

Mark Making & Sound: Part Two

By [Paula Briggs](#)

Mark making underpins all drawing activity. In Part Two of [Mark-Making and Sound](#), we explore how we might capture the spirit of a piece of music through abstract mark-making.

This resource is the second of three resources that explore how we can use sound to inspire mark-making.



This exercise aims to enable learners to develop mark-making skills without the pressure of trying to make a drawing that "looks like" something else. This activity aims to enable learners to link the marks they make, how they feel when they make them, and how others 'read' those marks.

How can we use sound to inspire personality into our mark-making? What kinds of marks will we make, inspired by the music we hear?

This resource can be used with ages 6 through to adults and takes between 5 minutes and 15 minutes.

A more open or able learner might be able to begin to capture the spirit of the music through visual marks. People "reading" the drawing might be able

to directly reference elements within the musical piece.

Please use this exercise in the 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.

Even very young children understand that we enjoy listening to music because of the variety of rhythms, melodies, and instruments within the piece. Likewise, they can make their own drawings more interesting by using a variety of marks, but we need to enable children to experience for themselves that they can invent their own mark-making language.

In this exercise, we will use music to inspire mark-making. In particular, we explore how the spirit of the music affects the pressure, speed, and movement of our hand/mark making.



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.

There is also a lot of scope for pupils to compose their own music or make their own musical choices, to help increase ownership and diversity of mark-making.



Without a visual subject matter (i.e., you are not drawing anything in particular), you will be making marks using your drawing tool, inspired by the sounds you hear.

It's really important to try and work intuitively and without overthinking what you are doing. This can take a little bit of practice, and it can also take a little bit of time to settle into the session. At first, the saboteur voice inside your

head might be telling you:

- I'm not doing it right
- This is silly
- I don't know what to do
- I'm pretending...

Try to ignore this voice. Acknowledge its presence, but politely tell the voice to shush. The more you can relax into the activity and stop resisting, the more you will get out of the exercise.

Always remember there is no right or wrong way of drawing in this exercise, only an "expanding" of what is being experienced.

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.

As you listen to the music, challenge yourself to make a variety of marks in response. To help push the diversity of marks you make, think about how you:

- Hold the drawing tool. For example, holding it firmly near the drawing end will give you

a different result than holding it lightly at the other end. Be experimental!

- Experiment with the pressure applied
- Experiment with the speed of movement
- Experiment with how you move your fingers, wrist, elbow, or shoulder.

Varying each of these in different combinations will help you make a more diverse set of marks.

Feel the energy of the sound, and let the same kind of energy travel down your arm to the 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.



Reflection

Once you have tried the exercise, you may like to ask the following questions to help you reflect upon the experience:

- Which marks do I like?
- Which marks are unexpected/ have I never made before?
- When I look at the marks, can I hear the sound that inspired me to make them?
- Can I see that my marks have character or personality? Do they convey emotion, for example, anger or care?

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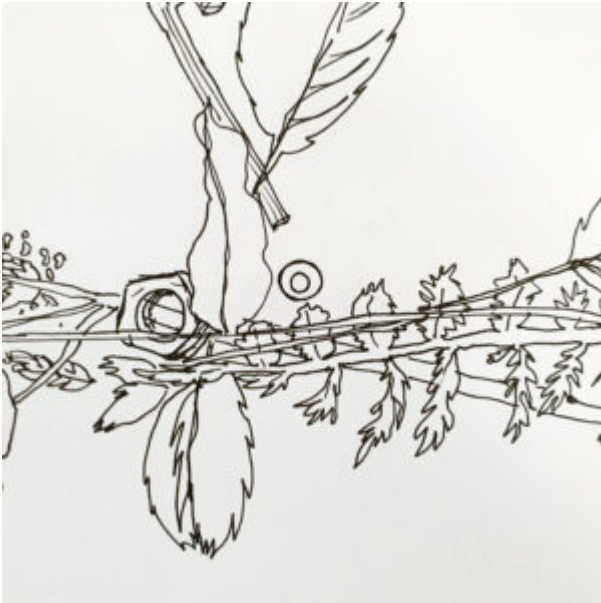


