

Home: The Little House on West Street LockDown Project

By [Paula Briggs](#) & [Rowan Briggs Smith](#)

This post shares the progress of a family project undertaken during Lockdown 2020.



Scale Model. What Makes Home?

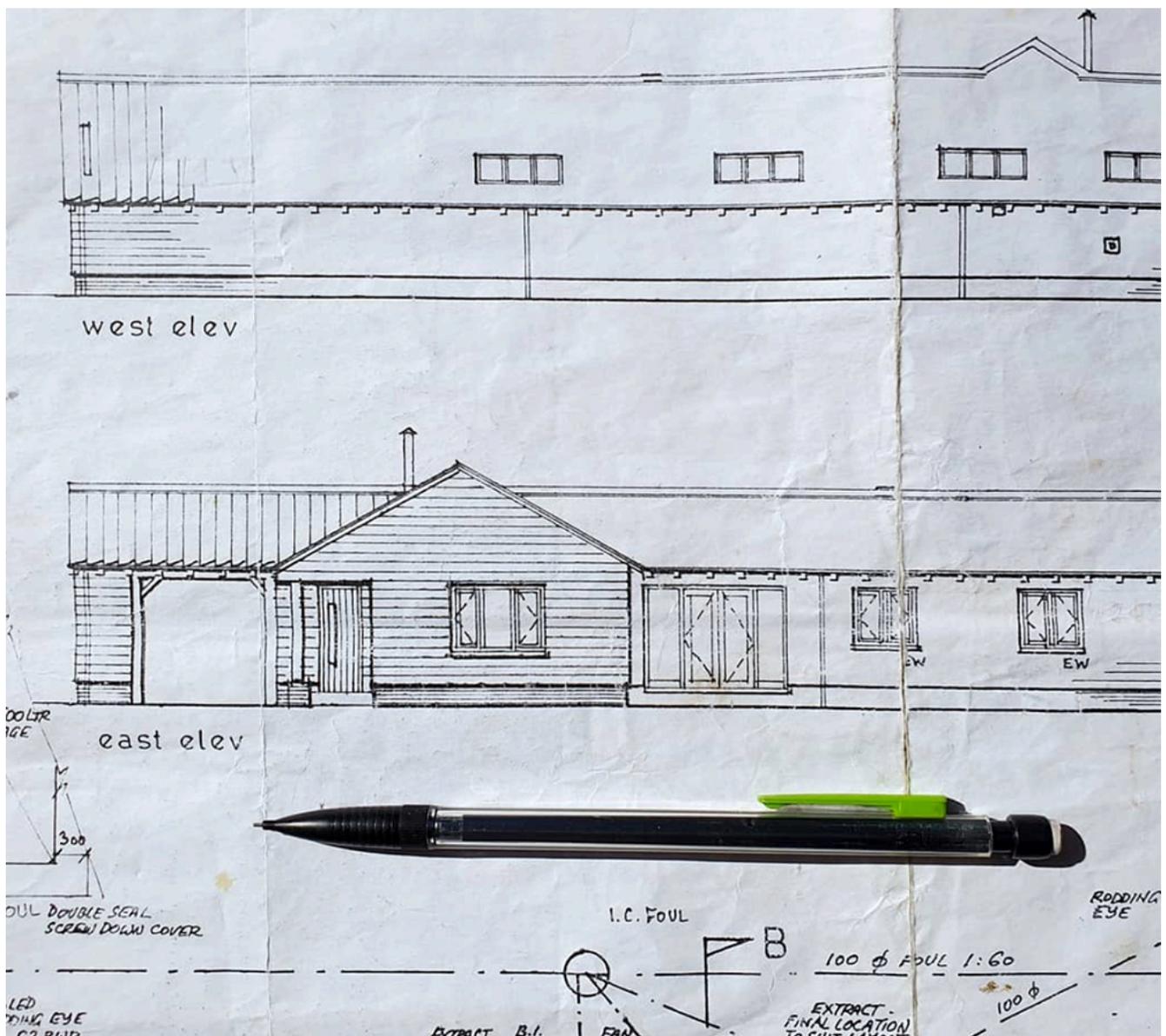
If you are one of the lucky ones, (and we know we are very lucky), then lockdown provides the opportunity to shrink down the world a little bit into something more manageable and controllable. It also provides the opportunity, again if you are lucky, to enjoy being home.

Making things has for us as a family always been a way to calm the body and occupy the mind. There is something so elemental about taking a material, shaping it with your hands, and making something new. And while the hands are busy, and the mind is challenged with problem solving, the body can relax.

