

The AccessArt Drawing Journey for Primary Children: Aims and Intent

[By Paula Briggs](#)

From Where to Where? What Might Aspirational Starting and End Points Look Like For Primary-Aged Children?

The aim of the [AccessArt Drawing Journey](#) for primary-aged children is to enable school teachers and home-educators to plan a dynamic and rewarding creative education in drawing for ALL children.

AccessArt's ethos is to aim high: we want to make sure we do our children justice in terms of feeding their creative development. But we also need to make sure non-specialist or inexperienced educators feel encouraged and enabled to be ambitious in what they teach. To meet both those aims we have created the Drawing Journey.

The [Drawing Journey](#) splits Key Stage 1 and 2 (England) into 3 groups - ages 5 to 7, 7 to 9 and 9 to 11.

At age 5, many children have a very healthy relationship with drawing, needing only to be provided with materials to demonstrate their

natural capacity to draw without inhibition. Fear and uncertainty are traits which arrive later and often follow us into adulthood. This happens because of a combination of a development stage when a child becomes more critical of their own drawing, comparing it to that of others, and an idea in their head of what they think it "should" look like, and, at the same time, pressure from schools to "learn" set knowledge which is usually quite formal and traditional in scope (which by definition is a narrow view of what drawing is). The end result, is that by ages 7, 8 and 9 many children decide that they "can't draw" - and they rarely recover their original innate interest in drawing as they travel through their remaining school years.

What the [Drawing Journey](#) aims to do is to encourage schools to better understand what drawing is, or can be, in all its diversity in terms of outcome and intention. Once we have opened out what drawing might be, we can then present many opportunities to pupils, all of which, taken as a whole, provide pupils with a rich experience, and with the added benefit that ALL pupils can find an aspect of drawing which resonates with them - and at which they can succeed.

If the starting point for a five year old child is an interest in drawing as an activity which they feel entitled to undertake, then the end point we

aspire to for pupils leaving primary school (aged 11) might be summed up by these resonating statements. If these statements do not resonate, then we need to check that we, as educators, have provided the best possible experiences for that child throughout their primary education.

- I have enjoyed exploring different ways of drawing and different types of drawing, and I have found ideas, techniques or materials which I personally can relate to.
- 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 vocabulary relating to drawing, and understand the vocab through practical experience.
- I have used a wide 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 experimented with my approach.
- I have drawn alone and I have also created drawings as part of a group.
- I have explored the many different reasons I might draw (i.e. drawing from its own sake,

drawing to build my understanding, drawing for development and sharing of ideas, drawing to communicate emotions or beliefs).

- 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.

This is a sample of a resource created by UK Charity AccessArt. We have over 1500 resources to help develop and inspire 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.

Key Concepts for Primary Schools in Drawing for ages 5 to 7

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

Tools & Questions for Assessing Drawing for ages 5

to 7

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

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

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

What Is A Drawing Tool?

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

Making is Hard

**What Is The Purpose of
Drawing?**

What Is Drawing?

