

# **Taking on the Inktober Challenge**

Artist Morag Thompson Merriman taking on the Inktober Challenge and generously shares her process with AccessArt.

---

## **The Making of: “Creativity is a Process” and Comebacks to the Ogres”**

This resource shares how teenagers practised interviewing skills before filming to get footage for animations.

---

## **Animating with a Green Screen**

This resource shares two accessible and fun ways of animating with a green screen, filming people and using props. Both methods use minimal minimal equipment.

---

# An Exploration of Artwork by Shepard Fairey

---

## Find Your Message (To The World)

### You May Also Like...

Pathway: Print & Activism



[This is featured in the 'Print &](#)

## Activism' pathway

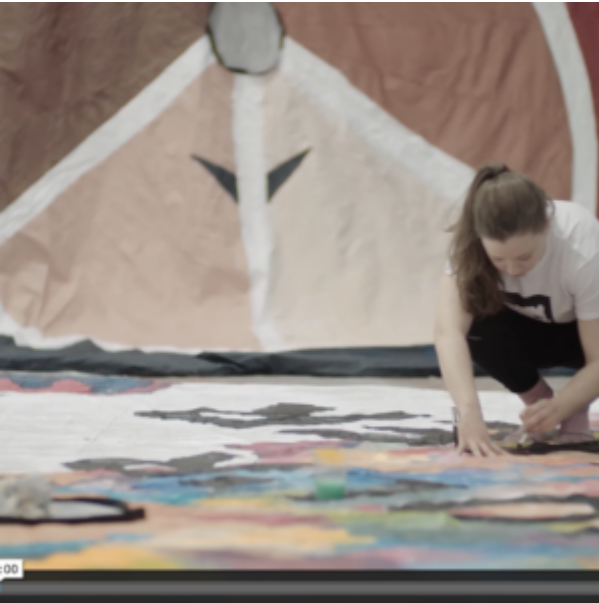
**Talking Points: Luba Lukova**



**Talking Points: Faith Ringgold**



**Talking Points: Kate DeCiccio**



## Talking Points: Shepard Fairey



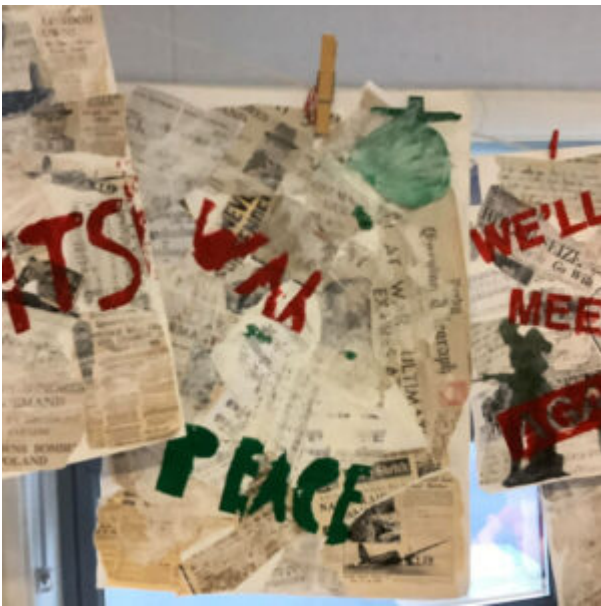
---

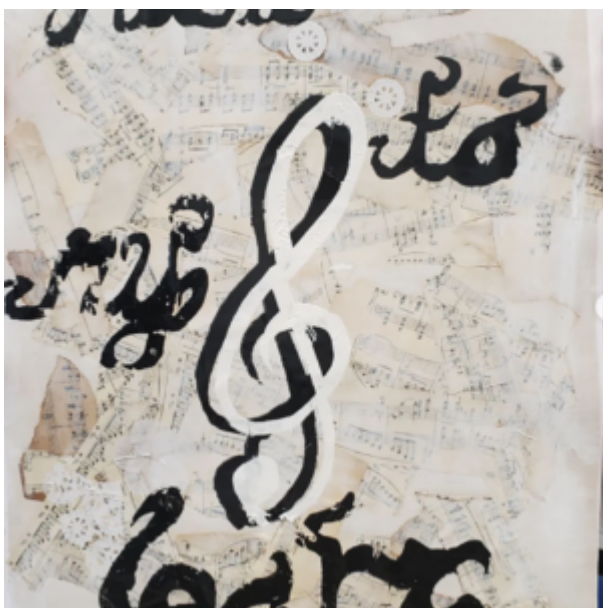
**Teenagers Make Propaganda Art  
Inspired by Shepard Fairey**

