

# What Is Drawing?

Drawing is both an activity and an outcome. The act of drawing is more than a vehicle for relaxation, and more than a technical skill...

The first thing we need to do as a teacher or facilitator might not be to “teach” skills, but instead to expand what drawing is and can be. Drawing is an exciting, dynamic subject, and it embraces lots of different skills, activities, intentions and outcomes.

So, your first task as an educator, is to open your OWN mind as to what drawing might be, and in doing so develop your own relationship to drawing. Visit, research, read, watch, and take part – what is drawing to you?

And then remember; every pupil will have their own experience of drawing, their own preferences, their own likes, dislikes. All valid. And your job is to feed that experience.

Then, when you begin to plan WHAT to teach and HOW to teach it, keep that “openness of experience” in mind. Make sure you don’t inadvertently close down what drawing is, and in doing so exclude or alienate some pupils. Just concentrating on technical skills like shading is an example of closing down the pupil’s experience of drawing,

and in doing so you will lose some children along the way.

So, the answer to “What is Drawing?”

Drawing is an exploration of marks on a surface, made by a person, with different intentions. Don’t be fearful of drawing – instead enjoy and embrace drawing in all its creative glory.





# WHAT IS DRAWING?



MORE THAN FOR RELAXING  
MORE THAN A TECHNICAL SKILL

~~① TEACH~~

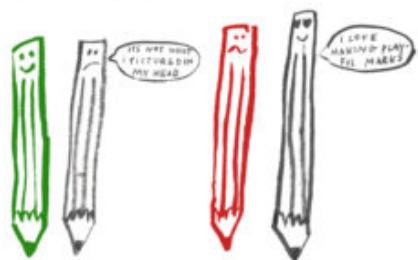


SKILLS

DEVELOP YOUR RELATIONSHIP  
TO DRAWING



OPENNESS OF EXPERIENCE



DRAWING IS AN EXPLORATION  
OF MARKS ON A SURFACE.

Enjoy and embrace drawing  
in all its creative glory.



---

**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.**

---

**Which Artists: The Life & Works of Madge Gill**

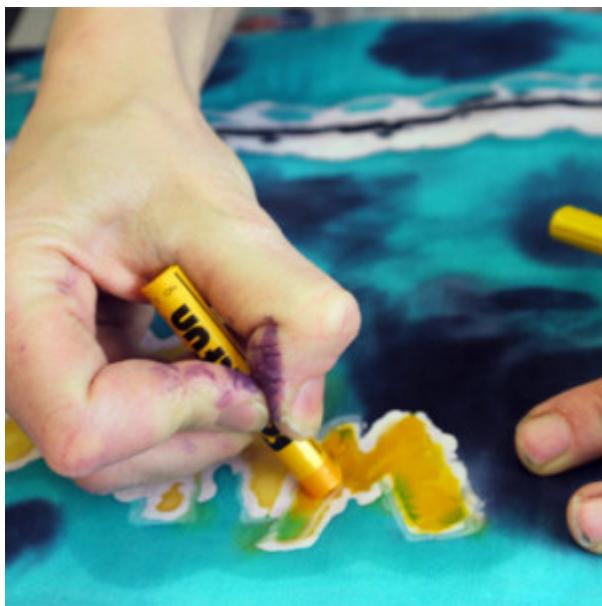
# What We Like About This Resource....

“The life of Madge Gill that Sophie Dutton recounts here gives us real insight into the challenges that Madge Gill experienced, and how these challenges would have been common among women at the time. When we study the work of Artists, it adds a rich context to our experience of their work to consider their personal history, and helps us ask questions like ‘why do you think the Artist painted in this way or was inspired by this subject matter?’ If you introduce your class to Madge Gill, begin with looking back over her younger life to try and better understand her motivations as an Artist” – *Rachel, AccessArt*

