

Exploring Scale with Green Screen

By [Jean Edwards](#).

In this post university lecturer and digital art specialist Jean Edwards explains the process of using green screens to experiment with scale when making digital artwork.



Introduction:

It is now possible for us to use our day-to-day digital

devices to access many of the techniques we once thought were available only to filmmakers. Green screen is one of these. We can use green screen with children to allow them manipulate the scale and location of their art to allow it be made larger or smaller and shown in impossible spaces. As well as being exciting creatively for children, it can also give them a sense of how sculptors plan their sculptures for public locations.

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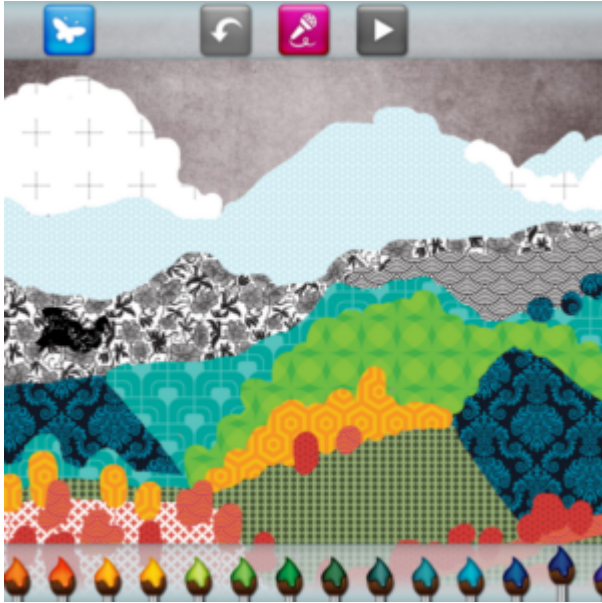


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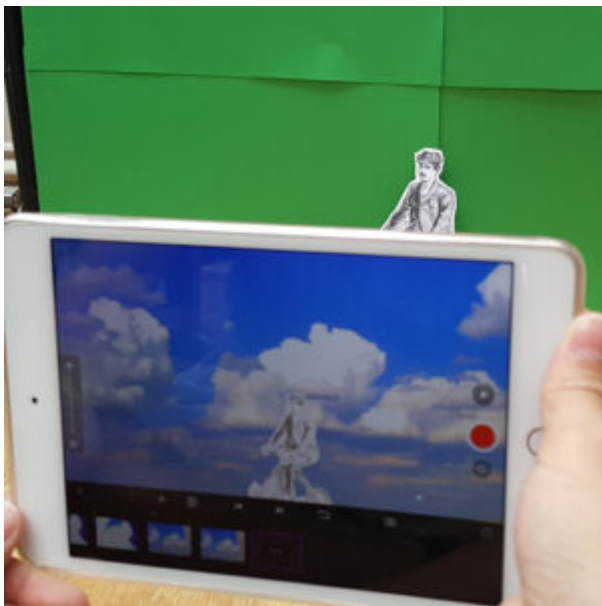
AccessArt is a UK Charity and we believe everyone has the right to be creative. AccessArt provides inspiration to help us all reach our creative potential.

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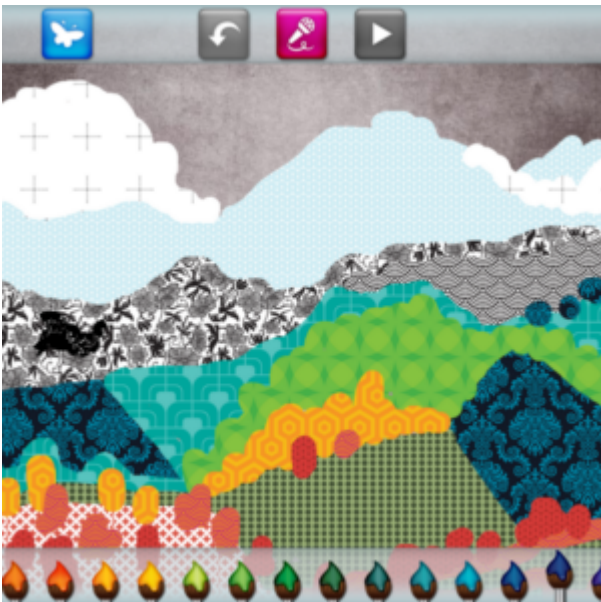
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Digital Collage and Image Manipulation

