

Making Papier-Mache Marionette Puppets Inspired by Characters in a Historical Painting

Year three children make marionette puppets to tell the story illustrated in of “Penelope with the Suitors” by Pintoricchio in 1509 with their teacher Jan Miller.

Pop-Up Puppets Inspired by a Historical Painting

Year three children design and make pop-up puppets inspired by the story in the painting “Penelope with the Suitors,” by Pintoricchio (1509), working with their teacher Jan Miller.

Inspired by Edgar Degas: Printmaking, Drawing & Sculpture at the Fitzwilliam Museum Cambridge with

AccessArt

Making Sculpture Inspired by Degas

This resource explores sculpture by French artist Edgar Degas (1834-1917) and shows how hands-on sculptural processes can be facilitated in a classroom. This resource was created in collaboration with AccessArt and the Fitzwilliam Museum, Cambridge.

How to Make Beautiful, Liquid Drawings Inspired by Degas

This resource looks at drawings by the French artist, Edgar Degas (1834-1917), and how to enable the production of beautiful, 'inky drawings' in the classroom. This resource was created in collaboration with AccessArt and the Fitzwilliam Museum, Cambridge.

Making Monotypes Inspired by Degas

This resource shares how Edgar Degas made his 'inky drawings,' or monotypes, and how the process of mono-printing can be further explored in the classroom – In collaboration with the Fitzwilliam Museum, Cambridge

Talking Points: Alvaro Naddeo

A collection of imagery and sources designed to stimulate conversation around the work of Alvaro Naddeo.

Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.

Please [let us know](#) if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On

occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

AGES 5-8

AGES 9-11

AGES 11-14

AGES 14-16

Alvaro Naddeo

“Art has a political role. I believe we as artists can and should put subjects to be discussed, to be reflected upon, and to be talked about.”

Alvaro Naddeo is originally from São Paulo, Brazil and currently in Los Angeles, USA.

Alvaro's father was an illustrator and Alvaro spent much of his childhood drawing, however he moved into advertising as a profession. Recently he returned to make his own artwork.

Alvaro wears contact lenses or glasses to correct his “bad eyesight” but he doesn’t like to wear glasses when he paints. When he takes his glasses off, the world is blurry, except when he is very close up to his work, at which point it is focussed. He thinks this is why he enjoys creating so much detail in his paintings.

In terms of subject matter, Alvaro credits his years working in advertising as being an influence. He paints recognisable brands and disposable objects which are both attractive to us and also remind us of our tendency towards wasting resources.

[Visit Alvaro’s website to see more of his wonderful work.](#)



***“The subject matter of my work is waste, overconsumption and social inequality”
Alvaro Naddeo***

Please note in the video below there is a small and brief detail of a woman’s torso. As teacher pls decide if you want to show the video.

Apologies if you cannot view the video below on

Youtube if your school has blocked Youtube.

Questions to Ask Children

Take a really close look at Alvaro's work on his [website](#). Notice how his work changes over time.

What do you think Alvaro's main interest are? How many different elements / objects does he bring into one piece? How does he connect them? Does he play with scale?

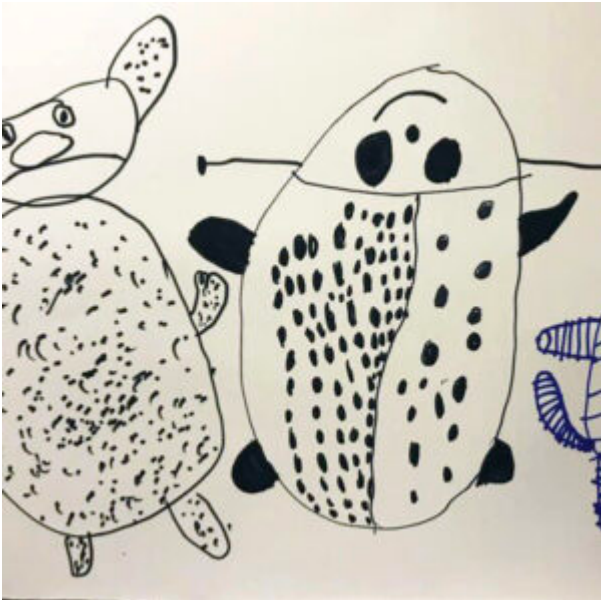
How do you think Alvaro uses his skill as a painter to draw attention to issues which he thinks are important?

How long do you spend looking at each painting? Do you understand more about the work the longer you spend looking?

**Drawing Soft Toys Inspired by
"Where the Wild Things Are"
by Maurice Sendak**

See This Resource Used In

Schools...





You May Also Like...

