

Session Recording: 2D Drawing to 3D Making

Find a recording of a Zoom session supporting the [2D Drawing to 3D Making Pathway](#) in the [AccessArt Primary Art Curriculum](#).

These pathway support sessions aim to build teacher knowledge around how the AccessArt Primary Art Curriculum pathways are constructed, and how they can be adapted to suit your school.

In this pathway children explore the idea that drawing as a 2 dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object. The AccessArt team takes you through both options in this pathway so you can decide with confidence which direction you would like to take the pathway in.

Suitable for Art Leads, Classroom Teachers, SLT and other educators. Please note that even if you are not following this pathway, you may find the ideas and approaches relevant to other ages/pathways. The activities in this pathway can also be adapted to other ages and settings.

The video below is available to full [AccessArt members](#). Pls login to access the video.



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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.

Session Recording: Making Shadow Puppets

Introduction to Chalk Pastels

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

Drawing With Your Feet

What We Like About This Resource

"I love this resource because I can picture the energy in the classroom whilst students enjoy the process of mark-making using their feet. Creating drawings with parts of the body other than hands can be really freeing; students will hopefully look at their drawings in a less critical way, with the emphasis of the activity being more about the process than the outcome. It might be a nice addition to use a viewfinder to zoom in on areas where the marks collide in interesting ways" – Tobi, AccessArt.

Session Recording: Exploring Line Weight

Session Recording: Exploring Charcoal

Introduction to Pens

Introduction to Graphite

Drawing Source Material: Orchestras and Instruments

A collection of imagery and sources which

you can use to prompt drawing in schools and community groups.

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Orchestras and Instruments

Use the film below to enable children to explore orchestras and instruments. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their

attention to different qualities.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

How might you invent your own instrument? What instruments might you combine? Is it self playing?

This Source Material Is Used In...

Pathway: Music and art

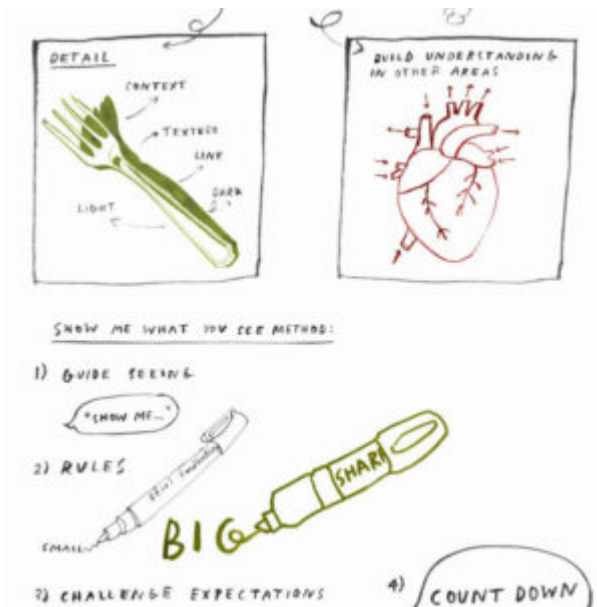


[This is featured in the 'Music and Art' pathway](#)

