

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

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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 6 (age 11), 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 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.

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**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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## **What Is A Drawing Tool?**

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

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**How Do We Look At  
Contemporary Sculpture: Mel  
Woo**

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**How Do We Look At  
Contemporary Sculpture:  
Victoria Rotaru**

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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 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

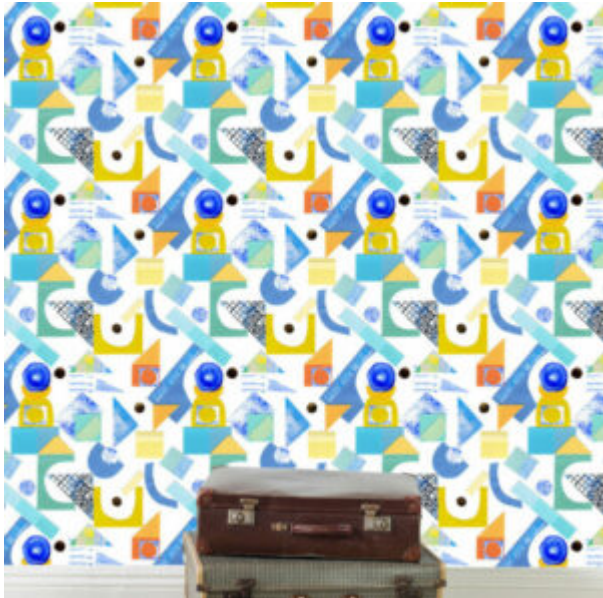
**Talking points: Andy  
Gilmore**



# **talking points: Louise Despont**



**Inspired by Rachel Parker**





# Teachers Explore Pattern, Shape and Texture



## Block Printing Repeat Patterns



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# 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: Paul  
Cezanne**



**talking points:  
Contemporary still life**





# talking points: Flemish and Dutch Still Life Painters



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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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**Make First**

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# **Making A Banner At Woking 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

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# **Outdoor Art In Urban Gardens**

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**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*

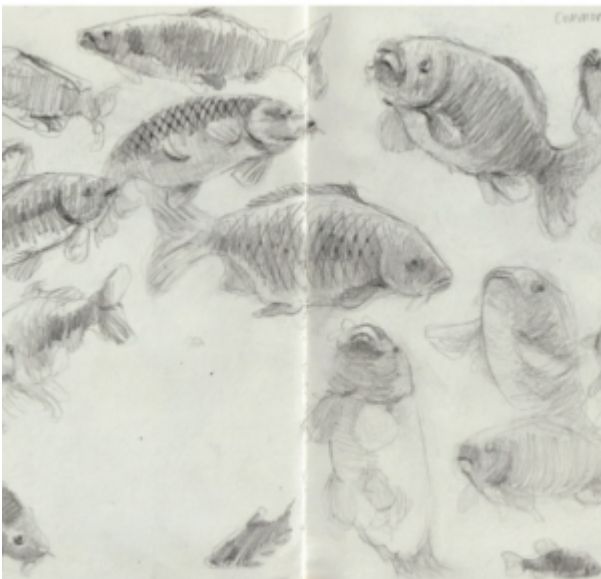
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[I am AccessArt: Ann Rippin](#)



## Making Batik Textiles in the Classroom



## How I Use Drawing and

## Sketchbooks

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**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.](#)

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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](#)

