

Mark Making & Sound: Part Three

[By Paula Briggs](#)

Mark making underpins all drawing activity. In **Part Three** of [Mark Making and Sound](#) we explore how we can use the rhythm and personality of a piece of music to give our observational drawings a sense of flow and playfulness.



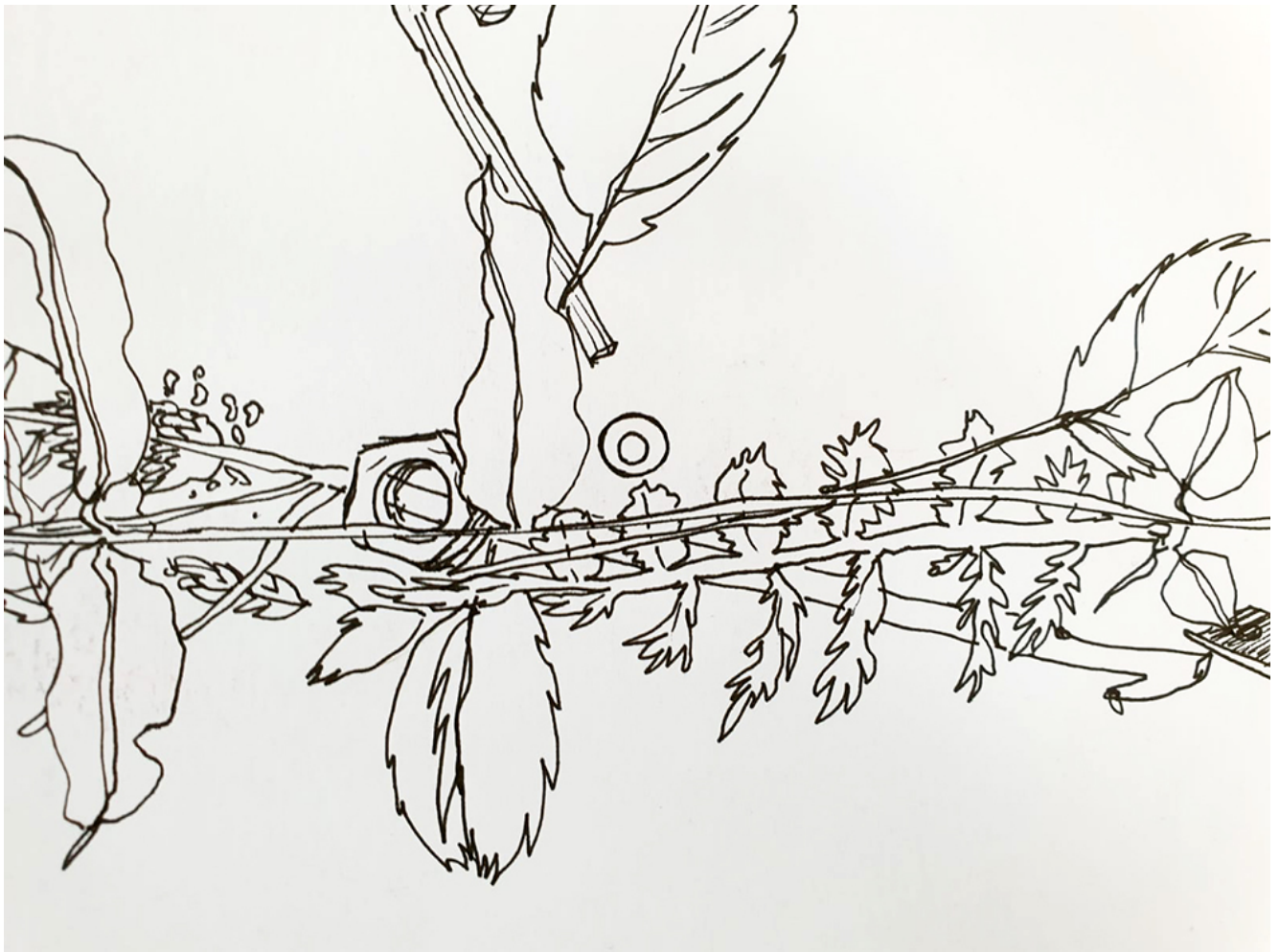
In this exercise, we explore how we can music to create a sense of rhythm and playfulness in our drawings. The aim of this exercise is to enable learners to experience a free-flowing drawing activity, and to participate in drawing as a physical sensory experience.

