

# Adapting AccessArt: Stories and Faces

By Sarah Longley

This resource documents a project facilitated by artist educator Sarah Longley, working in collaboration with a primary school and a daycare centre in Scotland. Sarah talks about how she was inspired by the [Exploring Identity](#) pathway to deliver a project that sought to produce vibrant portraits inspired by the stories of participants.

In this project, children interviewed elderly people from a daycare centre and produced portraits inspired by their stories. Sarah explains how she facilitated this project by navigating funding, building community relations and celebrating important social history through portraiture.

This project took place over several weeks, with three sessions to prepare children for the visit to the daycare centre and three sessions to complete the portraits. Sarah also details how she managed to get the whole school involved in the project, which resulted in two wonderful exhibitions, a book and a film.

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# Making Physical or Digital Layered Portraits



## Pathway: Exploring Identity



## Quentin Blake's Drawings as Inspiration: Exaggerating to communicate



## Session Recording: Creating School Exhibitions & Displays



## Finger Palette Portraits



**elastic band sketchbook**



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# Playing With Perspective

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Other Resources by Joe Gamble



**Adapting AccessArt: Colour and Composition**





## Thoughtful Mark making

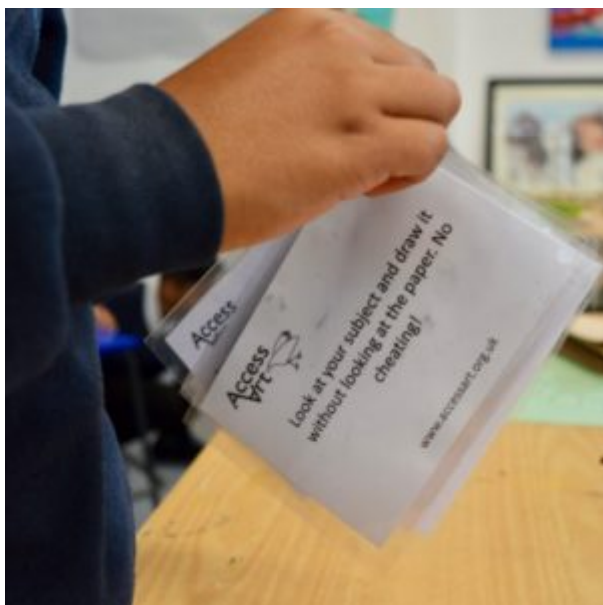


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## What I Ate in a Day

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## Drawing Prompt Cards



## Watercolour Washes Inspired by the Tapestries of Henry Moore



## Paint Your corner Shop



# Adapting AccessArt: From 2D to 3D

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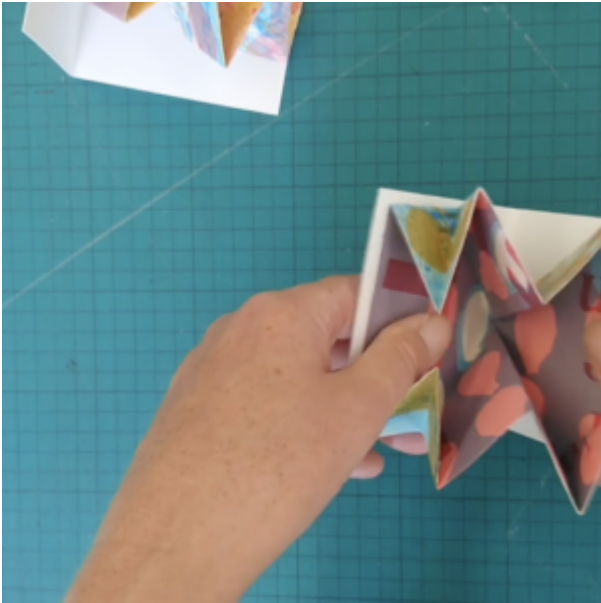
## playful making pathway



**ASTRONAUT PAPER BODY CASTS**



**Turkish map fold**



## **Adapting AccessArt: Playful Making Inspired by Nnena Kalu**



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## **Adapting AccessArt: Egypt in**

# Ink

See This Resource Used In Schools...











