

# Adapting AccessArt: Making Birds Pathway for Pupils With Special Educational Needs

By Ellie Daly

In the '[Adapting AccessArt](#)' series, we will be spotlighting teachers who have used AccessArt resources to develop their own pathways.

In this resource, Ellie Daly, Higher level teaching assistant and Arts Award Lead at Brooklands Community Special school, shares with us her adaptation of the [Making Birds pathway](#). Ellie recounts her love of nature and photography, and explains how this project was developed to suit a current set of students studying for the arts award.



Read on to find out how Ellie facilitated an exploration of drawing, collage, photography and sculpture.

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## **Visual Arts Planning: Birds**



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# **Adapting AccessArt: Woodland Creatures**

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**the geometry of chickens**





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## **Coat-hanger Shells**

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## Painted and Sculptural Plant Pots



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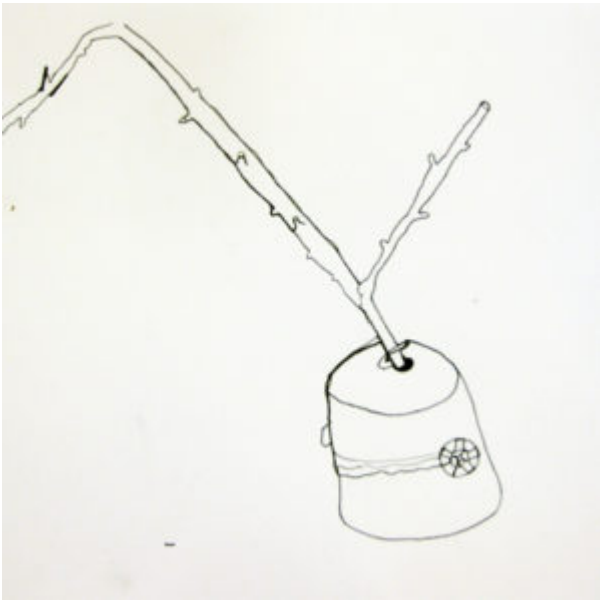
## Insect Hotels

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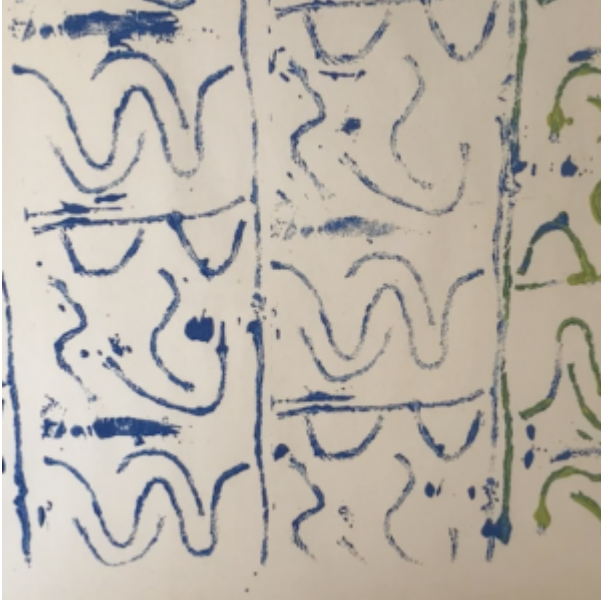




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**Collaging with Wax Crayon  
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## Imaginary landscapes



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**Talking Points: Saoirse Morgan**

A collection of imagery and sources designed to stimulate conversation around the work of Saoirse Morgan.

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AGES 9-11

AGES 11-14

AGES 14-16

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## Saoirse Morgan

“My paintings explore my connection with familiar landscapes. The subject of my work is my home terrain of West Wales: the landscape, the coast, the ecology. I am inspired by local colour, plant life, atmosphere and weather. I spent my childhood on small islands, surrounded by swirling tide races and wild, wind-blown seas. My terrestrial environment is maritime heath and lowland heath. It’s a warm, familiar colour palette, dominated by bracken, heather and gorse.” – [Saoirse](#)

## Questions to Ask Children

How does Saoirse’s painting process connect to the sea?

How do the colours, shapes and textures evoke the atmosphere of the sea?

## Questions To Ask Children

How does the painting, and process capture the essence of the sea?

What do you like / dislike about the painting?

How does the painting make you feel?

## Questions to Ask Children

Are there any animals / insects / plants in your local area that has been suffering the consequences of climate change? How has your local landscape been affected?