using sketchbooks to make visual notes



Show me what you see



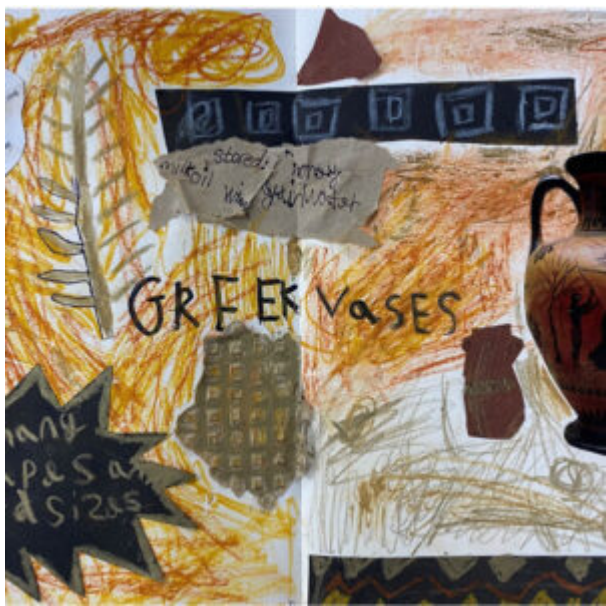
Show Me What You See

Using Sketchbooks to Make Visual Notes

See This Resource Used In Schools

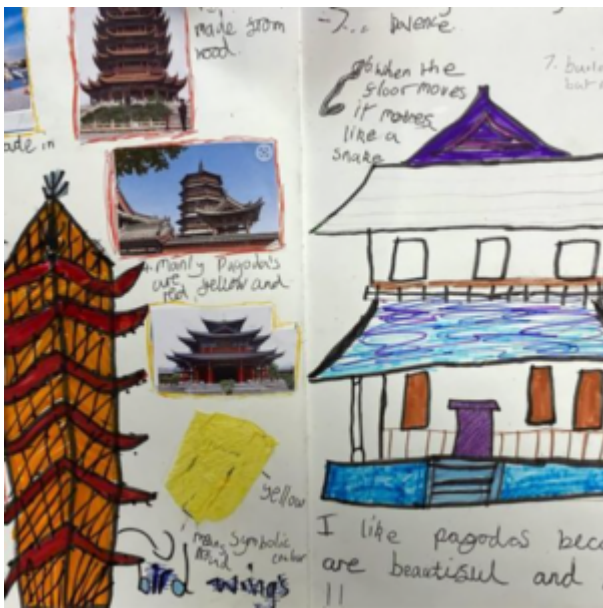


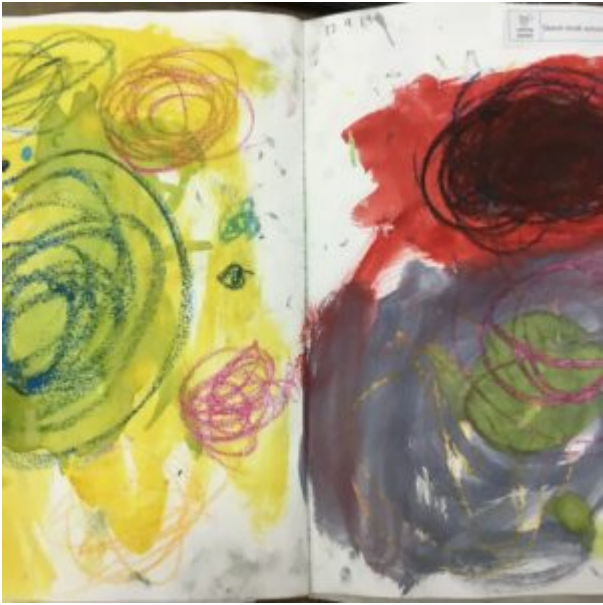














Experimental Mark Making Tools

See This Resource Used in Schools



You May Also Like...

Pathway: Expressive Painting



[This is featured in the 'Expressive Painting' pathway](#)

