

Giant Jewellery: Multimedia Response to Yayoi Kusama

By [Clare Boreham Kerr](#)

In this resource, specialist art teacher Clare Boreham Kerr shares a project inspired by the colours and patterns used by the artist [Yayoi Kusama](#). This multimedia activity uses a range of materials, including sketchbooks, to make [colourful giant jewellery](#). Clare works in special educational needs education, but this project could be translated across a variety of settings.

This three-part project can be split across three or four sessions. Beginning with sketchbooks and drawing, pupils will move onto collage and 3D work, finishing off with a session dedicated to construction and reflection.



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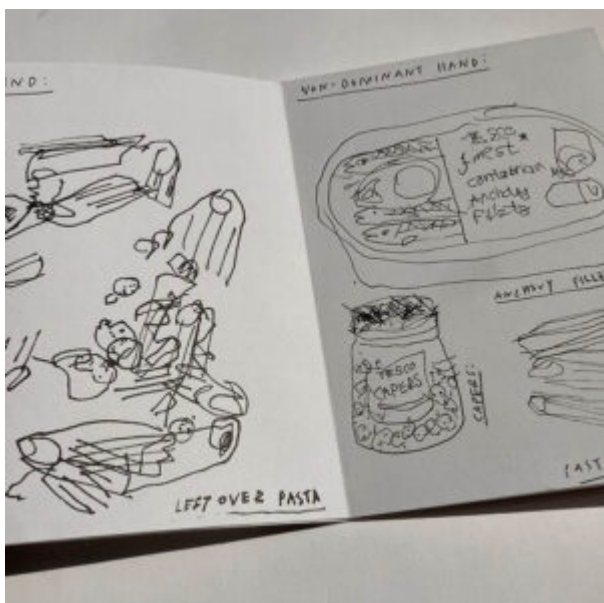
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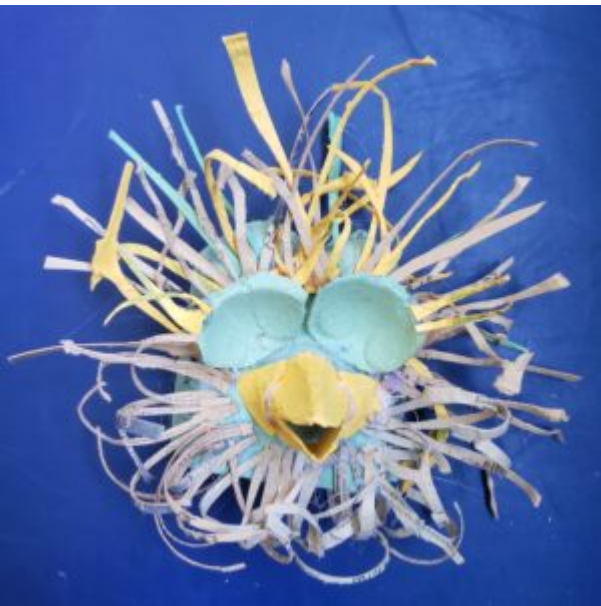


