

# Key Concepts for Primary Schools in Drawing for ages 7 to 9

[<<< Back to the AccessArt Drawing Journey for Children Ages 7 to 9<<<](#)

The statements below can be used by primary schools to check that the offering the school provides to pupils covers key concepts in drawing.

By the end of UK Year 4 (age 9) these statements should resonate with the majority of pupils (and form the basis of opportunities provided by school, covering key concepts in drawing).

- I have enjoyed exploring different drawing activities, and I have found ideas, techniques or materials which I like.
- I have had the opportunity to work on a variety of scales. Not all the drawing I have done has taken place at a desk.
- I understand key words relating to drawing, and have gained this understanding through practical experience.
- I have used a variety of drawing media and been given the opportunity to practice my skills. I have also drawn on a variety of

**drawing surfaces.**

- I have made drawings from observation, and imagination, and I have felt increasingly able to experiment.**
- I have drawn alone and I have also created drawings as part of a group.**
- I have been introduced to some of the reasons we might draw: drawing for its own sake, drawing to share ideas, drawing to build my understanding.**
- I have drawn from a variety of subject matter, including drawing from life (including people and places), as well as drawing from photographs and film.**
- I have been inspired by the drawings of other artists, craftspeople, designers and architects, and I understand the role of drawing to my world.**
- I feel I have been able to develop my creativity through drawing.**

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**your creative thinking, practice and teaching.**

**AccessArt welcomes artists, educators, teachers and parents both in the UK and overseas.**

**We believe everyone has the right to be creative and by working together and sharing ideas we can enable everyone to reach their creative potential.**

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**Tools & Questions for  
Assessing Drawing for ages 5  
to 7**

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**Tools & Questions for  
Assessing Drawing for Ages 7  
to 9**

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# **Tools & Questions for Assessing Drawing for Ages 9 to 11**

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# **Key Concepts for Primary Schools in Drawing for Ages 9 to 11**

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# **What Is A Drawing Tool?**

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# **How Do We Look At Contemporary Sculpture: Meg Klosterman**

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**Making is Hard**

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**What Is The Purpose of  
Drawing?**

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**What Is Drawing?**

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**Creating Repeat**

# Patterns With Rachel Parker

## What We Like About This Resource...

*“This is a great activity for really tuning into colour and shape. The process is ultimately quite a refined one (ie making a pattern balanced and repeated ‘correctly’) – but there’s plenty of scope for exploring pattern in a more experiential way prior to the refinement page. Try one of the recommended*

*resources below to introduce pattern and begin with some open ended activities to build skill and confidence.” – Andrea, AccessArt*

**You Might Also Like...**

**Pathway: Exploring pattern**



# This is featured in the 'Exploring Pattern' pathway

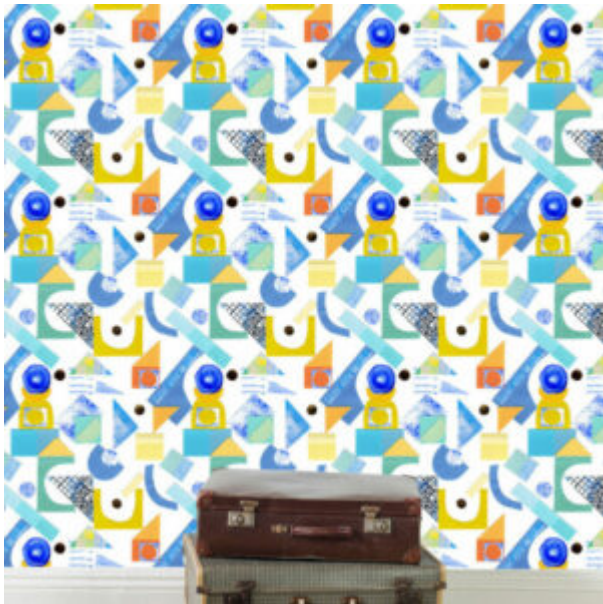
**Talking Points: Andy  
Gilmore**



**talking points: Louise  
Despont**



**Inspired by Rachel Parker**



**Teachers Explore Pattern,  
Shape and Texture**



# Block Printing Repeat Patterns



# AccessArt's Prompt Cards for Making

You Might Also Like...

