

Finding Kindness in Marks Made by Artists

As part of the [Kindness and Curiosity Art Week 2026](#), we have created this resource to help learners discover narratives of kindness through artworks.

Alongside exploring acts of kindness, this resource builds on the [Finding Marks Through Drawings Made by Artists](#) resource, helping learners expand their mark-making vocabulary through a range of lines, colours, and shapes, which they can refer to when experimenting with their own drawing and painting.

This activity can be used with learners aged 5 and upwards, whilst the themes and artworks explored can also be adapted for older learners.

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AccessArt art week 2026: Curiosity and Kindness

CURIOSITY AND KINDNESS



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AccessArt art week 2026: Curiosity and Kindness Activities



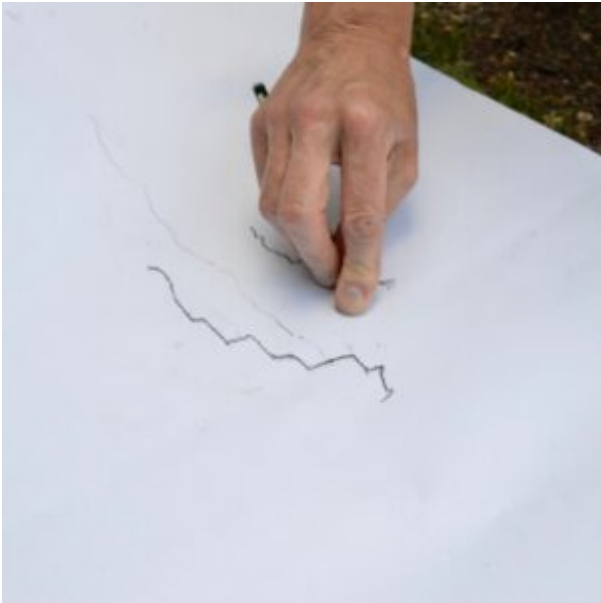
explore other art week themes



Experimental mark-making tools



the anatomy of a pencil



Finding Marks Through Drawings Made by Artists



Drawing With Two Hands

You May Also Like...

see three shapes



Feely Drawings



Ten minutes, five times a week



CPD recording: drawing with two hands



Talking With Your Hands

How I use my Sketchbook as an Illustrator, by Alice Bowsher

Glimpses and Folds: A Sketchbook Challenge

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session recording: Glimpses and Folds – A
sketchbook challenge



Adapting AccessArt: Sequence and Story Building

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3-panel drawing challenge



Drawing Stories

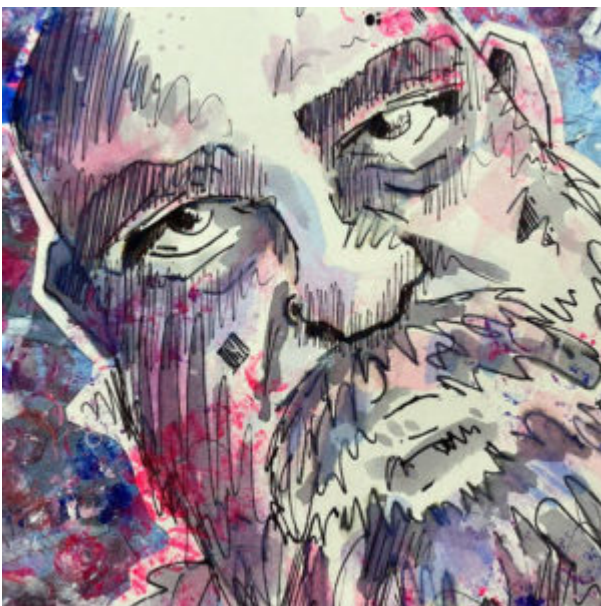


Making a Ruler Drawing (of a Bag)

Adapting AccessArt: Stories and Faces

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Pathway: Exploring Identity



Quentin Blake's Drawings as Inspiration: Exaggerating to communicate



Session Recording: Creating School Exhibitions & Displays



Finger Palette Portraits



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Improving Outcomes: Gestural Drawing with Charcoal Pathway