## This Talking Points Is Used In...

Pathway: Mixed Media Land and city scapes



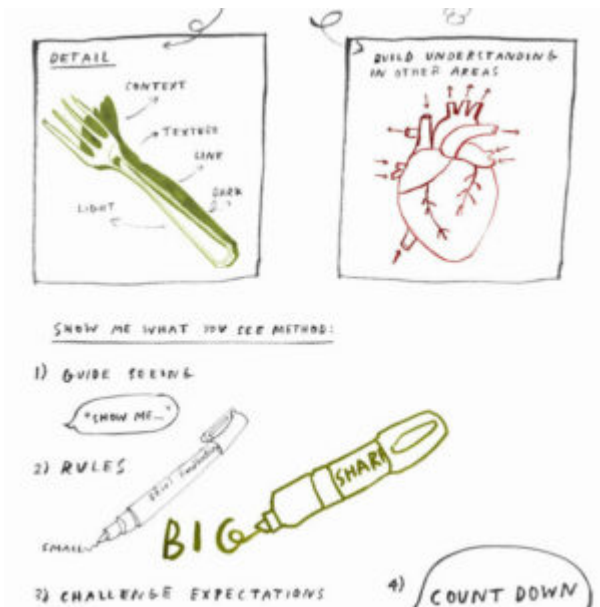
[This is featured in the 'Mixed Media Land and City Scapes' pathway](#)

using sketchbooks to make visual notes





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Concertina Landscape



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## **Exploring A Midsummer Night's Dream: Creating a Forest Collage Part Two**

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## **Exploring A Midsummer Night's Dream: Creating a Forest Collage Part One**

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# 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**



Leveillé, 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 polychroma*, Sowerb.)  
 9, 10. *Helix pyramidella* (*Helix Pyramidella*, Sowerb.)—11, 12, 13. *Helix de Lister* (*Helix Listeriana*, Gray.)  
 14, 15, 16. *Helix papyracea* (*Helix papyracea*, Bern.)