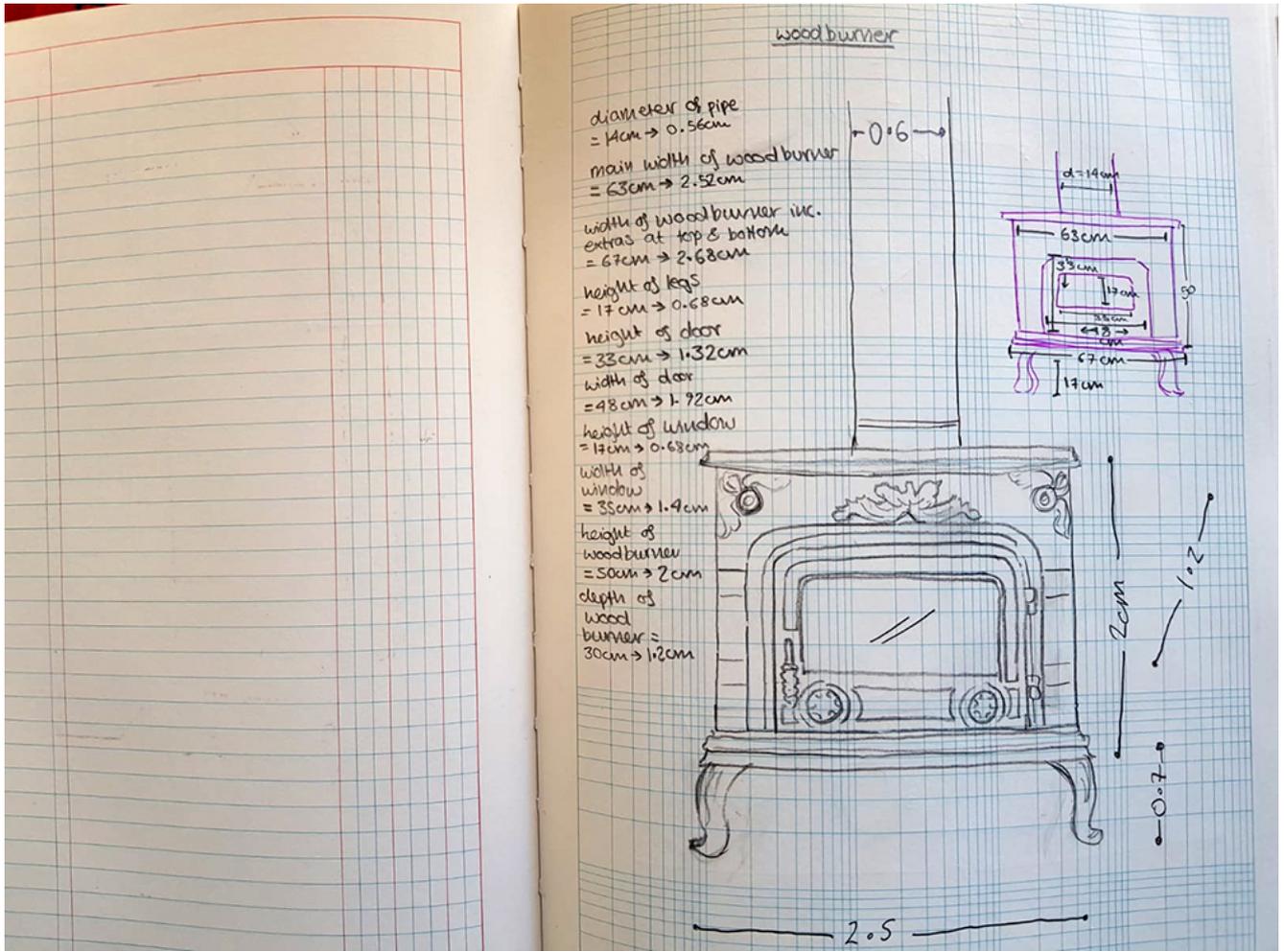
Given that we were to spend the vast majority of our time in our home, for who knows how long, we decided we needed a making project to bring us together for a part of each day, and to occupy our head and hands. Given also that we were to spend most of our time within the walls of our house, we decided to really study those walls; to measure, to plot, to understand and appreciate those walls. How did they fit together? What was the relationship of parts? What are the "essential" items of our home? What do we love? Which spaces do we most enjoy? What makes this our home?

And so the idea for our scale model of home and garden came about on Day 5 of lockdown. We hope you enjoy watching its progress on Instagram at [LittleHouseOnWestStreet](https://www.instagram.com/LittleHouseOnWestStreet).

And a big thank you to all those delivery drivers who have fed us with plywood and balsa wood and sandpaper and wood filler, whilst we squirrel ourselves away making our version of our home. And to all those people who are working so hard during lockdown to help make things right, and who cannot stay home surrounded by the people and things they love, thank you.