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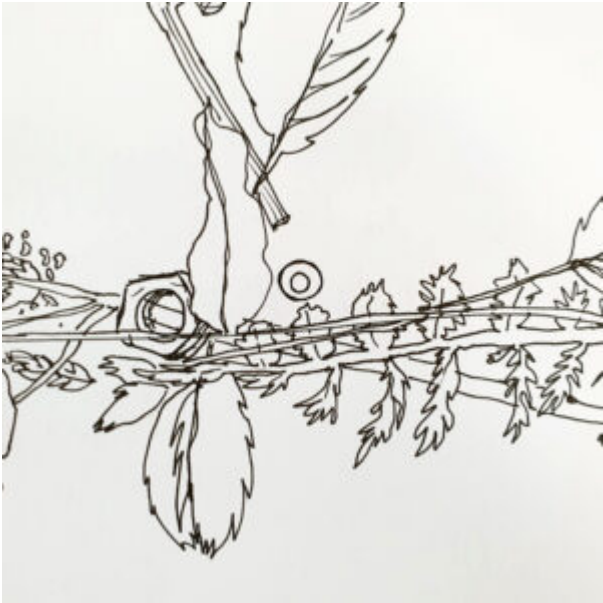


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Mark Making & Sound: Part Two



Mark Making & Sound: Part Three



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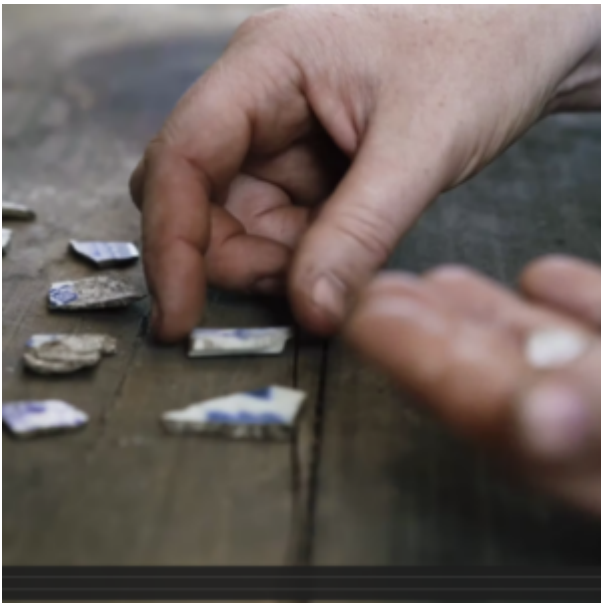
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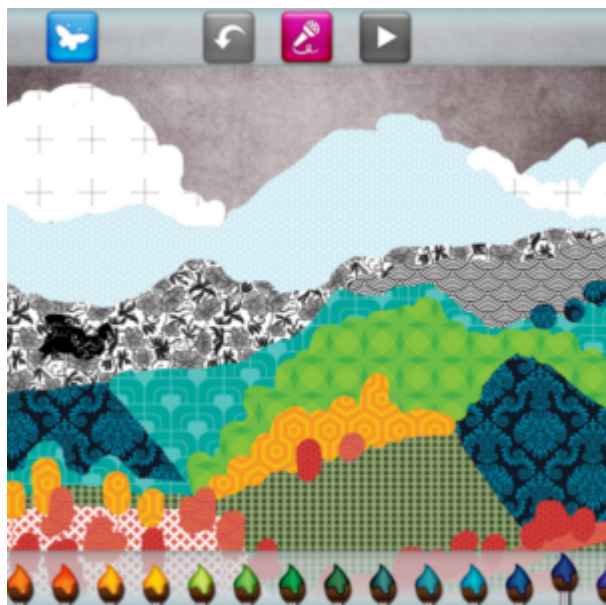