Drawing Source Material: Shells & Spirals

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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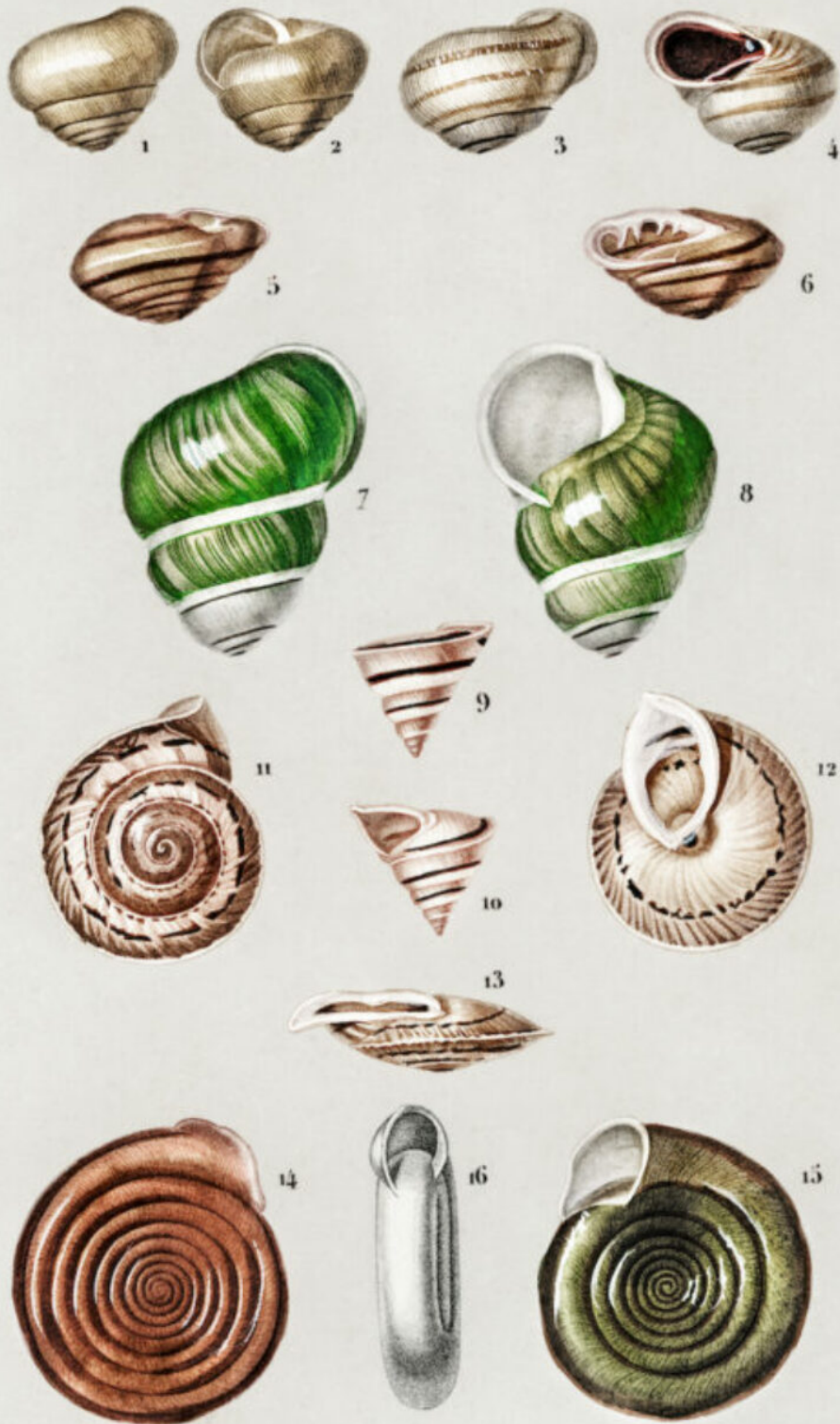
Shells

Use the films below to enable children to explore drawing shells. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the shells.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

Charles Dessalines



11000. Paris.

Fournier. 50.

1, 2. *Helix trochiformis* (Helix epistylum, Mull.)—3, 4. *Helix macrostoma* (Helix citata, Mull.)
 5, 6. *Helix sinuata* (Helix sinuata, Mull.)—7, 8. *Helix multicolor* (Helix polychroa, Sussur.)
 9, 10. *Helix pyramidella* (Helix Pyramidella, Bign.)—11, 12, 13. *Helix de Lister* (Helix Listeriana, Gray.)
 14, 15, 16. *Helix polygona* (Helix polygona, Bern.)

