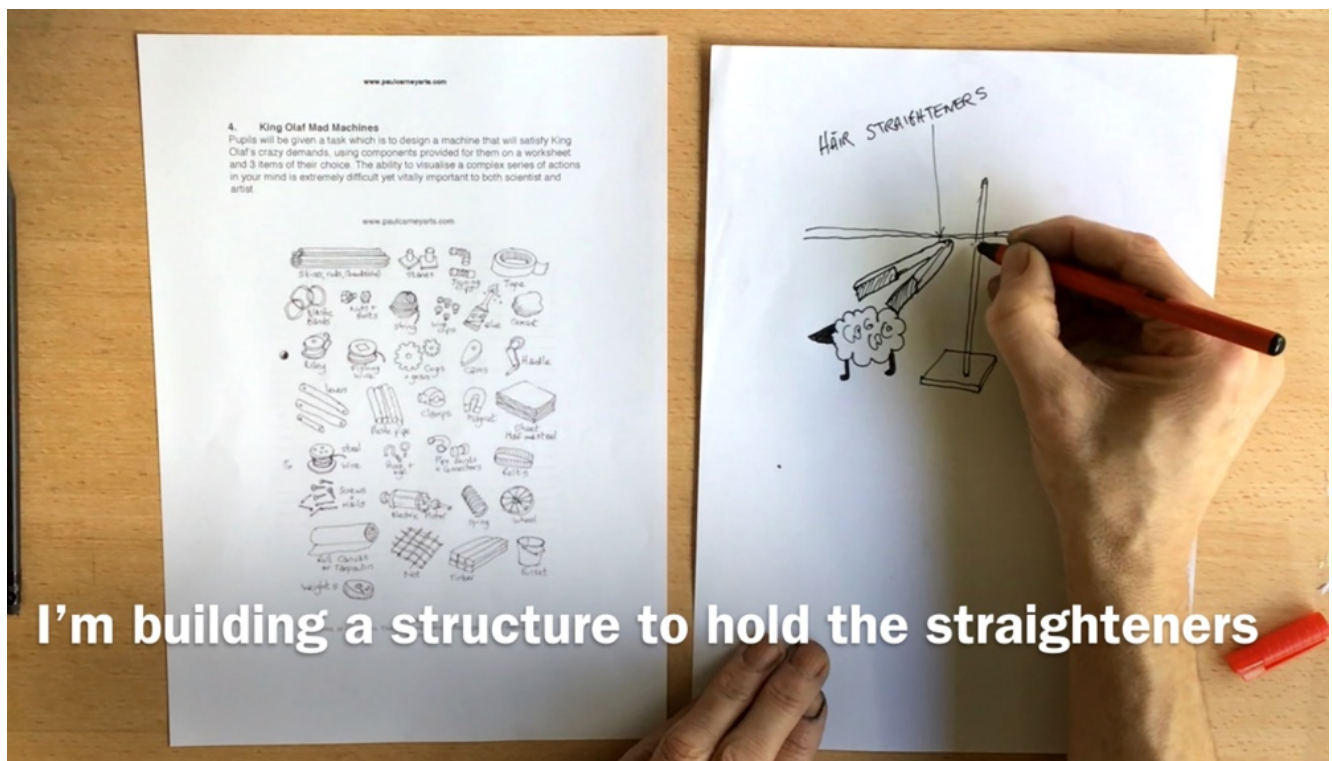


# Visualisation Drawing

This is the fifth of six resources in the series: [‘Drawing for Science, Invention & Discovery Even If You Can’t Draw’](#) by Paul Carney, educational consultant and author. The projects enable teachers of both art and science to approach drawing from a new perspective. You can see all of the resources [here](#).

[By Paul Carney](#)

**Introduction:** Can we learn how to improve our ability to visualise complex sequences of information in our mind? Artists and scientists use this skill when thinking about the possible future stages of their work, but can we learn how to get better at it, so that we might become more successful practitioners?



**Notes for Teachers**

## **Learning Objectives**

- To begin to understand how our ability to visualise works and so develop some exercises that may improve it.

## **▪ Age Range**

Suitable for 7-16 years.

