

Drawing in the National Curriculum

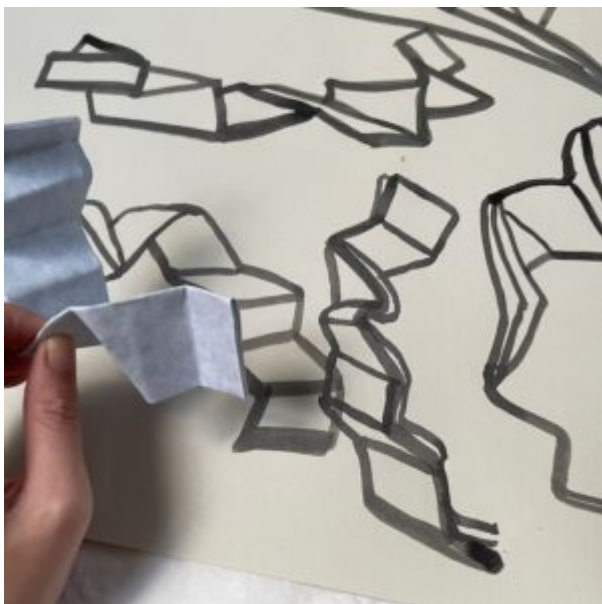
AccessArt advocates:

- Access to varied [drawing materials](#) from the outset. There is no reason why children should not be introduced to a varied range of drawing materials from Year One. The more experience children have of using a wide range of material the more they will feel able to make independent, confident drawing decisions.
- Traditional drawing skills, including drawing from [observation, should be balanced alongside more experimental drawing skills](#). Drawing comes in many forms, and each form should be equally valued.
- Children should be given the opportunity to work on a variety of scales. Drawing can be physical as well as studious. Drawing should be an adventure.
- Use of Sketchbooks as a Creative Tool. See [The AccessArt Sketchbook Journey](#).
- Use warm-up exercises - please see [Why Warm Up Exercises?](#)

- Teachers should embrace the "[journey](#)" and consider the process as important (sometimes more) than the outcome. Working from a "display-backwards" mentality (where a teacher has an idea of an end result in mind) often jeopardises the true creative journey.
- Children should be encouraged to understand the value of taking creative risks in their work. See more about [Understanding Risk here](#).
- [Assess gently](#) and understand the key concepts you might explore through our Resonating Statements.

You May Also Like...

the drawing journey



all accessart drawing resources



planning a creative curriculum



THE ACCESSART primary CURRICULUM