Pathway: Drawing and Making Inspired by Maurice Sendak



[This resource is featured in the 'Drawing and Making Inspired by Maurice Sendak' pathway](#)

Visual Arts Planning Collections: Toys, puppets, dolls



talking points: maurice sendak



Mayan Tabletop Eraser Printing Project

Gathering Marks and Tearing Paper to Appreciate Prints by Goya, Turner and Cornelius at the Fitzwilliam Museum, Cambridge

This post shares how Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge, enabled teachers to enter into the intricacies of

prints made by Turner, Goya and Cornelius in a Temporary Exhibition at the Fitzwilliam Museum in summer 2016: 1816: Prints by Turner, Goya and Cornelius.

Making Sculptural Interpretations of 18th Century Portraits at the Fitzwilliam Museum, Cambridge

This post shares how Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge, enabled teachers to explore making three dimensional interpretations of two dimensional 18th Century portraits.

Using Drawing to Get Closer to 18th Century Portraits at the Fitzwilliam Museum, Cambridge

This post shares how Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge, used drawing exercises to take a closer look at 18th Century portraits

Using Sketchbooks, Drawing and Reflective Tools in the 20th Century Gallery at the Fitzwilliam Museum, Cambridge

This post shares how Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge, enabled teachers to explore 20th Century paintings and sculpture, through using sketchbooks & drawing as tools for looking and remembering.

Now We Are Back

Monoprinting Inspired by Goya, Turner and Cornelius in the Education Room at the Fitzwilliam Museum, Cambridge

This post follows on from Gathering Marks and Tearing Paper to Appreciate Prints by Goya, Turner and Cornelius at the

Fitzwilliam Museum, Cambridge and shares how teachers enjoyed monoprinting on a big scale. The session was facilitated by Paula Briggs and Sheila Ceccarelli from AccessArt and Kate Noble from the Fitzwilliam Museum, Cambridge.

Teachers Make Mark Making Tools and 'Battle it Out' with Ink on a Spring InSET Day

Linking Flock Together to your Curriculum: Key Stage 5

Linking Flock Together to your Curriculum: Key Stage 4

Flock Together: How the collaboration worked

Talking Points: Drawn to Antarctica

A collection of imagery and sources designed to introduce children to artist Frances Hatch and her book, *Drawn to Antarctica*.

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would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

If you are having issues viewing videos it may be due to your schools firewall or your cookie selection. Please check with your IT department.

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

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AGES 11-14

FREE TO ACCESS

Drawn to Antarctica by Frances Hatch

[Drawn to Antarctica](#) is a book about a journey made by artist, Frances Hatch, who turned 50 and knew she needed to see Antarctica. The trip only lasted a fortnight and yet years on she is still pondering the significance of what she witnessed. Information is gathered here from notes in sketchbooks, photographic records, paintings and drawings.

Current information about Frances' work as artist and art educator can be found in her [website](#).

