

Tiny Art Schools: Art School Ilkley Part One

By [Sarah and John Gamble](#)

AccessArt is creating a body of work to explore, celebrate and promote the notion of "[Tiny Art Schools](#)" across the UK. [In this series](#) of case studies, we'll be sharing how artist educators work with their audiences, using community centres, village halls, and private studio spaces as art education labs, to build creative and economic communities of all sizes. We'll explore how the tiny art school concept can be both a viable business model for the artist educator and help inform a ground-up, inclusive and diverse re-thinking of the purpose and value of art education for all today.

In this first post within a [series of three](#), we interview Sarah and John Gamble, who run [Art School Ilkley](#), an independent art school based in Ilkley, West Yorkshire. Starting in 2016, John and Sarah now run ten classes a week, teaching across ages, from young artists to adults. With a focus on inclusivity and experimentation, they provide a space where people can meet and be led on a personal artistic journey.

In this series, John and Sarah discuss how the school came about, their journey as artist educators, and a unique approach that makes Art School Ilkley a cherished part of the community.

In this first post, John and Sarah discuss why they wanted to start their own Tiny Art School and how they began in 2016.

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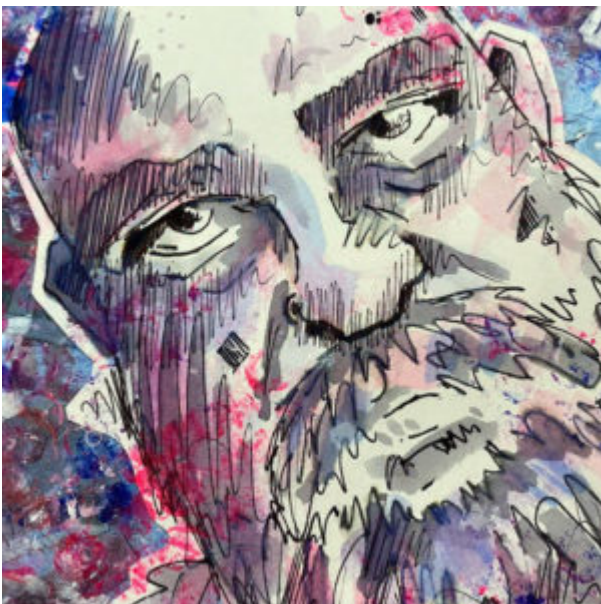
AccessArt is a UK Charity and we believe everyone has the right to be creative. AccessArt provides inspiration to help us all reach our creative potential.

Tiny Art Schools: Art School Ilkley Part Two

Adapting AccessArt: Stories and Faces

You May Also Like...

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



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Improving Outcomes: Gestural Drawing with Charcoal Pathway

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Other Resources by Joe Gamble



Adapting AccessArt: Colour and Composition



Thoughtful Mark making



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You May Also Like

ten minutes, five times a week



the drawing journey



all drawing resources



Session Recording: Drawing Figures

Introduction to Colour Pencils

Introduction to Chalk Pastels

Drawing with Sticks

What We Like About This Resource

“This is a great activity to get students to think about drawing in a different way. Extending reach and accepting a lack of control can lead to really exciting and energised mark-making. It’s great to see that this resource has also been used in SEND settings, demonstrating its accessibility.” – Tobi, AccessArt.

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

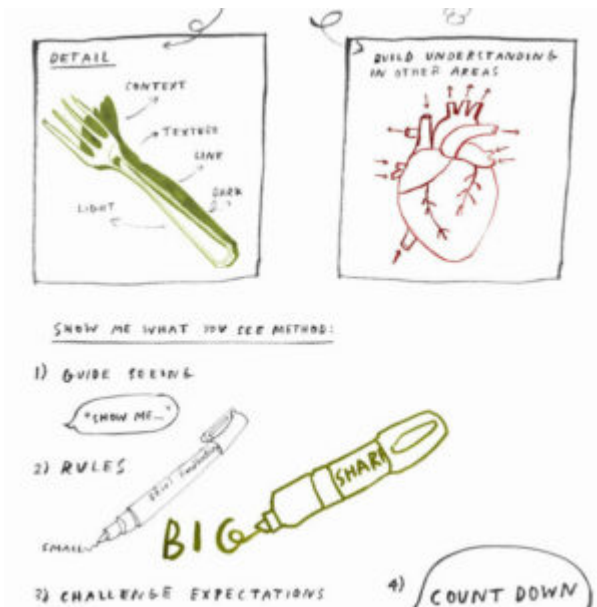


[This is featured in the 'Music and Art' pathway](#)

