

# How Do We Look At Contemporary Sculpture: Meg Klosterman

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We are pleased to share the work of [Meg Klosterman](#), a recent Masters graduate from the University of Arts London and an exhibitor at [London Grads Now.21](#)

Meg's piece 'For Estelle' is 'a memorial to her great grandmother "my Mammaw, Estelle Clark (B. Lee County, Virginia; October 16, 1925- D. August 6, 2011). A decade after her death, the handkerchief is the way I can still touch her. I feel the forgotten power in the softness of the hankies. This work is ongoing. I don't believe that it will ever be finished... I don't want it to be."

**March 2020- ongoing**

**Begin to interpret the artwork using these questions...**

Try asking the following questions when looking at an artwork, either as a group or as an individual. Remember that there is no wrong or right response.

**What do you see?** First of all, let's make sure we have really looked at the artwork. Keep it simple. Tell it as it is: Can you tell what it's made from? How big is it? What can you see? Ask these questions as a group and you'll find the hive mind helps individuals with the group see things they wouldn't have seen before.

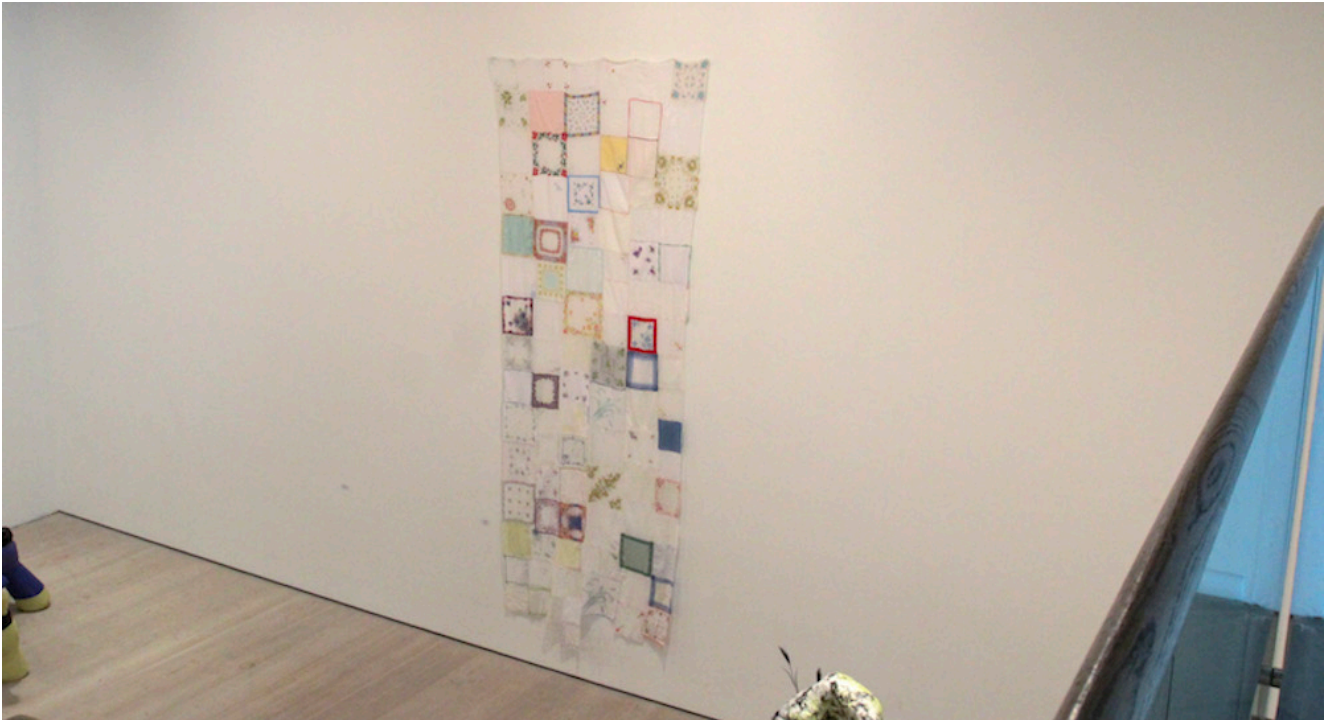
**What do you like?** What does it make you think about?

