

The Drawing Journey for Children Ages 9 to 11 – Drawing Exercises

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Exercises to Build Drawing Skills

The exercises below have been selected as being suitable for ages 9 to 11.

Drawing exercises underpin all creativity. Please note there is no absolute order that these exercises might be introduced, so please do feel able to choose the exercises that appeal to you.

Repeated practice is key: vary the subject matter and drawing medium to keep the process active and engaging.

These exercises might be done at the start of an art lesson as warm-ups, or when children come in to school in the morning or after lunch as transition activities. Skills will quickly build over time, as will familiarity with materials, techniques and ideas. Skills will then feed into all art work.

Work in sketchbooks or loose sheets of paper which can then be gathered into a [Backwards Sketchbook.](#)



Ten minutes, five times a week



[If you are new to AccessArt start here with these exercises!](#)

drawing spirals



[Start with a simple spiral to explore how you control the drawing medium](#)

continuous line drawing



Continuous line drawings help learners develop observational skills and coordinate hand and eye

Backwards forwards drawings



Use the backward forward drawing technique to help slow down your drawing

making stronger drawings



Try this exercise to help learners make bolder drawings

see 3 shapes



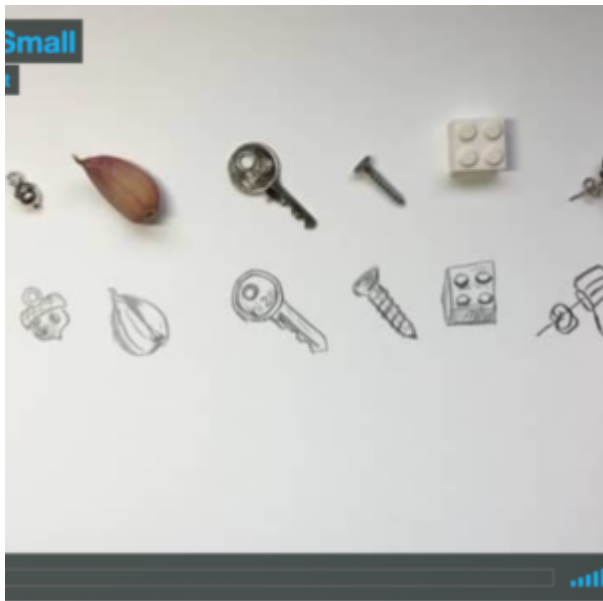
Explore how seeing simple shapes can help develop drawing skills

feely drawings



Drawing through the sense of touch

drawing small



Make a series of small drawings to settle into the drawing process

drawing Large



Make larger, gestural drawings using

loose marks

thoughtful mark making



Develop mark making vocab and decision making skills

drawing speed



Experiment with the speed at which you

draw

Mark Making & Sound



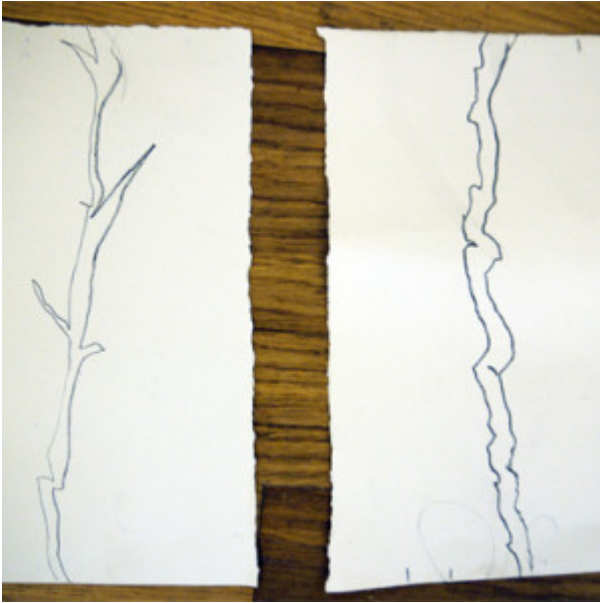
Let sound and music inspire your drawing