## You May Also Like....



## I am AccessArt: Ann Rippin



## Making Batik Textiles in the Classroom



## [How I Use Drawing and Sketchbooks](#)

---

## **Henry Moore's Shelter Drawings**

### **You May Also Like...**

**Pathway: Exploring Form Through Drawing**



**This is featured in the**  
**'Exploring Form Through Drawing'**  
**pathway**

**Watercolour Washes Inspired by  
the Tapestries of Henry Moore**

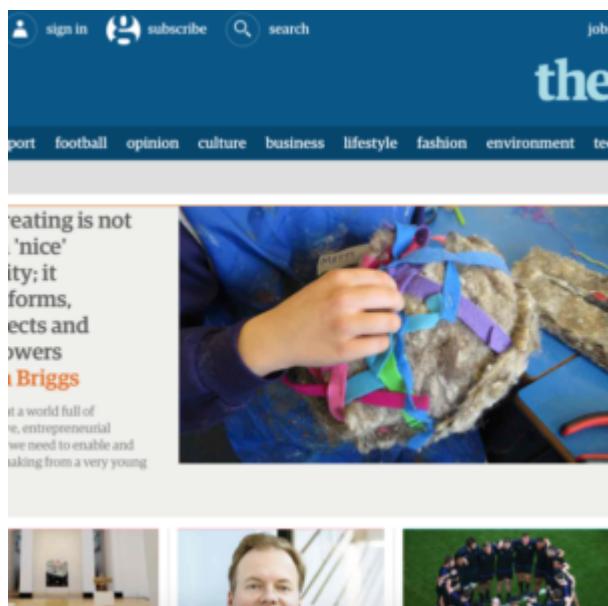


---

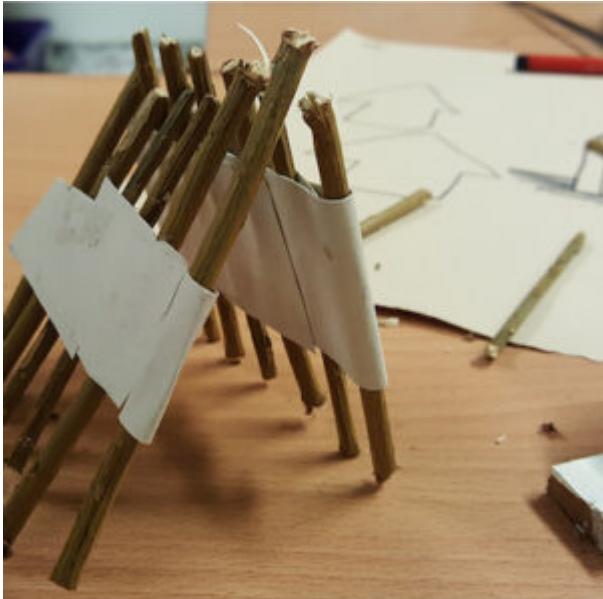
# Knowledge Organisers for Art in Primary Schools

## You May Also Like

### Creativity Connects



### Permission to Make



**What did my child make this week?**



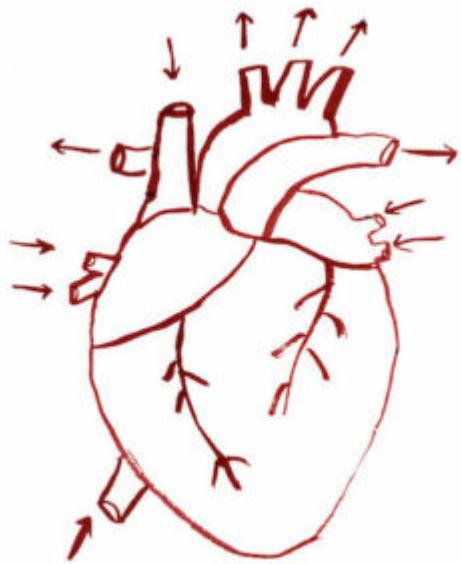
**Visual Arts Planning: Light and Dark**



**Offering to Teachers to ages 4-11**



**Pedagogy in 250 words**



---

# **Raising the Profile of the Art Department**

---

## **Talking Points: Faith Bebbington**

**A collection of sources and**

**imagery to explore the work of sculptor, Faith Bebbington.**

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

Please [let us know](#) if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

\*If you are having issues viewing videos it may be due to your schools firewall or your cookie

selection. Please check with your IT department.\*

This resource is free to access and is not a part of AccessArt membership.

AGES 5-8

AGES 9-11

AGES 11-14

FREE TO ACCESS

## Faith Bebbington

Faith Bebbington is a nationally renowned sculptor based in Liverpool. Faith has worked with a range of big name clients, from the Football Association to campaigning for endangered species. Faith is best known for her sustainable practise; her large sculptures utilise lots of waste materials, with her biggest sculpture to

**date re-using over 2500 deconstructed  
plastic milk bottles!**



**itv Reindeer For itv Creates reimagined Brand Identity by Faith Bebbington (Illuminated Plastic Milk Bottles)**



**Polar Bear In The Studio (Created With 3000 Plastic Milk Bottles) by Faith Bebbington**



**Recycled Plastic Bengal Tiger for Veolia Environment by Faith Bebbington**

Find out more about Faith Bebbington's process in this "[Which Artists?](#)" post.

## Questions to Ask Children

What materials can you spot in the sculptures?

Why do you think that Faith has used recycled materials to make her sculptures?

How would you describe the sculptures?

Which sculpture is your favourite? Why?

**This Talking Points Is  
Used In...**

**Pathway: Using Art To Explore  
Global Issue**

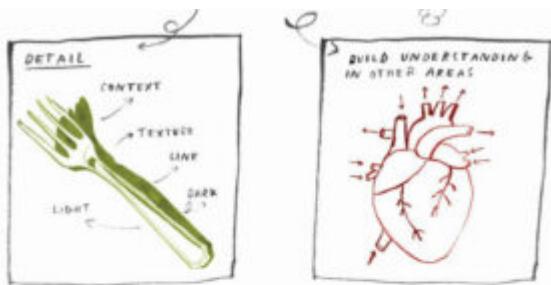


**This is featured in the 'Using  
Art To Explore Global Issue'  
pathway**

# using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS



# Be Inspired by Flowers in a Glass Vase by Jan Davidsz de Heem

This resource looks at 'Flowers in a Glass Vase' by the Dutch painter, Jan Davidsz de Heem (1606-1684), on permanent display at the Fitzwilliam Museum, Cambridge, and how it might inspire your own creative responses and experimentation with colour.