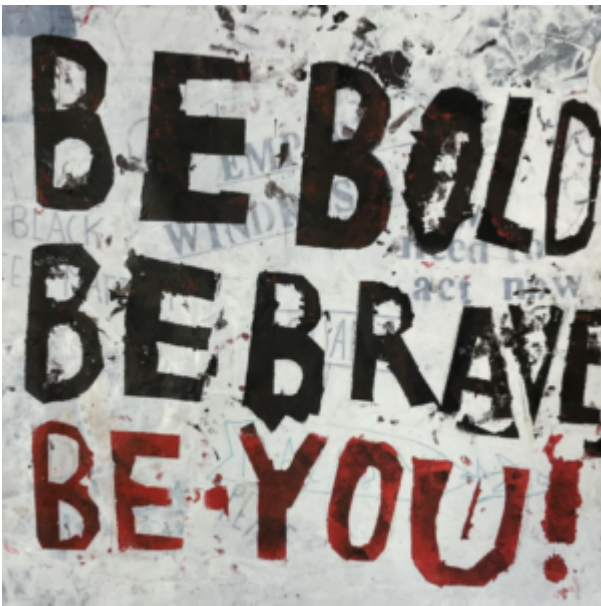
# See This Resource Used In Schools...







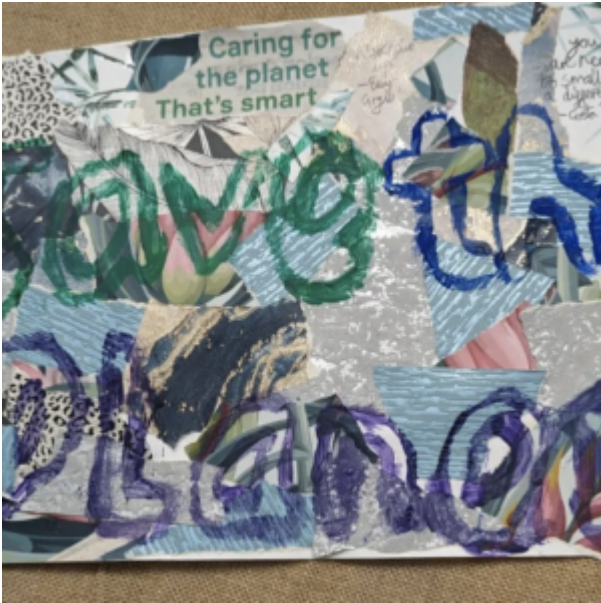












## You May Also Like...

Pathway: Print & Activism



[This is featured in the 'Print & Activism' pathway](#)