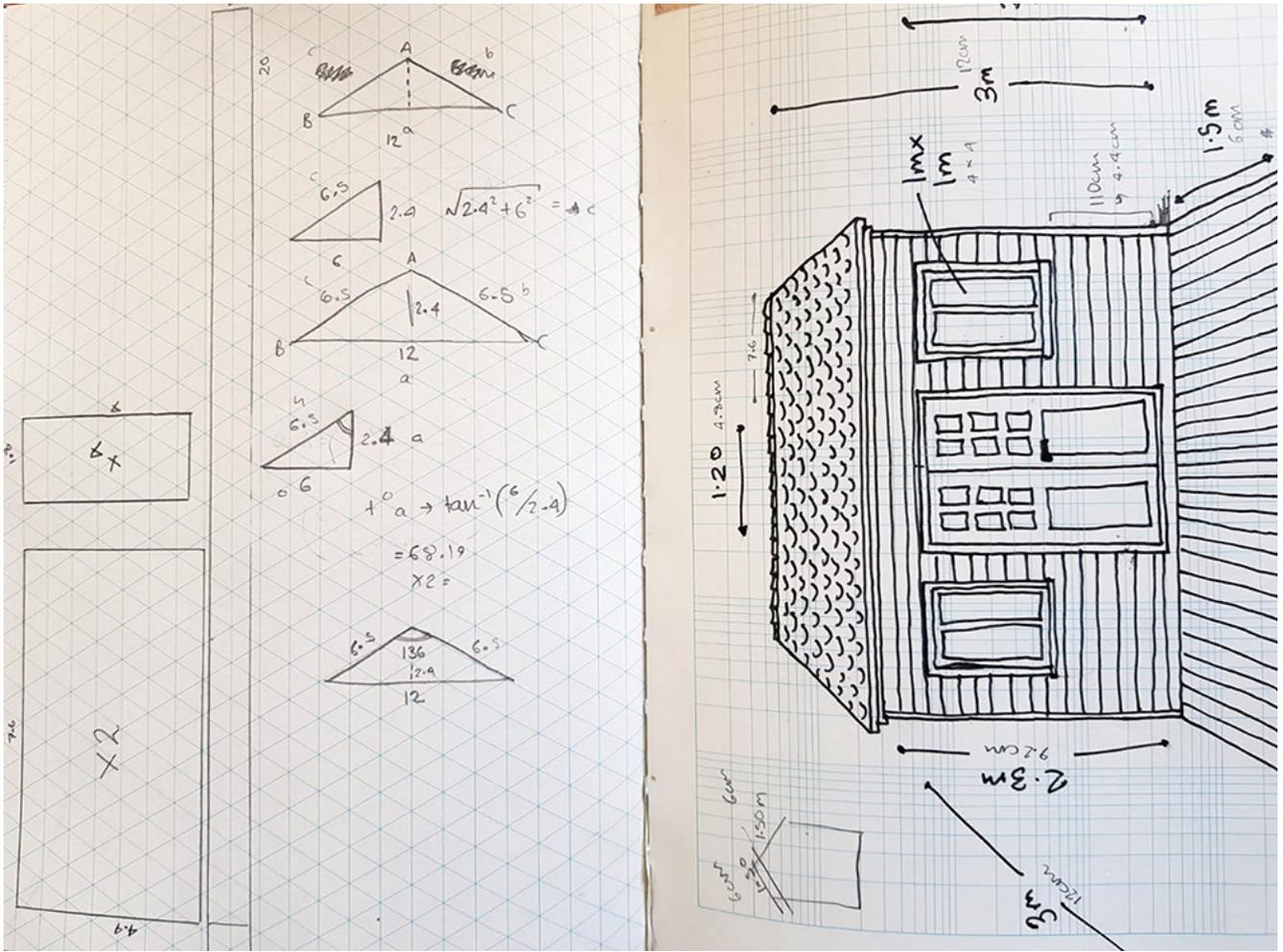
Plan Drawings



Figuring out the scale. Finally settled on 1:25



Lead wood burner (3cm)



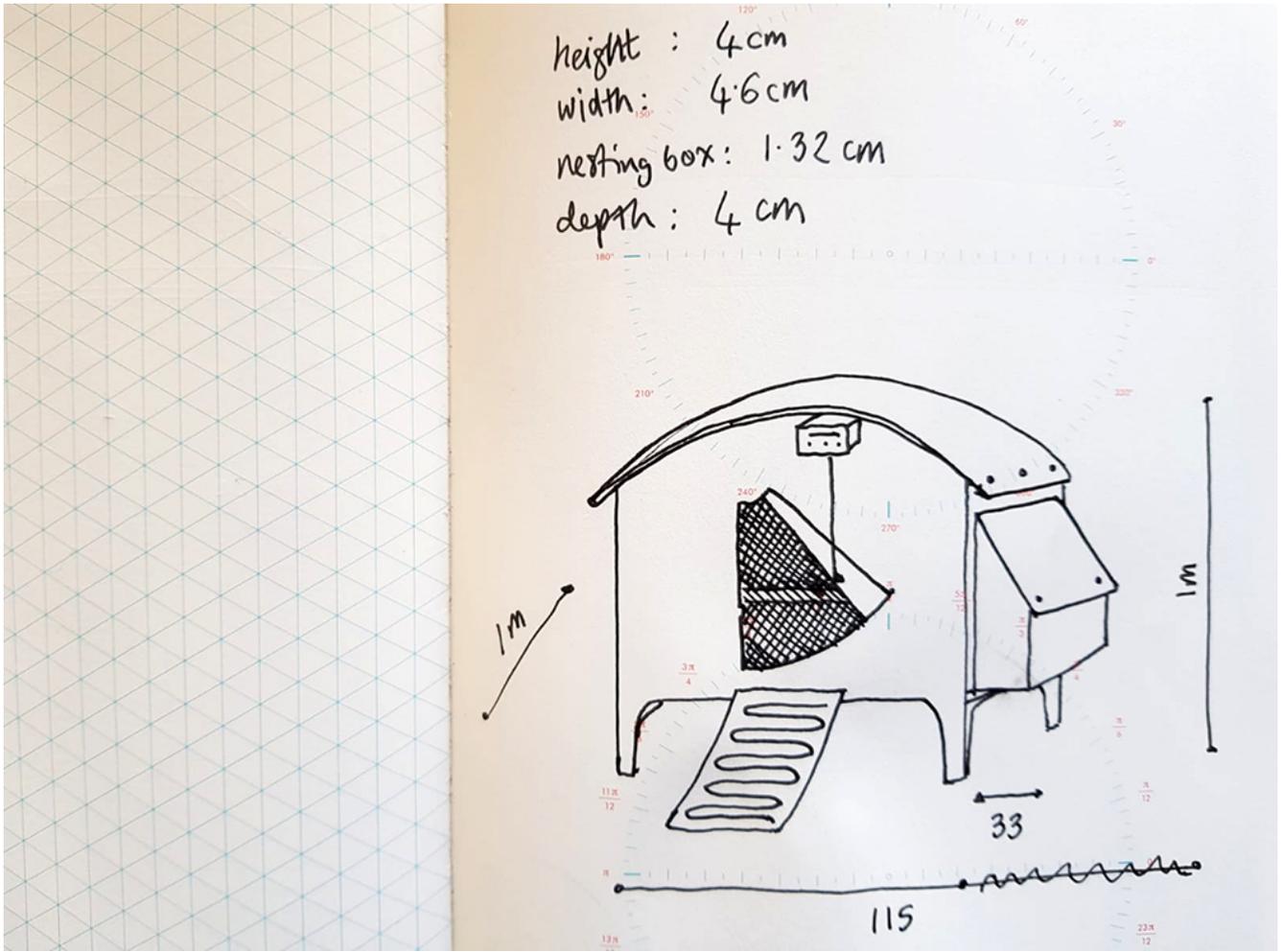
Measuring and scaling the summer house where the model is being built