---

## **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.

---

# Talking Points: Hormazd Narielwalla

**How might we re-imagine discarded items and give them a new purpose?**

Hormazd Narielwalla is an Indian-born British artist. Repurposing discarded garment patterns in his work, he explores how previously unwanted materials and objects can be made into something new, and in turn change our relationship with things we might once have dismissed as no longer needed.

Watch the videos below and answer the questions to explore Narielwalla's work further.

## Please Note:

This page includes links and videos from external sites, verified at publication but subject to change.

Teachers should review all content for classroom suitability.

**Report any issues**, and check school firewall settings if videos don't play.

AGES 9-11

AGES 11-14

AGES 14 - 16

FREE TO ACCESS

## Hormazd Narielwalla

Hormazd Narielwalla works across a number of artistic disciplines including printmaking, sculpture and artist's

books but he is best known for his intricate paper collages and assemblages, which are made on the surfaces of antique, vintage and bespoke tailoring patterns. — [Hormazd Narielwalla](#)

Explore more of Hormazd's figure work on [his website](#) including his [Diamond Dolls](#).

## Questions to Ask Children

What do you like/dislike about Hormazd's work?

Why do you think that Hormazd works on brown paper/used patterns?

Are there any collaged designs that stood out to you? Which ones and why?

## This Talking Points Is Used In...

# Pathway: Fashion Design

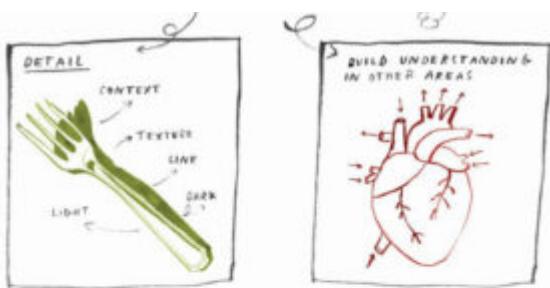


This is featured in the 'Fashion Design' pathway

using sketchbooks to make visual notes



# Show me what you see



SHOW ME WHAT YOU SEE METHODS:

1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

# Talking Points: The Art of Nature

A collection of sources and imagery to explore artist Laura McKendry's love of nature.

*Please note that this page contains links to external websites and has*

*videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

Please [let us know](#) if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

AGES 5-8

AGES 9-11

AGES 11-14

**AGES 14 - 16**

## **Laura McKendry**

**Laura McKendry is an artist who lives and works in London. She takes her inspiration from wildlife and nature.**

**Explore more of Laura's work on her [website](#).**

**In this video Laura McKendry explains how the natural world inspires every aspect of her work – from the art itself to the materials with which she works.**

## **Questions to Ask Children**

**Which season is your favourite? Why?**

**Is there a space in your local area where you would like to sit and draw?**

**How do you think sitting in nature whilst drawing differs to working in a studio?**

---

# Talking Points: Shaun Tan

A collection of sources and imagery to explore the work of graphic artist Shaun Tan.

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

Please [let us know](#) if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good

teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

**\*If you are having issues viewing videos it may be due to your schools firewall or your cookie selection. Please check with your IT department.\***

This resource is free to access and is not a part of AccessArt membership.

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

## Shaun Tan

Shaun Tan grew up in Perth and works as an artist, writer and film-maker in Melbourne. He is best known for illustrated books that deal with social and historical subjects through dream-like imagery, widely translated throughout the world and enjoyed by readers of all ages. –[Shaun Tan](#)

See more of Shaun Tan's work on his [website](#).

## Shaun Tan's Sketchbook Work

Watch the film below to hear how Shaun approaches his early sketchbook work, and how he then develops this into more finished artwork.

Stop the video at various points so that you can have a discussion with the

children to help them think through what Shaun might mean by his various working practices.

## The Arrival

Watch the trailer for 'The Arrival' by Shaun Tan.

Watch the video above to see the full animation of Shaun Tan's graphic novel.

## Questions to Ask Children

Do you like Shaun Tans work? Why?

How do his drawings make you feel?

What kind of atmosphere did you pick up in 'The Arrival'? How do you think he achieved this?

Do you think that Shaun Tan was successful in capturing the story without any writing or text? Why?

# This Talking Points Is Used In...

**Pathway: Storytelling through drawing**



**This is featured in the 'Storytelling Through Drawing' pathway**

**Additional Pathway: Drawing and Making Inspired by Illustrators**

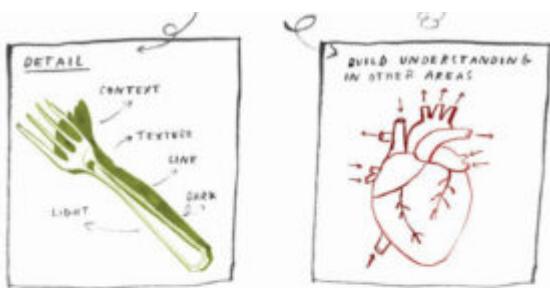


**This is featured in the 'Drawing and Making Inspired by Illustrators' pathway**

**using sketchbooks to make visual notes**



# Show me what you see



SHOW ME WHAT YOU SEE METHODS:

1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

## Talking Points: Laura Carlin

A collection of sources and imagery to explore the work of illustrator Laura Carlin.