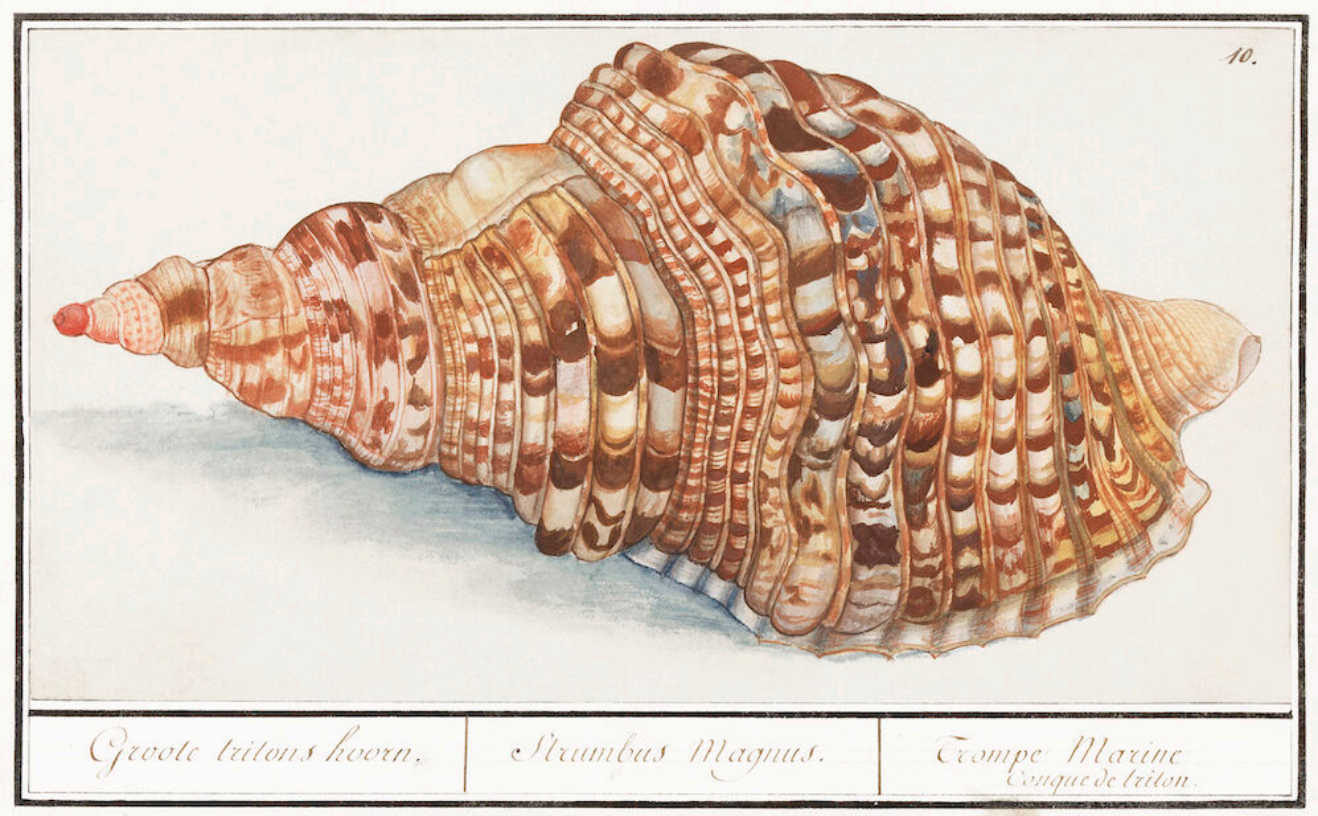


Prêtre, pinx.

Legrand, sc.