**What do you see which makes you curious?**

**What do you struggle with?** Are there things which don't make sense to you?

**Can you find out anything about the artist or artwork? Does the title help? Does the artist share why they made the piece and what they were thinking?**

**Have your feelings changed towards the artwork since we started exploring it by asking questions?**





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**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.

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**Making is Hard**

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**What Is The Purpose of  
Drawing?**

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**What Is Drawing?**

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# Creating Patterns Repeat Rachel Parker With

## What We Like About This Resource...

*“This is a great activity for really tuning into colour and shape. The process is ultimately quite a refined one (ie making a pattern balanced and repeated ‘correctly’) – but there’s plenty of scope for exploring pattern in a more experiential way prior to the refinement*



*page. Try one of the recommended resources below to introduce pattern and begin with some open ended activities to build skill and confidence.” – Andrea, AccessArt*

## **You Might Also Like...**

**Pathway: Exploring pattern**



This is featured in the  
'Exploring Pattern'  
pathway

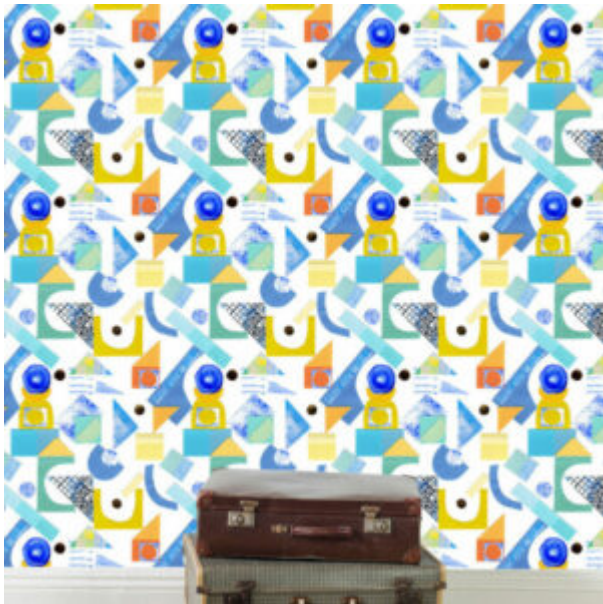
**Talking Points: Andy  
Gilmore**



**talking points: Louise  
Despont**



**Inspired by Rachel Parker**



**Teachers Explore Pattern,  
Shape and Texture**





# Block Printing Repeat Patterns



# AccessArt's Prompt Cards for Making

You Might Also Like...

Pathway: Music and art



This is featured in the  
'Music and Art' pathway

**Pathway: Playful Making**



This resource is featured  
in the 'Playful Making'  
pathway

**Manipulating Paper**



## Cardboard Sculptures



## The Chair and Me



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# **Making A Banner At Woking College**

## **What We Like About This Resource...**



**Working collaboratively towards a shared aim provides an alternative experience to working on individual projects. Creating together encourages listening, peer feedback and creative problem solving – all of which are hugely valuable in all areas of education” –  
*Rachel, AccessArt***

**You May Also  
Like...**



## Animal Habitat Mural



ry schools

Such an impressive effort was also made by the high sch

## Collaborative Public Mural



## Mural and Workshop Project

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**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...**