Iceberg Collages











Questions to Ask Children

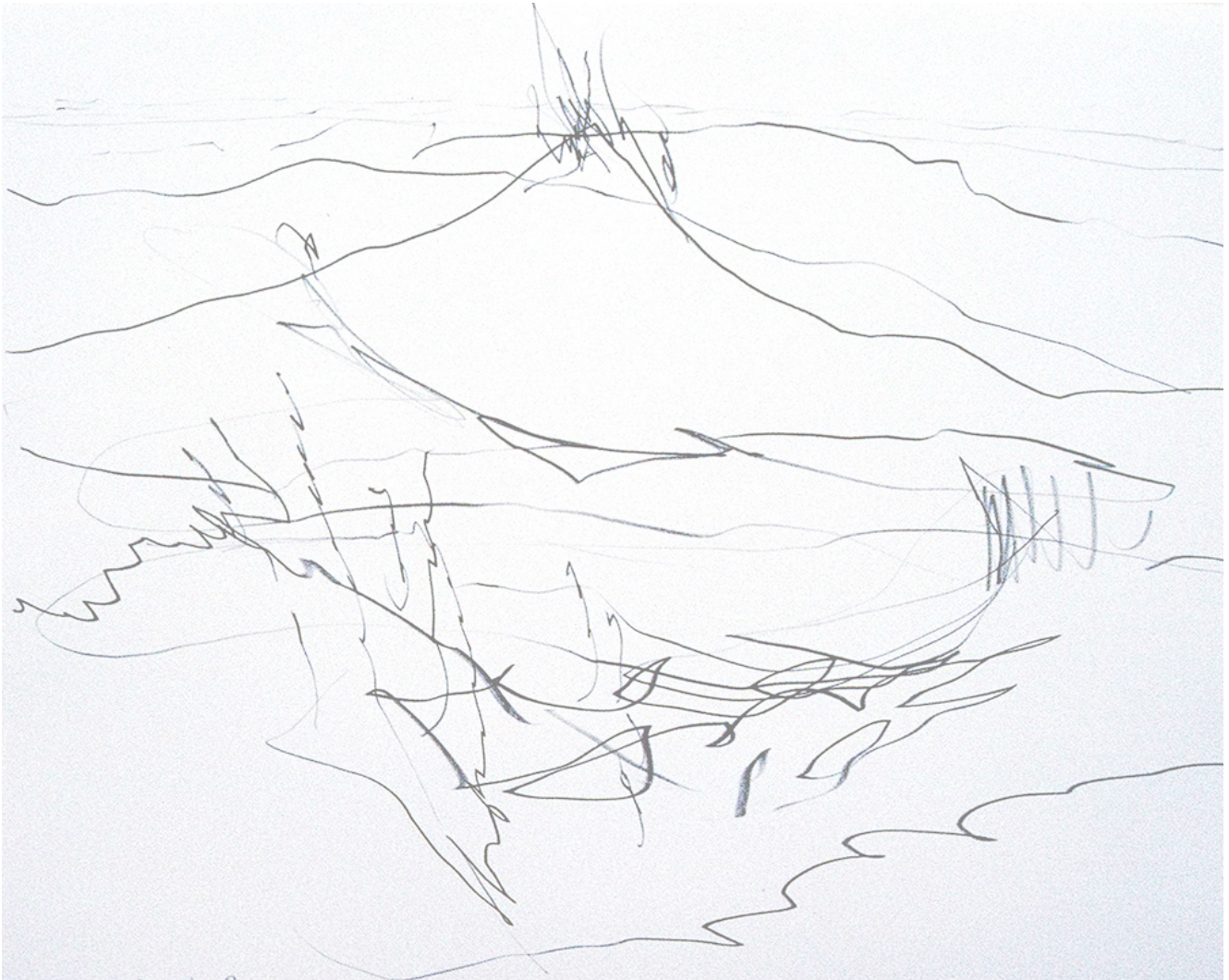
What colours and shapes can you see?

What time of day might it have been when Frances made the collage? Why do you think that?

How do you feel when you look at the artwork?

Compare two of the artworks. What are the differences and similarities? Which do you prefer and why?

Water





Questions to Ask Children

What colours can you see in the water?

What different marks can you see?

Why do you think there are so many colours in the water?

What do you think the weather was like that day?

Imagine you are in the painting. What can you hear, smell, feel?

Which is your favourite and why?

Penguins





Questions to Ask Children

What different lines and marks can you see?

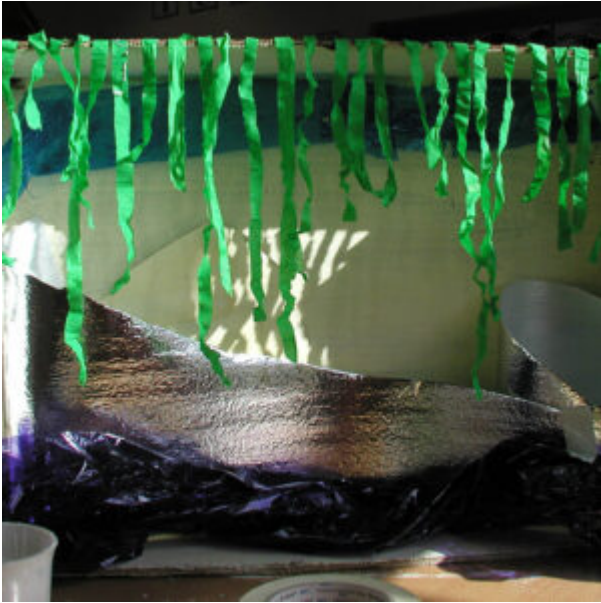
Is this a landscape you'd expect to see penguins in? Why?

How has Frances captured perspective?

How has Frances captured a sense of movement in the drawing?

This Talking Points Is Used In...

Pathway: Using Art To Explore Global Issue

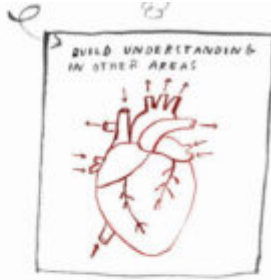
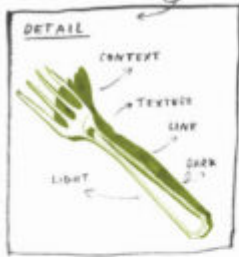


[This is featured in the 'Using Art To Explore Global Issue' pathway](#)

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