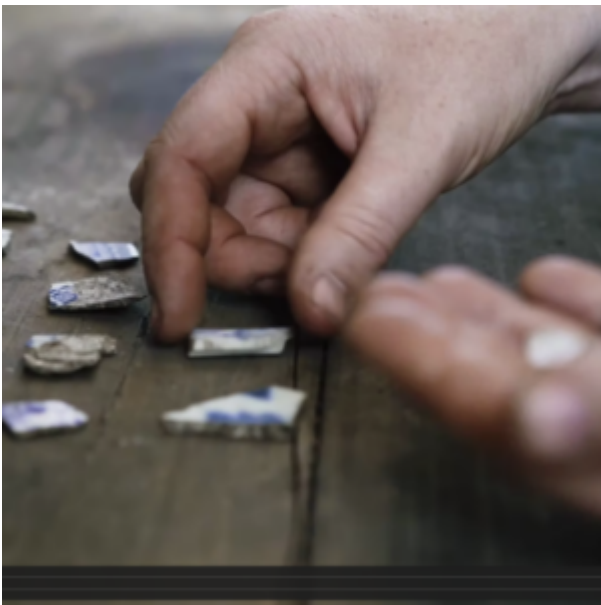
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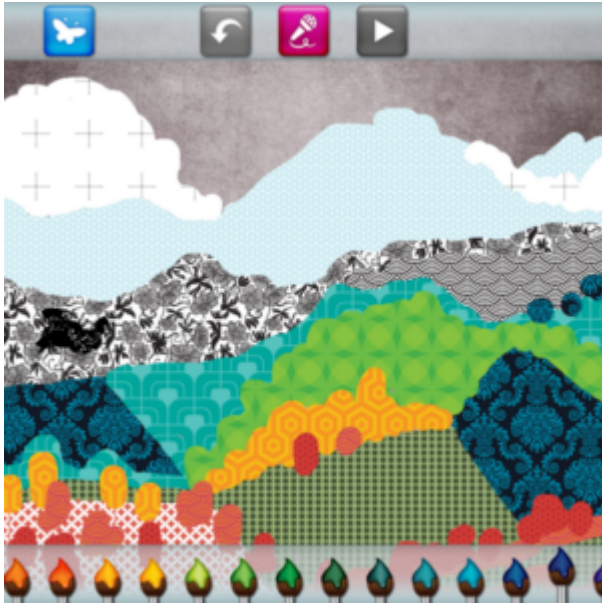


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Exploring Scale with Green Screen



painting on a screen



Escaping Wars and Waves – Encounters with Syrian Refugees

What We Like About This Resource...

‘This resource really demonstrates how art can successfully bring awareness to important humanitarian issues, promote inclusivity and can give a platform to those who otherwise wouldn’t be heard. The links between text, photos and drawings are really strong and demonstrate the creative process used by Olivier from start to finish. I

really like the inclusion of suggestions for students within the post, which encourage students to learn more about their community and to understand the experience of being displaced. This in turn will hopefully inspire the next generation to be part of an inclusive and empathetic society.' – Tobi, AccessArt

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*".

