

Nests: Materials, Tools Testing and Sketchbooks

By [Mandy Barrett](#) and [Jo Blaker](#).

In this first of a series of 3 posts, Teacher Mandy Barrett and Artist Jo Blaker journey on a project that considers the materials and structures of nests. In this first post the class were invited to use inventive and exploratory ways of making marks using a range of drawing tools and ink.

Click on the links to [post two: Observational Ink Drawing](#) and [post three: Nests with Dry and Wet Media](#).



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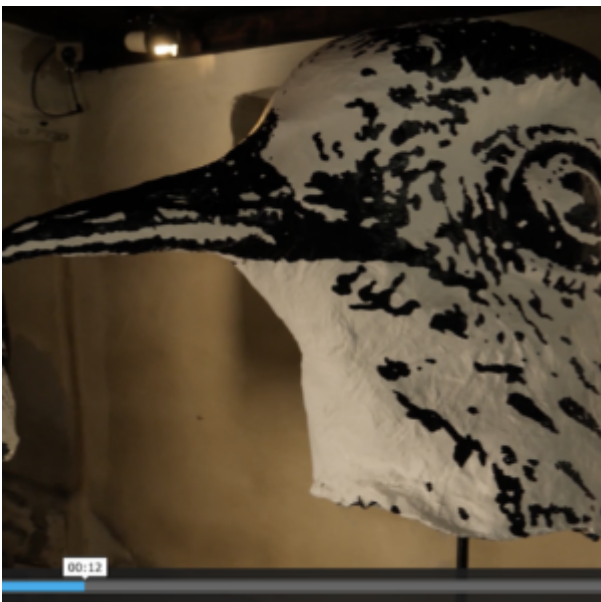
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Drawing source material: nests



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Still Life Compositions: Inspired by Cezanne

What We Like About This Resource...

“This activity walks through a number of different processes and taps into multiple skills. This provides a rich exploratory project for children to fully immerse themselves in. Cezanne was the focus artist for this project, but other contemporary still life painters could be used as starter inspiration. We actually advocate showing the work of more than one artist as this builds knowledge of how approaches to painting, drawing etc differ. This also helps children move towards a personal response rather than creating a ‘copy’ of one particular artist’s work” – Rachel, AccessArt

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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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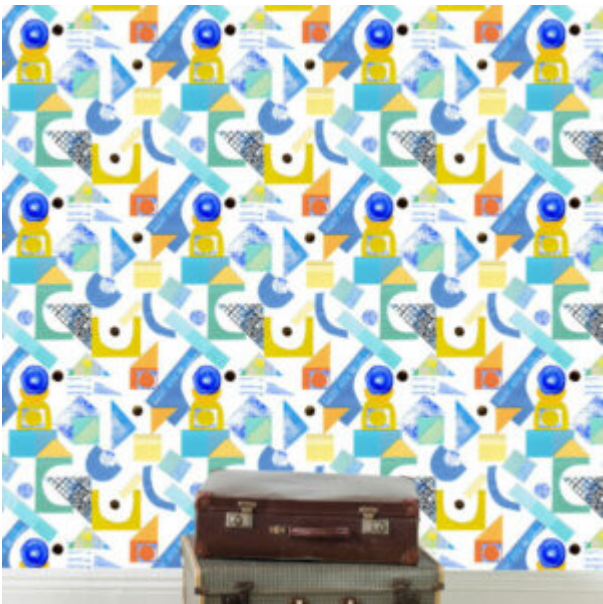
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Which Artists: Ava Jolliffe

Which Artists: Jason Line

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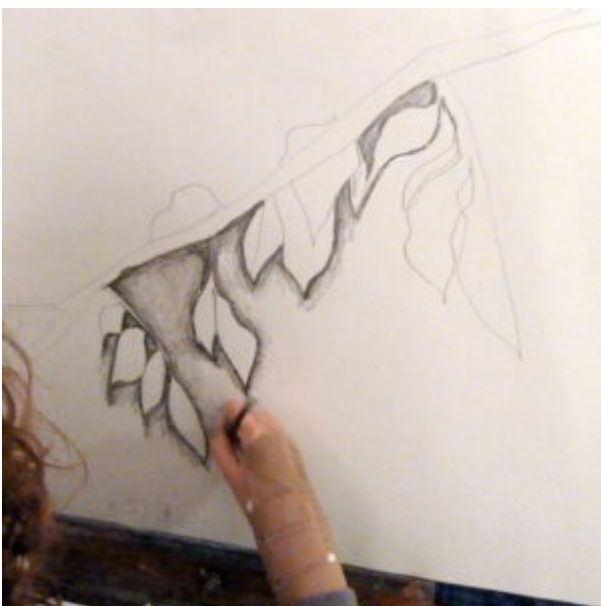
“It’s always so inspiring to hear how different artists work and we particularly like the detailed references Jake makes to his process – marking out the composition using neutral tones; adding and taking away compositional elements and gradually

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*

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What We Like About This Resource...

“There’s a really fun element to this activity which is you can imagine all children really enjoying! The idea of food on large scale is a great starter for a sculpture project and an early

exploration of working in 3D. What's really positive to see in this project is how the children used their sketchbooks to design their ice creams prior to working in 3D. They then had the opportunity to re visit and refine their ideas as they worked. This provides a solid foundation for the concept of design development and design through making- both of which underpin any visual arts or design project or profession. For more support on how to develop sketchbook practice in your setting please see our [Sketchbook Journey](#)" – Rachel, AccessArt

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