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**AccessArt  
Sportswear Design**

**Olympics:**

## [<<Explore Other Olympic Themes](#)

Explore the project below to help pupils consider how they might design an Olympic/Paralympic Kit based on either Olympic [Athletics](#) or [History](#).

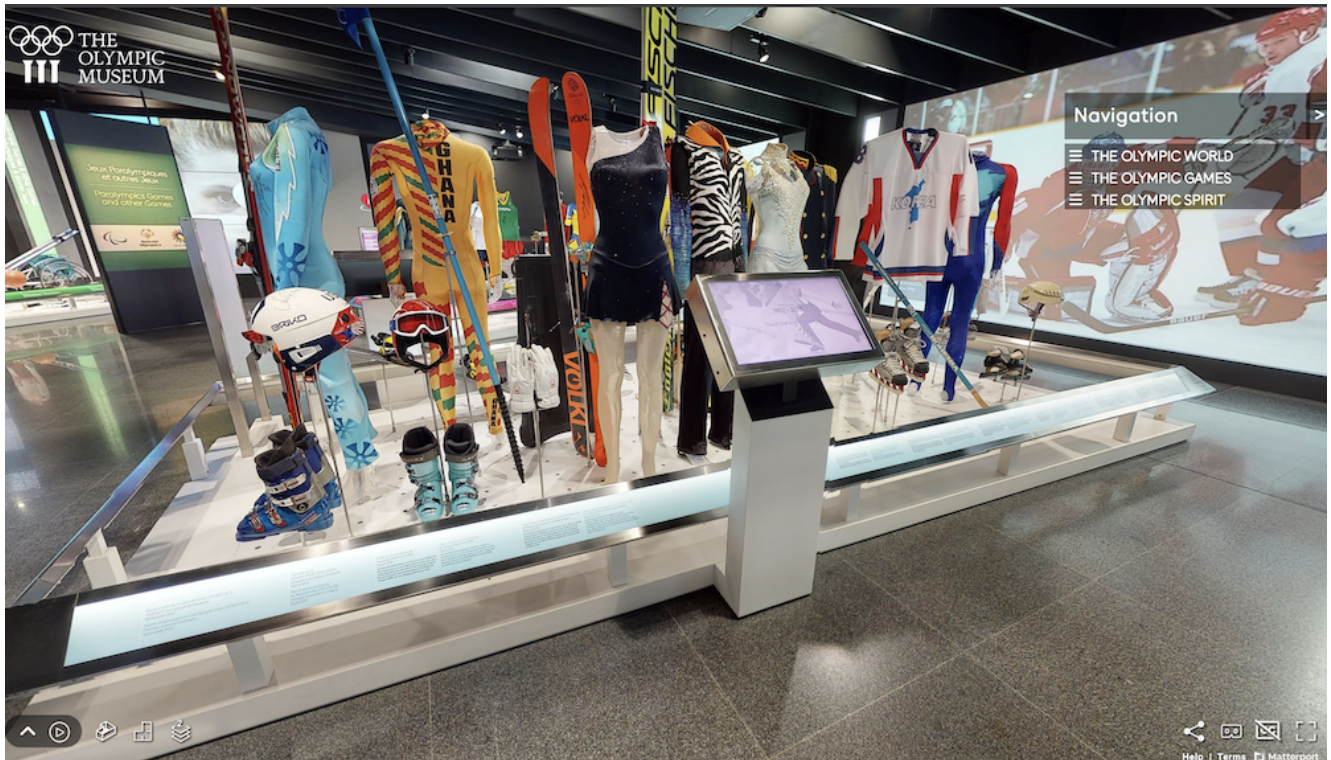
# Sportswear Design

**Aim:** To introduce pupils to sportswear design, what it's used for and what it can represent. Pupils will get the opportunity to design their own sportswear whilst developing painting and collage skills.