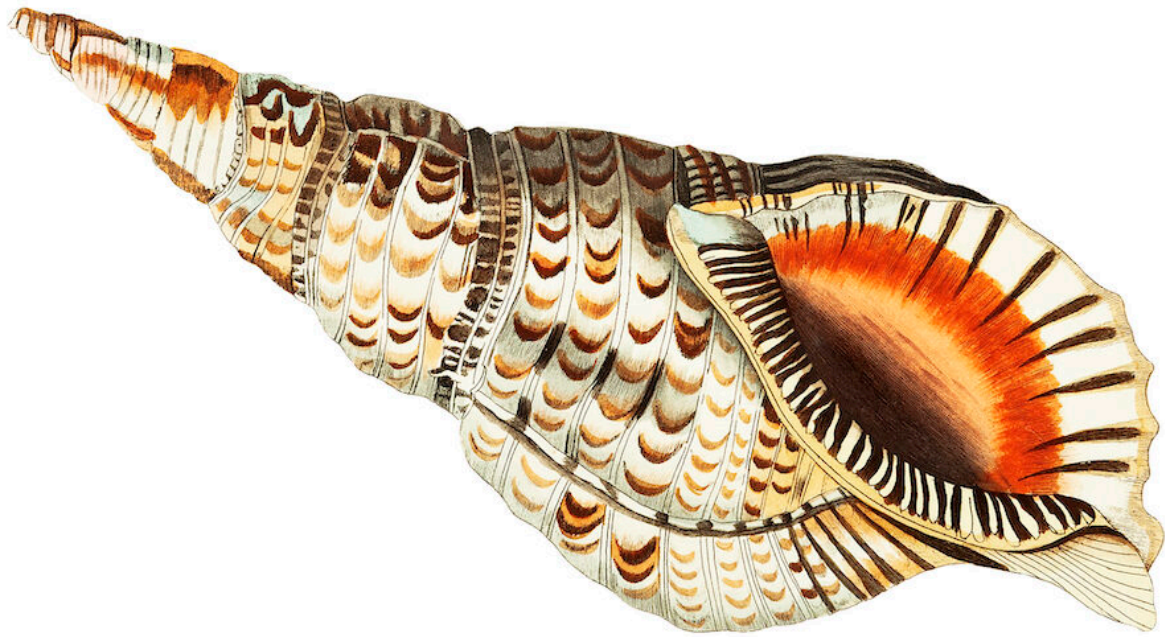
1. *Scrinia tuberculosa*. (*Scrinia nodosa* Def.) — 2. *Cerithium chenille*. (*Cerithium aluco* Desp.)
 3. *Turbinella peire*. (*Turbinella pyrum*, Lamk.) — 4. *Cancellaria obtusa* Desf.
 5. *Fusus longirostris*. (*Fusus longirostris*, Desf.) — 6. *Murex palus de Rosier*. (*Murex palus rosie*, Lamk.)

Anselmus Boëtius de Boodt



Common Triton Horns, *Charonia tritonis* (1596-1610) by Anselmus Boëtius de Boodt. Original from the Rijksmuseum.

George Shaw



**Tritonian murex or Sea trumpet illustration from
The Naturalist's Miscellany (1789-1813) by
George Shaw (1751-1813)**

You May Also Like...

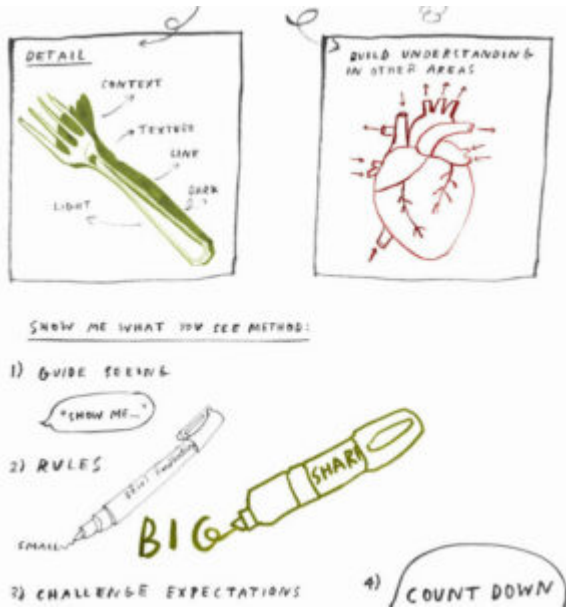
Pathway: Spirals



This is featured in the 'Spirals' pathway
using sketchbooks to make visual notes



Show me what you see



Drawing Source Material: Moving Water

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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Water

Use the film below to enable children to explore drawing water. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the water.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

This Source Material Features in...