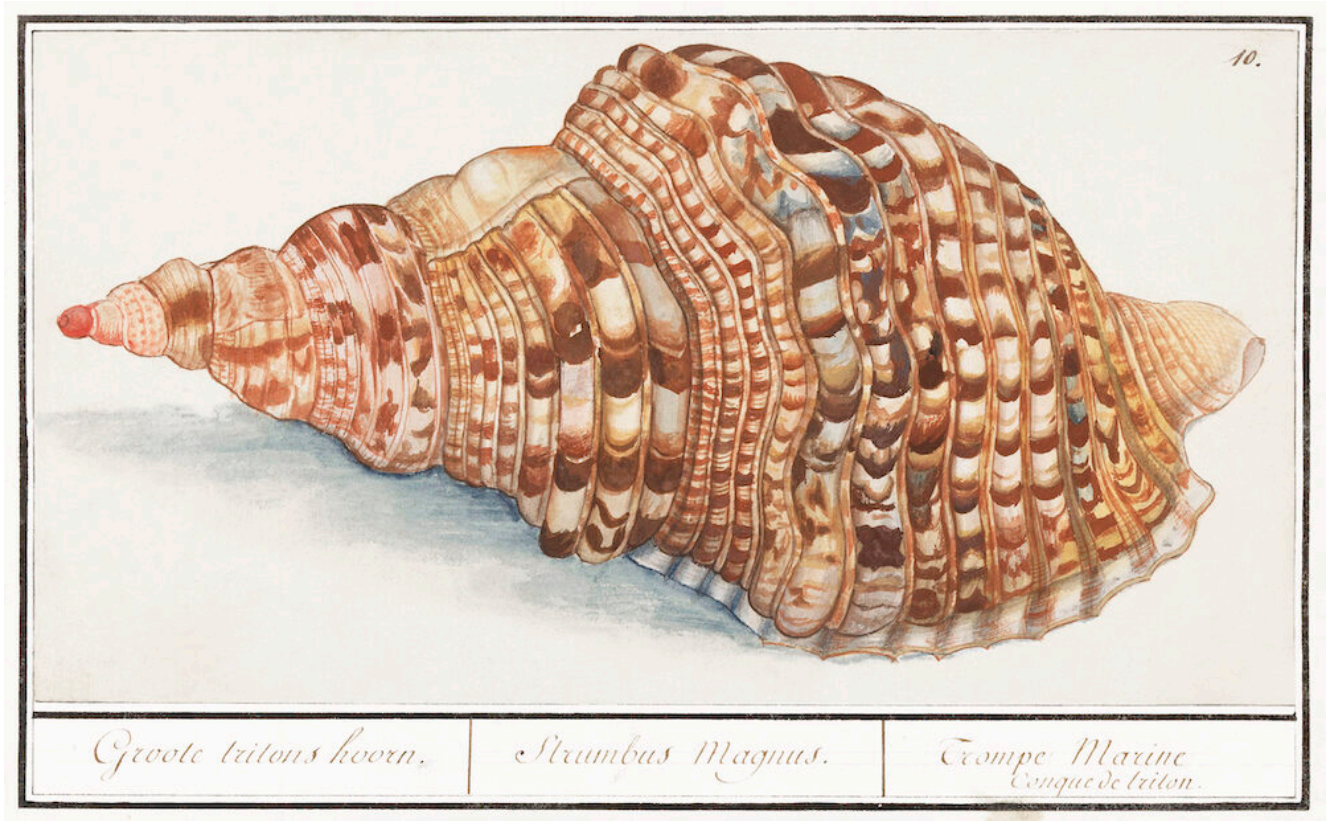


Prêtre, pinx.

Legrayet, sc.

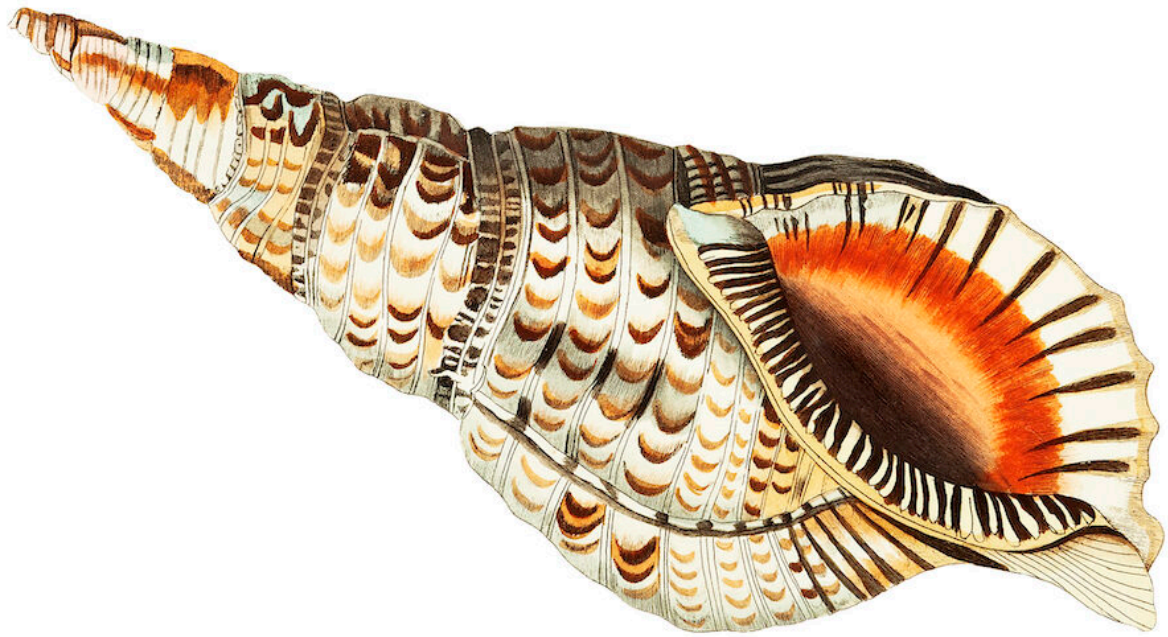
1. *Nerinea tuberculosa*. (*Nerinea nodosa* Def.) — 2. *Cerithium chenille*. (*Cerithium aluco* Zoug.)  
 3. *Turbinella peire*. (*Turbinella pyrum*, Lamk.) — 4. *Cancellaria obtusa* (Ach.)  
 5. *Pustus longirostris*. (*Pustus longirostris*, Desh.) — 6. *Recher palmé de Rozier*. (*Murex palma rosea*, 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



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## 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



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# Drawing Source Material: Wild Flowers

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

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## Wild Flowers

Use this collection of films as source material for pupils exploring wild flowers. 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 flowers.

When pupils are more experienced, you can also try

getting them to make their drawings as the videos play – making quick gestural sketches.

## **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 a plants stem. 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.