*Please note that this page contains links to external websites and has*

*videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

**Please let us know if you find a 404 link, or if you feel content is no longer appropriate.**

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

**\*If you are having issues viewing videos it may be due to your schools firewall or your cookie selection. Please check with your IT department.\***

This resource is free to access and is not a part of AccessArt membership.

AGES 5-8

AGES 9-11

AGES 11-14

FREE TO ACCESS

## Laura Carlin

Primarily known for her work as an illustrator, Laura Carlin's ambitious and emotionally resonant work has led to some of the most striking contemporary books for children, including her award-winning illustrations for *The Iron Man*, *The Promise* and for her solo project *A World of Your Own*. – [Waterstones](#)

Explore all of the books that Laura

Carlin has illustrated [here](#).

## Questions to Ask Children

Do you like the illustrations in The King of the Sky? Why?

How do they make you feel?

What colours might you feature in an illustration if the story was about being hopeful? Fearful? Lonely? Happy?

How has Laura's use of materials and composition helped with the storyline?

## This Talking Points Is Used In...

Pathway: Storytelling through drawing

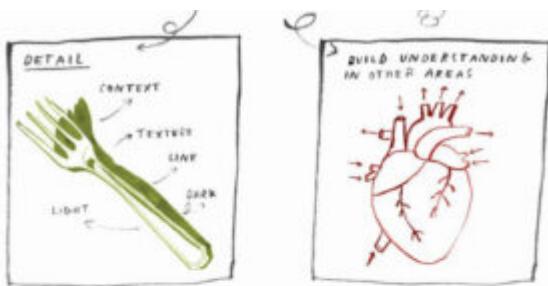


**This is featured in the  
'Storytelling Through Drawing'  
pathway**

**using sketchbooks to make visual  
notes**



# Show me what you see



SHOW ME WHAT YOU SEE METHODS:

1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

## Talking Points: Paper Cut Outs

A collection of sources and imagery to explore the paper cut outs.

*Please note that this page contains links to external websites and has*

*videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

**Please let us know if you find a 404 link, or if you feel content is no longer appropriate.**

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

**\*If you are having issues viewing videos it may be due to your schools firewall or your cookie selection. Please check with your IT department.\***

This resource is free to access and is not a part of AccessArt membership.

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

**Phillipp Otto Runge**



**Red Currant, Philipp Otto Runge (German, Wolgast 1777–1810 Hamburg) Late 18th–Early 19th century, Silhouette,**

sheet: 13 9/16 x 11 5/8 in. (34.5 x 29.5 cm), Janet Lee Kadesky Ruttenberg Fund, in honor of Colta Ives, and Mary Martin Fund, 2010

## **Questions to Ask Children**

**Describe what you can see.**

**Describe the different types of edges that you can see.**

## **Henri Matisse Cut Outs**

### **Questions to Ask Children**

**Describe what you can see.**

**What do the cut outs remind you off?**

## **Pippa Dyrlaga**



## Questions to Ask Children

Describe what you can see.

How do you think the artist has created this?

How has the artist used negative space?

See more of Pippa's cut outs on her [website](#).

## Thomas Witte

### Questions to Ask Children

Describe what you can see.

How has the artist used negative space?

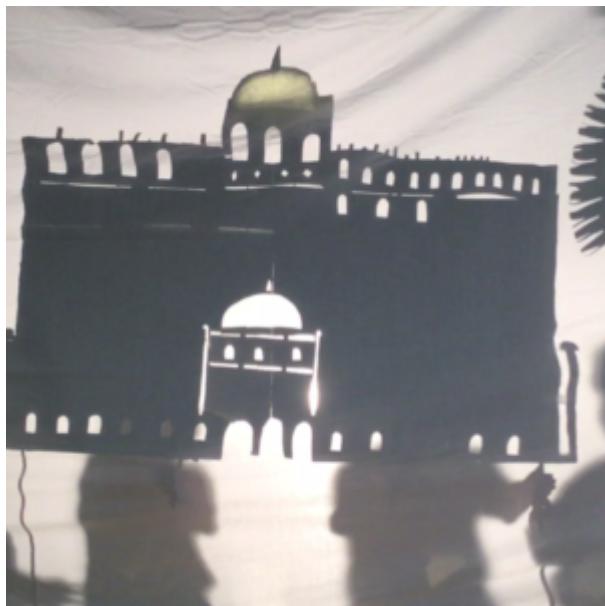
How does Thomas' work make you feel?

What do you like/dislike about his work?

Visit Thomas' [website](#) to find more of his work.