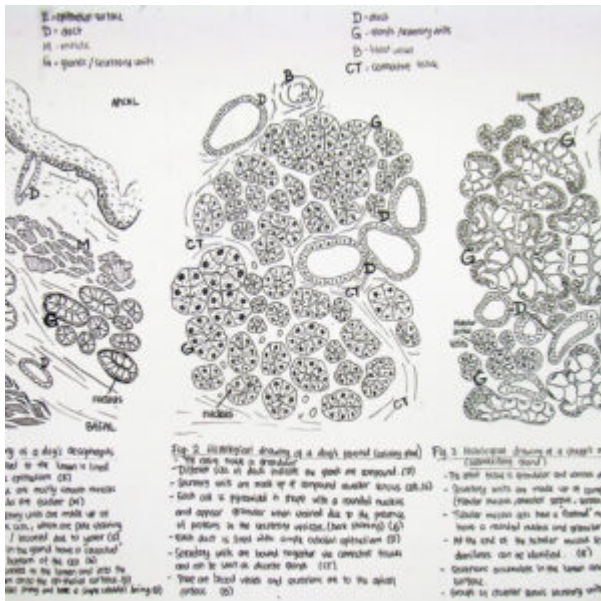
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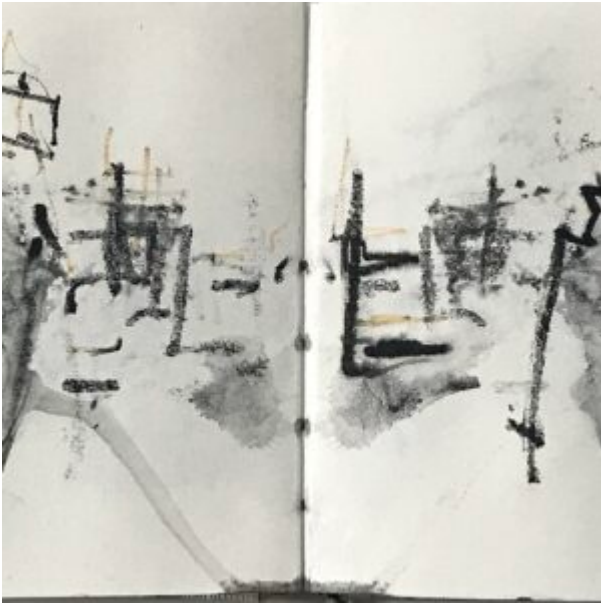
[Dr Fay Penrose, PhD, PGCert, SFHEA, BA\(Hons\) Senior Lecturer in Veterinary Anatomy and Head of First Year in Veterinary Science, University of Liverpool, explores why visual and tactile literacy and manual dexterity skills are important in the STEM subjects in higher education.](#)

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."

**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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Pathway: Exploring Still Life



[This is featured in the ‘Explore Still Life’ pathway](#)

talking points: Flemish and Dutch Still Life Painters



Talking Points: Paul Cezanne



talking points: Contemporary still life



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

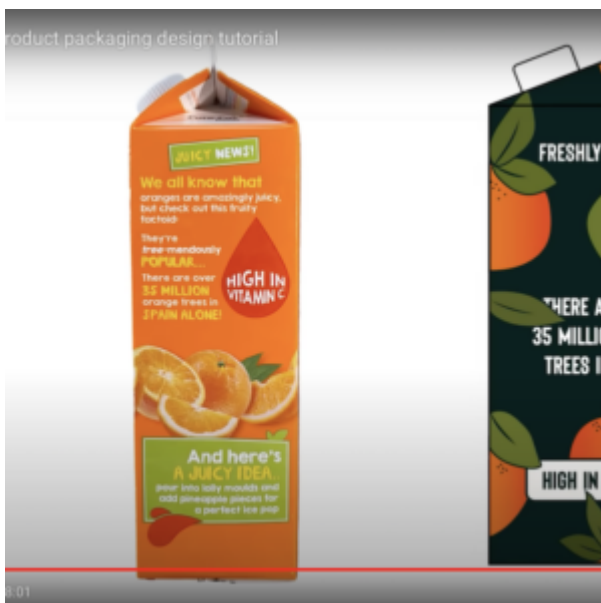
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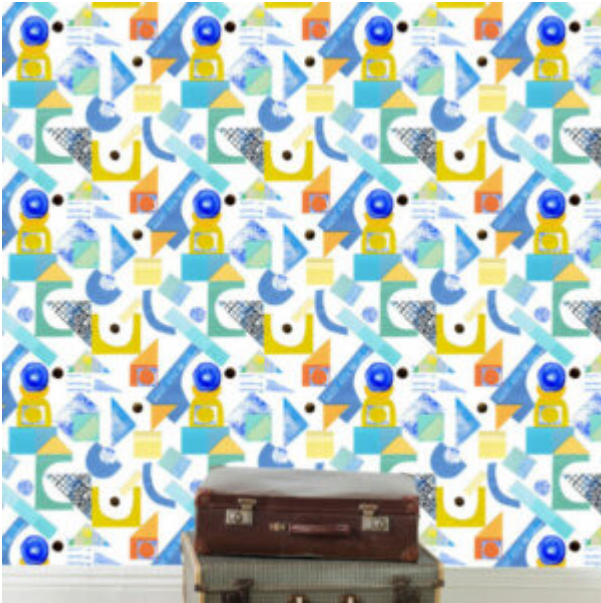
What is Typography