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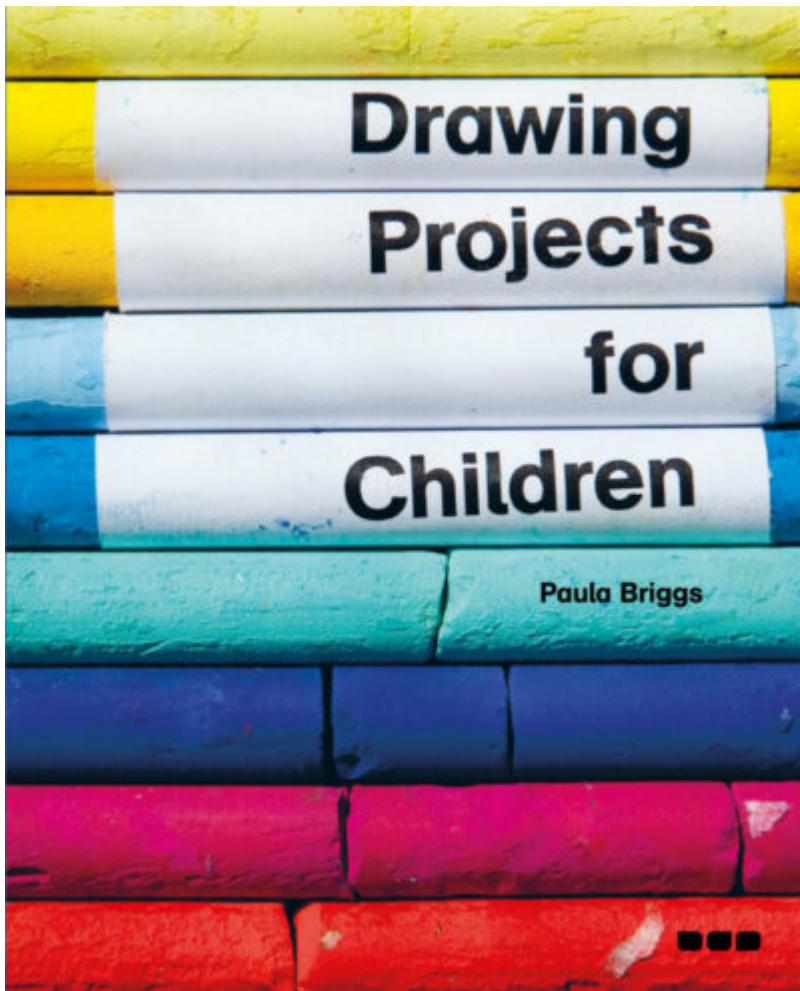


AccessArt Digital Resources



Making a Scroll Drawing

**Drawing Projects for
Children by Paula
Briggs**



Published by Black Dog Press, **Drawing Projects for Children** is a beautifully illustrated collection of activities that will expand the mark making abilities and imagination of children of all ages, and help fuel their passion for drawing.

The book features a collection of drawing exercises and projects taken from the AccessArt website, presenting

them in a beautiful and inspirational format.

“A beautiful book, full of ideas and a vivid sense of materials – truly appetising and stimulating.” – Sir Quentin Blake

“Drawing Projects for Children is fantastic and I know it will be an inspiration to many educators.”

“I am so thrilled with the book! Thank you for your inspiration and excellence.”

Philosophy

I have been teaching drawing for many years, and my approach is based upon:

- Providing children with simple exercises and inspiring projects which give them a focus for their drawing exploration.
- Providing non-specialist adults with

the tools to enable them to facilitate drawing in others.

- Helping children understand and experience the potential of different drawing materials.
- Balancing experimental mark making with exercises which promote careful looking and thoughtful drawing.
- Helping children understand the importance of risk-taking in drawing.
- Building confidence and experience to enable children to undertake their own drawing journeys.

The book provides a series of modular exercises and projects which can be used alone or in combination to build an exciting collection of work. Warm-up exercises are used extensively to help introduce the projects. The projects themselves are suitable for all ages of

children, for use at home, in the school, in an art club, gallery or museum context. The book also shares ideas to enable parents, teachers or facilitators to devise their own warm-up exercises.