Pathway: Cloth, thread, paint

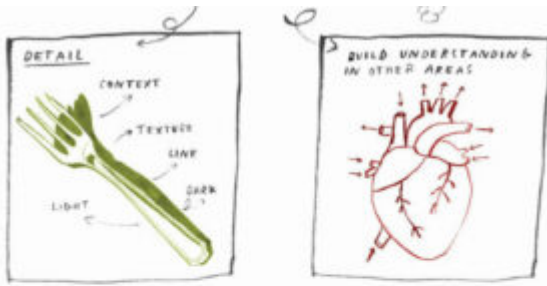


[This is featured in the 'Cloth, Thread, Paint' pathway](#)

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES

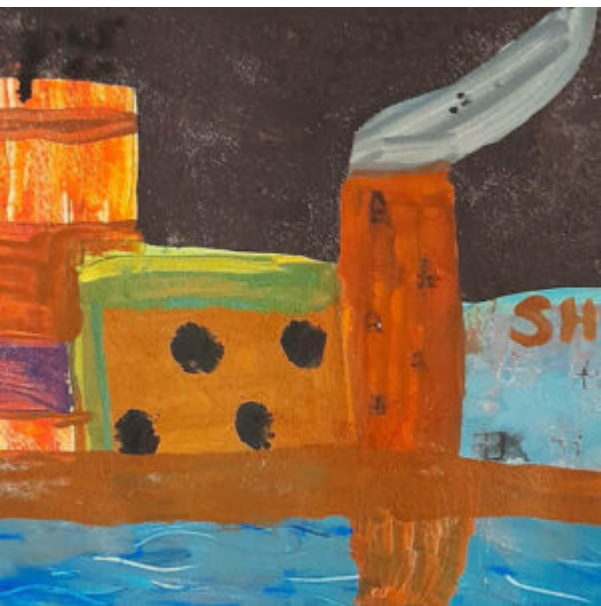


3) CHALLENGE EXPECTATIONS



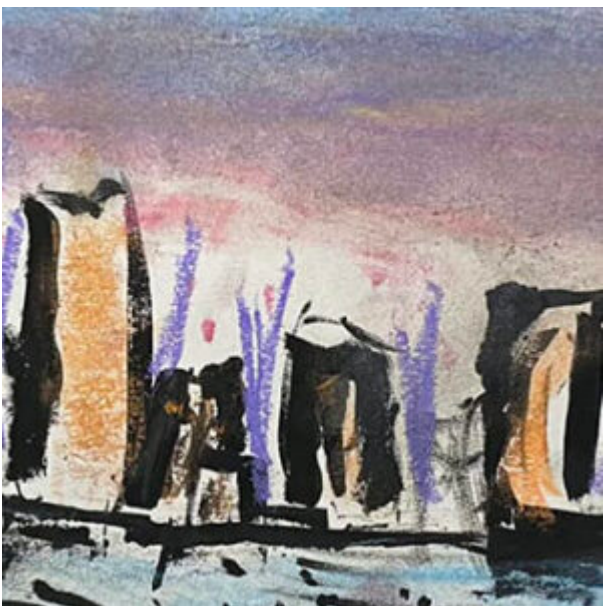
Mixed Media Landscape Challenges

See This Resource Used In Schools...











You May Also Like...

Pathway: Mixed Media Land and city scapes



[This is featured in the 'Mixed Media Land and City Scapes' pathway](#)

Talking Points: Kittie Jones



Talking Points: Vanessa Gardiner



Talking Points: The Shoreditch Sketcher



Drawing Source Material:

Egyptian Artefacts

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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Egyptian Artefacts

Use the film and imagery below to enable children to explore Egyptian artefacts. Try to create a sense of momentum – for example you might pause on an image or the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4

minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the artefacts.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

Explore the collections of Rijksmuseum van Oudheden [here](#).