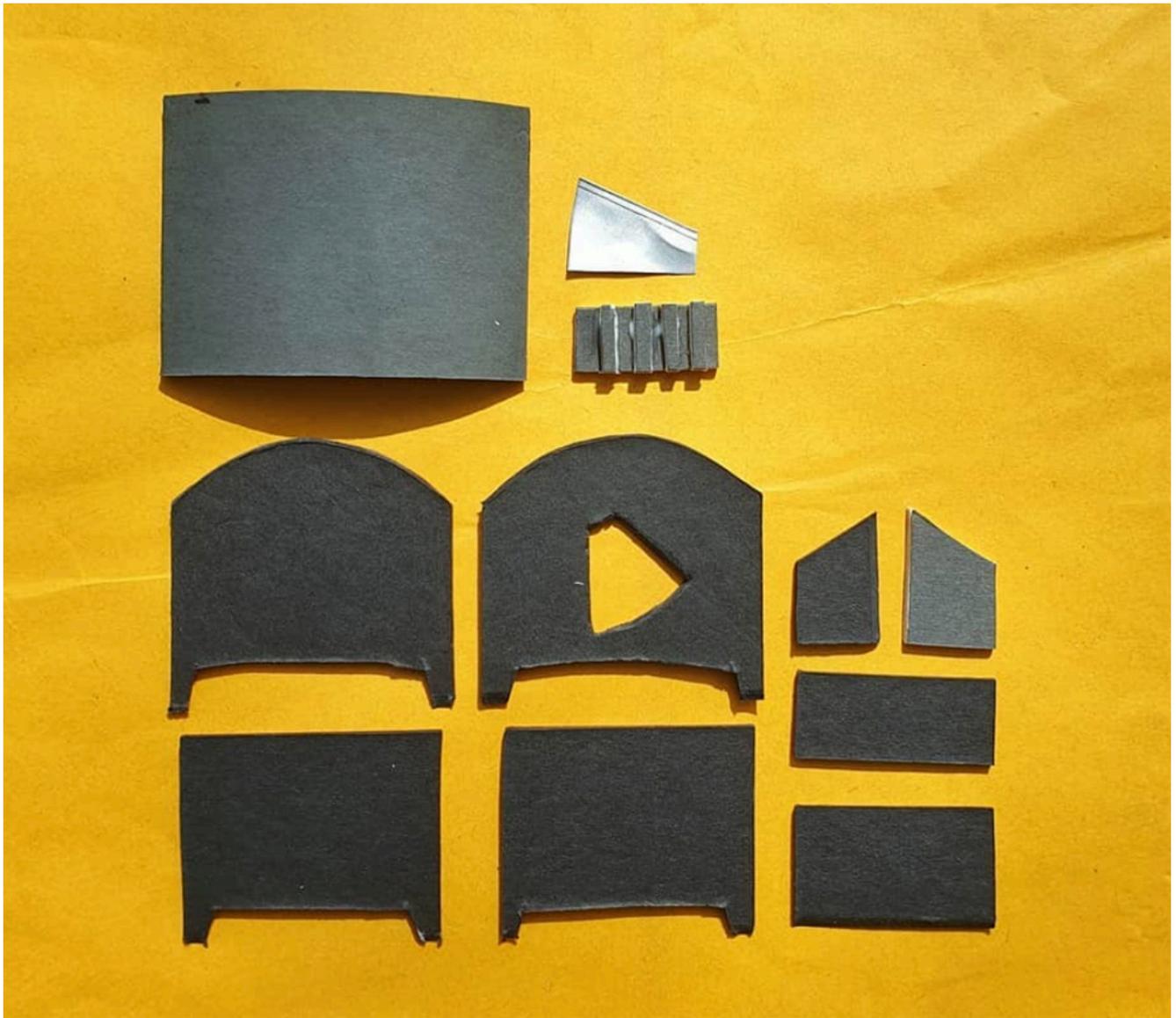
Summer House (20 cm long): Plywood, coffee stirrer, balsa wood, roofing felt



