

Jan Miller: Our “Talented Art Teacher” Winner!

In 2016 AccessArt launched the [Children’s Art Competition](#), supported by Cass Art. Amongst the categories for children we had one for teachers, to acknowledge all the hard work and dedication we know you put in to inspiring and enabling children.

Thank you to all the teachers who entered – you filled us full of enthusiasm and passion!

We’re very pleased to announce the winner: Jan Miller from [Moreton Hall School](#) in Oswestry. Congratulations Jan!

Jan impressed us with the sheer energy and range of her work with the children – we’re sure the snapshot of images below will give you a flavour of the work she submitted. We hope Jan will be collaborating with AccessArt very soon to create some resources for us, so watch this space!

Jan Miller – Talented Teacher Award



Jan Miller



Year 1 Size 6-metres Collaborative Work. Ink and paint, inspired by their holiday memories.



Year 5 Size-A1 Emulsion, collage and graphite, inspired by Gainsborough's Mr and Mrs Andrews. Her dress with a drawing of

a baby doll as we believed the unfinished area of the painting could have been planned for a baby.

“I completed my degree in Illustration at Kingston University followed by a PGCE at UCL. I have almost 20 years experience of teaching Art, across the full primary and secondary age spectrum. My interests particularly lie in the students’ development of observational drawing and mixed media. I strongly believe in the use of personal sketchbooks at all levels. I expect the older students to have the same confidence and spontaneity as their younger counterparts. Similarly, I encourage the younger pupils to develop large work, over several sessions, alongside the older students. For several years I have been the Art Editor for SATIPS, a prep school magazine, to inspire Art teachers nationwide. I have recently developed Able, Gifted and Talented sessions for my own students and have extended this to a biannual event to other schools.”



Year 3 Size-A4 Wood, nails and recycled stripped wires. Self-portrait.



Year 5 Size- A4 Mock-etching (scratched card, inked and put through the printing press) Self Portrait. Inspired by Tracey Emin.



Year 4 Size-A2 Paint, oil pastel and painted-paper collage.
Autumn Still-life painting with pumpkins and gourds



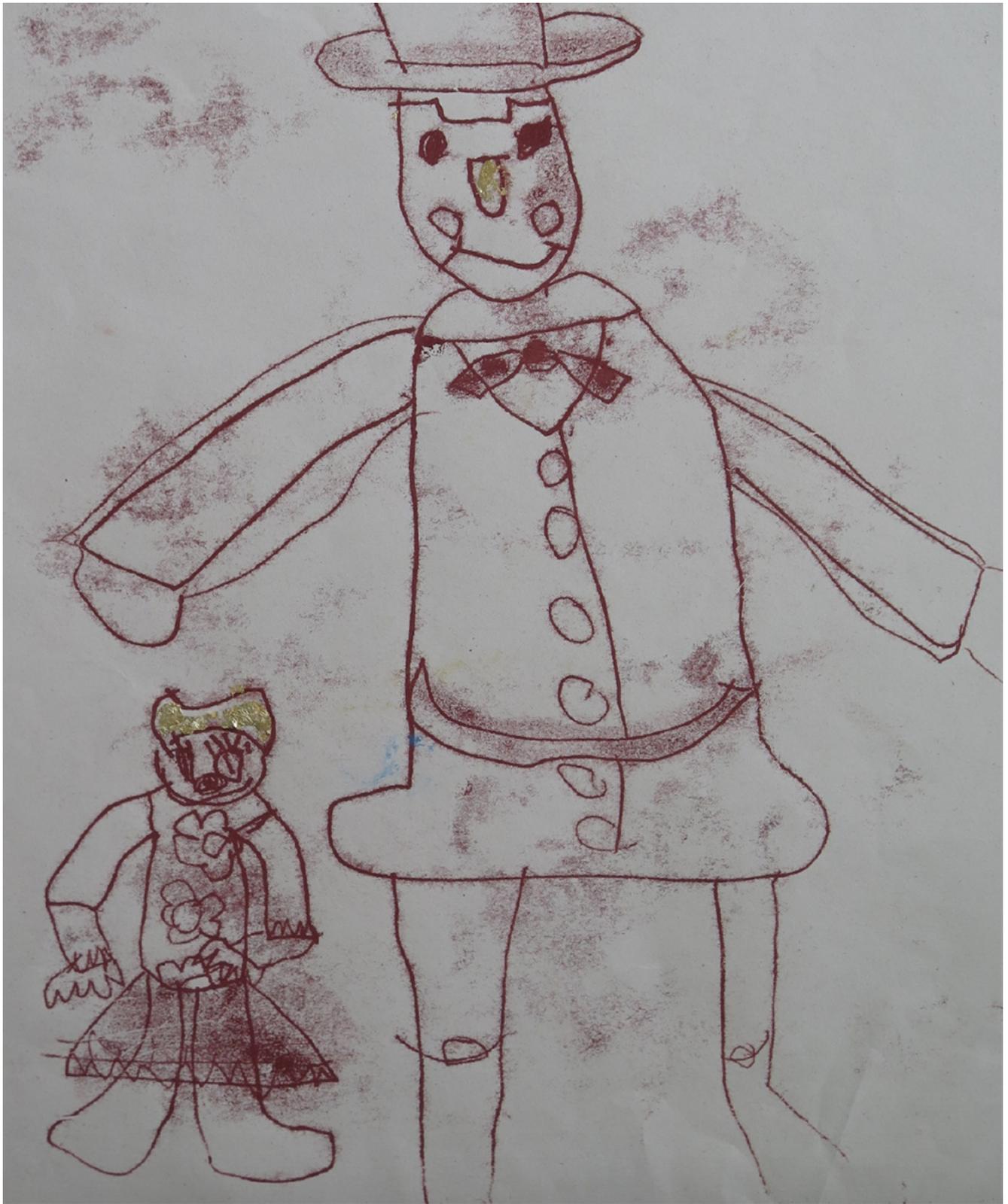
Year 5 Earthenware ceramics (with melted wine bottles inside)
Tudor-style shoe with buckle inspired by drawings from a local
shoe collection.