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Adapting AccessArt: Colour and Composition



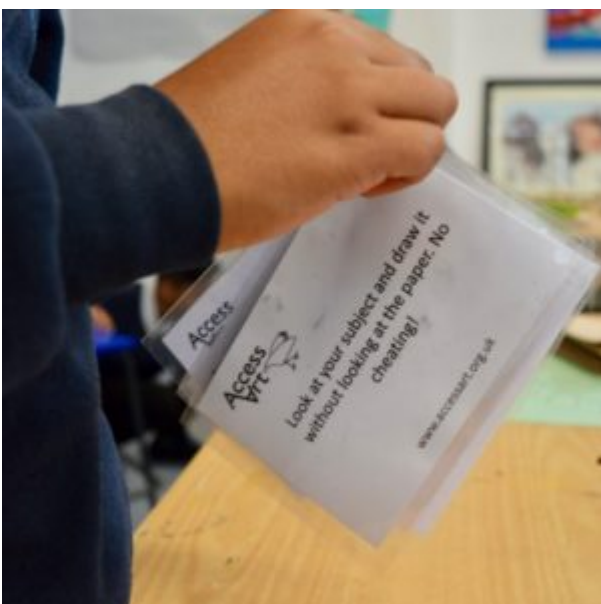
Thoughtful Mark making



What I Ate in a Day

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Drawing Prompt Cards



Watercolour Washes Inspired by the Tapestries of Henry Moore



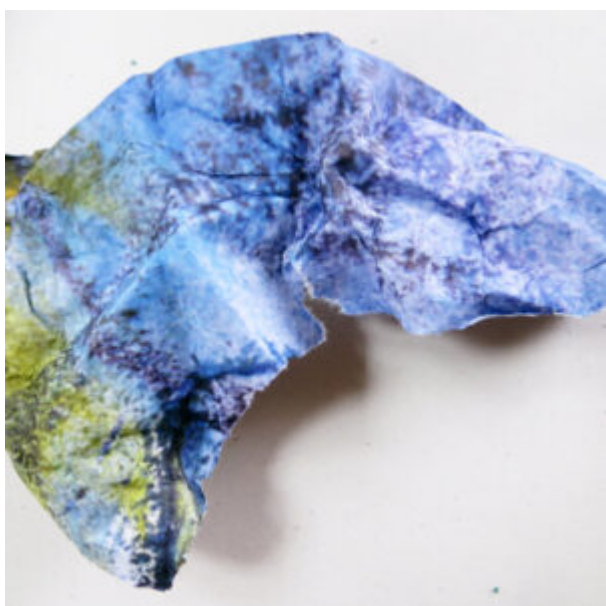
Paint Your corner Shop



Adapting AccessArt: From 2D to 3D

You May Also Like

Manipulating Paper: Turning 2D into 3D



Making Prompt cards



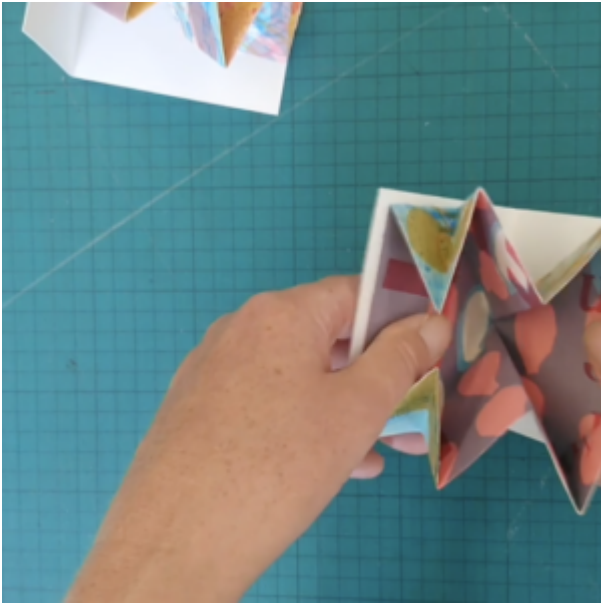
playful making pathway



ASTRONAUT PAPER BODY CASTS



Turkish map fold



Adapting AccessArt: Playful Making Inspired by Nnena Kalu



Adapting AccessArt: Egypt in

Ink

See This Resource Used In Schools...