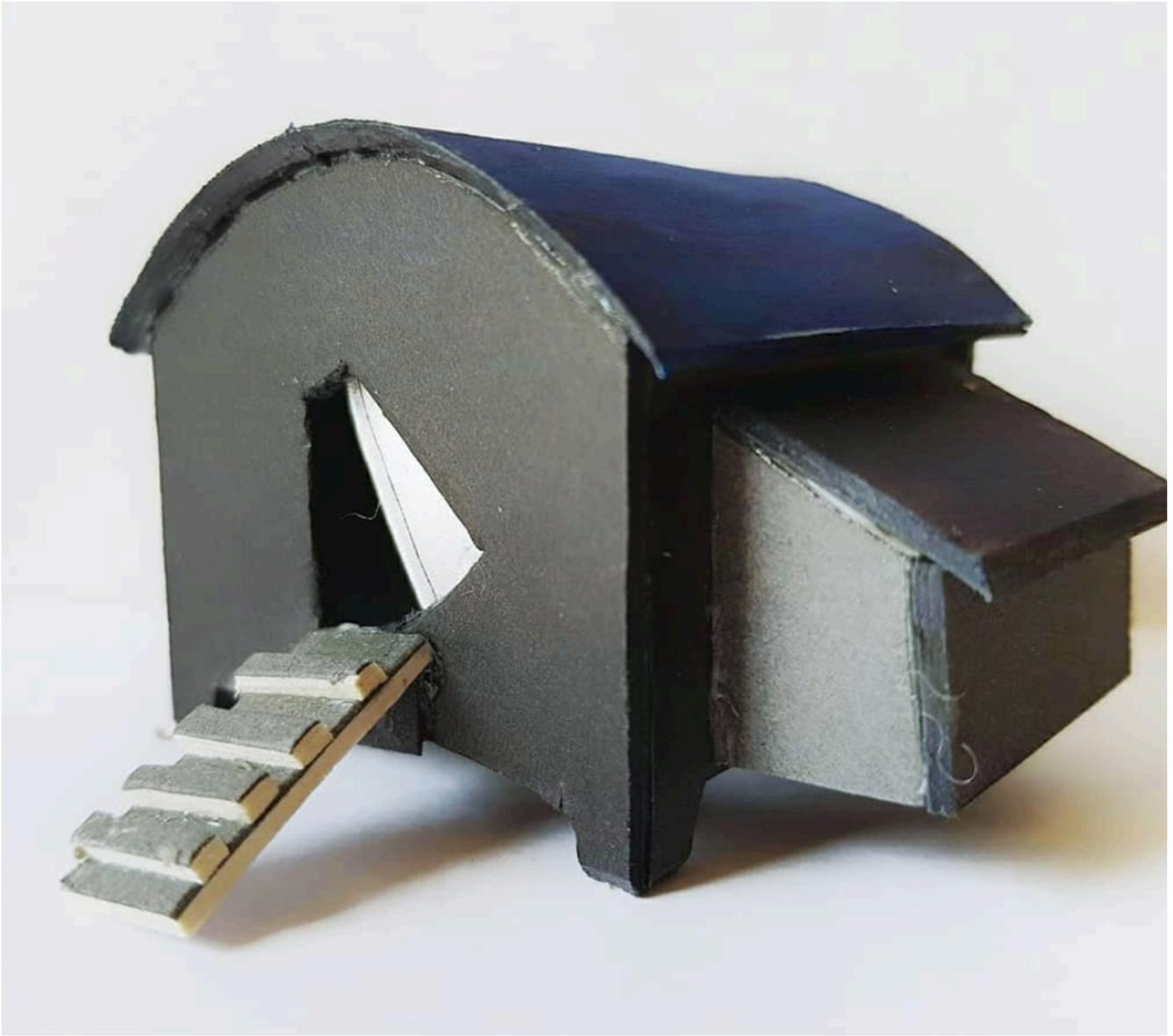
Inside the summer house, model of the work table containing super small model of the model