## Step 1: Introduce

Begin the session by asking pupils to make an Olympic project sketchbook using one of the "[Making Sketchbooks](#)" resources.

Introduce pupils to iconic Olympic Fashion from the past using "[Talking Points: Olympic Fashion](#)". Invite pupils to create "[Visual Notes](#)" in their sketchbooks inspired by what they see.



## Step 2: Drawing

Give pupils the opportunity to draw figures from life inspired by the "[Life Drawing For Children](#)" resource. Borrow some sports equipment from the PE department to inform their poses. Take it in turns to model in an athletic pose related to the sports prop and draw.



### Step 3: Introduce

Introduce pupils to the idea that sportswear can be designed to reflect a sport, person, a team, a place etc. Watch the videos on "[Talking Points: Designing Sportswear](#)" and use the questions to prompt a discussion about what designers use as inspiration for their designs.



Using paint and collage, invite pupils to create decorated papers which can be transformed into “[2d and 3d Fashion Designs](#)”. Adapt the resource slightly to encourage them to think about what motifs/symbols/patterns they might create to reflect their local area, personality, a sport, olympic value, or a focus of your choice.



#### Step 4: Reflect

[Use the resource here to help you run a class "crit" to finish the project.](#)

Invite children to display the work in a clear space on tables or on the wall. Recap with them about the exploration – where they started, what they discovered and what they enjoyed.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.





# ACCESSART OLYMPIC RESOURCES

AGES 9-11

AGES 11-14

**Materials:**

**Sketchbooks**

**A3 and A4 Cartridge Paper**

**Drawing materials**

**Sports equipment to use as props**

**Acrylic Paint**

**Brushes**

**Scissors**

**PVA glue**

**Mannequins (Wooden or Cardboard)**

**Clear tape**

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**Adaptations:**

You may like to focus on the history of sportswear, creating designs based on historical fashion and sportswear.

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**Explore Other Resources in Athletics:**



## Making Medals



## Sporting Sculptures

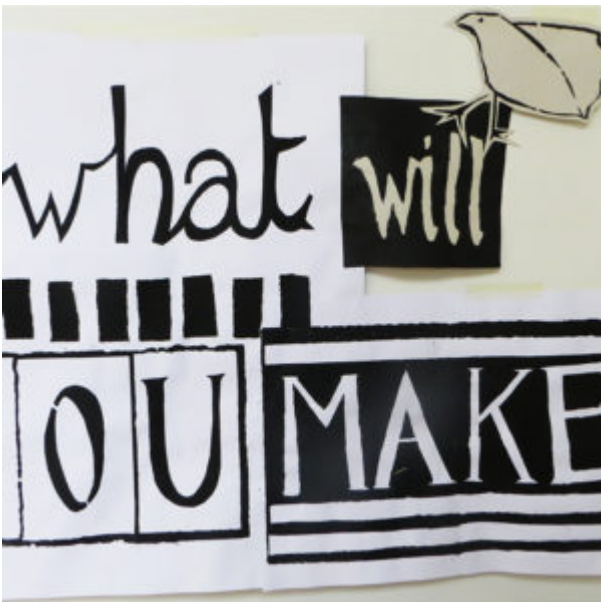


## Sculptural Sneakers

Explore other olympic themes  
history



**Values**



**ceremony**



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# AccessArt Olympics: Making Medals

[<<Explore Other Olympic Themes](#)

Explore the project below to help pupils consider how they might design an Olympic and Paralympic Medal based on either [Athletics](#), [History](#) or [Olympic Values](#).