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Graphite



ink



Graphic inky still life



**AccessArt
Sportswear Design**

Olympics:

[<<Explore Other Olympic Themes](#)

Explore the project below to help pupils consider how they might design an Olympic/Paralympic Kit based on either Olympic [Athletics](#) or [History](#).

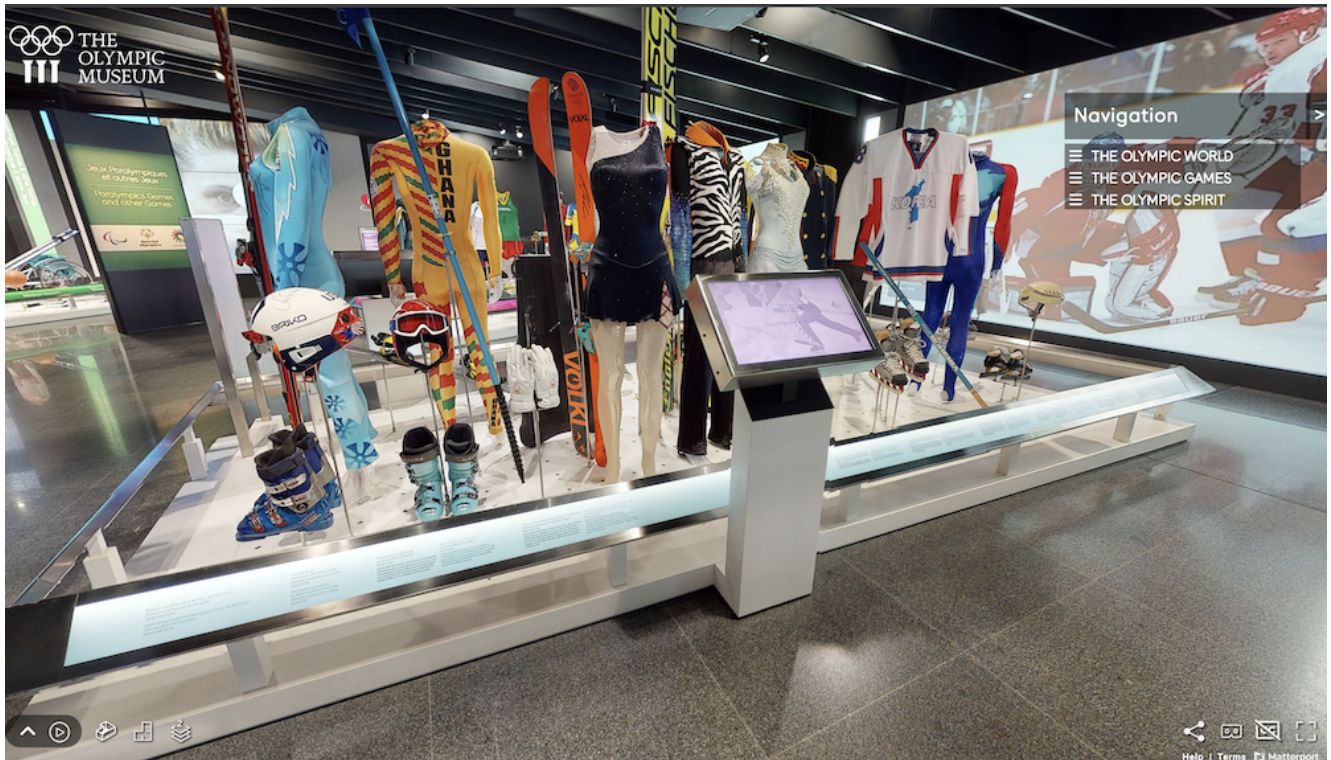
Sportswear Design

Aim: To introduce pupils to sportswear design, what it's used for and what it can represent. Pupils will get the opportunity to design their own sportswear whilst developing painting and collage skills.