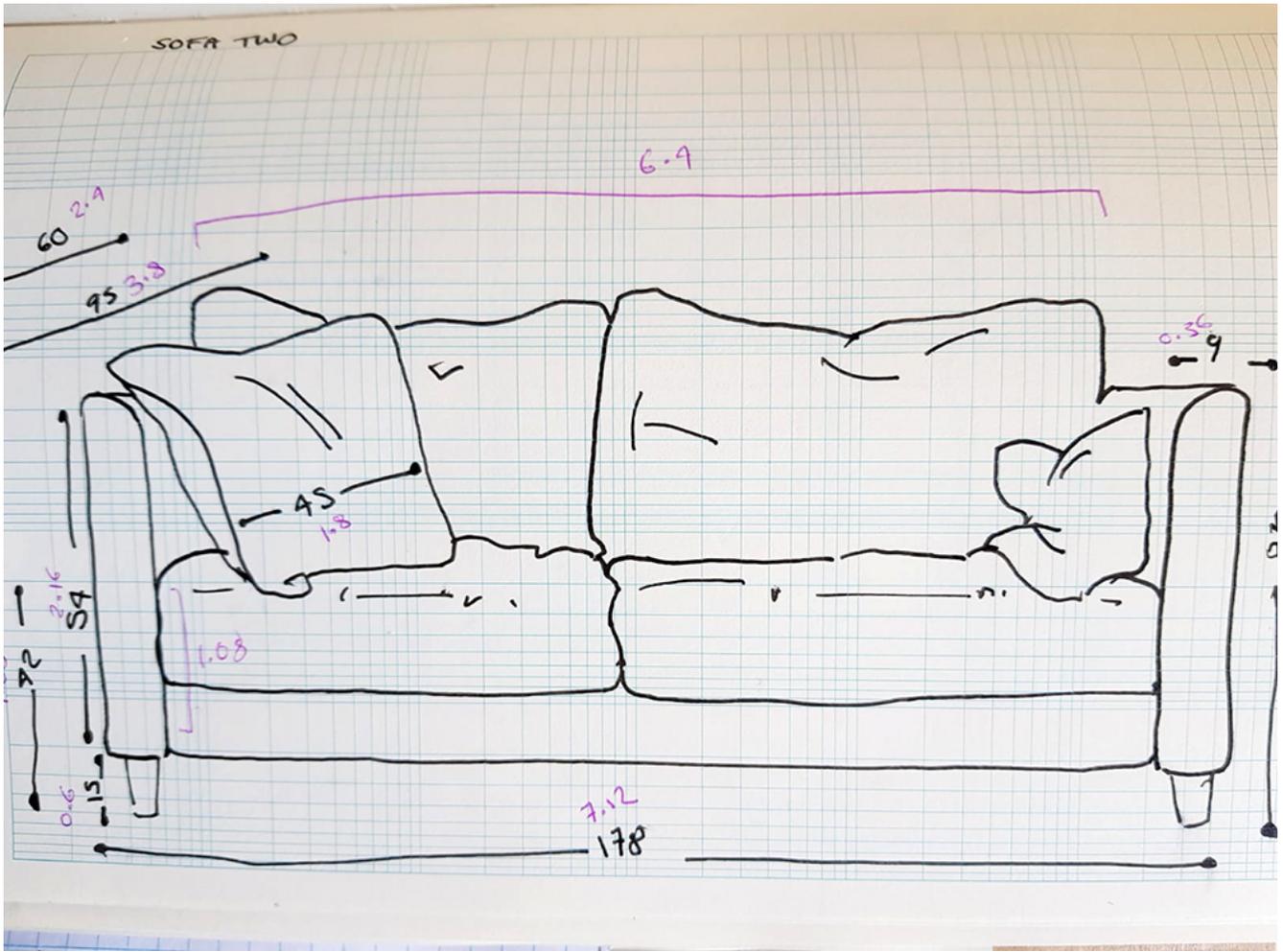
Plan of hen house



Parts for hen house (cardboard)



Scaled down hen house (5cm)



