix Potter. This activity was inspired by the paintings of two contemporary artists who use anthropomorphism in their work, Ken Hoffman and Svjetlan Junakovic.

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## Decorative Clay Coil Pots

Artist educator Sharon Gale working with KS1 & KS2 students at the Weston Park Art Club shares a clay pot making resource: "This is not the traditional way of making coil pots but it's lots of fun and by using different paint effects, the end results can be very interesting. We worked on this project for two, two hour sessions".

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# **‘Painting’ with Plasticine**

In this resource, students create an A4 plasticine painting on mountboard, in a theme of their choice. The artwork is completed with a painted border using water based paints. This project took six, one hour sessions to complete but if you can't allocate that amount of time, reduce the size of the mountboard to A5 or smaller.

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## **Clay Art Medals**

In this three stage resource, students make a circular medal from clay depicting their own profile, look at examples of fun lettering and devise a short, fun or meaningful phrase to paint inside their portrait profile.

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## **Burton Hathow Ducklings**

Newly hatched ducklings are the inspiration for a collection of paintings by Years 2 and 3 at Burton Hathow Preparatory School. Head of Art, Rachel Burch shares the activity.

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# The Wildflower Meadow

Rachel Burch, Head of Art at Burton Hathow Preparatory School and her pupils explore simple drawing, collaging and painting techniques to create beautiful artworks inspired by a summer meadow.

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## Nursery Night Time Collage

Inspired by the AccessArt Village, artist Rachel Thompson works with pre-school aged children in St Matthew's Nursery School, Cambridge to make their very own night time scenes with collage and wax-resist.