Step 1: Introduce

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

Introduce pupils to iconic Olympic Fashion from the past using "[Talking Points: Olympic Fashion](#)". Invite pupils to create "[Visual Notes](#)" in their sketchbooks inspired by what they see.



Step 2: Drawing

Give pupils the opportunity to draw figures from life inspired by the "[Life Drawing For Children](#)" resource. Borrow some sports equipment from the PE department to inform their poses. Take it in turns to model in an athletic pose related to the sports prop and draw.



Step 3: Introduce

Introduce pupils to the idea that sportswear can be designed to reflect a sport, person, a team, a place etc. Watch the videos on "[Talking Points: Designing Sportswear](#)" and use the questions to prompt a discussion about what designers use as inspiration for their designs.



Using paint and collage, invite pupils to create decorated papers which can be transformed into “[2d and 3d Fashion Designs](#)”. Adapt the resource slightly to encourage them to think about what motifs/symbols/patterns they might create to reflect their local area, personality, a sport, olympic value, or a focus of your choice.



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 9-11

AGES 11-14

Materials:

Sketchbooks

A3 and A4 Cartridge Paper

Drawing materials

Sports equipment to use as props

Acrylic Paint

Brushes

Scissors

PVA glue

Mannequins (Wooden or Cardboard)

Clear tape

Adaptations:

You may like to focus on the history of sportswear, creating designs based on historical fashion and sportswear.

Explore Other Resources in Athletics:



Making Medals



Sporting Sculptures

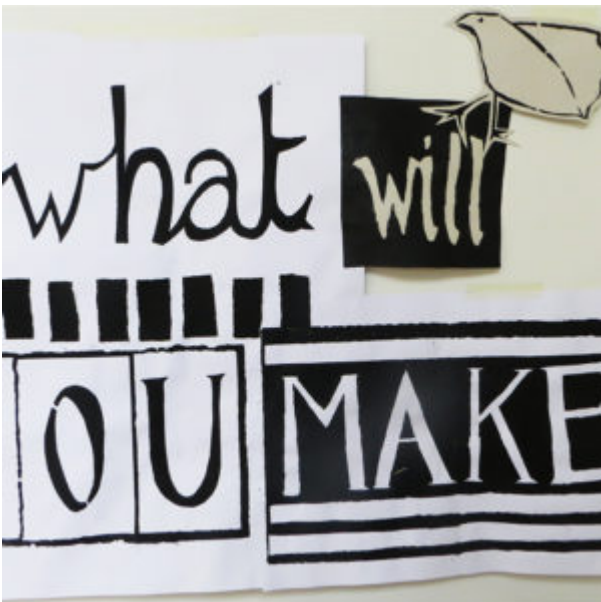


Sculptural Sneakers

Explore other olympic themes
history



Values



ceremony



AccessArt Olympics: Making Medals

[<<Explore Other Olympic Themes](#)