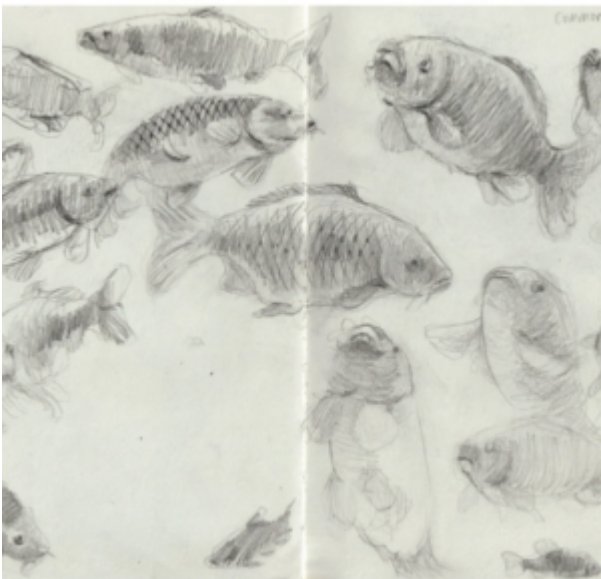


**[I am AccessArt: Ann Rippin](#)**





## Making Batik Textiles in the Classroom



## How I Use Drawing and

## Sketchbooks

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**Transformation of  
Materials Inspired  
by El Anatsui**

**See This Resource  
Used in a Pathway...**



## **Transforming Materials into Sculpture**

**This pathway shares how teachers might take inspiration from El Anatsui and encourage pupils to think how they might disassemble objects around them to transform**

them into sculptural pieces.  
[Read More.](#)

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# The Transformation Project

You May Also Like...







# Transforming Cardboard with Andrea Butler

Artist Andrea Butler shows how to explore simple design and construction using cardboard and jewellery. [Read More](#)

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## Turkish Map Fold

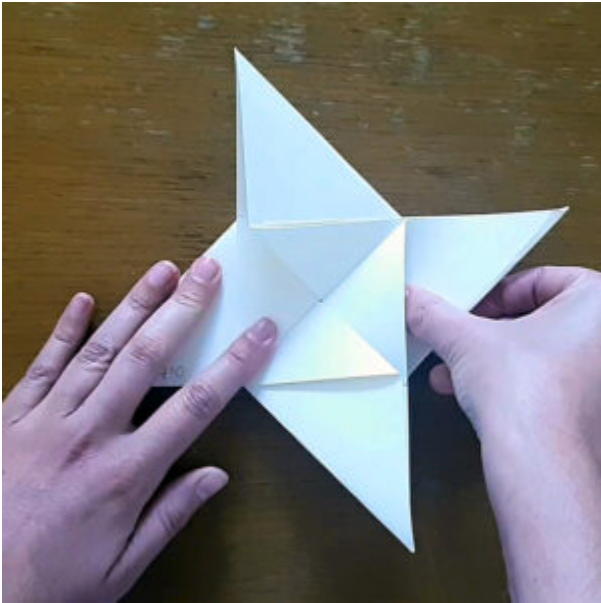
## What We Like About This Resource...

“This activity is a great

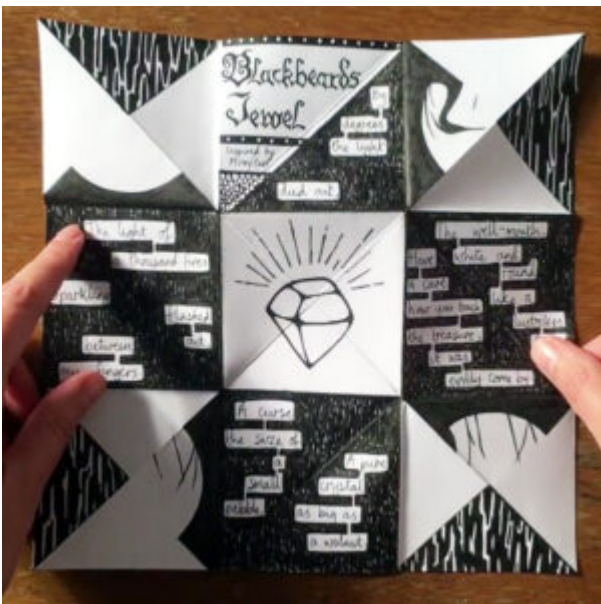
example of how we can use paper as the focus of creativity. Often we use paper purely for drawing or painting on, but here, it is central to the activity itself. While these particular folded sculptures have their roots in Turkish culture, you could still deliver the activity if looking at things like Origami too, thus linking it across different cultures” – *Rachel, AccessArt*