Making a Mask from Sticks and Tissue Paper



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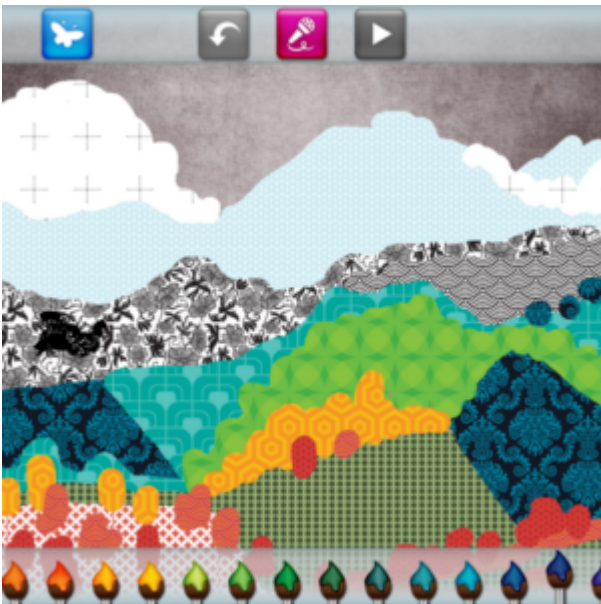
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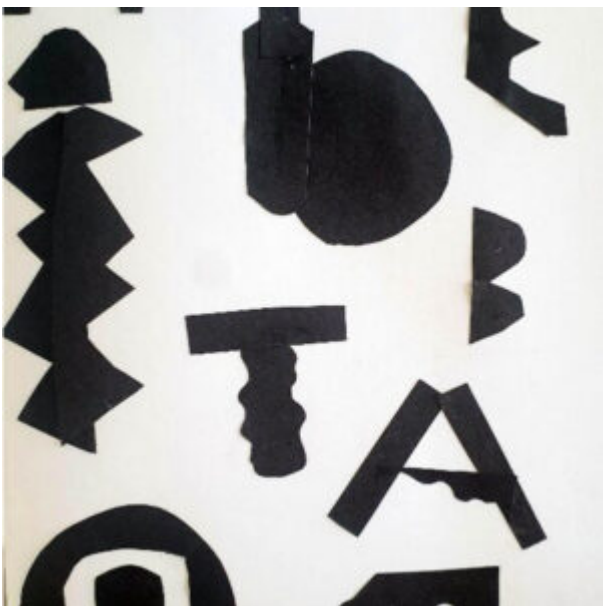
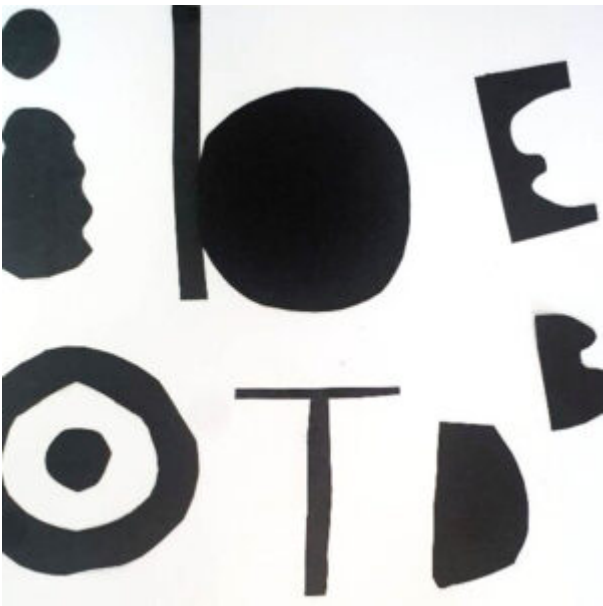
Drawing source material: Food



Cut Out Typography

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Pathway: Typography and Maps



[This is featured in the 'Typography and Maps' pathway](#)

Talking Points: What is typography?



Talking Points: Louise Fili



Which Artists: Andrew Amondson

Which Artists: Tatyana Antoun

What We Like About This Resource...

"The research phase of a creative project can be

presented in many different ways, and can even be an art form in itself. Here, Tatyana demonstrates how her sketchbooks became a medium through which she expressed her thoughts, refined her ideas and explored materials. We believe sketchbooks to be a powerful tool for children to take ownership of their ideas and travel on their own creative journey, without necessarily knowing the destination. Take a look at our [sketchbook journey](#) for more sketchbook inspiration” – Rachel, AccessArt.