This resource can be used with ages 6 through to adults and

takes between 5 to 15 minutes.

Please use this exercise in context of the other [Mark Making and Sound exercises here](#). The text explanations on the other resources in this series apply to this resource too.

In this exercise we will use the rhythms and melodies within a piece of music to help learners create a sense of flow and momentum in their drawing, both in terms of the process and the end result.



This exercise can be used as a transitional exercise between activities or to precede other drawing activities. It's an ideal exercise to do as a [guided activity](#), i.e. with the teacher using verbal prompts and sounds to help the children.

Note to Teachers:

Please do try this exercise yourself a few times so you know how it feels to actually do the exercise before you run

through it with pupils.

Watch the video above as a class so that the children can begin to appreciate some of the different ways that they can use their drawing tool, inspired by the sound.

You can then either use just the audio from the video so the children can create their own marks (it is important that they don't feel the need to replicate the marks in the video), or you might choose your own music.

Older children may also enjoy choosing or composing their own music to inspire drawing. There is also lots of potential for teachers to choose music which feels appropriate to the subject matter to be explored, for example, drawing a rainstorm whilst listening to music composed around that theme.



In this exercise, have a subject matter to hand for the pupils

to observe. This might be natural forms such as leaves or rocks, people or landscapes, or manmade forms such as still life objects.

To Start

Take a sheet of A3 or A2 cartridge paper, and a drawing tool: a soft pencil (2B, 4B, 6B) or a handwriting pen, or ink and brush etc.

Spend a few minutes looking at the object to be drawn. What do you see? Look as closely as you can.

Then, as you listen to the music, challenge yourself to move your drawing tool in time with the music. Let the spirit of the music flow through your body, down to your hand and through the drawing tool onto the paper. Keep looking at the object you are drawing, but allow the music to influence your mark making too.

Remember the mark making skills you learnt in [Part One and Part Two](#).

Keep drawing as the music plays. Allow the music to push you and your drawing forwards.

Feel the energy of the sound, and let the same kind of energy travel down your arm to drawing tool!

Tip:

If you feel like you're really struggling to let go and you can't stop that voice inside your head saying "I don't know what I'm doing", then try closing your eyes as you listen to the sounds and make the marks with your eyes closed.

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.

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Mark Making & Sound: Part One



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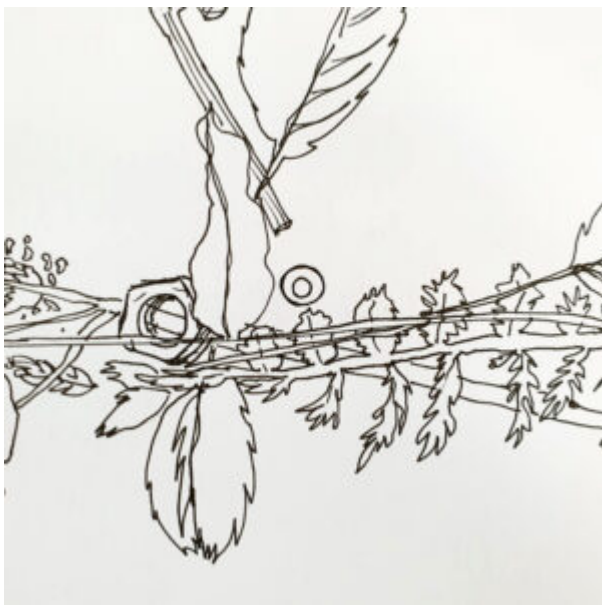


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Mark Making & Sound: Part One