# This Talking Points Is Used In...

## Pathway: Shadow Puppets

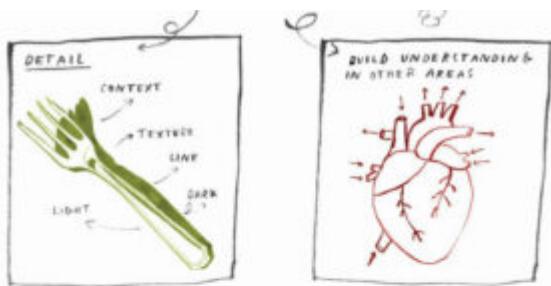


This is featured in the 'Shadow Puppets' pathway

using sketchbooks to make visual notes



## Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING

SHOW ME...

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

## Talking Points: Studio

# McGuire

A collection of sources and imagery to explore the work of Davy and Kristin McGuire.

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

Please [let us know](#) if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would

prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

This resource is free to access and is not a part of AccessArt membership.

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

## The Paper Architect

The Paper Architect is a play combining paper-craft, animation, projection mapping and performance. It tells the story of an old model-maker who uses his paper creations as vessels for his imagination.

The show features tiny, accurately mapped animations playing across intricate paper sets.

See more of their work on their [here.](#)

## Questions to Ask Children

How do the Paper Architect make you feel?

How would you describe the atmosphere of The Paper Architect?

Do you like it? Why?

If you could cut a paper structure and make it come to life what would it be? Why?

## The Icebook

The Icebook – the world's first projection mapped pop-up book. An exquisite experience of fragile paper cutouts and video projections that sweep you right into the heart of a fantasy

world. It is an intimate and immersive experience of animation, book art and performance.

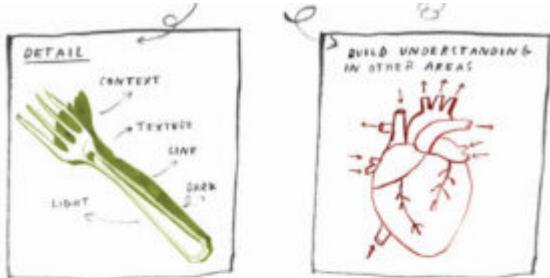
## This Talking Points Is Used In...

using sketchbooks to make visual notes



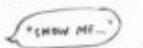
Find out how pupils can respond to artists work in sketchbooks

Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

**Enable close looking and drawing with this exercise**

---

**Talking Points: Nicole Dyer**

**A collection of imagery and sources designed to explore the work of Nicole Dyer.**

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

**Please let us know** if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

**\*If you are having issues viewing videos it may be due to your schools firewall or your cookie selection. Please check**

with your IT department.\*

This resource is free to access and is not a part of AccessArt membership.

AGES 5-8

AGES 9-11

AGES 11-14

FREE TO ACCESS

**Nicole Dyer**

Like the 14th-century Dutch still-life painters who depicted tabletops piled high with edible symbols of wealth, power, and mortality, Dyer, a 2013 BFA graduate of the Maryland Institute College of Art, compulsively catalogs

the objects that attract their attention with the allure of satiety and wholeness and packs them into dense tableaus of excess. —[BMoreArt](#)

Explore more work by Nicole Dyer [here](#).



**Ladies, Ladies, Ladies, 2018 Acrylic,**

ink, collage, and ceramic on canvas 16"  
x 12"

## Questions to Ask Children

**Describe what you see in the paintings.**

**How does it make you feel?**

**What do you think the artist is trying to say with this work?**

**Describe the colour palette. How does the colour effect the mood of the painting?**

**If you were to include some of your favourite books in a still life painting, what would they be? Why?**







## **Questions to Ask Children**

**Describe what you see.**

**How does it make you feel?**

**What materials do you think were used to make these food sculptures?**

**Which sculpture is your favourite? Why?**

# This Talking Points Is Used In...

## Pathway: Festival Feasts

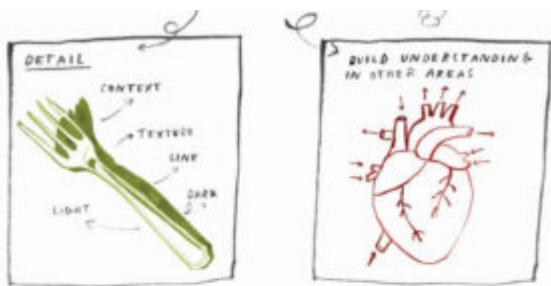


This is featured in the 'Festival Feasts' pathway

using sketchbooks to make visual notes



## Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING

SHOW ME...

2) RULES



BIG

3) CHALLENGE EXPECTATIONS

COUNT DOWN

# Talking Points: Olafur

# Eliasson

A collection of sources and imagery to explore the work of Olafur Eliasson.

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

Please [let us know](#) if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would

prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

\*If you are having issues viewing videos it may be due to your schools firewall or your cookie selection. Please check with your IT department.\*

This resource is free to access and is not a part of AccessArt membership.

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

## Olafur Eliasson

Olafur Eliasson's interest in light came from growing up in Iceland, where for

half of the year the country is in darkness.