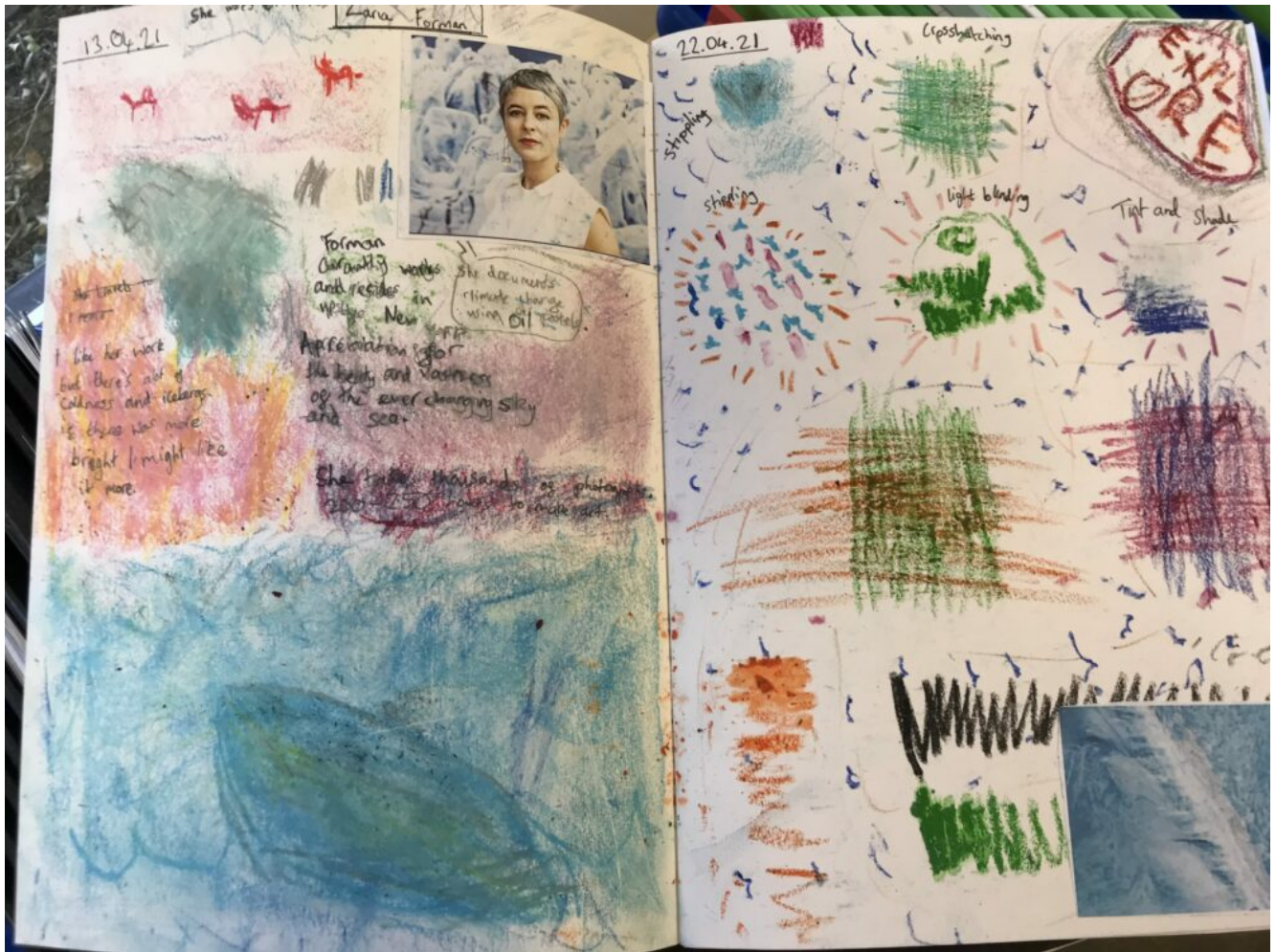
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## Sketchbooks Should Be...

## You Might Also



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## The Sketchbook Journey

Explore the [AccessArt Sketchbook Journey](#) to grow your understanding about what sketchbooks are and how they

**might be used.**



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# Turkish Map Fold

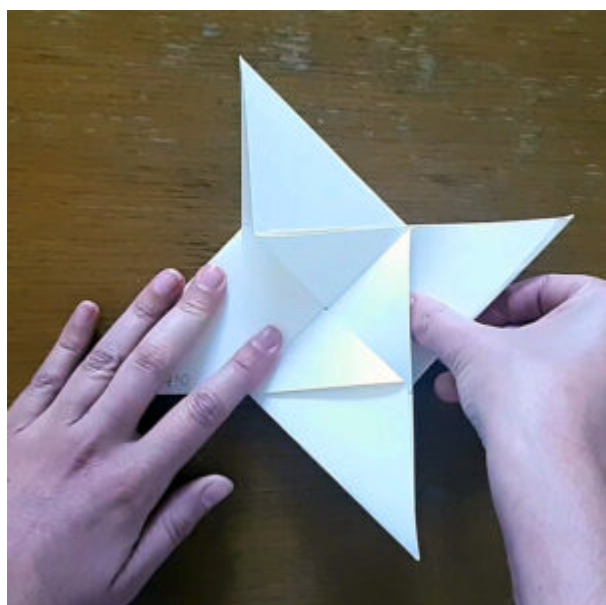
## What We Like About This Resource...

“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*

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**Puzzle Purses Part 2**





# Paperback Figures