## **▪ Time Required**

The activity takes approximately one hour.

## **▪ National Curriculum Targets: Art & Design**

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

## **▪ National Curriculum Targets: Science**

The national curriculum for science aims to ensure that all pupils develop scientific conceptual understanding, and develop an understanding of the nature, processes and methods of science.

## **▪ Things You'll Need**

The 'King Olaf's Mad Machines' worksheet (download from resource), A4 or A3 paper, pencils.

## **▪ Extending The Lesson**

Really scrutinise the original designs to make sure pupils are thinking carefully about the subtle details of their design; how it will be held in place, operated  
▪ etc.

## ▪ **Supporting The Lesson**

Simplify the task to concentrate on smaller, more focussed problems.

## ▪ **Assessment Guidance**

High ability visualisers will construct more elaborate devices, perhaps even outlandish, impossible machines. Some might struggle to think in this way and need the support of more concentrated, simpler activities.

## ▪ **Artist Links**

Look at the work of Rube Goldberg, or Heath Robinson.

<https://www.rubegoldberg.com/>

[https://en.wikipedia.org/wiki/W.\\_Heath\\_Robinson](https://en.wikipedia.org/wiki/W._Heath_Robinson)

## ▪ **Cross-Curricular**

Ask the pupils to think about how the ability to visualise information in your mind might relate to other subjects in the school. Can it help you in other ways?

---

	<b>Please log in here to access full content.</b>	
Username	<input type="text"/>	
Password	<input type="password"/>	
	<input type="button" value="Login"/>	<input checked="" type="checkbox"/> Remember me
	<a href="#">Forgot Password</a>	

To access all content, I would like to join as...

**An Individual**



Creative practitioners, educators, teachers, parents, learners...

[From £3.50](#)

**An Organisation...**





Schools, Colleges, Arts Organisations: Single and Multi-Users  
**From £42**

*AccessArt is a UK Charity and we believe everyone has the right to be creative. AccessArt provides inspiration to help us all reach our creative potential.*

---

---

## Adaptation Drawing

---

# **Trial and Error Drawing**

---

## **Methodical Drawing**

---

## **Serendipity Drawing**

---

## **Simple Easter Sketchbook**

---

## **Playing with tape, projectors, Wicky Sticks and so much more!**

Accessible approaches for collaborative drawing with visually impaired students with Sara Dudman and Debbie Locke at the Thelma Hulbert Gallery in Devon

---

# **Water and Rock: Teenagers explore building drawings with graphite and modroc**

Teenagers look at pieces of chalk and flint and explore the physicality of rocks and geological processes with graphite and plaster.

---

# **Teachers Start the New Year with Sketchbooks**

AccessArt introduces teachers from English Martyrs Catholic Primary School in Worthing, whistle stop introduction to drawing and sketchbooks as tools for recording and thinking.

---

# **Year 3 & 4 Making Club: Animal Parade – Week One**

To use our Carnival Mask Template to create animal masks for an Animal Parade at the end of this half term.

---

# **Drawing Flames**

Teenagers are led on several guided drawing exercises exploring mark making to the rhythm of a burning flame.

---

## **Life Drawing: Using Tone by Hester Berry**

---

## **Life Drawing: Understanding Foreshortening by Hester Berry**

---

## **Life Drawing: Drawing Hands and Feet with Hester Berry**

---



# **Life Drawing: Drawing the Head by Hester Berry**

---

## **Red to Green: Wax Resist and Scraffito**

---

## **Red to Green: Steps to Observational Drawing**

Foundations for students to be able to approach observational drawing without feeling inhibited or paralyzed and reinstate their confidence in their ability and right to draw.

---

## **Red to Green: Monoprinting**

Monoprinting is an excellent way to access mark making and drawing but with a bit of 'distance' from the finished work. Results are always unexpected and the process itself very engaging, so any potential anxiety about what a finished drawing 'should' look like is taken away.

---

# **Life Drawing: Capturing Gesture by Hester Berry**

---

## **Red to Green: Taking Rubbings and Making Compositions**

process of recording by taken rubbings from natural and man made objects whilst incidentally making uninhibited gestures and marks with graphite