## Medal Design

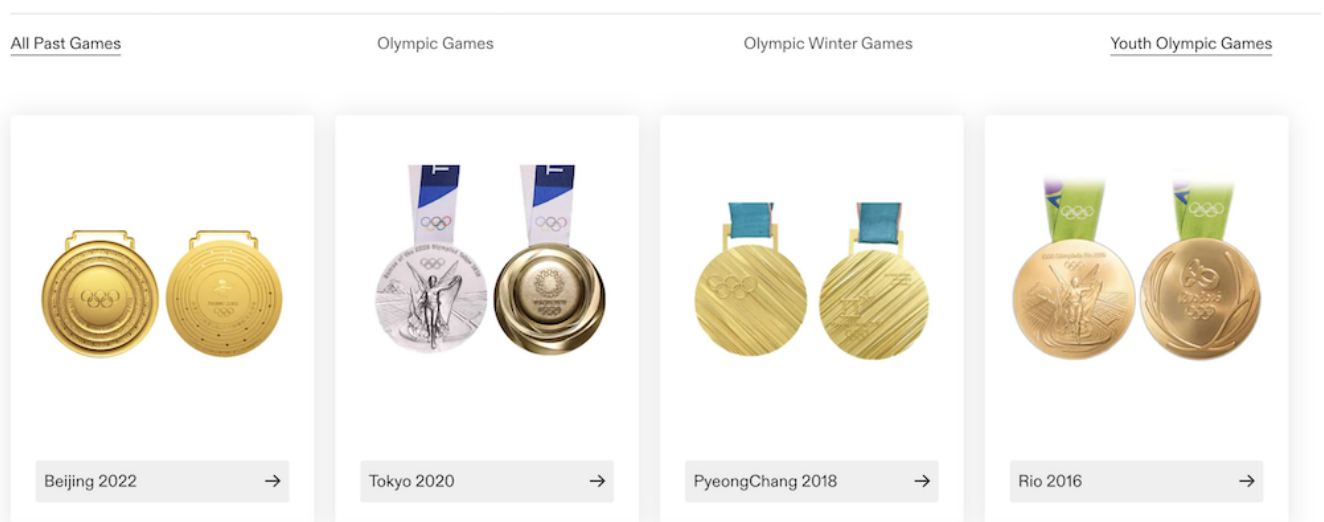
**Aim:** To introduce pupils to the Olympic and Paralympic Medals. Pupils will get the opportunity to design and make their own medals through drawing and sculpture.

## Step 1: Introduce in Sketchbooks

Consider asking pupils to make an Olympic project sketchbook using one of the "[Making Sketchbooks](#)" resources.

Begin by introducing pupils to medals designed for the Olympics and Paralympics with "[Talking Points: Olympic and Paralympic Medals](#)". Invite pupils to create "[Visual Notes](#)" in their sketchbooks inspired by the information they see.

# ALL MEDALS



## Step 2: Drawing and Sketchbooks

Use the medals from the previous session as inspiration for "[Making Money! Drawing and Making](#)". Adapt the resource slightly, inviting pupils to design a medal for their own Olympics/Paralympics. You may like to focus the design process by making links to your local area or individual values/personalities.



### Step 3: Making

Make connections between 2D and 3D by transforming the drawn medal designs in clay.

Adapt the "[Clay Portrait Miniatures](#)" resource to accommodate the focus of the project. Pupils might like to create medals to celebrate their favourite sport or hobby.



## Step 4: Reflect

[Use the resource here to help you run a class "crit" to finish the project.](#)

Invite children to display the work in a clear space on tables or on the wall. Recap with them about the exploration – where they started, what they discovered and what they enjoyed.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.





## ACCESSART OLYMPIC RESOURCES

AGES 5-8

AGES 9-11

**Materials:**

**Sketchbooks**

**A3/A2 Paper**

## Drawing materials

Foam board

Card template

Air-drying clay

Rolling pins

Burlap/hessian mat

Wooden battens

Tools for clay

Clay Slip ([see preparation in advance](#))

Soft wire to make a hanging loop

Wire cutters

Small pliers

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## Adaptations:

You may like to include a historical context, for example Ancient Greece. Use the "[Clay Art Medals](#)" resource and create profiles on the medals inspired by [Ancient Greek coins](#).

If you would like to explore [the Values](#) of the Olympics you might like to look at War Medals to see how medals can be designed to represent a specific Value.