using sketchbooks to make visual notes



Show me what you see

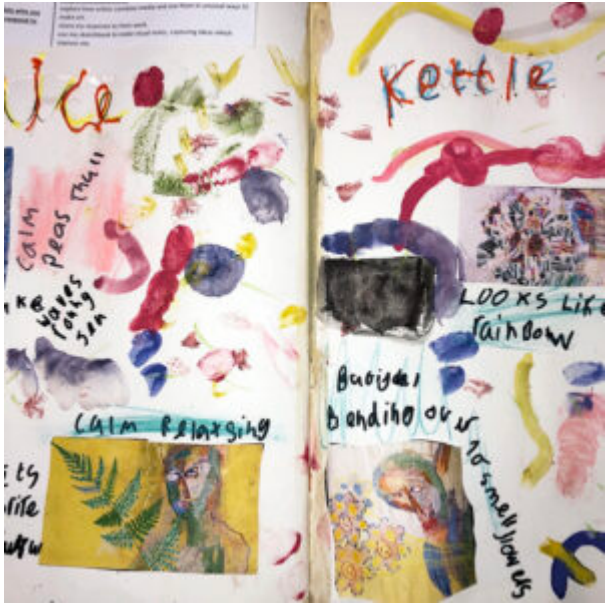


Using Sketchbooks to Make Visual Notes

See This Resource Used In Schools





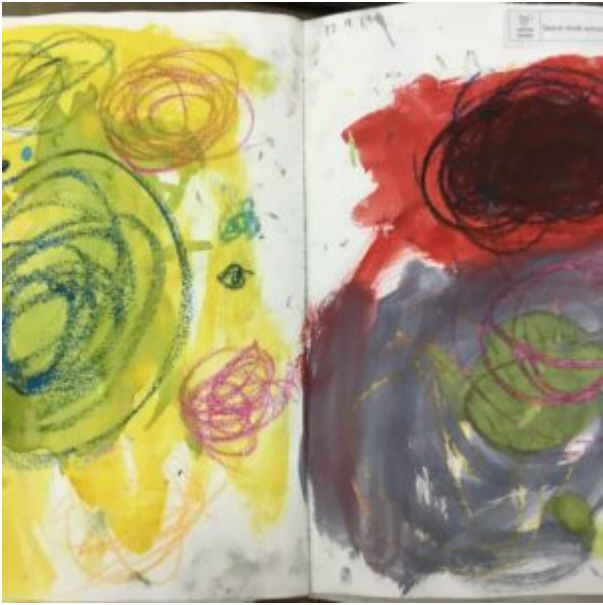














Drawing Source Material: Shells & Spirals

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

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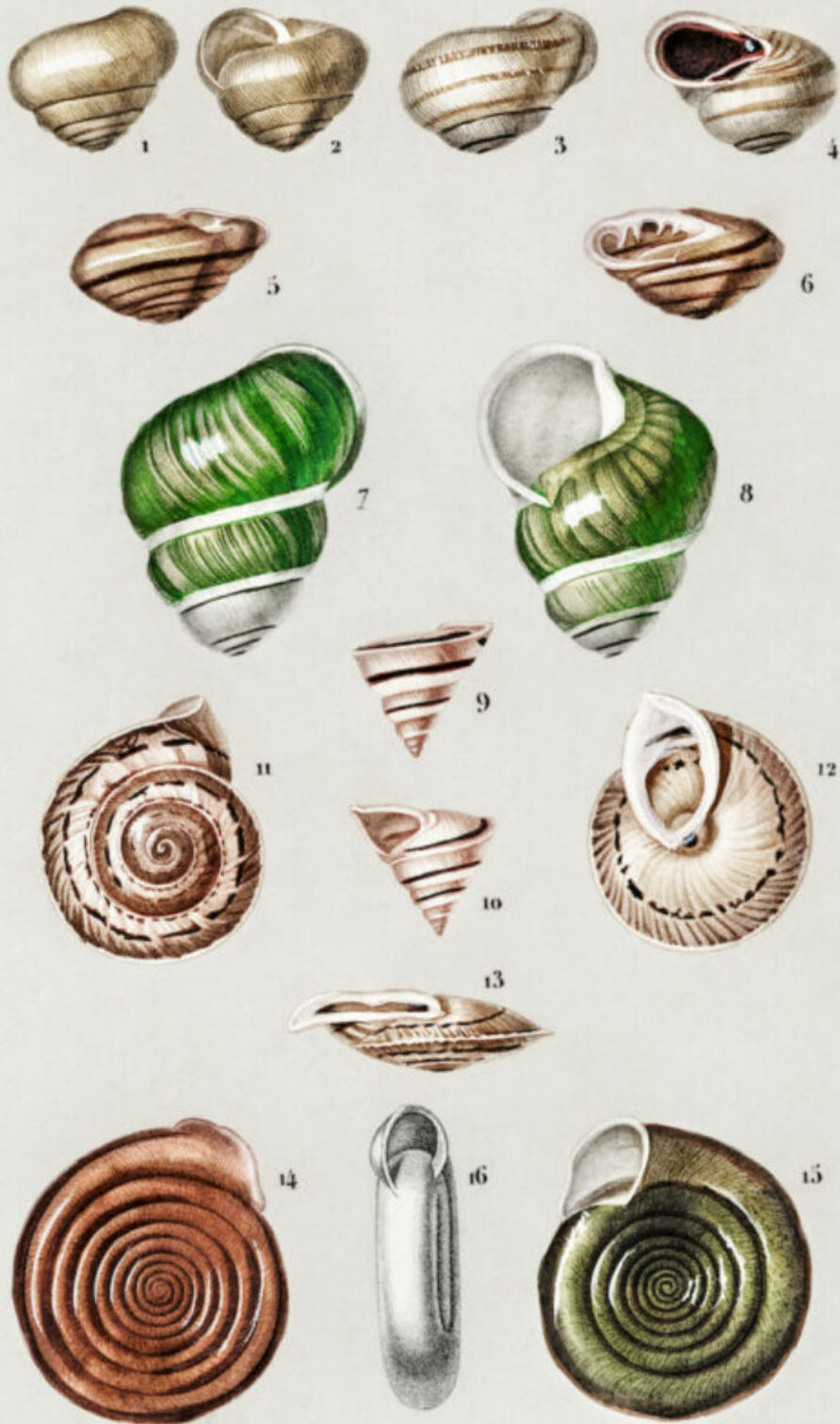
Shells

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 polytrua, 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.)