Mark Making & Sound: Part Three



Mark Making & Sound: Part One

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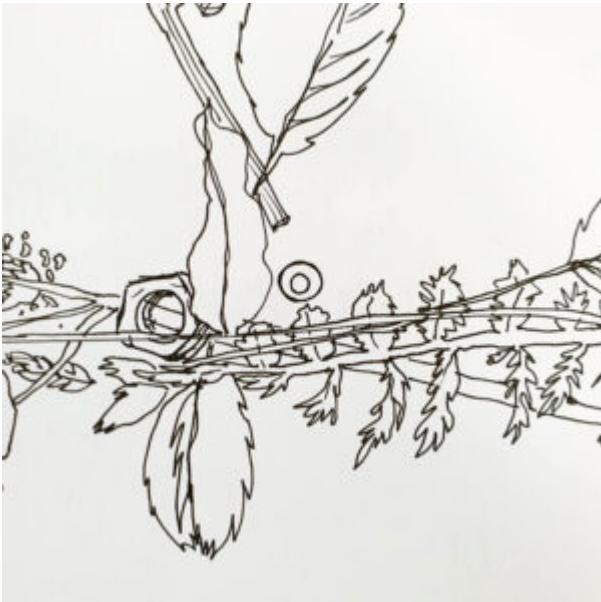


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Mark Making & Sound: Part Two



Mark Making & Sound: Part Three



Drawing to a Slow Rhythm



Inspired by Miro



Drawing to Music



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Looking for Hope in the Small Things

Draw your Granny and Grandpa or Any Relative You Love!

The Nonna Maria Drawing Challenge by Luca Damiani

Be Inspired by Flowers in a Glass Vase by Jan Davidsz de Heem

This resource looks at 'Flowers in a Glass Vase' by the Dutch painter, Jan Davidsz de Heem (1606-1684), on permanent display at the Fitzwilliam Museum, Cambridge, and how it might inspire your own creative responses and experimentation with colour.

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Drawing Large

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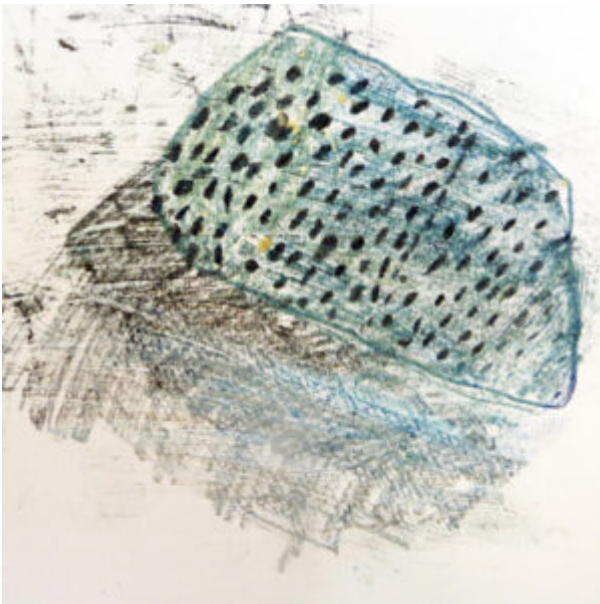
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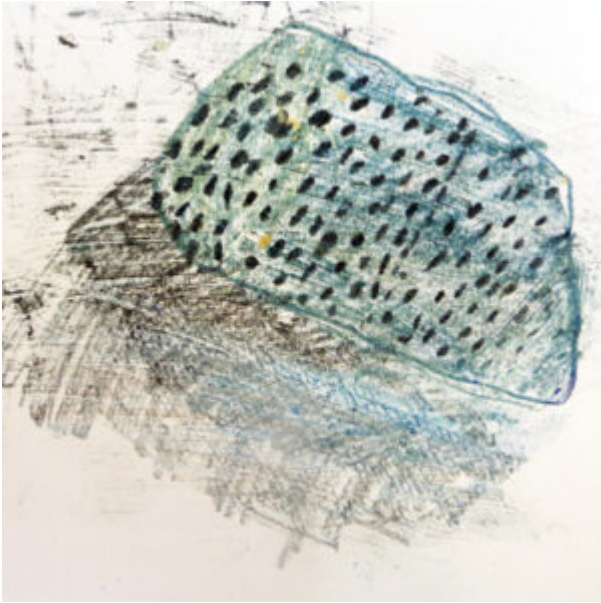
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Drawing Large