Drawing of Sofa



Sofa: Balsa wood, 5cm



Small balsa wood sofa



Coffee table



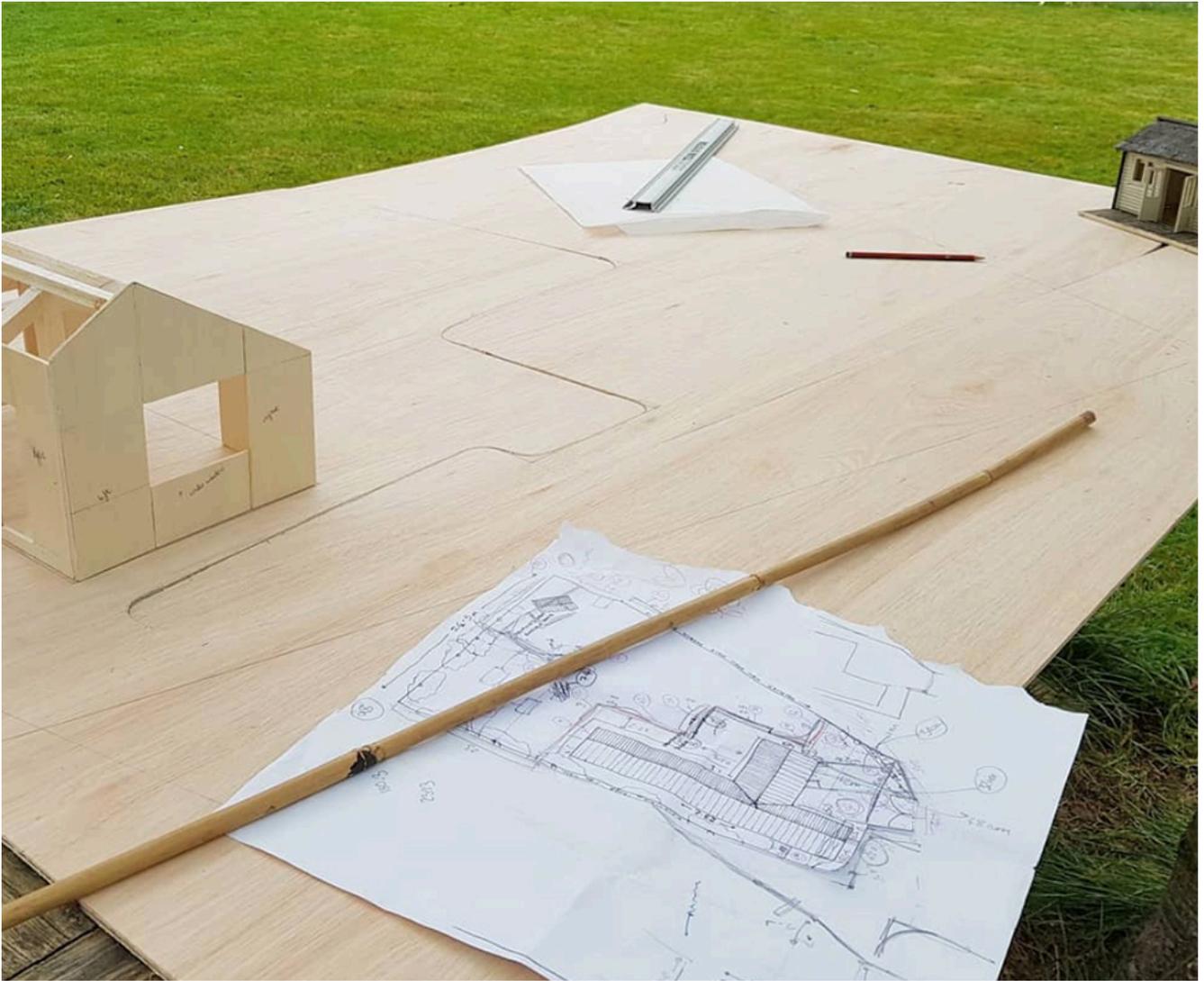
Dresser



Chair



Measuring a plywood base



Creating sections to jigsaw to make the plywood base more manageable



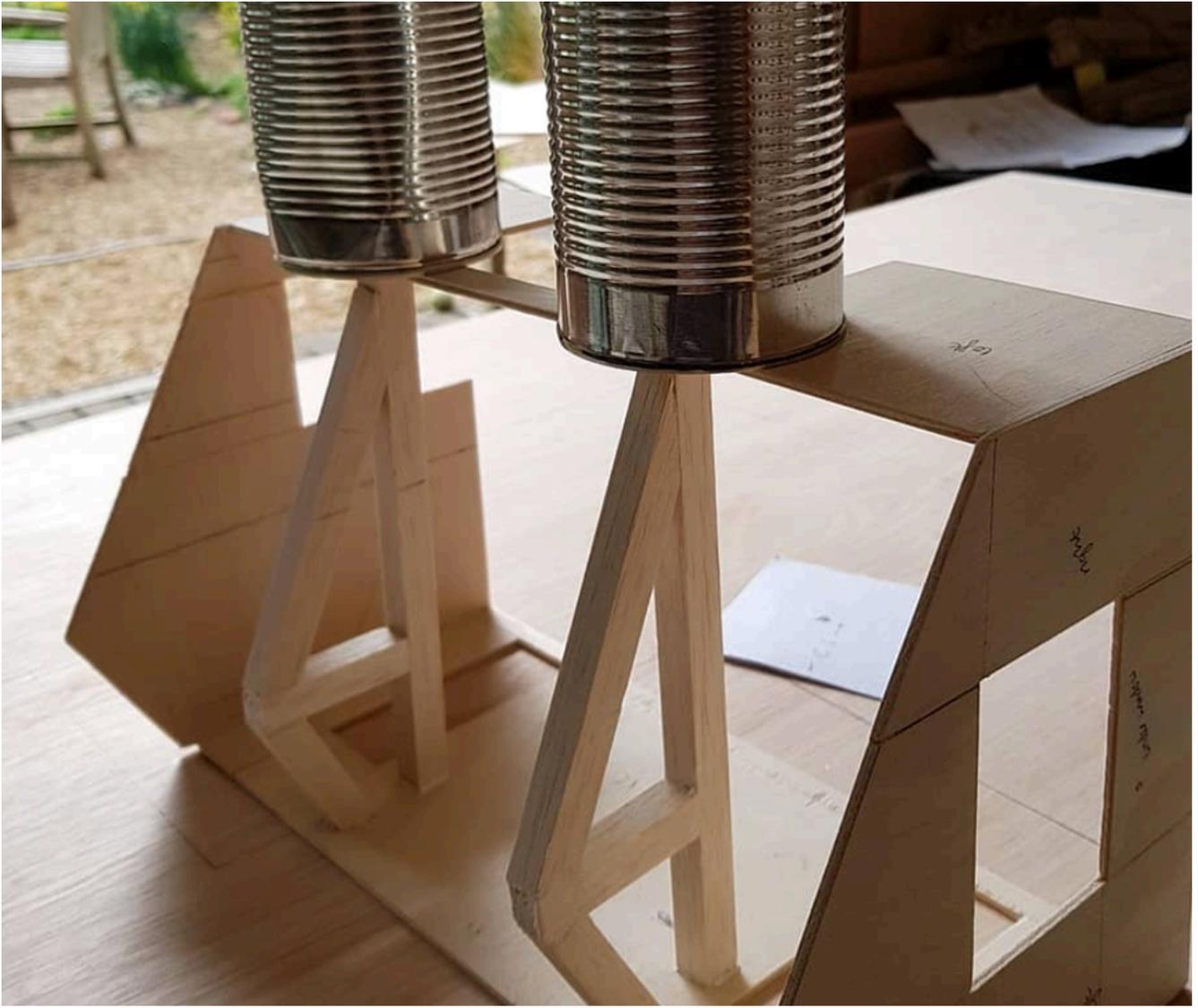
Jigsaw lines and base for trees



Adding trees for structure



Building a section of the house (plywood)



Adding roof beams (balsa wood)



Windows and interior walls



We decided to switch grass for gold leaf. We all need cheering along and we like the idea that "there is gold everywhere if you look for it"



To Be Continued!

[Please share your #lockdown projects with us](#)

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.

Sculptural Challenge No 1: Colourful Walls

A sculptural challenge encouraging the exploration of colour.

AGES 9-11

AGES 11-14

Artwork by Krijn de Koning

Questions for Children

How would it feel to be in the spaces Krijn creates?

How do you think he chooses the colour for each wall? How do you think the shape and size of the wall affects the colour too?

Find more of Krijn's work [here](#).

Sculptural Challenge!

Use Krijn's work as your inspiration, think about how you might make a series of colourful walls. 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).

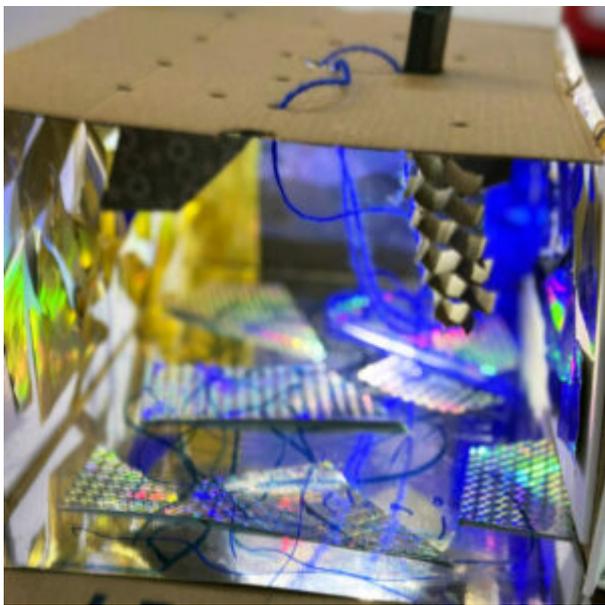
Next think about what the “walls” would be like. What shape? What size? Would they enclose? Would they have holes? Would there be a roof? How do they connect? How would the person get in to the space? How would you want the person to feel? Again, use your sketchbook to plot and plan.