**You Might Also Like...**

**Puzzle Purses Part 1**



## Puzzle Purses Part 2



## Paperback Figures



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**Which Artists: Liz West**

**What We Like About This Resource...**

***“It’s really interesting to hear how the interest Liz has in the quality of light comes from a personal place and is something she has responded to since childhood. Seeing how her work has developed over the years is therefore a really positive reinforcement that individual creative journeys, where nurtured, are so central to a rich arts education. We also love hearing Liz is always on the ‘quest for knowledge’ – meaning she is open to her ideas constantly evolving and the process of gathering new information and inspiration never stops!” – Rachel, AccessArt***



# You May Also Like...

## Pathway: Brave Colour



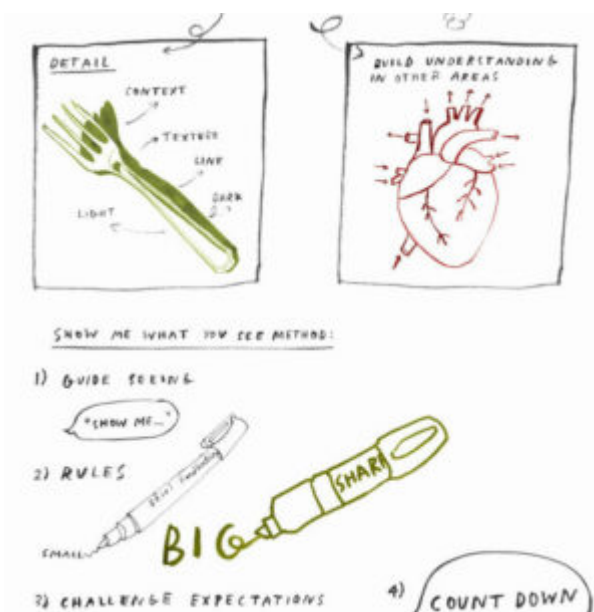
[This is featured in the 'Brave colour' pathway](#)

using sketchbooks to make visual notes



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

Show me what you see



Enable close looking and drawing with this exercise

## Lightbulb Art



## Mini World Light Boxes



# Visual Arts Planning: Light and Dark



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# World War I Mail Art

# What We Like About This Resource...

“This project links poignant subject matter with meaningful art processes and local history. What we learn about the re purposing of materials, (in this case spent ammunition) re affirms how we can use what is around us as a starting point to making and creating. You could extend or adapt this project by looking at broken pottery, re purposing that into new sculptures that link with Roman or other local historical cultures” – *Rachel, AccessArt*



You May Also  
Like...



Henry Moore's Shelter Drawings



# Remembrance Day Soldiers



For Remembrance Day

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**Which Artists:  
Claire Harrup**

# **What We Like About This Resource...**

**“We really enjoyed reading about the process of creating art work according to a design brief and how the experience of this differs to when an artist begins with their own idea or concept. That’s not to say an artist can’t approach a brief with their own individual style and ideas, but what this post shows us is that there can be a balance between the two. This would be a great resource to show older KS pupils who may be beginning to consider their options beyond Primary School”.**