Talking Points: Luba Lukova



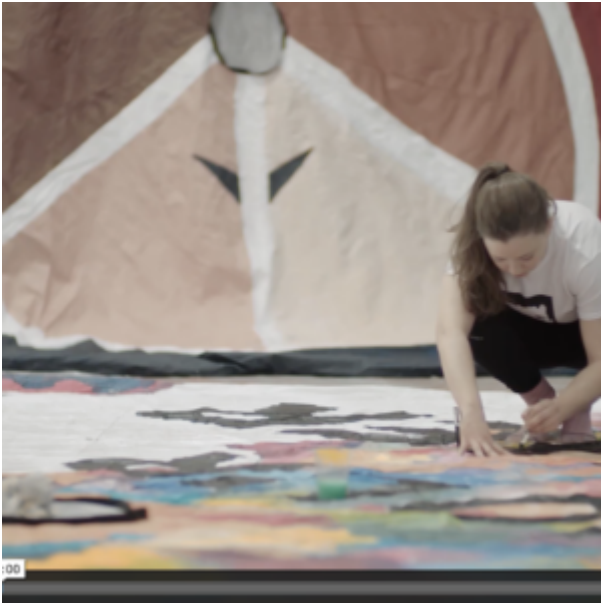


**Talking Points: Faith Ringgold**



**Talking Points: Kate DeCiccio**





## Talking Points: Shepard Fairey



---

**Screen Prints Inspired by  
Shepard Fairey**

---

# #BeACreativeProducer Workshop with Primary-Aged Children

---

**To Construct...**

**You May Also Like...**

**Talking Points: Linda BELL**



**[Explore how Linda Bell creates sculptures](#)**

**Talking Points: Nnena Kalu**



[Explore artist Nnena Kalu](#)

---

## Beginning with Bones

In a workshop led by artist Melissa Pierce Murray, teenagers make observational drawings of a 1/4 life size model of a skeleton to understand the structure of the human body. Students looked at how artists used armatures, including Alberto Giacometti and Henri Matisse.

---

## Dancing Bones

Inspired by real anatomical drawings of human, ape, cat, lion, horse and dog skeletons, teenagers build 'life size' and 'oversize' collages of 'dancing skeletons' – This workshop was led by artist Melissa Pierce Murray

---

## **To Colour...**

As part of Sensory Spaces: An Autism Friendly Project, artist, Sarah Evelyn Marsh ran two sessions exploring the theme of colour. What does colour smell like? What does colour feel like?

---

## **The AccessArt Village and How a Small Idea can be Big**

Sheila Ceccarelli from AccessArt leads year nine students from Frances Bardsley Academy for Girls on a collective drawing and collage experience exploring the #AccessArtVillage in BRG Brentwood Road Gallery. Students absorb this stunning collection of sewn houses and inspired by thread and stitches, make their own creative responses.

---

## **Sensory Spaces: An Autism-Friendly Project**

**To Connect**





At the beginning of the project it was important to take time getting used to each other, the learning space and the surrounding environment. Below is a list of considerations you may find helpful to use in your own learning spaces. Be aware of the daily sounds, smells and other textures of life in your learning space; a constant humming noise or flickering light may be stressful for a child with autism. Allow time for everyone to feel their way in the space; connections may be made through the use of different senses and body parts.

## **To Conceal**



During the six week project, the group explored different themes and actions, some of these were displayed through learning schemas. In week 2 we experimented with different ways to conceal ourselves and objects; schemas such as enveloping and enclosure were exhibited by the group.

## **To Colour**



Two of the sessions explored the theme of colour. The first was rather abstract, I asked questions such as; What does colour smell like? What does colour feel like?

For a child on the autistic spectrum, a question like this may be confusing, some autistic people think and understand literally. So instead of directing these questions at the children, I answered and speculated on them myself. These abstract questions became vehicles for the workshops documented below.

## **To Construct**



In my final post on the project, I want to reflect on the theme of To Construct... looking at the different ways we constructed during the project. Please remember this is a personal and artistic reflection, based on the ideas I presented and the (emotional and physical) reactions and responses of the children and their families, who inspired changes and the development of the project as we experienced it.

---

## Explore and Draw



---

## To Connect...

## You May Also Like...

**Talking Points: Linda BELL**



**[Explore how Linda Bell creates sculptures](#)**

**Talking Points: Nnena Kalu**



[Explore artist Nnena Kalu](#)

---

**Drawing as a Tool for  
Wellbeing at Chesterton  
Community College, Cambridge**

---

**Continuous Line Drawing  
Exercise**

Many thanks to AccessArt Young Artist Alex Tunstall for composing the music for the video in the Continuous Line Drawing Resource.

---

## **Wave Bowls**

In this session children make 'wave bowls' with Paula Briggs – a session where the pieces literally 'come together'.

---

## **The Anatomy of a Pencil**

AccessArt has over 850 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.

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

**USING SKETCHBOOKS, DRAWING AND REFLECTIVE**

## **TOOLS IN THE 20TH CENTURY GALLERY**



## **Beginner's Guide to Drawing Materials**



## **Drawing Insects with an H Pencil**