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

Medal Design

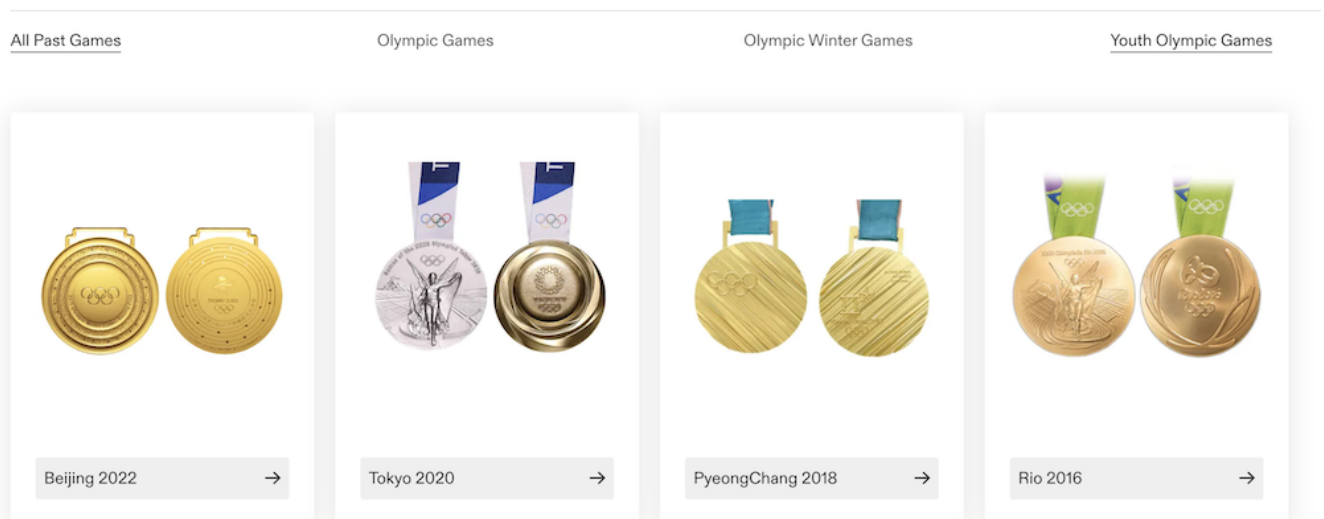
Aim: To introduce pupils to the Olympic and Paralympic Medals. Pupils will get the opportunity to design and make their own medals through drawing and sculpture.

Step 1: Introduce in Sketchbooks

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

Begin by introducing pupils to medals designed for the Olympics and Paralympics with "[Talking Points: Olympic and Paralympic Medals](#)". Invite pupils to create "[Visual Notes](#)" in their sketchbooks inspired by the information they see.

ALL MEDALS



Step 2: Drawing and Sketchbooks

Use the medals from the previous session as inspiration for "[Making Money! Drawing and Making](#)". Adapt the resource slightly, inviting pupils to design a medal for their own Olympics/Paralympics. You may like to focus the design process by making links to your local area or individual values/personalities.



Step 3: Making

Make connections between 2D and 3D by transforming the drawn medal designs in clay.

Adapt the "[Clay Portrait Miniatures](#)" resource to accommodate the focus of the project. Pupils might like to create medals to celebrate their favourite sport or hobby.



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

Materials:

Sketchbooks

A3/A2 Paper

Drawing materials

Foam board

Card template

Air-drying clay

Rolling pins

Burlap/hessian mat

Wooden battens

Tools for clay

Clay Slip ([see preparation in advance](#))

Soft wire to make a hanging loop

Wire cutters

Small pliers

Adaptations:

You may like to include a historical context, for example Ancient Greece. Use the "[Clay Art Medals](#)" resource and create profiles on the medals inspired by [Ancient Greek coins](#).

If you would like to explore [the Values](#) of the Olympics you might like to look at War Medals to see how medals can be designed to represent a specific Value.

Explore Other Resources in Values:



Mascot Design



Friendship Towers



[An Olympic Poster](#)

Explore other olympic themes
history



Athletics



ceremony



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.