BACKWARDS FORWARDS SKETCHING

Backwards forwards sketching is a simple activity that will help you develop understanding and knowledge of your subject matter through slow, careful observation. It will help you match the speed of looking with the speed of drawing, helping your hand-eye coordination.



Materials

- Soft (B) and hard (H) pencils
- Drawing paper

Subject Matter

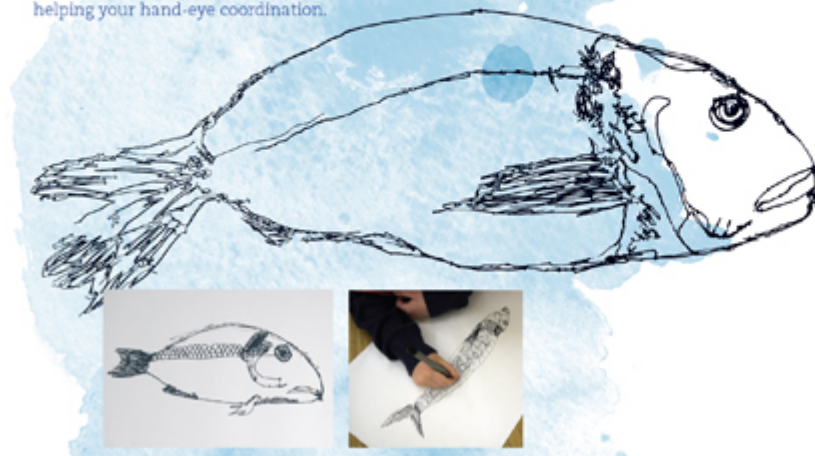
Any small still life object will work well for this warm up.

Activity

1. Make a drawing of your subject matter using only one motion—in backwards forwards sketching you are only allowed to draw from left to right and right to left, from your wrist. This means that the pencil travels forwards, then backwards, forwards, then backwards again. Each line you make in your drawing is repeated as your hand travels backwards and forwards, backwards and forwards.

Facilitator's Note

When children are challenged to only draw using a backwards forwards motion, their mark making is slowed down as the drawing line has to repeat (or reassert) itself. As the mark making is slowed down, the hand is less likely to run away with itself before the eye has really seen. In backwards forwards sketching the hand and eye has to check and check again each line as it is formed, helping to ensure the lines are intentional. This also gives children the opportunity to re-see their lines as they go. By nature, backwards forwards sketches should feel wild and intentional as the pencil 'feels' its way around the image.



LARGE AS LIFE SCROLL DRAWINGS

In this project you will make a long thin life-sized drawing, and then turn it into a scroll book. Working on a large scale means you will need to be physically involved in your drawing, moving your whole body up and down the long sheet of paper to make the drawing.

Materials

- Soft (B) pencils
- Graphite
- Compressed charcoal
- Erasers
- Long, thin sheets of drawing paper (approximately 10 cm x 3 m)
- Pieces of corrugated cardboard (approximately 10 cm x 20 cm)
- Glue or tape
- An elastic band

Subject Matter

The subject matter should be a mixture of long and thin items such as a 3 m length of rope, 3 m branches with side buds, tall shoots of asparagus or grasses, or a long line of cutlery displayed end to end.

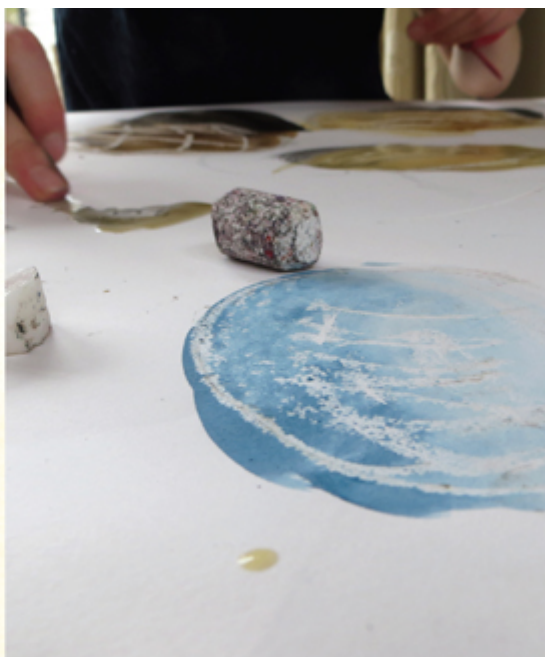
Lay each item on a long thin sheet of paper, the exact same dimensions as the paper on which you are going to make your drawing. You might need to cut and stick paper to create the right length.

