

# **Sculptural Challenge No 2: Colour, Light and Form**

**A sculptural challenge to encourage the exploration of colour, light and form.**

**AGES 9-11**

**AGES 11-14**

## **Questions for Children:**

**Can you imagine what it would be like to be in a room with the installations in the videos above? How would it make you feel? What do they remind you of?**

**How do you think the colour affects the mood?**

## **Sculptural Challenge!**

**Using the artwork in the videos above as your inspiration, think about how you might design a sculptural installation which involves light, form and colour.**

**You won't be building a life-size sculptural installation (not today anyway!) but instead you**

can either make a model or create a piece of 2d artwork which shares your vision. Remember, because you are not creating the artwork then you can really be imaginative and dream!

Here are some clues, but you may have your own ideas too:

Use your sketchbook to “collect” colours that you like. Find them in magazines by cutting swatches out, find them by mixing paints, find them by mixing other materials. Record them, test them, label them, make notes (what colours did you mix?), name them (the names you give them might help you to describe the affect they have on you).

Think about the kinds of forms (shapes) you would like the coloured light to fall on to. Would you like the coloured light to surround a person, or would you like the person to pass near the objects? How would the person enter the space? Would the space be very small or very large? How would you want the person to feel? Again, use your sketchbook to plot and plan.

Think too about the space you would like the coloured light to be in. Would you like it to be a dark space so that the lights show up against the darkness, or would you prefer a light space, so that it feels floaty and ephemeral?

Think about how you would apply your colours to the walls? Would each wall be one colour? Would you introduce pattern? Images? Again, use your

sketchbook.

Finally, either make a model using card, paint, fabric etc to share your vision, or make a 2d artwork. If you make a small space, you might like to be inspired by the [Mini Art World](#) Resource and use coloured filters and torches to replicate the space.

## You May Also Like...

### Pathway: Brave Colour



[This is featured in the 'Brave colour' pathway](#)

### Which Artists: Liz West



## **Talking Points: Carnovsky**



## **Talking Points: Olafur Eliasson**



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## Flying Minpin Birds

Roald Dahl's The Minpin Birds inspired Arbury school pupils to design and make their own birds for a tiny Minpin to ride upon. Alongside this project, the class drew their own maps of imaginary worlds and imagining themselves as Minpins.

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## Classical Inks

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## Inspire: Teachers

This post is based on CPD (Continued Professional Development) sessions in February and March 2019, hosted and delivered by

the Fitzwilliam Museum, Cambridge in collaboration with AccessArt, for Cambridgeshire teachers participating in Inspire 2020 Project.

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## **Tall Skinny**

Teenagers working with Melissa Pierce Murray used thin wire to make works with a strong presence. They began by looking at examples of works by two contemporary women artists including Phyllida Barlow and Rebecca Warren.

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## **‘Meet and Make’ Teacher CPD Event and Resource Share**

See how teachers, museum educators, the local scrap store and arts organisations were brought together for a making session inspired by Brilliant Makers at Arbury Primary School, Cambridge with year three teacher Eilis Hanson.

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## **Simple Casting Techniques – by Melissa Pierce Murray**

Artist Melissa Pierce Murray led a series of workshops for teenagers exploring a variety of casting techniques.

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## **Hand Casts**

In this post, artist Melissa Pierce Murray, shows, step-by-step, how teenagers made modroc casts of their hands.

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## **Clay Moulds**

In this post, artist Melissa Pierce Murray, shows, step-by-step, how teenagers explored plaster casting by making simple clay 'waste moulds' and then moved on to making simple 'two piece moulds'.

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## **Alginate Casting**

Artist Melissa Pierce Murray introduces teenagers to the process of casting with non-toxic and fast-setting alginate.

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## **Modelling The Head in Clay – by Melissa Pierce Murray**

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# **Modelling the Head in Clay**

## **Part 4 – Features**

This is the final post in a series of posts following teenagers modelling a clay head over a term with artist Melissa Pierce Murray. In the final session of the series: Modelling the Head in Clay, we look at how to form the features: eyes, ears, mouth. We look at ways to finish and embellish the form using hair, clothing or inventing horns. In the class we talked about how the muscles attach to the bones, and how the skin smoothes over the surfaces.

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# **Modelling the Head in Clay**

## **Part 2 – Preparations**

This post looks at two preparations for making a clay head: drawing to help us learn to see the form in the round, and taking measurements from life.

This is the second post in a series of resources showing how teenagers modelled a clay head over the course of a term.

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# **Modelling the Head in Clay**

## **Part 1 – Armature**

Making a Steel or Wood Armature is the first in a series of resources showing how teenagers modelled a clay head over the course of a term.

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## **Pimp That Snack! Large Scale Food Sculptures**

Art educator Anne-Louise Quinton shares a process for making super sized food sculptures from everyday materials, inspired by the work of Claes Oldenburg. This is a fun and challenging sculpture project for Year Nine and above.

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## **Inspired by Edgar Degas: Printmaking, Drawing & Sculpture at the Fitzwilliam Museum Cambridge with AccessArt**

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## **From Bones and Body to Structure and Form – by Melissa Pierce Murray**

Artist Melissa Pierce Murray worked with teenagers from AccessArt's Experimental Drawing Class on a series of workshops which physically explored drawing and sculptural responses to form, forces and anatomy.

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## **Sensing Form: Using Feel to Manipulate Clay with Linda Green**

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## **Making Sculptural “Wild Things” (Session 2 & 3)**

**See This Resource Used In**

# Schools...







## You May Also Like...

**Pathway: Drawing and Making Inspired by Maurice Sendak**



**This resource is featured in the 'Drawing and Making Inspired by Maurice Sendak' pathway**

## **talking points: maurice sendak**



## **session recording: exploring modroc**



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**Making      Sculptural      “Wild**

# **Things” (Session 1)**

This resource forms part of a series which enable primary-aged children to explore drawing and making inspired by Maurice Sendak’s “Where the Wild Things Are”.