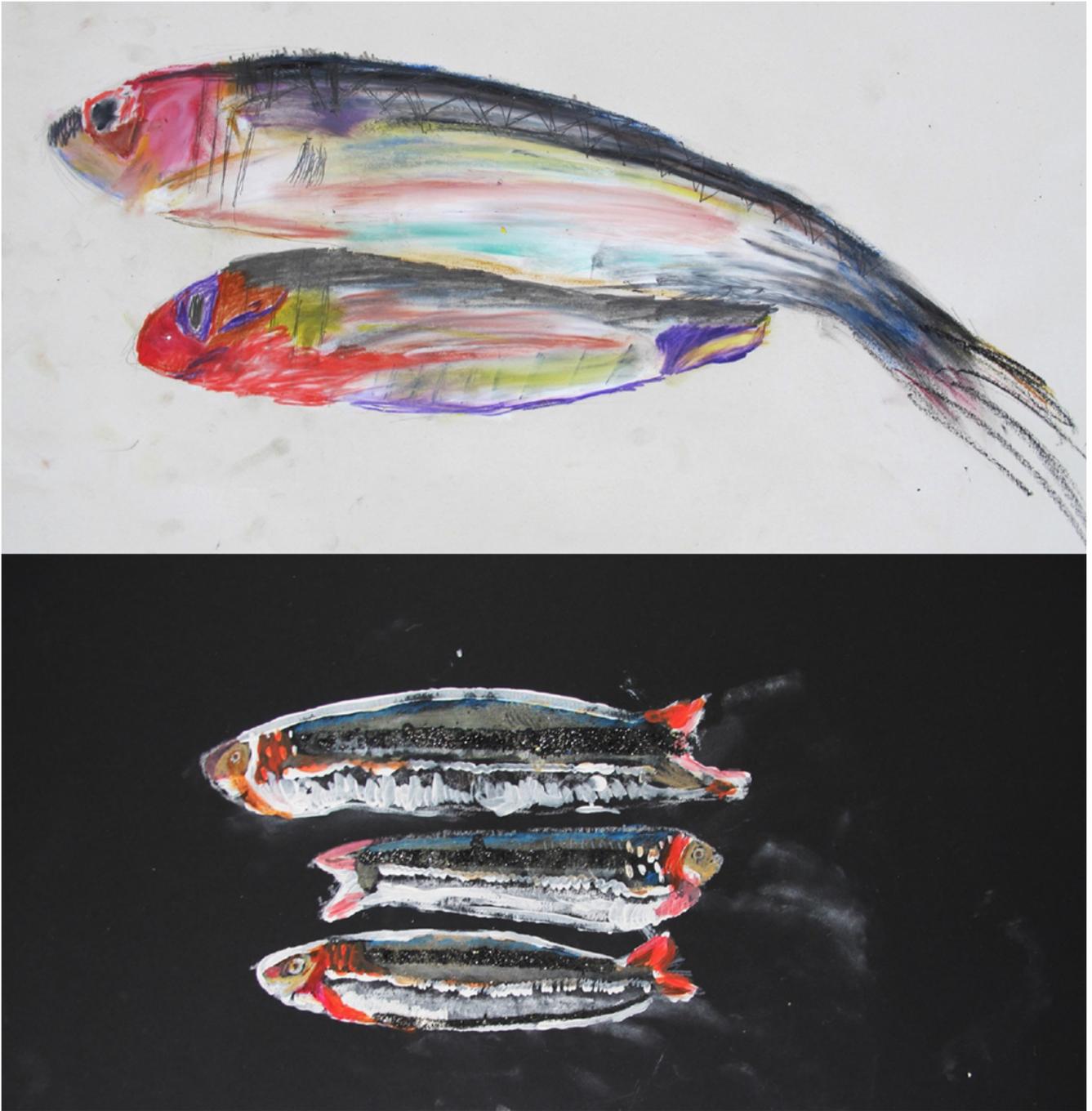
Year 3 Size A1 Mono-printing by inking up entire tables in my Artroom. Indian-themed portrait with birds.