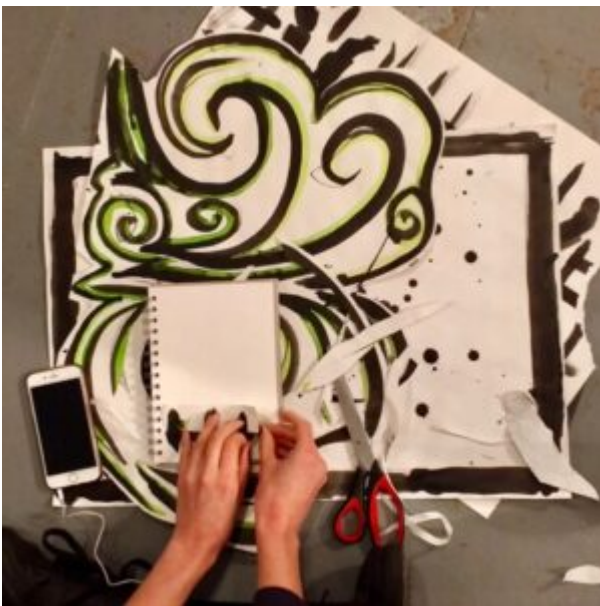
You Might Also Like...



[Sketchbooks and Thinking Skills](#)



Sketchbooks for Designers – an Introduction for Children



Using Sketchbooks to Take Ownership of Ideas

Which Artists: Merlin Evans

What We Love About This Resource...

So often, we hear talk of the distinction between science and art, and no more so when teenagers proceed through their education and they are encouraged to choose one route or another. In reality, creative thinking helps scientific understanding and a scientific approach can inform and inspire art.

It's so refreshing to read and see Merlin's experience and understand how she works between these two areas – in her words *“mixing subjects, and seeing how they work and intersect is where inventions take place!”*

We also love the way her work embraces the *felt* world of being human, as well as the *known* world. We're sure many young people will find Merlin's work of interest and reassuring when they are pressured to choose *“art or science”*.

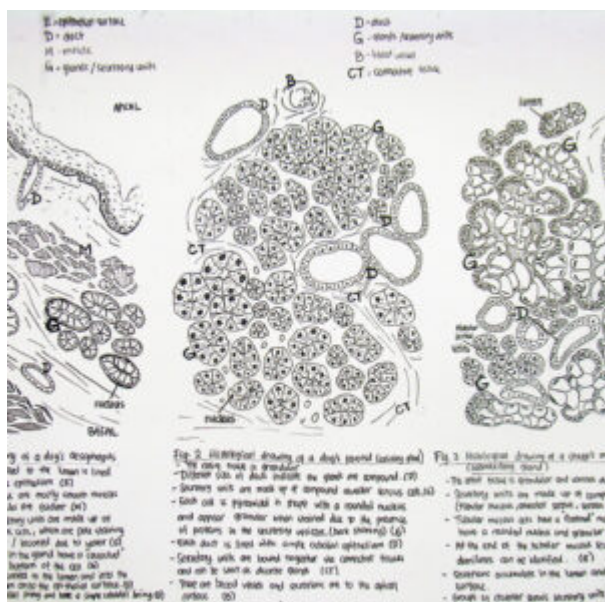
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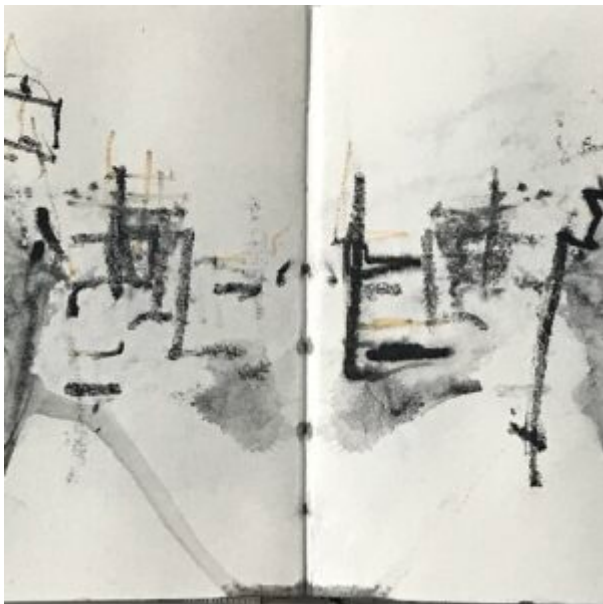
[Dr Fay Penrose, PhD, PGCert, SFHEA, BA\(Hons\) Senior Lecturer in Veterinary Anatomy and Head of First Year in Veterinary Science, University of Liverpool, explores why visual and tactile literacy and manual dexterity skills are important in the STEM subjects in higher education.](#)

Drawing as a Way of Understanding



Fay Penrose, Lecturer in Veterinary Biology at The Veterinary School at University of Liverpool, who shares her work in introducing drawing as a way of checking understanding of complex subjects. This methodology would be very transferable to a number of subject areas in schools.