Think too about the location or context you would like your sculptural installation to be in. Would you like it to be in the Antarctic? The jungle? The high street? Again, use your sketchbook.

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.

See This Resource Used In Schools...





You May Also Like...

Pathway: Brave Colour

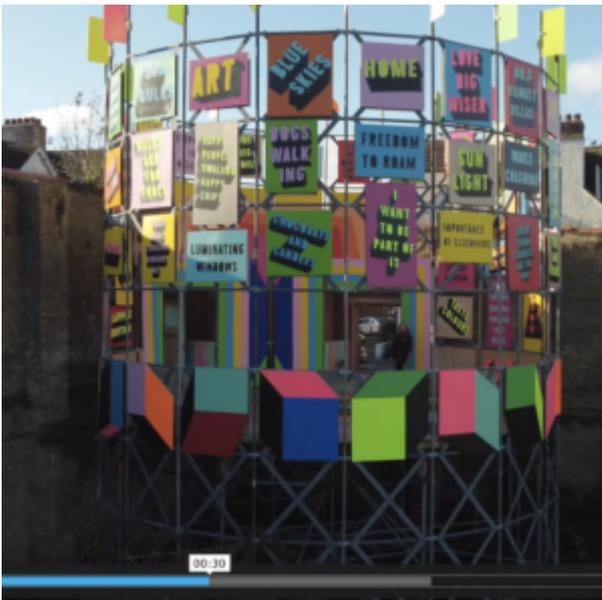


[This is featured in the 'Brave colour' pathway](#)

Talking Points: Yinka Ilori



Talking Points: Morag Myerscough



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



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.

Classical Inks

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.

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.

‘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.

Simple Casting Techniques – by Melissa Pierce Murray

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

Hand Casts

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

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'.

Alginate Casting

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

Modelling The Head in Clay – by Melissa Pierce Murray

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.

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.

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.

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.

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

**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.

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

Green