Which Artist: Rachel Parker



Repeating Patterns



Block Printing Repeat Patterns



Which Artists: Ava Jolliffe

Which Artists: 2B or Not 2B

Which Artists: Rachel Parker

What We Like About This Resource

“It’s really interesting to see the combination of hand and digital work in Rachel’s work, and particularly how her hand stitched embroidery is scanned before being used to create patterned products. We love that lots of Rachel’s work begins in sketchbooks and how this really underpins her creative process. For children in school, learning to utilise a sketchbook and discover their potential through drawing and mapping ideas is invaluable. We have a whole Sketchbook Journey section on the AccessArt website (linked below) which explores this in more detail”. – *Rachel, AccessArt.*

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Pathway: Exploring pattern

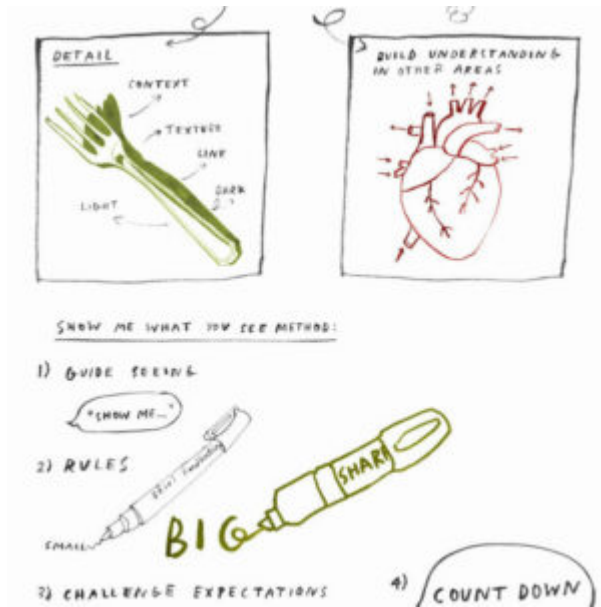


This is featured in the 'Exploring Pattern' pathway

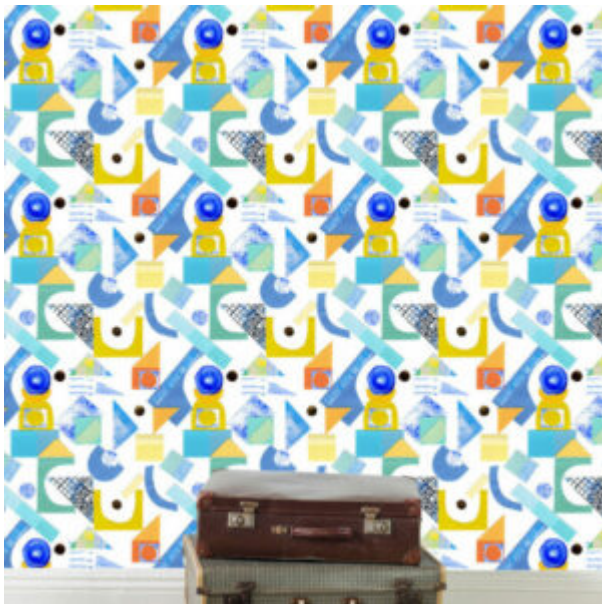
using sketchbooks to make visual notes



Show me what you see



Inspired by Rachel Parker



Sewn Treasure Box



Felt and Embroidery Sets



Which Artists: Nathan Ward

Which Artists: Toby Pritchard

What We Like About This Resource...