Pathway: Music and art



This is featured in the  
'Music and Art' pathway

**Pathway: Playful Making**



This resource is featured  
in the 'Playful Making'  
pathway

**Manipulating Paper**



## Cardboard Sculptures



## The Chair and Me



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# Still Life Compositions: Inspired by Cezanne

# What We Like About This Resource...

*"This activity walks through a number of different processes and taps into multiple skills. This provides a rich exploratory project for children to fully immerse themselves in. Cezanne was the focus artist for this project, but other contemporary still life painters could be used as starter inspiration. We actually advocate showing the work of more than one artist as this builds knowledge of how approaches to painting, drawing etc differ. This also helps*

*children move towards a personal response rather than creating a 'copy' of one particular artist's work"* – Rachel, AccessArt

**You Might Also Like...**

**Pathway: Exploring Still Life**



This is featured in the  
'Explore Still Life'  
pathway

**talking points: Flemish  
and Dutch Still Life  
Painters**



**Talking Points: Paul  
Cézanne**



**talking points:**  
**Contemporary still life**



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# Remembrance Day Peg Soldiers

## What We Like About This Resource...

*“It’s great to see a different approach to thinking about remembrance day. These peg soldiers are a refreshing alternative to artwork inspired by poppies. The processes involved encourage children to focus on fine motor skills: wrapping embroidery thread around the peg and creating*

*small detailed clothes and helmets. These dolls look particularly effective when standing as a collection and would make a poignant alternative to a standard display board” – Rachel, AccessArt*

**See This Resource  
Used In Schools...**





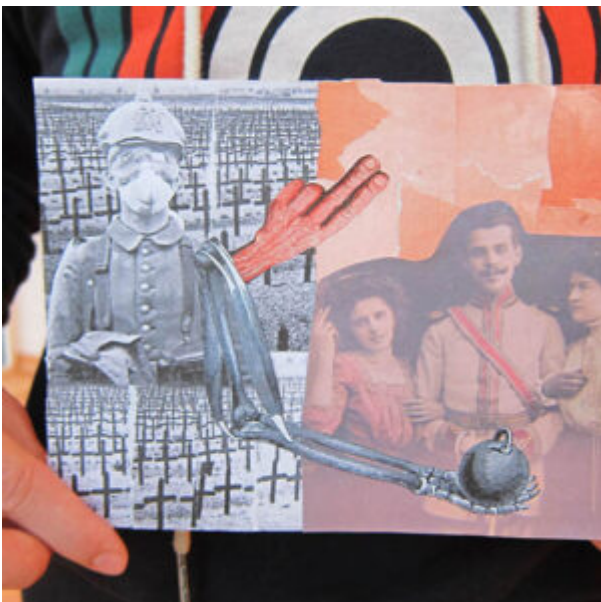
**You Might Also Like...**



# An Exploration of Paul Nash



## For Remembrance Day



## World War 1 Mail Art

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# The Transformation Project

You May Also Like...



# Transforming Cardboard with Andrea Butler

Artist Andrea Butler shows how to explore simple design and construction using cardboard and jewellery. [Read More](#)

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**Download an  
Editable Version  
of the AccessArt  
Progression Plan**

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# Turkish Map Fold

What We Like  
About This

# Resource...

**“This activity is a great example of how we can use paper as the focus of creativity. Often we use paper purely for drawing or painting on, but here, it is central to the activity itself.**

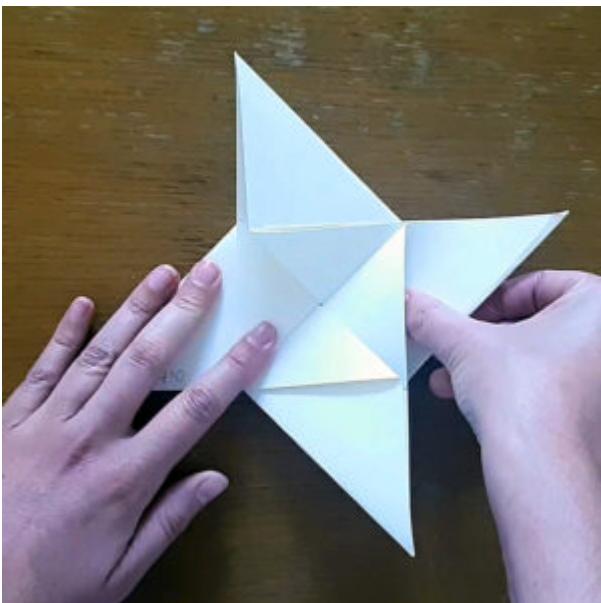
**While these particular folded sculptures have their roots in Turkish culture, you could still deliver the activity if looking at things like Origami too, thus linking it across different cultures” – Rachel,**