## **This Source Material Features in...**



**Pathway: Cloth, thread, paint**



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

**Pathway: Flora and Fauna**

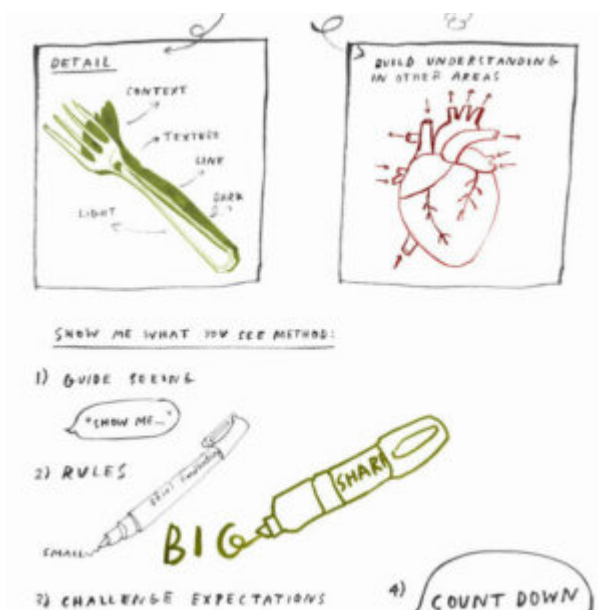


[This is featured in the 'Flora and Fauna' pathway](#)

## using sketchbooks to make visual notes



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**Drawing Source Material:**

# Insects

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

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# Insects

Use this collection of films as source material for pupils exploring insects. 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 insect.

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

## 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.

## This Source Material Is Used In...

Pathway: Flora and Fauna



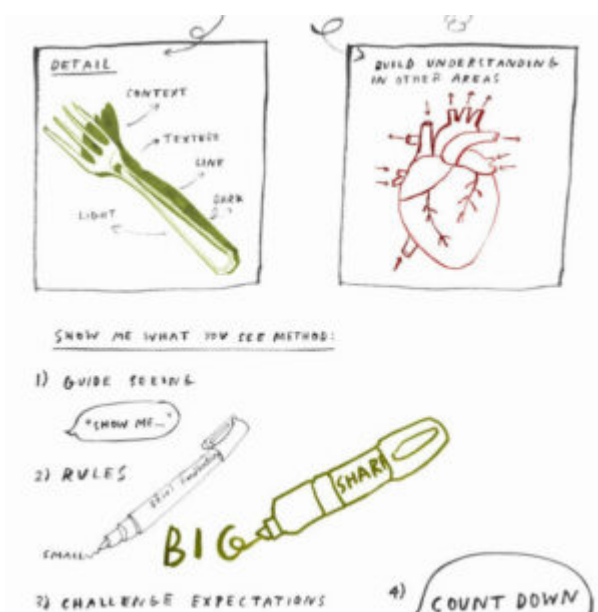
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## using sketchbooks to make visual notes



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**Drawing      Source      Material:**

# Birds

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# Birds

Use this collection of films as source material for pupils exploring birds. 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 bird.

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: Making Birds**

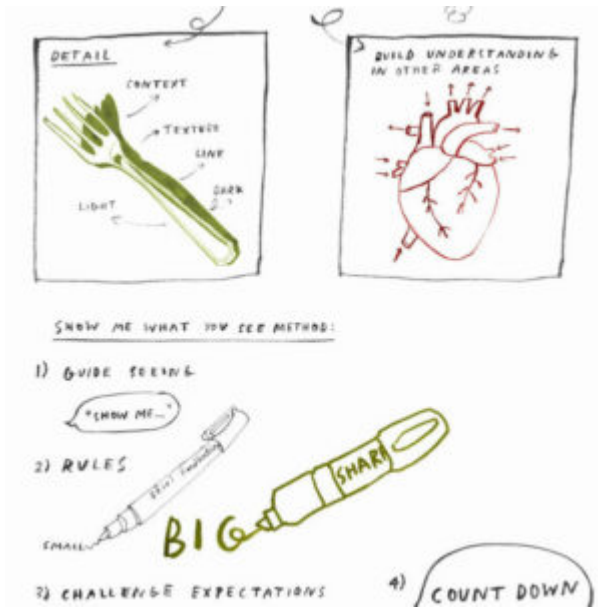


[This is featured in the 'Making Birds' pathway](#)

using sketchbooks to make visual notes



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## Green Thumbs

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## Home Made Inks

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## Outdoor Art In Urban Gardens

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**Connecting With Nature  
Through Art**

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**Lino Printing Inspired by  
Gestural Drawings**