A Progression Pathway in Clay Work

From Early Years

Woodland Exploration by Caroline Wendling & Deborah Wilenski



Artists Caroline Wendling and Deborah Wilenski encourage young children in a woodland exploration using art and imagination as their discovery tools.

Nest By Paula Briggs



Paula gives children the tools to both draw and make. Children worked with hard and soft pencils, graphite, wax resist, watercolour, clay and sticks.

From Key Stage One

How to Clay Play



[_](#)This resource, commissioned by Cambridge City Council, encourages being together through making and introduces the basics of working with Scolaquip air-hardening clay.

Ofsted are Coming Tomorrow!



[_](#)Primary school teacher, Sue Brown, shares her experience of an Ofsted Deep Dive in Art and gives advice to other teachers on how they might prepare themselves.

Quick Clay Figurative Sketches By Paula Briggs



Paula provided young children with the opportunity to explore clay as a “short term” construction and modelling material. Without being fired, the dry clay has a limited lifespan, and the sculptures will crumble, but I think it’s important to remind ourselves that even without access to a kiln, clay can still be regarded as a valuable sculptural material.

Decorative Clay Coil Pots by Sharon Gale



This simple clay pot making resource is not the traditional way of making coil pots but it’s lots of fun and by using different paint effects, the end results can be very interesting. We worked on this project for two, two-hour sessions.

Making Plaster Reliefs By Paula Briggs



[_](#)This resource describes how to create plaster reliefs using clay and foamboard moulds. It is based upon a session which took place at Bourn Primary Academy with a group of Year 5 children.

Clay Art Medals by Sharon Gale



[_](#)In this three stage resource, students make a circular medal from clay depicting their own profile, look at examples of fun lettering and devise a short, fun or meaningful phrase to paint inside their portrait profile. Clay art medals are a fun way to link class topics with an art activity.

Japan: Making Sushi – Recycled Style! By Jan Miller



 Inspired by research into Japanese culture, children explored the potential and limitations of paper and recycled materials, learning through play and experimentation to make 3D forms. The outcomes of this process were used to inform work created in a second medium of clay, using kitchen equipment to shape the clay and add textures.

From Key Stage Two

Japan – Ceramics Inspire Painting and Painting Inspires Ceramics By Jan Miller



 Jan shares a Year Three class project that uses the work of a contemporary Japanese ceramicist to inspire vibrant paintings in a variety of materials. The children then used their own art to design ceramic vessels.

Clay ‘Portrait’ Miniatures by Sharon Gale



Portrait miniatures are small painted images, usually of monarchs and very wealthy, important people. Dating back to the 1520s, these tiny portraiture paintings are like medals, but with realistic colour. This two stage clay and painting resource is very versatile because essentially the miniatures are blank canvasses.

Clay Slab Work by Andy Cairns



This resource explores how to make an armature and use clay slab to build a form. Based upon the legend of “Black Shuck”, a ghostly dog that roams the coast searching for its drowned masters, this project engaged the children and resulted in charismatic sculptures, but you could equally transfer the activity to other themes.

Fruit-Inspired Clay Tiles By Rachel Dormor



[Ceramicist Rachel Dormor](#) shares a workshop idea suitable for primary or secondary aged children. Working in clay, pupils take their inspiration from drawings of fruit to make decorative clay tiles.