Drawing as a Way of Understanding



Resource by Andrea Butler sharing her process of making drawings whilst walking. “I wanted to develop a way of drawing that captured my sensory and visual experiences as I moved through the landscape.”

Creating Repeat Patterns With Rachel Parker

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

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Pathway: Exploring pattern



[This is featured in the 'Exploring Pattern' pathway](#)

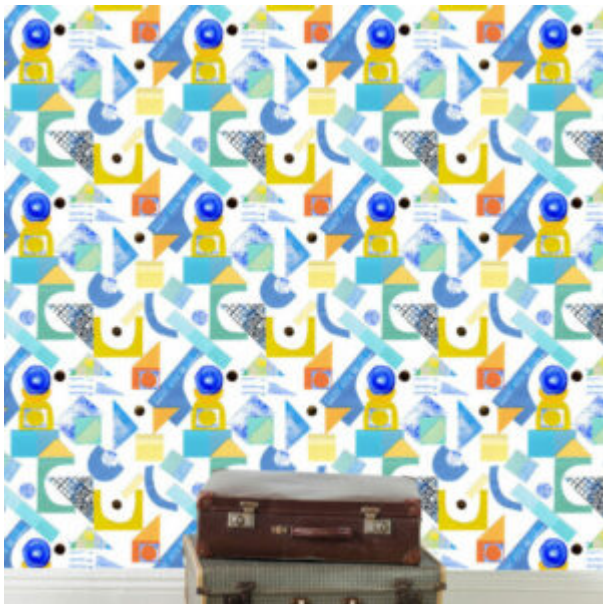
Talking Points: Andy Gilmore



talking points: Louise Despont



Inspired by Rachel Parker



Teachers Explore Pattern, Shape and Texture



Block Printing Repeat Patterns



AccessArt's Prompt Cards for Making

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Pathway: Music and art



[This is featured in the 'Music and Art' pathway](#)

Pathway: Playful Making



[This resource is features in the 'Playful Making' pathway](#)

Manipulating Paper



Cardboard Sculptures



The Chair and Me



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*



[Mural and Workshop Project](#)

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 re enforcement 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

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Pathway: Brave Colour



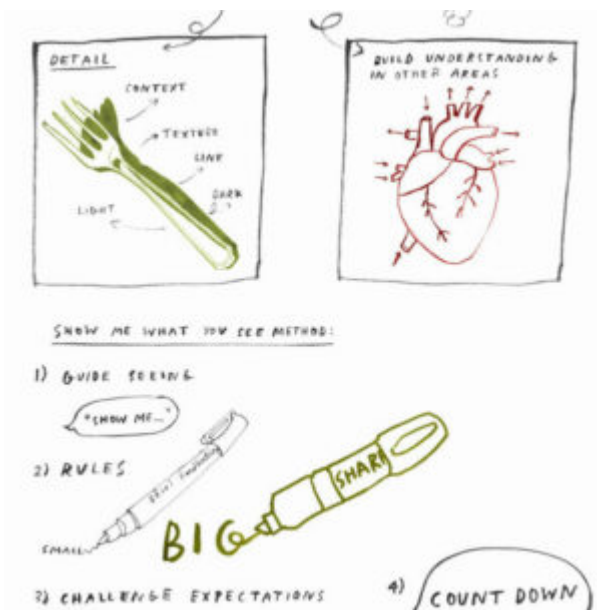
[This is featured in the 'Brave colour' pathway](#)