“It’s a really positive thing for an artist to share the concept of the creative journey. At AccessArt we believe journeys are pretty important and we are pleased to show this in action through Toby Pritchard’s post. We particularly like the anthropomorphic element, and how this really brings life to Toby’s work.” – *Rachel, AccessArt*

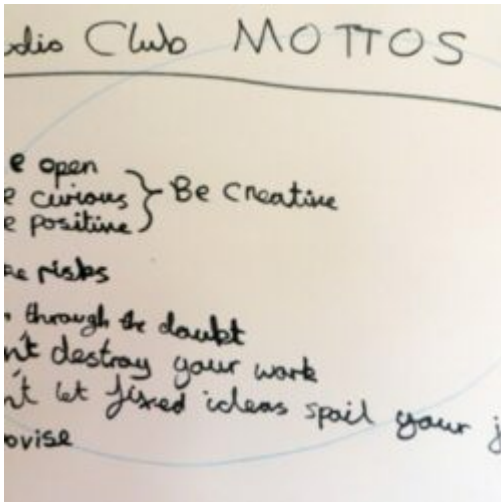
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[Anthropomorphic Animal Paintings](#)



Exploring Animation



Teaching for the Journey not the Outcome

Natsko Seki: Making Broadway Market

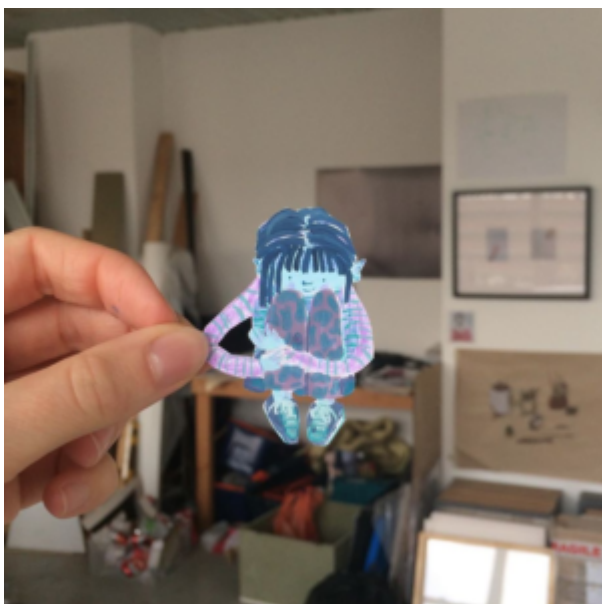
What We Like About This Resource...

“This resource shows pupils how the experience, background and passions of an illustrator all feed into his or her work.

We like the way Natsko shares how her experience over time informs her work. For example, her background as a “visitor” or person living in cultures which she isn’t initially familiar with, enable her to see that culture through fresh eyes. She takes these observations in through her sketchbooks, and then these inform her work at various points going forward. This is an important concept when facilitating art and developing pupils’ own creativity – and [sketchbooks](#) provide the perfect tool for building this experience.”