You can find lots of visual resources on [Google Arts and Culture about preserving Egypt's history](#).



Military Musicians Showing Nubian and Egyptian Styles, Nina de Garis Davies (1881–1965), New Kingdom, Dynasty 18, reign of Thutmose IV, ca. 1400–1390 B.C. From Egypt, Upper Egypt, Thebes, Sheikh Abd el-Qurna, Tomb of Tjeneny (TT 74) Tempera on paper, H. 44.5 × W. 93 cm (17 1/2 ×

36 5/8 in.) Rogers Fund, 1931

Watch the clip with the volume off as you guide children's attention to parts of the paintings



Bronze statuette of Osiris, Late Dynastic-Hellenistic 664–31 B.C. Egyptian Medium: Bronze Dimensions: H. 4 1/2 in. (11.4 cm) The Cesnola

Collection, 1874–76



Tomb Chapel of Raemkai: South Wall, Old Kingdom, Dynasty 5, ca. 2446–2389 B.C., From Egypt, Memphite Region, Saqqara, North of the Djoser pyramid complex, Mariette D3, Egyptian Antiquities Service/Quibell excavations, 1907–08, Limestone, paint, Rogers Fund, 1908



Take a virtual tour of the Tomb of Menna on [Google Arts and Culture](#)



Deconstructing Ancient Egyptian Stelae on [Google Arts and Culture](#)

You May Also Like...

Pathway: working with shape and colour

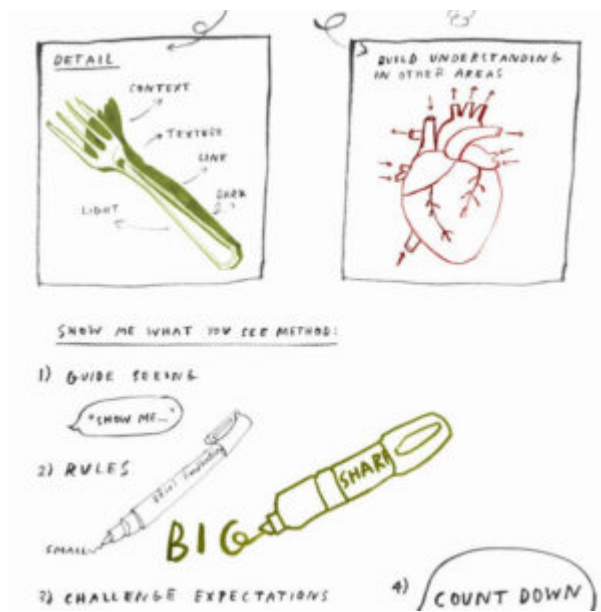


[This is featured in the 'Working with Shape and Colour' pathway](#)

using sketchbooks to make visual notes



Show me what you see



Drawing Source Material: Amazing Architectural Homes

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Amazing Architectural Homes

Use this collection of films as source material for pupils exploring amazing architectural homes. In the first instance you might want to pause the videos at suitable points to enable the children to carefully look at the main forms and details. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to features of the building.

When pupils are more experienced, you can also try getting them to make their drawings as the videos play – making quick gestural sketches.

You May Also Like...

Pathway: Architecture- Dream big or small?