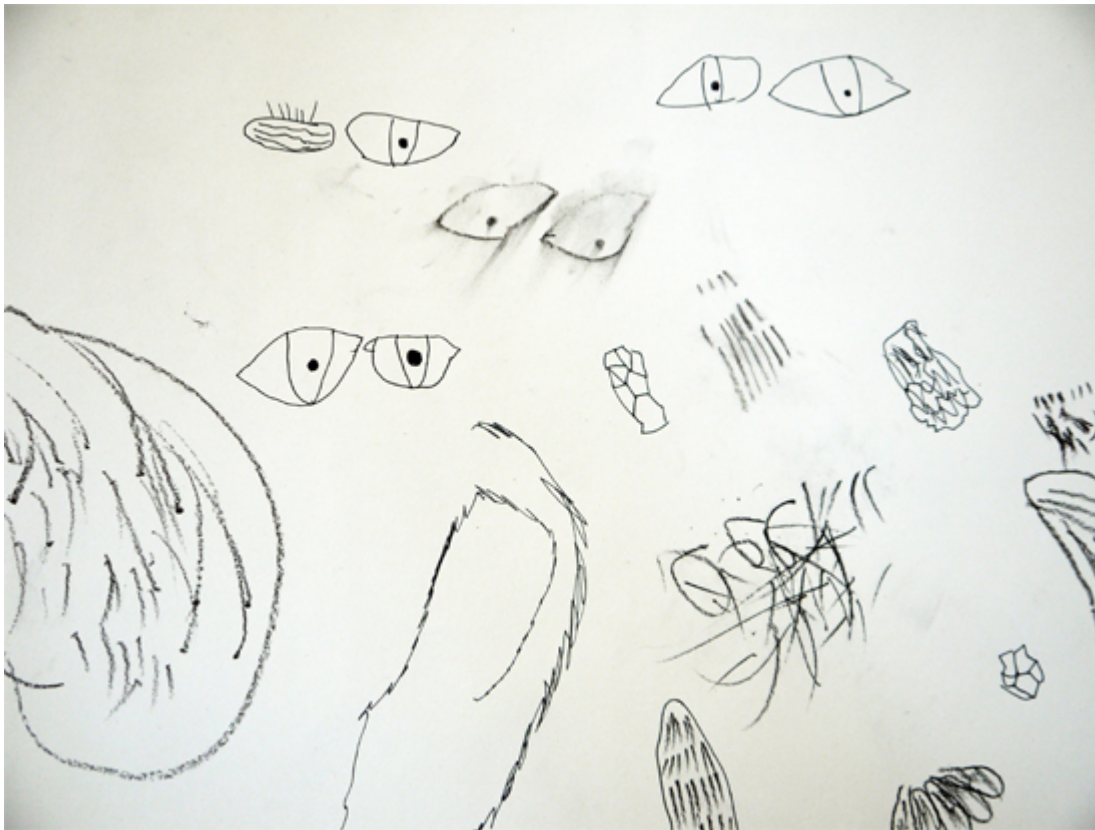
Next, explore ["Talking Points: Olympic and Paralympic Mascots"](#). As pupils watch the videos encourage them to create some ["Visual Notes"](#) in their sketchbooks, considering the different values of the Olympics and the country designing them, and how this might reflect in the mascots.



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.