Year 5 Papier-mache bowls inspired by Delft pottery and Grayson Perry's ceramics. Theme- family heritage.



Year4 Size-A2 Mono-printing with gold leaf. Drawn from direct observation of old toys



Year 3 Size-A2 Oil pastel and graphite. Studies drawn from direct observation of sardines.



Year 4 Size-A2 Mixed media with paint, collage, oil pastel and coloured pencils. Self-portrait Inspired by Roman portraits on wood.



Year 4 Size-A1 Mixed media- paint, oil pastel, graphite. Inspired by Anthony Gormley's 'Another Place' at Crosby beach.



Year 6 Size-1m width Soft sculpture- sewn painted fabric. Inspired by seaweed observation drawings and patterns by Artist Yayoi Kusama and designer Donna Wilson.



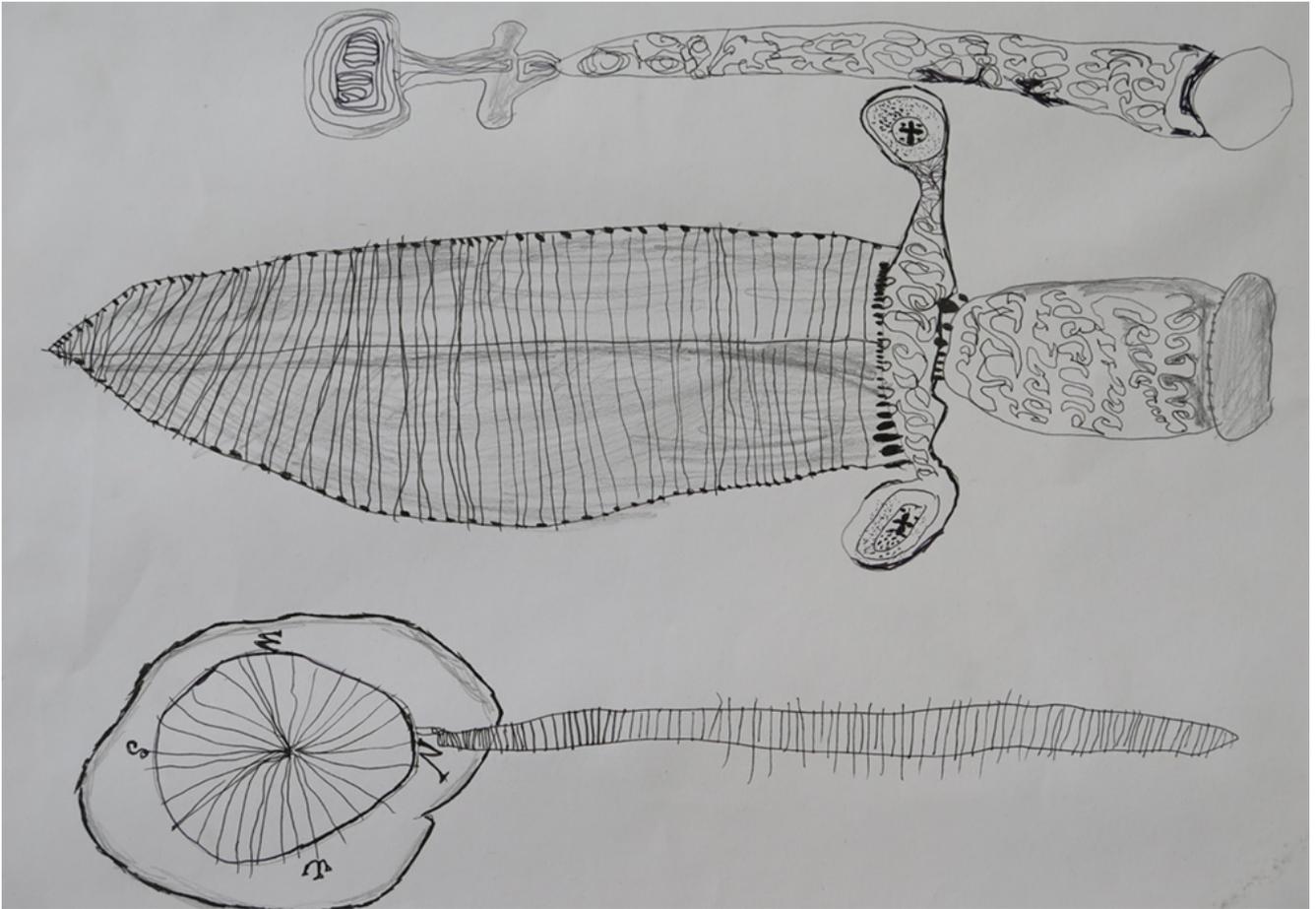
Year 5 Size-A3 2-colour Press print. Shape and patterns drawn directly from collected shells and marks made from various found objects.