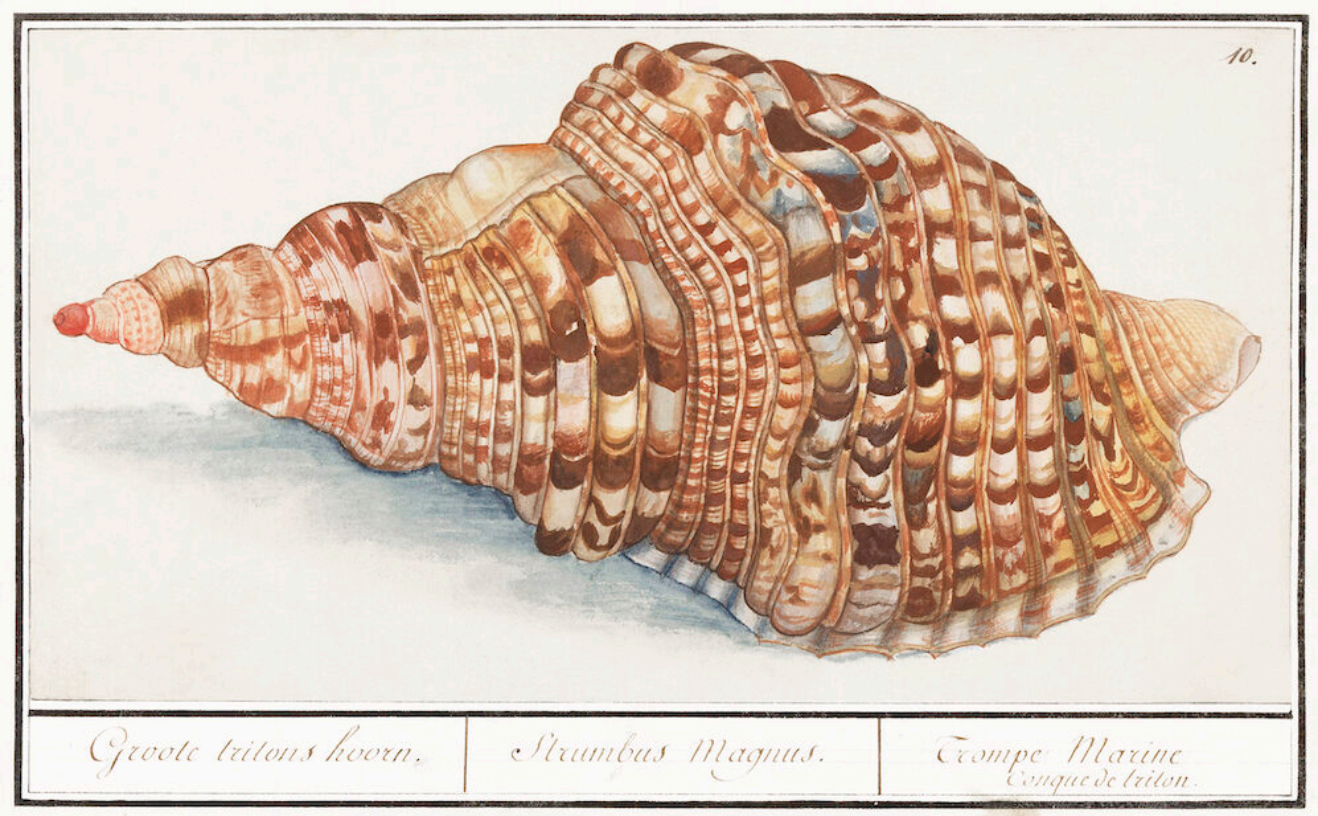


Prêtre, pinx.

Legrand, sc.

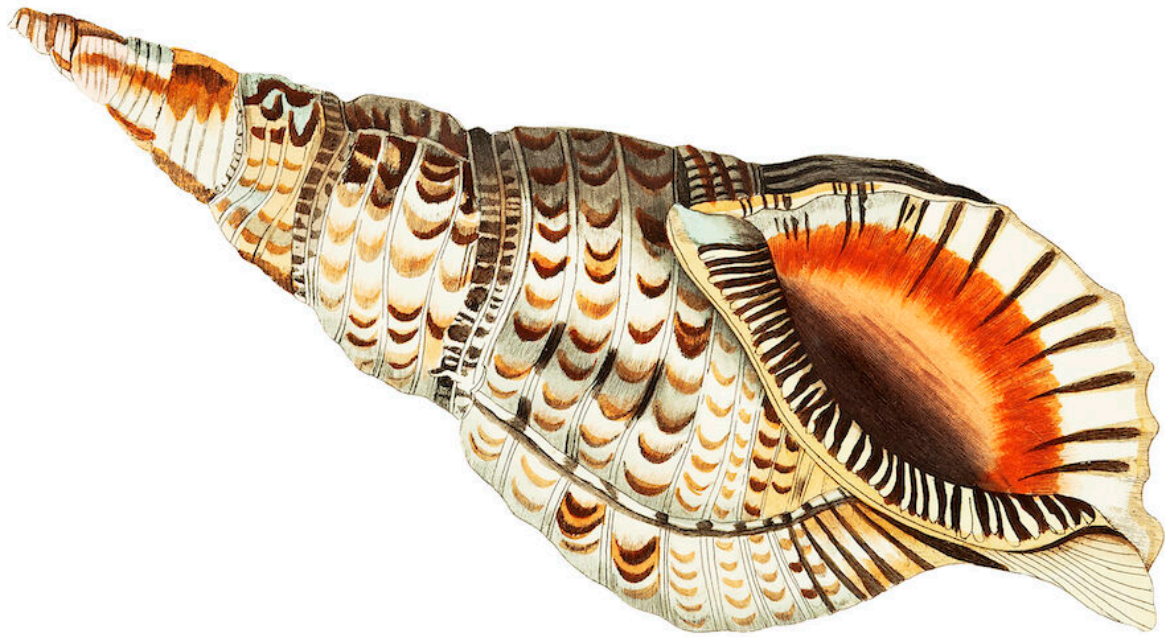
1. *Scrinia tuberculosa*. (*Scrinia nodosa* Def.) — 2. *Cerithium chenille*. (*Cerithium aluco* Desp.)
 3. *Turbinella peire*. (*Turbinella pyrum*, Lamk.) — 4. *Cancellaria obtusa* Desf.
 5. *Fusus longirostris*. (*Fusus longirostris*, Desf.) — 6. *Murex palus de Rosier*. (*Murex palus rosei*, Lamk.)