finding Marks through artists



Be inspired by the marks made by artists

HELP CHILDREN DRAW LARGER



Try this simple exercise to encourage children to draw larger

blind contour drawings



Match the speed of drawing with the speed of looking

drawing with a ruler



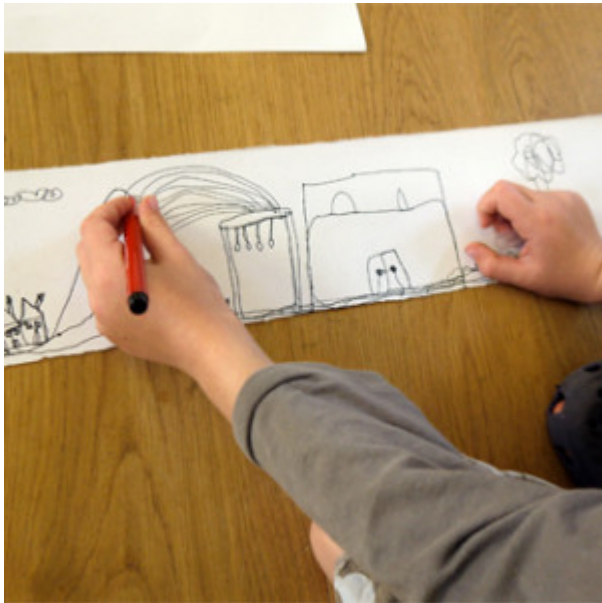
Make your drawings with straight lines only

Show Me What You See



Drawing exercise to help children communicate what they can see

One line street scene



Create a one line street using continuous line

Make a shy drawing



Slow down and make quiet, introverted drawings

drawing hands



Create simple continuous line drawings of hands

Drawing Prompts



Simple drawing prompts for use in the classroom or gallery

look up not down portraits



Fun portrait exercise working in pairs

Finger palette portraits



“Finger paint” your portrait using charcoal

Perspective Machine



Using tape to help see perspective

pastels to capture texture



Exploring texture with pastel

Turning paper into fur



Turn paper into fur

explore 3d drawing with lego



Drawing Lego to explore perspective

negative space to scale up



Seeing positive and negative space to help you draw

Metronome drawing



Drawing to the rhythm of a metronome

the geometry of a chicken



Seeing simple geometry to help you draw

Portrait Club



Create your own portrait club in class

drawing clouds & mark making



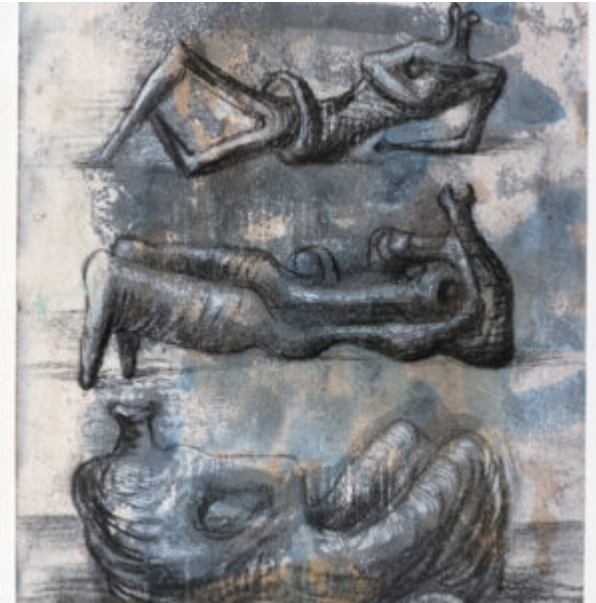
Making marks in response to other marks.

layered colour gestural drawing



Layering colours to build gestural drawings.

drawing with mass



Exploring how to draw mass and form.

ink drawings



Using ink and making drawing tools

Stick Drawing



Create loose drawings by extending your reach with sticks

doodle ball



Experiment With Drawing On A 3 Dimensional Surface

drawing out of your comfort zone



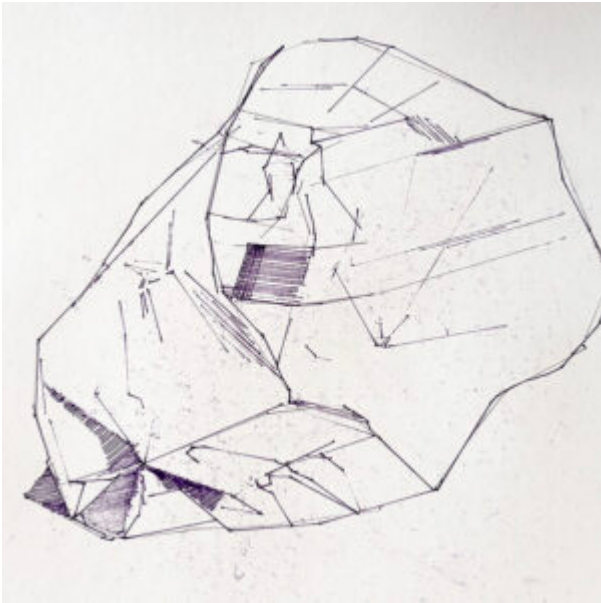
Explore mark-making through drawing emotions

Drawing with your feet



Use a different body part to make drawings

making a ruler drawing (of a bag)



[This resource demonstrates how a ruler or straight edge can be used to make a drawing](#)

Continue your Drawing Journey...



[>>On to Step 3: Introducing Materials >>](#)

[<< Back to Step 1: Pedagogy and Understanding<<](#)