Olafur is known for sculpture and large-scale installation art employing elemental materials such as light, water, and air temperature to enhance the viewer's experience.

Explore more of Olafur's work [here](#).

## Questions to Ask Children

Describe what you see.

How does this make you feel?

How would it feel to be in that space, interacting with the light?

How do you think the artist creates these playful light installations?









# Questions to Ask Children

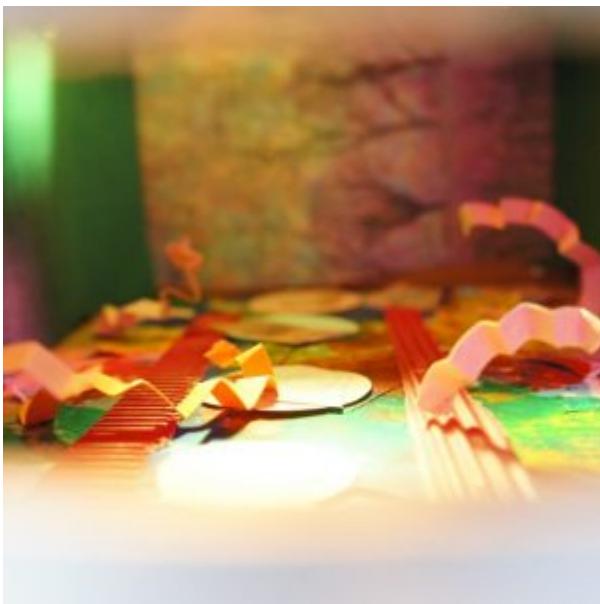
**Describe what you see.**

**How do you think it would feel to interact with the light installations?**

**Does it make you think about space and colour in different ways?**

## **This Talking Points Is Used In...**

**Pathway: Brave Colour**



**This is featured in the 'Brave**

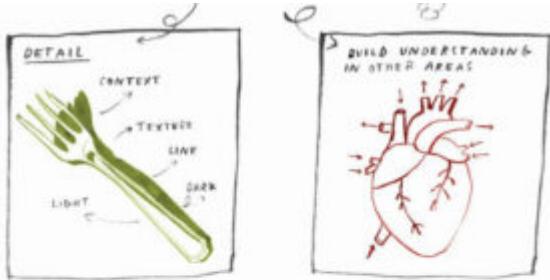
## colour' pathway

using sketchbooks to make visual notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

**Enable close looking and drawing with this exercise**

---

**Talking  
Carnovsky**

**Points:**

**A collection of sources and imagery to explore the work of Carnovsky.**

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

**Please let us know** if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

**\*If you are having issues viewing videos it may be due to your schools firewall or your cookie selection. Please check**

with your IT department.\*

This resource is free to access and is not a part of AccessArt membership.

AGES 9-11

AGES 11-14

AGES 14-16

FREE TO ACCESS

## Carnovsky

Carnovsky is a Milan-based art and design duo comprised of Francesco Rugi and Silvia Quintanilla.

RGB is a work about the exploration of the “surface’s deepness”.

RGB designs create surfaces that mutate and interact with different chromatic stimulus.

Carnovsky’s RGB is an ongoing project

that experiments with the interaction between printed and light colours. The resulting images are unexpected and disorienting. Colors mix, lines and shapes entwine and not completely clear. Through a coloured filter (a light or a transparent material) it is possible to see clearly the layers in which the image is composed. The filter's colours are red, green and blue, each one of them serves to reveal one of the three layers. [Carnovsky](#)

## Questions to Ask Children

Describe what you see.

How does it make you feel when you see the image change before your eyes?

How would it feel to be in that space, interacting with the sculpture?

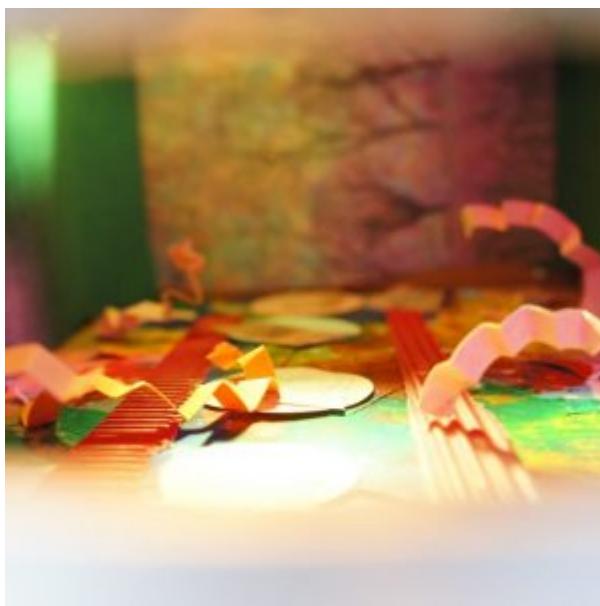
What do you think the artists are trying

to do through the artwork?

Why do you think that light has an effect of specific colours?