– *Rachel, AccessArt*

# You Might Also Like...

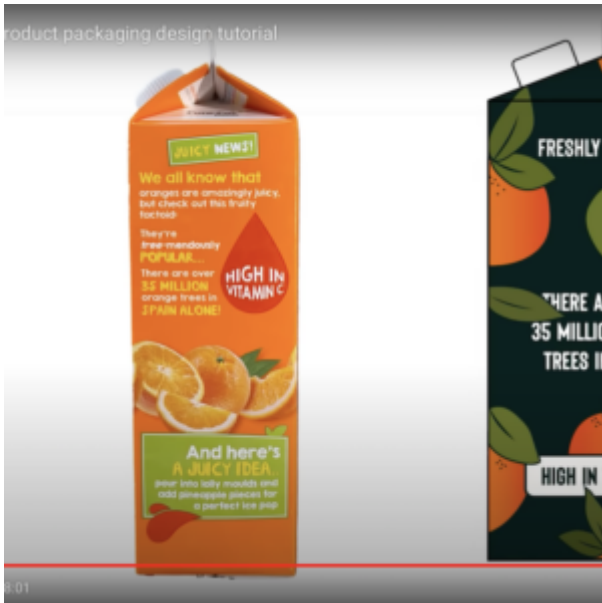
**Pathway: 2D Drawing to 3D Making**



**This is featured in the '2D Drawing to 3D Making'**

# pathway

## Talking Points: Packaging Design



## What is Typography

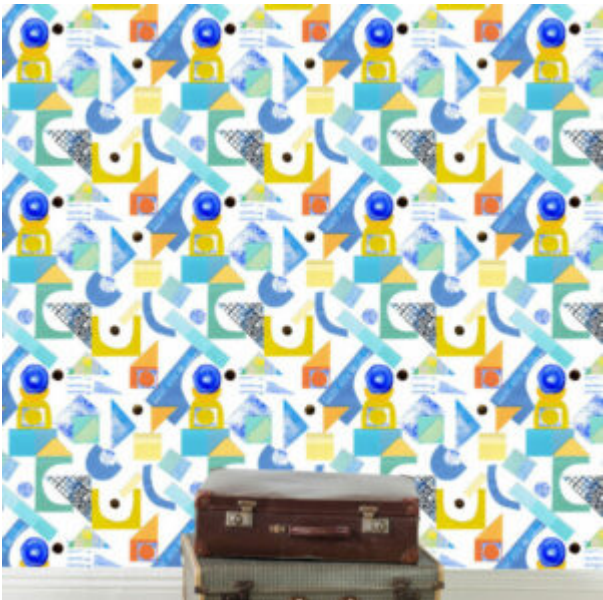




**Which Artist: Rachel Parker**



**Repeating Patterns**



# Block Printing Repeat Patterns



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**Which Artists:**  
**Theresa Easton**

# What We Like About This Resource...

**“It’s interesting to hear Theresa describe Printmaking as a social activity, with the shared use of materials and equipment so central to the practice. This could be a positive way of working for lots of children in school, where instead of just working on individual art work, they can collaborate and embrace the creative sharing experience!” – *Tobi, AccessArt.***

# You Might Also Like...



## Monoprint Animals



# Screen printing Inspired by Matisse



# An Exploration of Shepherd Fairey

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**Which Artists: Ava**

# **Jolliffe**

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## **Which Artists: 2B or Not 2B**

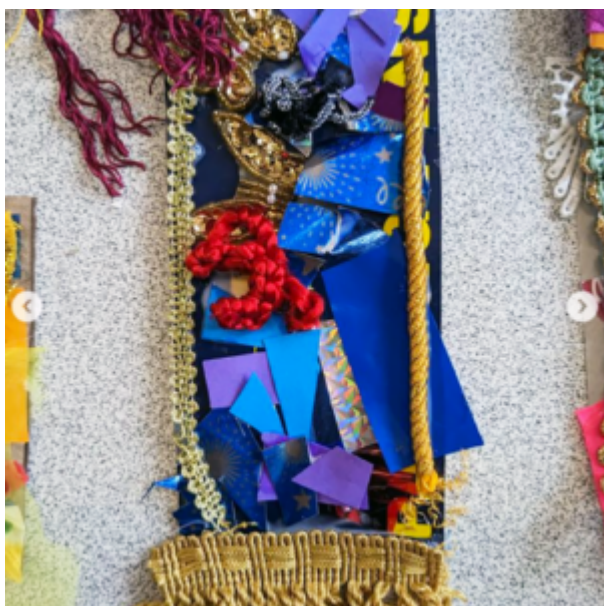
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## **Creativity Medals**

## **See the Resource**



# Used in Schools...





# What We Like About This Resource...

“The sentiment behind this

resource idea is lovely and it provides an opportunity to really develop some fine motor skills as well as independence of approach. Taking ownership of the medal design means the sense of achievement is heightened beyond the children just being given one. You can really imagine the positive energy that would surround this activity within a classroom, with each child working on a shared project but embarking on their own creative journey.” – *Rachel, AccessArt*