Creating Patterns **Repeat 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

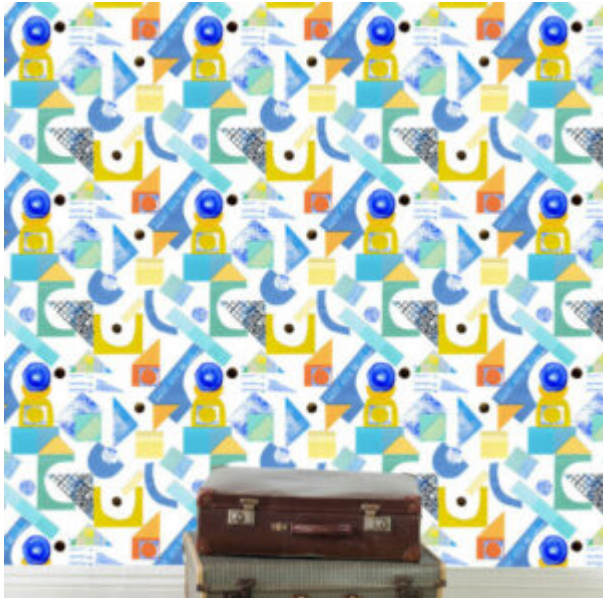
**Talking Points: Andy
Gilmore**



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



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



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...**





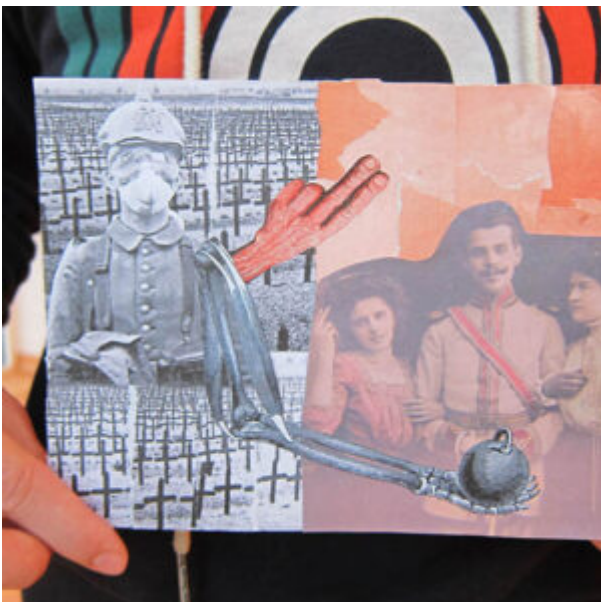
You Might Also Like...



An Exploration of Paul Nash



For Remembrance Day



World War 1 Mail Art

**Making A Banner At
Working College**

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

**Working collaboratively towards
a shared aim provides an
alternative experience to
working on individual projects.
Creating together encourages**

listening, peer feedback and creative problem solving – all of which are hugely valuable in all areas of education” – *Rachel, AccessArt*

You May Also Like...



[Animal Habitat Mural](#)



Collaborative Public Mural



Mural and Workshop Project

Wish List

**Which Artists: The
Life & Works of
Madge Gill**

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

“The life of Madge Gill that Sophie Dutton recounts here gives us real insight into the challenges that Madge Gill experienced, and how these challenges would have been common among women at the time. When we study the work of Artists, it adds a rich context to our experience of their work to consider their personal history, and helps us ask questions like ‘why do you think the Artist painted in this way or was inspired by this subject matter?’ If you introduce your class to Madge Gill, begin with looking back over her younger life to try and better understand her motivations as an

Artist” – *Rachel, AccessArt*

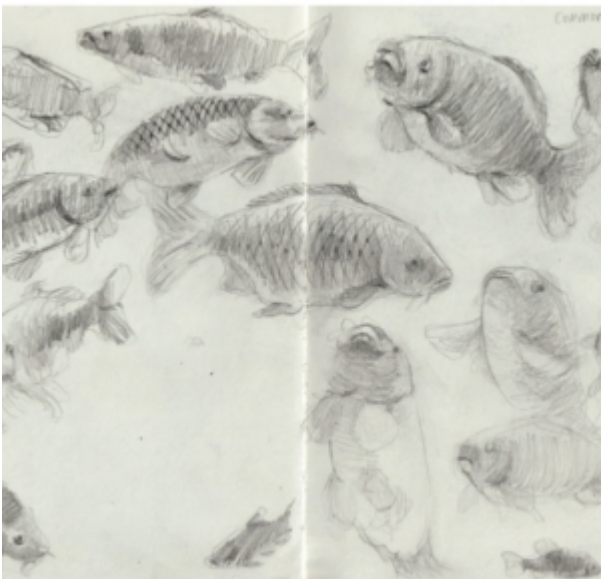
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[I am AccessArt: Ann Rippin](#)



Making Batik Textiles in the Classroom



How I Use Drawing and

Sketchbooks

**Transformation of
Materials Inspired
by El Anatsui**

**See This Resource
Used in a Pathway...**



Transforming Materials into Sculpture

This pathway shares how teachers might take inspiration from El Anatsui and encourage pupils to think how they might disassemble objects around them to transform

them into sculptural pieces.
[Read More.](#)