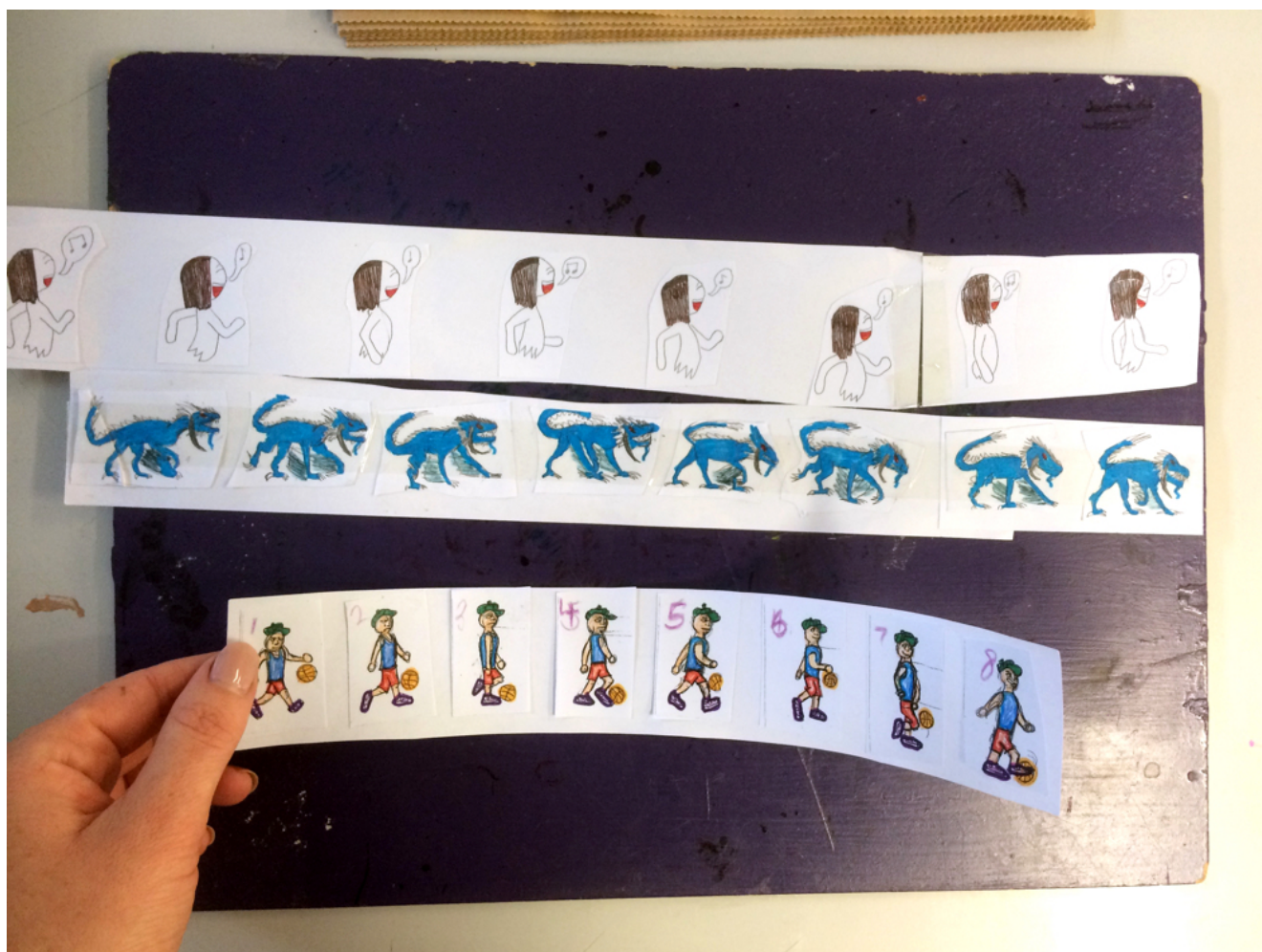


Step 4: Reflect

[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.

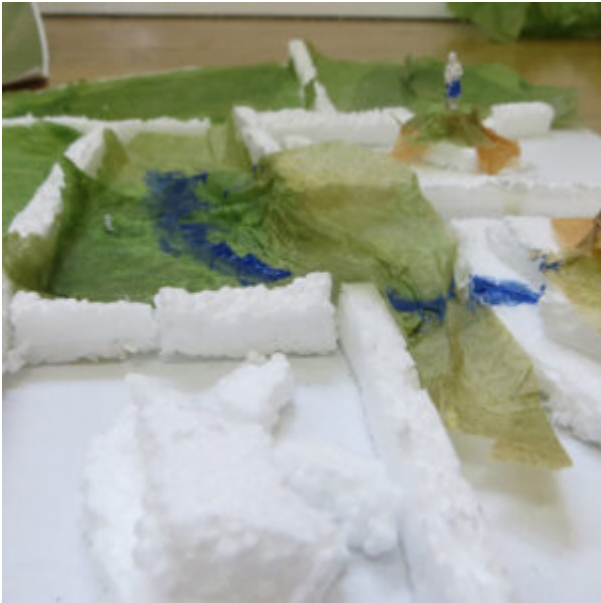
Explore Other Resources in Ceremony:



Friendship Tower



Stadium Design



Mapping and Modelling

Explore other olympic themes
history



athletics



ceremony



Sketch Your World: Drawing The Details

**Sketch Your World:
Perspective**

**Sketch Your World: Choosing
Subject Matter**

Sketch Your World: Materials