Paula, AccessArt

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The Art Of Zines

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Pathway: Print & Activism

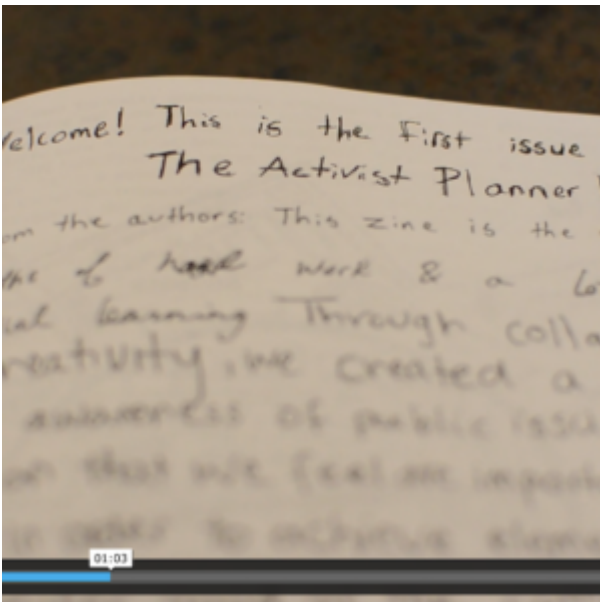


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Talking Points: Luba Lukova



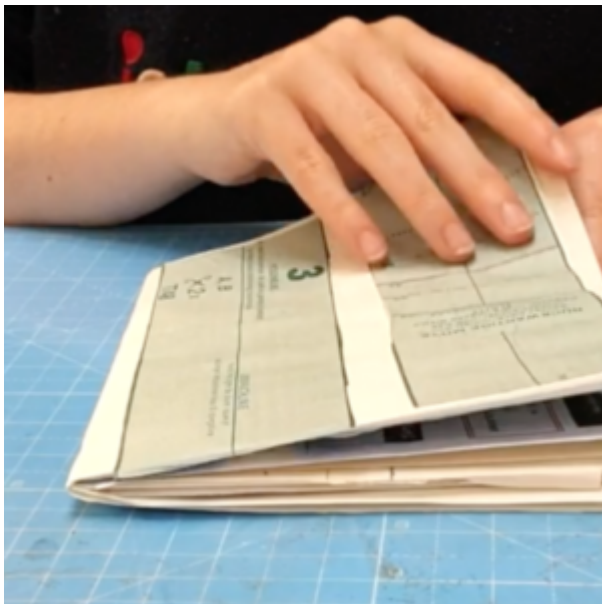
Talking Points: What is a Zine?



Making Large Scale, Screenprinted, Collaged, Co-Created Campaign Posters!



Making an Artist's Book



Book Artists



Composing Digital Music to Enhance Visuals

AccessArt Young Artist Alex Tunstall shares his passion for composing digital music.

AccessArt & #BeACreativeProducer Digital Wellbeing Week

In response to the need to help teenagers

navigate their use of digital media and increase their sense of wellbeing, AccessArt has launched a Digital Wellbeing Week.

Digital Wellbeing Week provides an opportunity for schools to encourage pupils to become more aware of their use of digital media, and how they can balance a more mindful and creative use of digital media with an exploration of creativity in the physical world.

The resources used in the Digital Wellbeing Week were created in collaboration with teenagers during the [#BeACreativeProducer](#) project. The resources have been designed to be shown in classrooms, assembly, or at home.

You can find all the resources you need below.

There are no set dates for the Digital Wellbeing Week – instead a school can choose a time which is convenient to them. The resources are suitable for

Years 6 to 11 (UK schools) or ages 10 to 16.

The #BeACreativeProducer Project has 3 core values:

The project has 3 main core values:

- We need to help teenagers balance digital and physical, and to enable them to use digital in a mindful way
- We need to help teenagers value their creativity
- We can help teenagers find inspiration through friendship & collaboration

Monday

Meet the #BeACreativeProducer Team, and Then Try A quick quiz to help you think about how use use digital media

Follow-On Discussion Points:

How do you spend your time online?

How does it make you feel?

Is there anything you would like to change about the way you use digital media?

Tuesday

Be Creative! Why is Being Creative Important?

Follow-On Discussion Points:

What kinds of creative things do you do? In school and out of school? In the physical world, and in the digital world?

How do they make you feel?

Wednesday

How Can We Become More Creative?

Follow-On Discussion Points:

There are different stages to being creative. Sometimes you need to “take in” to get inspiration. Sometimes you need to make “space” to have ideas. Sometimes being creative feels good, but sometimes being creative is hard work.

Do you recognise any of these stages? How do you

feel, in the different stages?

Can you think how you can help yourself, or help your friends, in the different stages?

Thursday

What Kinds of Things Can Hold Us Back?

Follow-On Discussion Points:

Do you recognise any of the “Ogres” that can hold us back?

How do you get round these thoughts?