***AccessArt***

**You Might  
Also Like...**

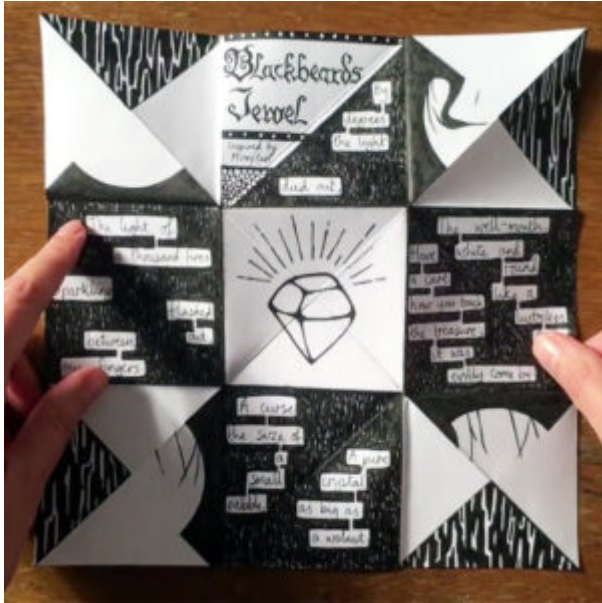
**Puzzle  
Part 1**

**Purses**



# Puzzle Part 2

# Purses



# Paperback Figures



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# World War I Mail Art

# **What We Like About This Resource...**

**“This project links  
poignant subject  
matter with  
meaningful art  
processes and local  
history. What we**

**learn about the re  
purposing of  
materials, (in this  
case spent  
ammunition) re  
affirms how we can  
use what is around  
us as a starting  
point to making and  
creating. You could  
extend or adapt this  
project by looking**

**at broken pottery,  
re purposing that  
into new sculptures  
that link with Roman  
or other local  
historical cultures”  
– *Rachel, AccessArt***

**You May Also**

# Like...



Henry Moore's  
Shelter Drawings



# Remembrance Day Soldiers



# For Remembrance Day

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**Which  
Artists:**

**Claire  
Harrup**

**What We Like  
About This  
Resource...**

**“We really enjoyed**

**reading about the  
process of creating  
art work according  
to a design brief  
and how the  
experience of this  
differs to when an  
artist begins with  
their own idea or  
concept. That's not  
to say an artist  
can't approach a**

**brief with their own individual style and ideas, but what this post shows us is that there can be a balance between the two. This would be a great resource to show older KS pupils who may be beginning to consider their options beyond**

**Primary School". –**  
***Rachel, AccessArt***

**You Might**  
**Also Like...**

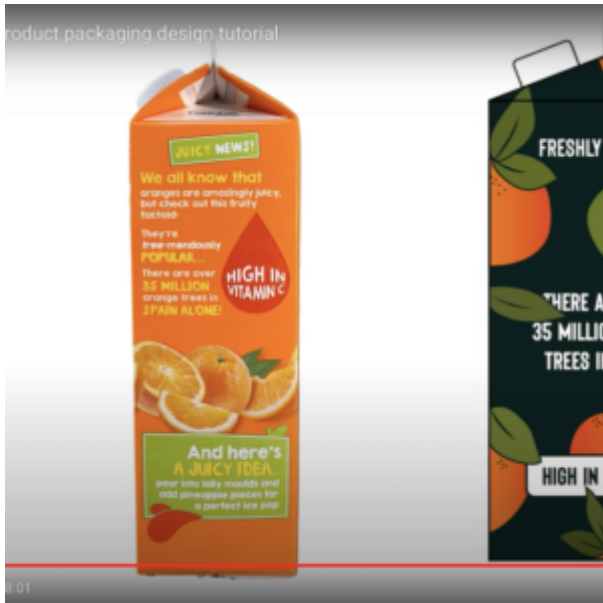
**Pathway :** **2D**  
**Drawing to 3D**  
**Making**



**This is featured**  
**in the '2D**  
**Drawing to 3D**  
**Making' pathway**

**Talking Points:**

# Packaging Design



What is  
Typography



**Which Artist:**  
**Rachel Parker**



# Repeating Patterns



## Block Printing Repeat Patterns



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**Which**  
**Artists: Ava**

# Jolliffe