**This Talking Points Is Used In...**

**Pathway: Brave Colour**



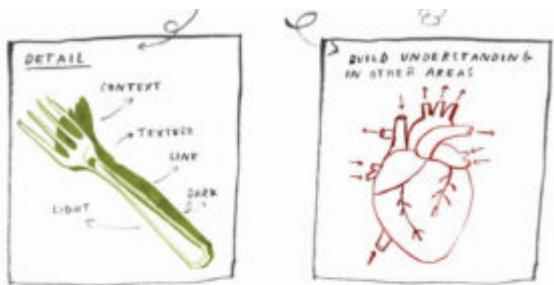
**This is featured in the 'Brave colour' pathway**

**using sketchbooks to make visual notes**



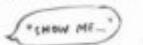
## Find out how pupils can respond to artists work in sketchbooks

Show me what you see



SHOW ME WHAT YOU SEE METHODS:

1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

Enable close looking and drawing

with this exercise

---

# Talking Points: Njideka Akunyili Crosby

A collection of sources and imagery to explore the work of Njideka Akunyili Crosby.

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

Please let us know if you find a 404 link, or if you feel content is no

longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

\*If you are having issues viewing videos it may be due to your schools firewall or your cookie selection. Please check with your IT department.\*

This resource is free to access and is not a part of AccessArt membership.

AGES 9-11

AGES 11-14

AGES 14 - 16

FREE TO ACCESS

## **Njideka Akunyili Crosby**

**Njideka is originally from Nigeria but trained as an artist in America, which is where she now lives. This duality of experience has given Njideka a fresh perspective on the places and cultures that she has experienced.**

**Njideka's paintings draw on art historical, political and personal references, Njideka Akunyili Crosby creates densely layered figurative compositions that express the complexity of contemporary experience.**

**Many of Akunyili Crosby's images feature figures – images of family and friends – in scenarios derived from familiar domestic experiences: eating, drinking, watching TV.**

**While the artist's formative years in**

Nigeria are a constant source of inspiration, Akunyili Crosby's grounding in Western art history adds further layers of reference. — [Victoria Miro Gallery](#)

Watch the videos below to find out more.

*Apologies if you cannot watch one of the videos because your school has blocked YouTube.*

## Questions to Ask Children

Pause the video at various points where you can see details of Njideka's paintings, or find an image on [Njideka's website](#) and discuss the following questions...

Describe what you think is happening in this painting/this detail.

What do you think the person in the painting could be thinking about?

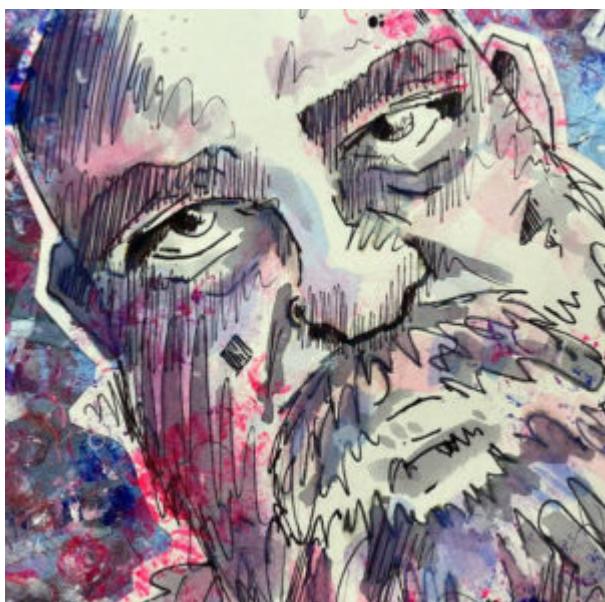
How does Njideka use layers in her work to help her create imagery.

How does this painting make you feel?

How might the painting reflect Njideka's identity?

## This Talking Points Is Used In...

### Pathway: Exploring Identity

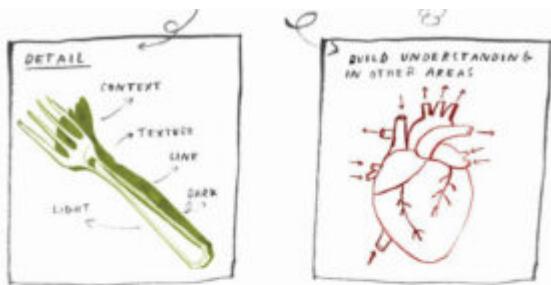


This is featured in the 'Exploring Identity' pathway

# using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING

SHOW ME...

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

---

# Talking Points: Chhau masks

A collection of sources to explore Chhau masks in performances.