This is featured in the 'Architecture: Dream Big or Small?' pathway

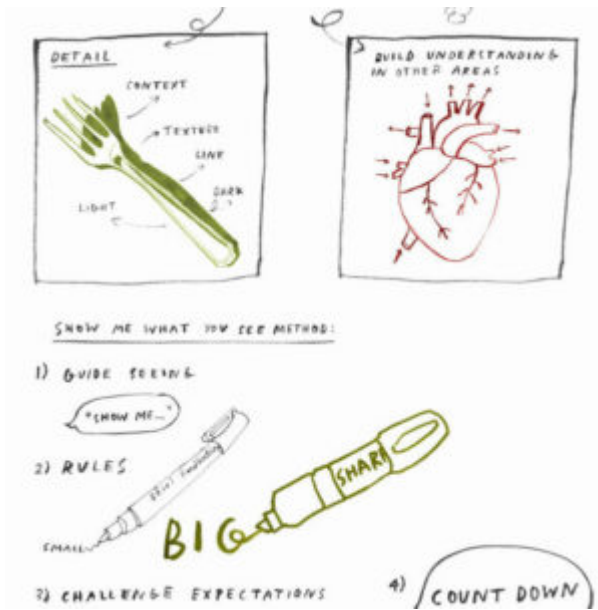
using sketchbooks to make visual notes



Find out how pupils can respond to

artists work in sketchbooks

Show me what you see



Enable close looking and drawing with this exercise

Drawing Source Material: Oceans

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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This resource is free to access and is not part of AccessArt membership.

FREE TO ACCESS

Oceans and Seas

Use the film below as source material to enable the children to draw things living in the ocean.

You can either choose to stop the video, and draw from a collection of paused images, or you can also choose to ask the children to work from the moving image.

Find drawing exercises below to help your drawing exploration.

Drawing Exercises

- 1. Have the children draw in a quiet room, with the video on the whiteboard.**
- 2. Stop the video at a chosen frame and use your voice to direct their drawing. Choose words which relate to the imagery, for example you might decide to focus their attention on vertical lines, so you might choose words like: line, growth, upward, downward, fall... or you might choose to attract their attention to the energy of a wave or the curve of an animals back. Think carefully about the words you use – they don't have to be used in sentences – you can speak lists.**
- 3. Each sketchbook response might take just 3 to 5 minutes, then move on to another still. Create a sense of momentum.**
- 4. Direct pupils to use a chosen medium. You might like to start with soft pencil or handwriting pen.**

You May Also Like...

Pathway: Stick Transformation project

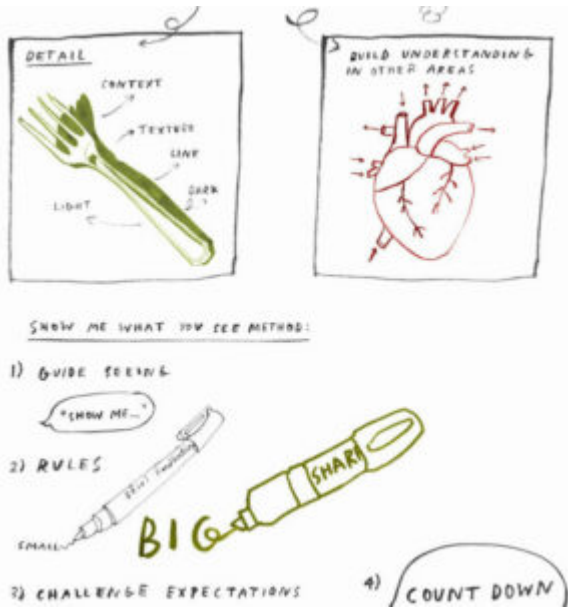


This is featured in the 'Stick Transformation Project' pathway

using sketchbooks to make visual notes



Show me what you see



Drawing Source Material: Food

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Food

Use the film below to enable children to explore drawing food. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the food.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

You May Also Like...

Pathway: Festival Feasts

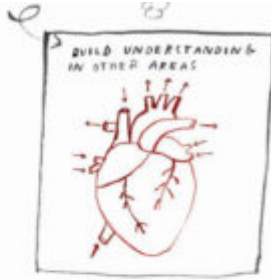
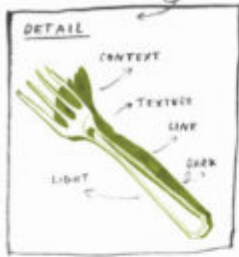


[This is featured in the 'Festival Feasts' pathway](#)

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHODS:

1) GUIDE FORMS



2) RULES



3) CHALLENGE EXPECTATIONS