Year 6 Size-A4 Photography. Directed and photographed by peers in class – recreating the poses in a historical painting.



Year 6 Size-A3 Tonal pencil drawing from own photography.



Year 4 Size-A3 Fine-liner and pencil. Drawn from direct observation of Drama props, inspired by objects in a studied painting.



Year 3 Size-A2 Drawings. Inspired by a painting of a Saint, a still life set-up composed by pupils from drama props and using viewfinders used to focus on materials, shapes, patterns and textures.



Year 3 Size-A2 Mixed media – Dip pen/ink, mono-print, map and dress makers pattern collage, fine-line, graphite, gold leaf and emulsion. Drawn from still-life set-up.

Now We Are Back

Early Primary Sketchbook Exploration

Creativity Session at Spinney Primary School

Using Monoprinting and Sketchbooks to Explore GCSE English Literature Poetry

A session for teenagers exploring how a hands on creative activities might engage students in their revision, and how monoprinting and sketchbook processes might aid a personal connection to the poetry text.

Drawing for Science, Invention & Discovery Even If

You Can't Draw by Paul Carney

AccessArt & The Guardian

"If we want a world full of innovative, entrepreneurial thinkers, we need to enable and sustain making from a very young age"

[Paula Briggs from AccessArt writes about the importance enabling making in schools.](#)

The screenshot shows the top navigation bar of The Guardian website with links for 'become a member', 'sign in', 'subscribe', and 'search'. The main navigation bar includes categories like 'UK', 'world', 'politics', 'sport', 'football', 'opinion', 'culture', 'business', 'lifestyle', 'fashion', 'environment', 'tech', and 'travel'. The featured article is titled 'Creating is not just a 'nice' activity; it transforms, connects and empowers' by Paula Briggs. The article text reads: 'If we want a world full of innovative, entrepreneurial thinkers, we need to enable and sustain making from a very young age'. The article is accompanied by a photo of a child's hands working on a craft project. To the right, there is a 'Goosebumps Kids' article titled 'How I balanced fear and fun'. Below the main article, there are four smaller image thumbnails.

#CreativeJourneys

Art Rooms in KS1&2 Schools: Battysford Primary School

What Did Your Child Make With Their Hands This Week? (and why it is important)

By Paula Briggs and Sheila Ceccarelli

If you are a parent of a primary-aged child, please ask yourself *"What did my child make with their hands this week?"*

For many years, AccessArt has been actively inspiring **making** through the sharing of [excellent practice](#). However small the making journey, and whether the outcome leans towards craft, fine art or design, the very act of transforming the materials of the world is one of empowerment, and the skills involved need time, space and input just like any other area of learning.



We are always so grateful to be in contact with the many thousands of inspirational supporters of visual arts education – the advocates, teachers, artist-educators, facilitators, parents, arts organisations and of course the learners themselves, who all understand the value of visual arts education, and all of whom work so hard to help nurture creativity.

However, now more than ever AccessArt is becoming aware that many children are not being given the opportunities to explore making. Schools face great time pressure to deliver “more academic” subjects, and there is a shortage of specialist teachers. Whilst many children do benefit from fantastic art teaching, others do not have art lessons on a regular basis, and the teaching can be less rigorous than in other subjects.