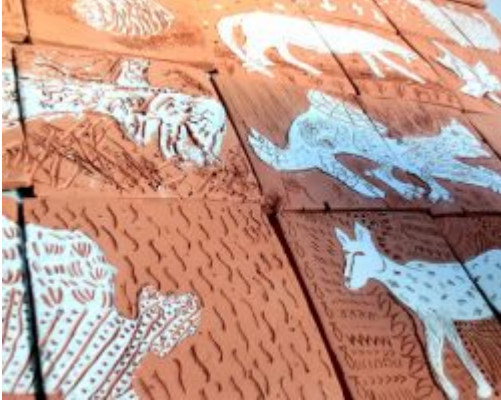
Fruit Pinch Pot Project By Rachel Dormor



[Ceramicist Rachel Dormor](#) shares a workshop idea suitable for primary or secondary aged children. Working in clay, pupils take their inspiration from drawings of fruit to make simple pinch pot mugs.

From Key Stage Three and Beyond

Chimera Drawings into Beautiful Terracotta Tiles By Eleanor Somerset



___Sgraffito, or ‘scratching’ is a technique which is an excellent way to reinforce mark making with all age groups.

Drawing into leather hard red clay tiles to create designs using mark-making can be even more effective when done through a white earthenware slip to reveal the red clay beneath.

Exploring Materials: Clay and Water by Sheila Ceccarelli



___Sheila asked teenagers at AccessArt’s Experimental Drawing Class when the last time was that they had played with clay?

Arts and Minds: Manipulating Clay with Water by Sheila Ceccarelli



[_](#)This post shows how to facilitate a sensory session exploring water and clay – by Sheila Ceccarelli (artist) and Yael Pilowsky Bankirer (Psychotherapist) for Arts and Minds.

Painted Clay by Melissa Pierce Murray



[_](#)This post was inspired by the Japanese art of dorondongo, where mud and dirt are shaped and buffed into highly polished spheres. We made clay spheres and other simple forms in clay, and once dry, painted them with ink and acrylic.

Exploring Portraits with Eleanor Somerset



[_](#)In this resource artist, Eleanor

Somerset shows how she led students in The Little Art Studio, Sheffield, to explore and discover portraiture through various media.

Introducing Sgraffito using a Coloured Clay Slip on a Terracotta Tile By Eleanor Somerset



[_](#)Further explore how to make beautiful sgraffito, or 'scratched drawings' with artist Eleanor Somerset.

From Bones and Body to Structure and Form By Melissa Pierce Murray



[_](#)Artist Melissa Pierce Murray worked with teenagers from AccessArt's Experimental Drawing Class on a series of workshops which physically explored drawing and sculptural responses to form, forces and anatomy.

Simple Clay Moulds by Melissa Pierce Murray



[_](#)In this post, artist Melissa Pierce Murray, shows, step-by-step, how young teenagers explored plaster casting by making simple clay 'waste moulds' and then moved on to making simple 'two piece moulds'.

Casting a Negative Space in Plaster with Sculptor Rachel Wooller



[_](#)Resident artist at ArtWorks Studios, Cambridge, Rachel Wooller, introduces teenagers at AccessArt's Experimental Drawing Class to the process of casting and creating negative shapes in plaster from clay positives.

Rowan: Clay Coiling Techniques to Make Penguins, Tweety Pie and a Dalek too! by Abi Moore and Sarah Nibbs



Abi, Sarah and students at Rowan Humberstone, show how they made clay birds using clay coiling techniques and with a plaster mould for the birds' bases.

Rowan: Making a Clay Bird from a Mould by Abi Moore and Sarah Nibbs



Abi and students from Rowan Humberstone, describe how they made clay birds from a plaster mould.

Modelling The Head in Clay by Melissa Pierce Murray



Artist Melissa Pierce Murray led a

series of workshops for AccessArt's Experimental Drawing Class in which the teenagers modelled a head in clay. There are five resources in this series, beginning with constructing an armature and making preparatory drawings, then studying the bone structure of the skull before moving on to features. The final post in this series looks at ways to increase the techniques and approaches used in drawing.

Design Lab: Phoebe Cummings at the V&A



Students, from the DesignLab at the V&A, London, worked with artist Phoebe Cummings over a three month period to create a site-specific, group piece, from unfired clay which was inspired by the historical 2D designs found on 19th century British tableware in the collection.

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