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)**

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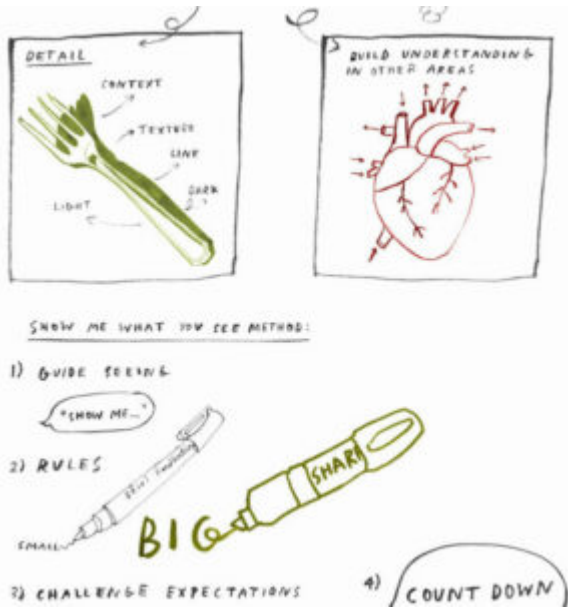
Pathway: Spirals



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

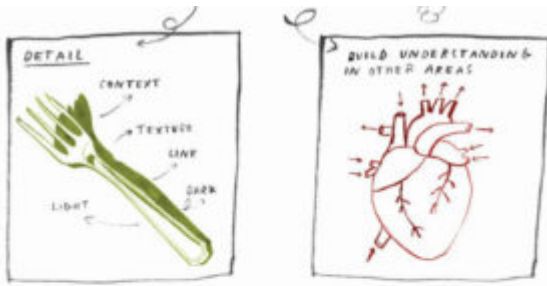


[This is featured in the 'Cloth, Thread, Paint' pathway](#)

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING

"SHOW ME..."

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

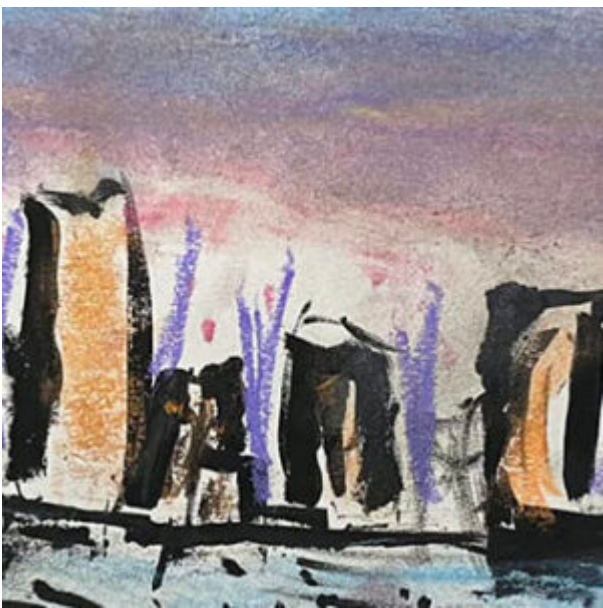
Mixed Media Landscape Challenges

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](#)

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Pathway: working with shape and colour