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**Explore Other Resources in Values:**



## Mascot Design



## Friendship Towers



## [An Olympic Poster](#)

Explore other olympic themes  
history



**Athletics**



ceremony



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**AccessArt Olympics: Mascot Design**

## [<<Explore Other Olympic Themes](#)

Explore the project below to help pupils consider how they might design an Olympic and Paralympic Mascot based on either [Olympic Ceremony](#) or [Olympic Values](#).

# Mascot Design

**Aim:** To introduce children to mascot design and explore how they can make characters that represent either an Olympic Value or your local area through drawing, animation and the use of sketchbooks.

## Step 1: Introduce Mascots in Sketchbooks

Begin the session by asking pupils to make an Olympic project sketchbook using one of the ["Making Sketchbooks"](#) resources.

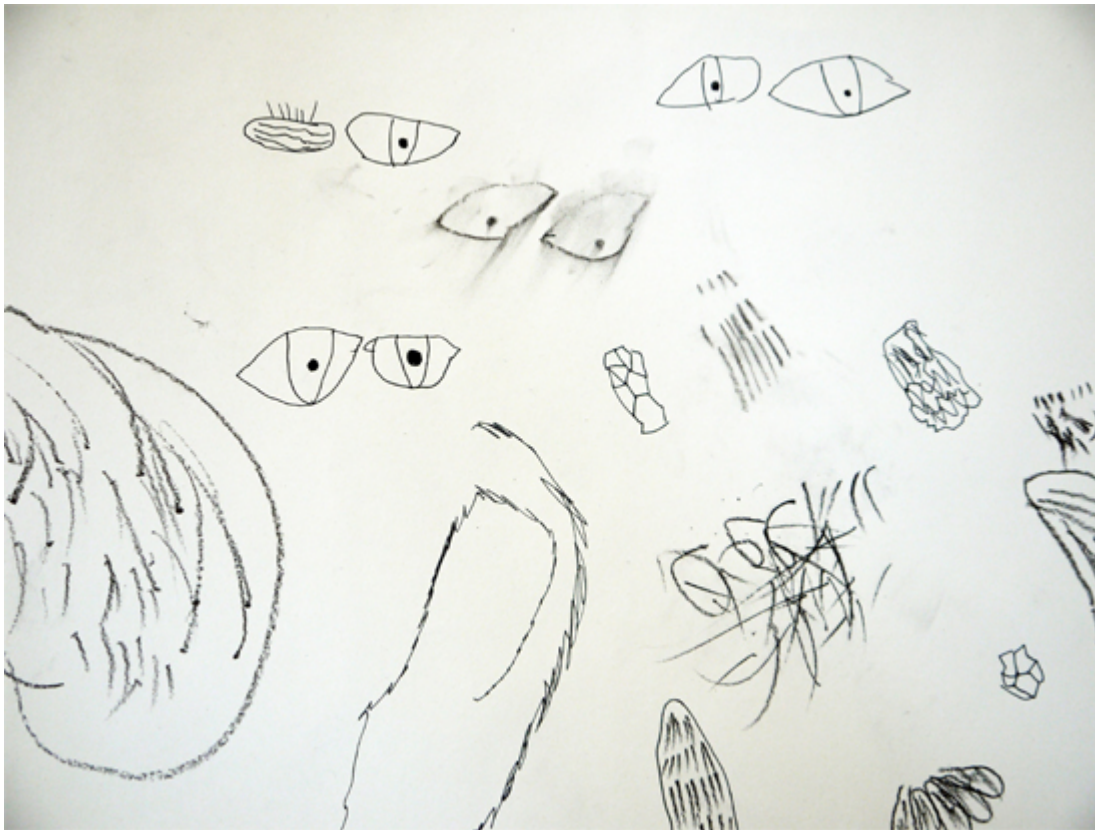
Next, explore ["Talking Points: Olympic and Paralympic Mascots"](#). As pupils watch the videos encourage them to create some ["Visual Notes"](#) in their sketchbooks, considering the different values of the Olympics and the country designing them, and how this might reflect in the mascots.