**You May Also**

# Like...

## Pathway: Playful Making



Featured in the 'Playful Making' pathway

Talking Points:  
Introduction to sculpture

Sculpture.mp4



## Clay Art Medals



## Talking Points: Nnena Kalu



# Talking Points: Linda BELL





# Touch Wood

## What We Like About This Resource...

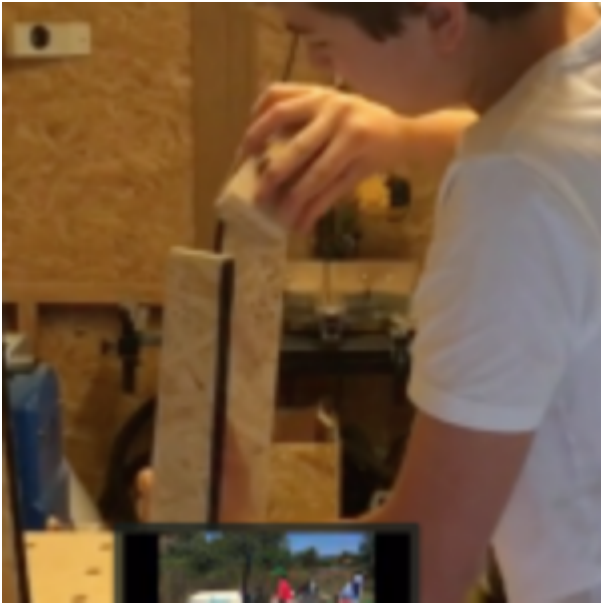
“You can get a real sense of the environment in this post and how this could provide so much inspiration for creative projects. We are aware there the challenges to exploring the outdoors when many schools are in towns and cities. A way around this could be to have a regular collection of natural objects within the classroom and using them as a stimulus to

respond creatively in sketchbooks or in extended projects” – *Andrea, AccessArt*

**You Might Also Like...**



**[Woodland Exploration](#)**



## A Passion for Woodworking



## Visual Arts Planning: Tees, Forest and

# Landscapes

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**Which Artists:  
Jason Line**

**What We Like About  
This Resource...**

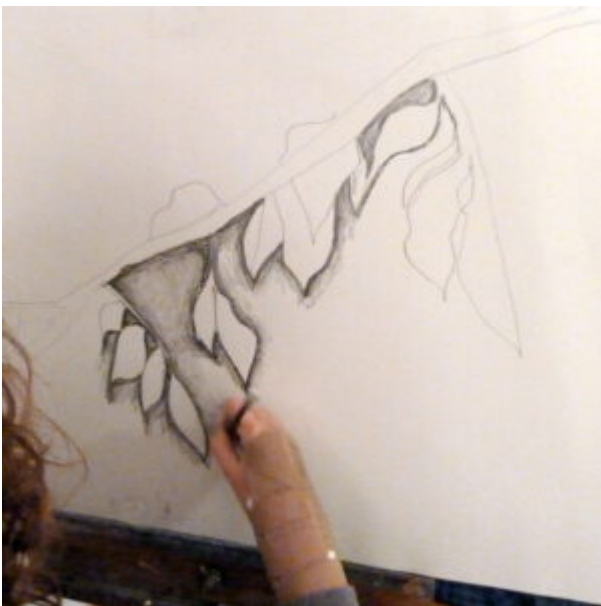
**“It’s always so inspiring to hear how different artists work and we particularly like the detailed references Jake makes to his process – marking out the**

composition using neutral tones; adding and taking away compositional elements and gradually building in more colour and detail. Delivering a still life session in a classroom could begin with this process and encourage the practice of looking at positive and negative space. Some suggested resources below also touch on this". – *Rachel, AccessArt*

**You Might Also Like...**



## Tackling Still Life for Children



## Drawing Negative Space





# Visual Arts Planning: Still Life