Friday

Go For It! Tips & Tricks To Help You Be Creative

Follow-On Discussion Points:

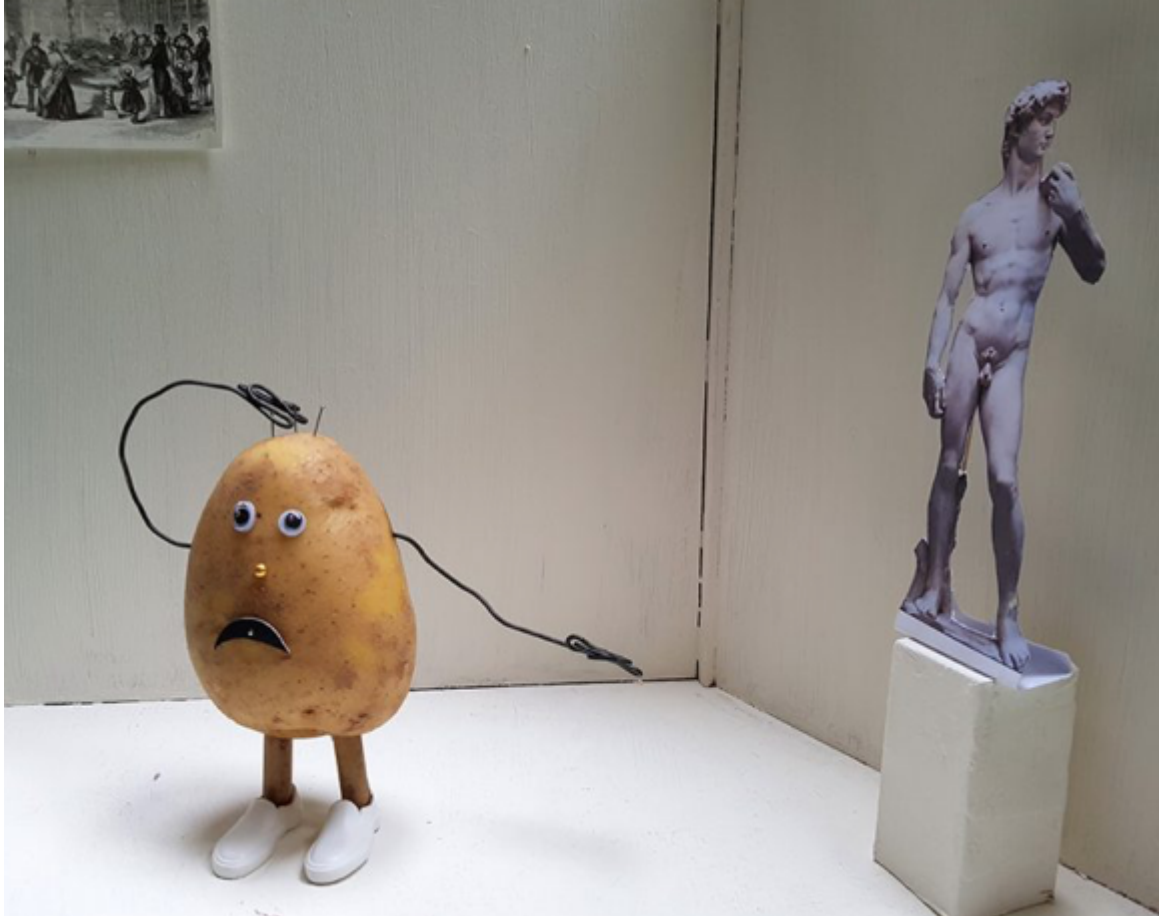
Think about the things you like to look at online (music, fashion, art, dancing, film, games...).

Think about your own skills...

If you could have a dream, what would YOU like to produce/create?

Start small, or think big! It's up to you!

What Next?!



Make your own films & animations!

We have [lots of resources](#) which share how we combined our skills to make our films and animations. Be inspired and make your own! You might use these resource in the classroom, at home, or even start a #BeACreativeProducer club.

More resources are added each month.



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Animation Software

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