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

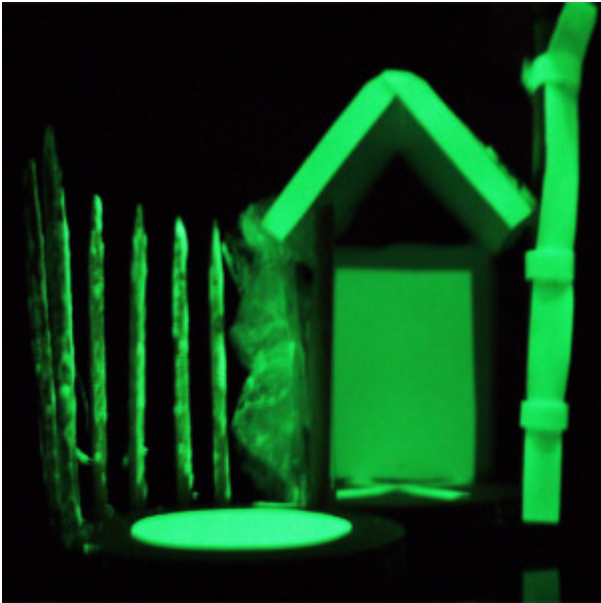
Lightbulb Art



Mini World Light Boxes



Visual Arts Planning: Light and Dark



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](#)

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

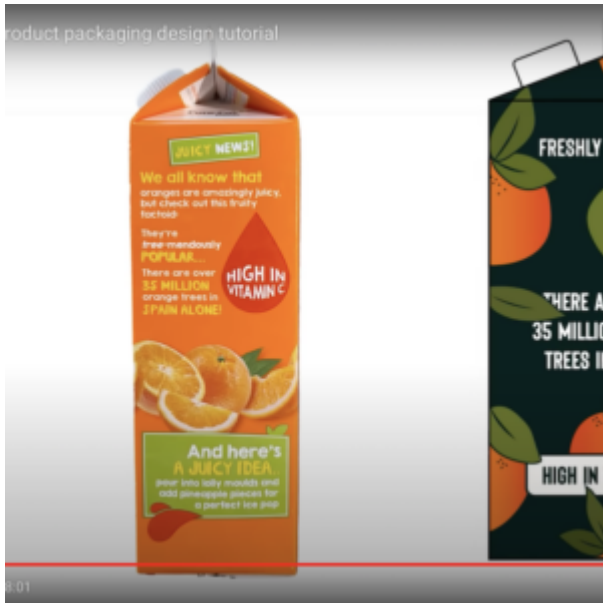
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Pathway: 2D Drawing to 3D Making



[This is featured in the '2D Drawing to 3D Making' pathway](#)

Talking Points: Packaging Design



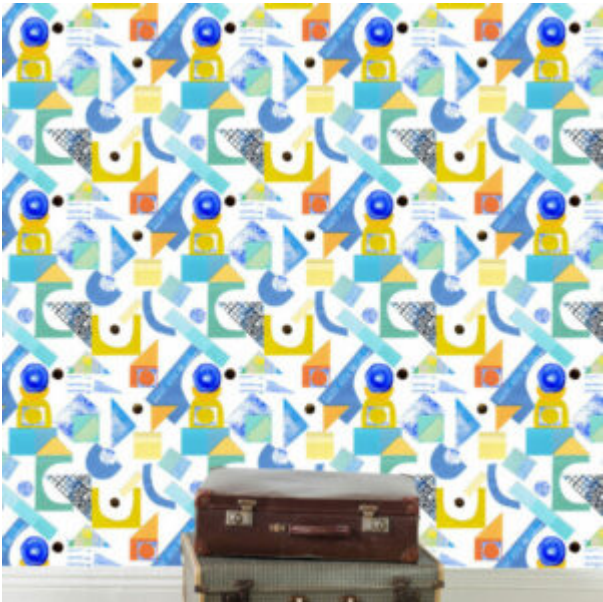
What is Typography



Which Artist: Rachel Parker



Repeating Patterns



Block Printing Repeat Patterns



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.*

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