Evidence suggests that in 2012, 1 in 12 people worked in the creative industries, and the cultural and creative industries are the fastest growing industries in the UK*. If we do not provide our children with the opportunity to develop their

creativity, and we as parents do not demand a place for creativity within our schools, then we are failing to enable our children to meet their potential, and we are not preparing them adequately for the future:

“The pipeline to the creative industries begins at preschool, continues through primary school, through to secondary school and into HE and FE. At each of these stages, and every time we fail to provide an opportunity for children and young people to explore their relationship with the world through making and drawing, we weaken this pipeline, and potentially prevent the next generation of creative individuals from helping build the creative industries of the future.” Paula Briggs, AccessArt

As parents, we want to support our schools and our children’s education, and we recognise teachers work very hard to deliver the best education possible. However, if you feel your school might do more to support your child’s creativity, then there are some simple positive things which can be done:

Show your Support and Interest

You probably know what your child is learning about in maths and english, but what about in art?

Take an active interest in art in school and find out what your child is learning about. How often do they have art lessons? What are the lessons like? What are they learning about? Which materials are they experiencing?

Ask!

Time spent making, or time spent drawing, is never time wasted: it is an investment. Art should have an equal weight to other curriculum areas, and in fact there is a body trying to move away from a focus on STEM (Science, Technology, English, Maths) towards STEAM (Science, Technology, English, Art, Maths).

If you do feel your child would benefit from more time spent on creativity, then do express your concerns to the school. There may be many reasons for the perceived lack:

- **Priority given to other subject areas**/time pressure on the school day. Some schools choose not to timetable art for a short time each week and instead choose to run art weeks. If a school offers pupils 1 hour art per week, that equates to approximately 39 hours of art per year. Find out how your school timetables art lessons, and if art seems thin on the ground due to time pressure, request art as a subject is given more weight. You might also want to contact the school governors with your concern.
- **Lack of specialist teaching/knowledge.** Most primary schools have an art or creativity coordinator who will help teachers plan the curriculum in this area. Subject knowledge can be built through organisations such as AccessArt, which aims to inspire and enable schools through the [sharing of resources](#), or NSEAD, who have regional networks to support teachers. Make sure your school knows about these organisations and about how they support art teachers.

Please [get in touch](#) if you would like more help as a parent to help support creativity in children.

[Bob and Roberta Smith Message](#) from [Sophie Leach Nsead](#) on Vimeo.

You May Also Like...

Make, Build, Create: Sculpture Projects for Children by Paula Briggs



[Published by Black Dog Books](#)

#WHATDIDMYCHILDMAKE



[A collection of resources to consider how you can increase opportunities for making](#)

Transformation Project: Snippets of Inspiration

Megan Boyd



Scottish Fishing Fly Maker

In a cottage in northern Scotland, Megan Boyd twirled bits of feather, fur, silver and gold into elaborate fishing flies – at once miniature works of art and absolutely lethal. Wherever men and women cast their lines for the mighty Atlantic salmon, her name is whispered in mythic reverence, and stories about her surface and swirl like fairy tales. With breathtaking

cinematography and expressive, hand painted animation, Kiss the Water adheres to and escapes from traditional documentary form, spinning the facts and fictions of one woman's life into a stunning film about craft, devotion, love, and its illusions.

Enjoy the preview of Kiss the Water below – the film is sure to inspire.

Hubert Duprat



Caddis Fly Larvae

French artist Hubert Duprat worked in partnership with caddis fly larvae to create these wonderful living works of art.

Cornelia Parker



Manipulating Matter

British sculptor and installation artist Cornelia Parker transforms ordinary objects into something compelling and extraordinary.

[Cornelia Parker @ 5x15](#) from [5x15](#) on [Vimeo](#).





Drawing as Support Activity

Looking, Talking and Celebrating

Teenagers from AccessArt's Experimental Drawing Class for Teenagers enjoy reflecting on their work and sharing it with friends and family.

Experimental Drawing – Process over Outcome

Artist and facilitator Sharon Kelly shares an inspirational mark-making workshop in which participants are encouraged to take risks in their work.

Thinking and Making

Colour Composition and Ben Nicholson

One hour session in which primary age children made simple coloured elements through which to explore composition. [Full AccessArt Members Only](#)

Taking Creative Risks

Is it important to get children to take risks in their artwork?

Reflect and Discuss: Crits in the Classroom

Sewing Circuits – Where Art, Science and D&T Meet

Using conductive materials to create sewn circuits. [Full AccessArt Members Only](#)

Making Maps Magical with Thermochromic Paint – Where Art, Science and D&T Meet

Making magic maps using thermochromic paint! [Full AccessArt Members Only](#)