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

Please [let us know](#) if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there

may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

AGES 5-8

AGES 9-11

## Chhau Masks

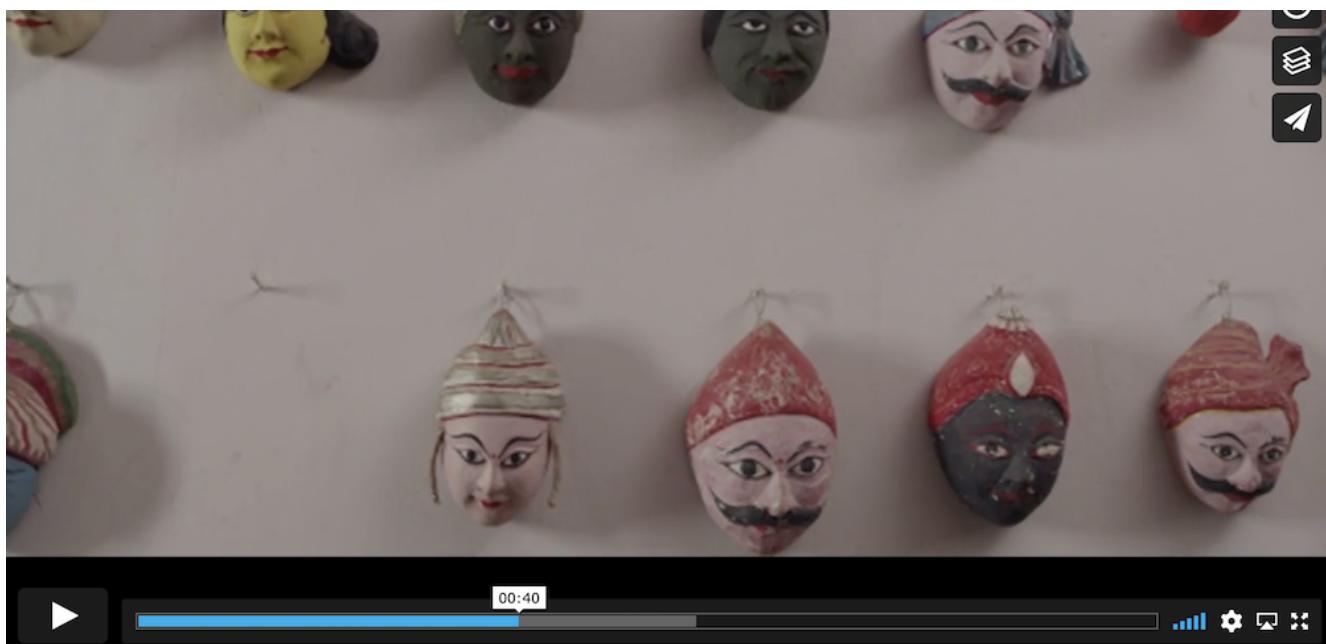
Chhau dance is a semi classical Indian dance with martial and folk traditions. It is found in three styles named after the location where they are performed, i.e. the Purulia Chau of West Bengal, the Seraikella Chau of Jharkhand and the Mayurbhanj Chau of Odisha.

The dance ranges from celebrating martial arts, acrobatics and athletics performed in festive themes of a folk dance, to a structured dance with religious themes. The costumes vary

between the styles, with masks being used to identify the characters.

The stories enacted by Chhau dancers include those from Indian literature.

Find out more about the "[Craft of Accessorising for Chhau dancers](#)" and "[How the Craft of Mask Making Transforms the Dancers](#)" with Google Arts and Culture.



Click on the image above to find out more about Seraikella Chhau Dance.

## Questions to Ask Children

How do the masks make you feel?

How do you feel watching parts of the performance?

How would you describe the colours?

What kinds of materials are used to make the masks?

---

## **Talking Points: Contemporary Masks**

A collection of sources to explore contemporary artists who create masks.

*Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt*

*checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.*

Please [let us know](#) if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

AGES 11-14

AGES 14 - 16

**Romuald Hazoumè**

West African artist Romuald Hazoumé creates contemporary African masks made using discarded plastic containers, in particular petrol canisters. The petrol canisters are used by lots of people in West Africa and represent the artist's heritage. They also represent his critical vision of political systems.

*"I send back to the West that which belongs to them, that is to say, the refuse of consumer society that invades us every day."*

## Questions to Ask Children

How do the masks make you feel?

Do you like the masks? Why?

What do you think the artist is trying to say through the artwork?

What other recycled or waste materials could we use to make masks?

## Damselfrau

Damselfrau focuses on play and make as few conscious decisions as possible to let the materials lead. Damselfrau design the masks as she makes, responding to materials as opposed to a drawn design.

The masks are perhaps more accurately described as wearable sculptures. The ornate creations fuse the boundaries between fashion and design.

## Questions to Ask Children

How do these masks make you feel?

How do these masks compare to Romuald's masks?

If you encountered someone wearing the of the masks how would you feel?

## Thalassic Masks

The Thalassic Masks project focuses on rethinking the protective mask, transforming a medical product, born in

a state of emergency, into a design statement expressing contemporary identities.

The artists Filippo Nassetti and Vincezo Reale believe that beyond Covid-19, further implications of climate change and the disruption of ecological environments, such as air pollution and transformations in the atmosphere, may see protective devices become more and more an essential extension of the human body.

## **Questions to Ask Children**

**Do you like the Thalassic masks?**

**How does the mask make you feel?**

**Do you think that it's an improvement on the surgical masks you've had to wear over the past 2 years?**