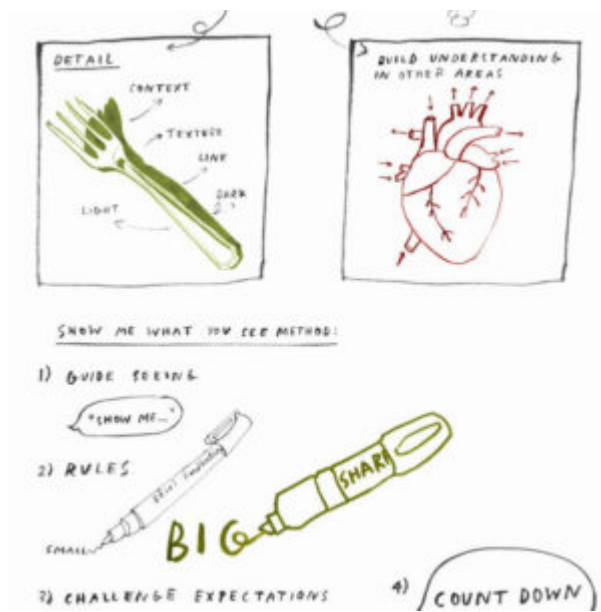


[This is featured in the 'Working with Shape and Colour' pathway](#)

using sketchbooks to make visual notes



Show me what you see



Drawing Source Material: Amazing Architectural Homes

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

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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

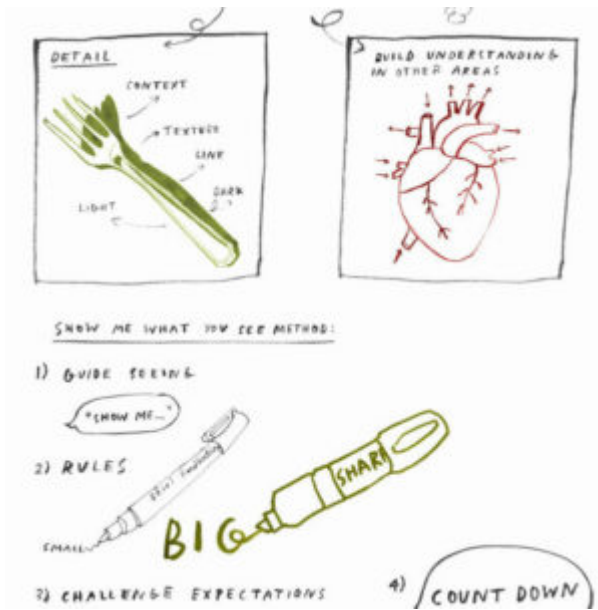
using sketchbooks to make visual notes



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

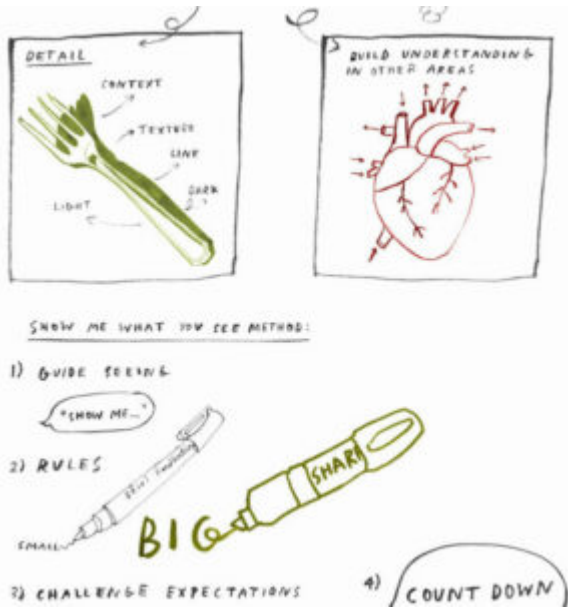


This is featured in the 'Stick Transformation Project' pathway

using sketchbooks to make visual notes



Show me what you see



Drawing Source Material: Food

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

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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

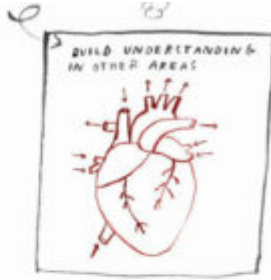
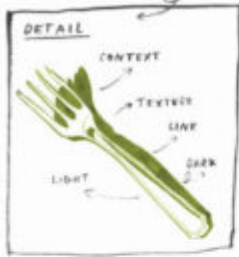


[This is featured in the 'Festival Feasts' pathway](#)

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