## Step 2: Character Design

Begin by exploring [“Talking Points: Animation Character Design”](#). Watch the videos and discuss with pupils what they’ve seen.

In sketchbooks, either follow on by adapting the resource [“A School Full of Characters”](#). Invite children to choose one of the Olympic Values and think about how they might incorporate the value into their character.



Or you may like to adapt the [“Modelling Monsters”](#) resource as inspiration for creating characters inspired by animals.





### Step 3: Animating

If you have time, consider introducing pupils to some animation with the resource "[Animating a walk cycle](#)" and make their characters come to life.

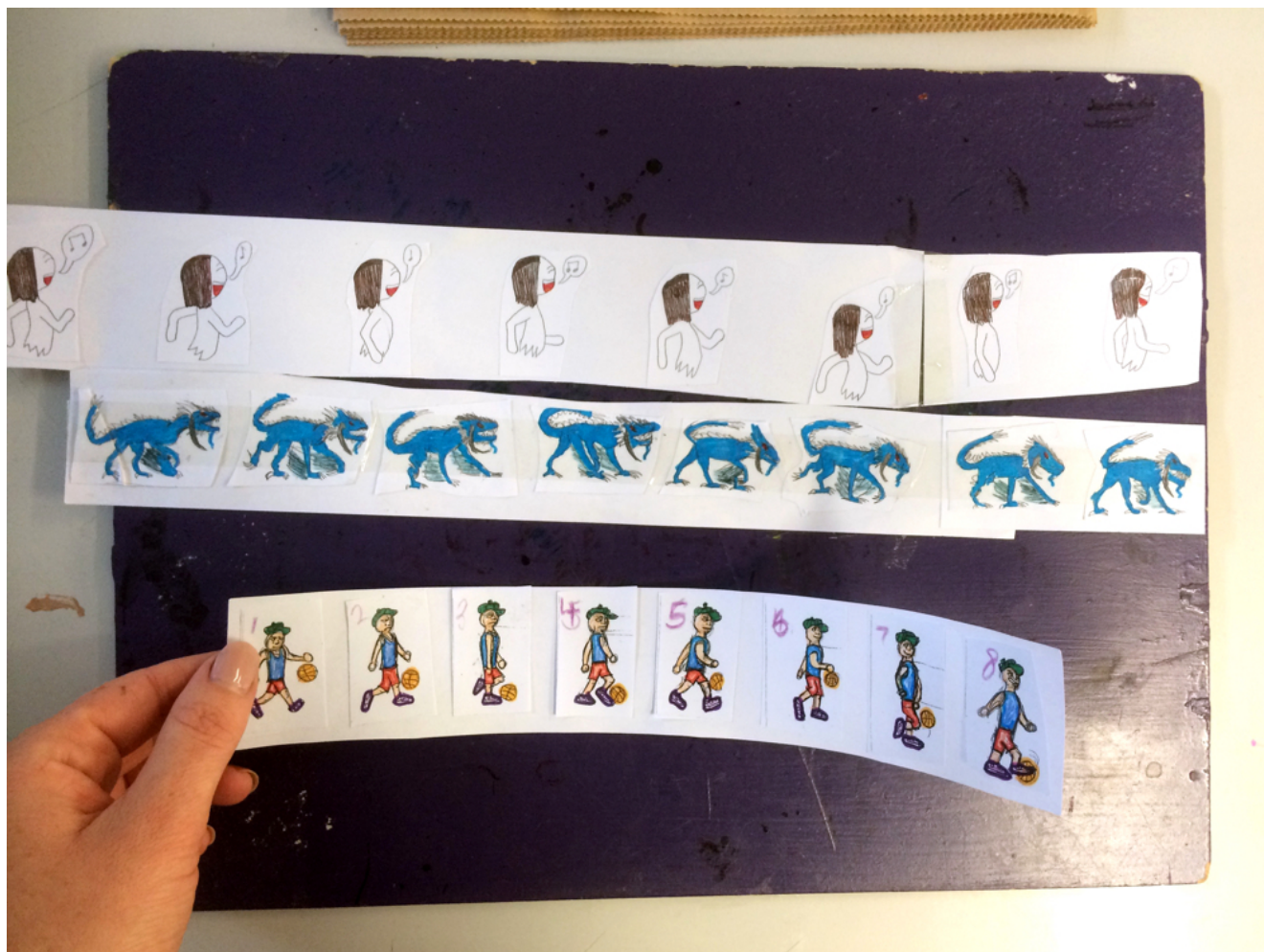


### Step 4: Reflect

[Use the resource here to help you run a class "crit" to finish the project.](#)

Invite children to display the work in a clear space on tables or on the wall. Recap with them about the exploration – where they started, what they discovered and what they enjoyed.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.



## ACCESSART OLYMPIC RESOURCES

AGES 5-8

AGES 9-11

AGES 11-14

## Materials:

Sketchbooks

Drawing materials

Scissors

Cards

Wooden Skewer

Plasticine (Optional)

Tablet (Optional)

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## Adaptations:

This pathway supports both the '[Values](#)' and '[Ceremony](#)' topics. Ensure you change the focus of Mascot Design according to the topic you choose.

Think about resources within the local area that you could visit, you may find inspiring artefacts at local museums or galleries nearby.

If you would like to give pupils the opportunity to try animating on Tablets, you might like to see the resource "[Explore Digital Animation](#)".

Instead of animating your mascot, take it into stitch and adapt "[Make a Stitched Drawing](#)" to create colourful textiles.

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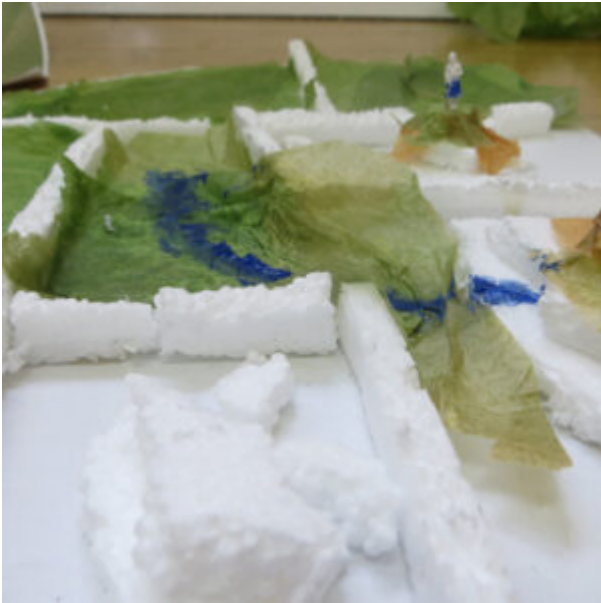
**Explore Other Resources in Ceremony:**



**Friendship Tower**



**Stadium Design**



## Mapping and Modelling

Explore other olympic themes  
history



athletics



**ceremony**



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# **Sketch Your World: Drawing The Details**

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**Sketch Your World:  
Perspective**

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**Sketch Your World: Choosing  
Subject Matter**

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**Sketch Your World: Materials**

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**Sketch Your World: The Basics**

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**Adapting AccessArt: Making  
Birds Pathway for Pupils With**

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### Flying Minpin Birds





## Visual Arts Planning: Birds



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**Deconstructing to Help You See**

**You May Also Like**

**ten minutes, five times a week**



**the drawing journey**



**all drawing resources**



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**Collecting,  
Drawing**

**Arranging,**

**DALER**   
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**Shells: Observational and imaginative**

**drawing**



**Still Life Compositions**



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**Introduction to Colour**

# Pencils

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## Drawing with Soft Pencils



**DALER**   
**ROWNEY**

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**Shells: Observational and Imaginative Drawing**



**All graphite resources**



**introduction to graphite**



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## Explore Wax Crayon

**DALER**   
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## **Autumn Floor Textiles**



## **Explorer's Books: Collecting Colour**