Lay the sheets with the subject matter on the floor.



Activity

- 1 Using a permanent marker pen, draw contour lines over the surface of the potatoes and pebbles to help show their form. Then place the pebbles and potatoes on a white background.
- 2 Looking at your pebbles and potatoes, think about how chunky they are. Hold them in your hand. How heavy are they? What do their textures feel like? Try arranging them in different positions and groups of two and three. What new things can you learn about each object when you put them with another object?
- 3 Make some drawings that make the objects seem huge and weighty. Try using contour lines, wax pastel, watercolour washes, graphite and an eraser to do this. Remember that these drawings are going to be chunky, solid and messy, so try working on a large scale, being careful not to make your drawing too delicate. You can use broad gestures, rather than thin lines to help with this. You may wish to start by drawing with a thick piece of candle wax, and then washing over this with a watercolour to reveal the drawing (a 'reveal' effect).
- 4 Add some shadows to make the objects feel weighted to the ground.
- 5 Create several drawings in this way each time exploring how your drawing materials can help create a sense of weight and volume in your drawings.



Activity

- 1 Using three of four toys, create a small scene that will become your subject matter. You can use cardboard and sticks to help prop-up your scene, or as a background or foreground. Think carefully about how your chosen items work together or affect each other. Think of, and write down, a single sentence that is inspired by the scene.
- 2 Make a drawing of your scene using the charcoal and chalks. Remember that making a small, detailed drawing with large charcoal sticks can be very frustrating. Instead, try to work on a large scale and use the richness of the charcoal in your drawing. Allow both the worlds and the objects to inspire your sense of narrative.
- 3 Re-write your descriptive sentences on your drawing in a descriptive way so that the text and image work together on the page. How might the text sit in the white space of the drawing? How might the text relate to the image?
- 4 If you enjoyed this session, you may want to try illustrating the line of a poem or a line from a storybook. Then, with a collection of these, you can create your own illustrated storybook.



Facilitator's Note

If the child is focusing on a small scale, you may be able to help them make the leap from small drawing to larger charcoal mark making by having them watch your hand as it 'wax draws' on the paper, alongside a commentary: "So the arm might be this big and be here, the head here, the ears here..." etc. As soon as children can start to visualise marks on an empty sheet of paper, they usually feel confident to make larger drawings on their own.

AFTERWORD

Every Tuesday after school, a group of children aged between six and eight have been coming to the AccessArt Drawing Workshop, which takes place in a village hall in the beautiful village of Grantchester, Cambridge. Like lots of village halls up and down the country, it is an unassuming place, with the entrance at the back, and no clue as to what takes place inside from the front.


Those sessions have been a joy—for me and, I think, for the children too. Winter nights and summer evenings, it has been wonderful to close the door on the world, forget school and settle into our routines. Some children have stayed for years, others have come and gone, but it has been fantastic to watch them grow in confidence handling materials and understanding processes which many adults may have thought were beyond their years. I love the concentrated quiet that falls in the room as the children begin to draw, and then the energy and momentum that gathers as they make their own drawing discoveries. Most of all I love the enthusiasm and openness with which children greet each new project.

We have been learning together, the children and I, about how you can help children discover drawing. How far to push, how much space to give, when to plant seeds, when to be studious, and how to have fun!

The warm up exercises and projects in this book all originate from those Tuesday afternoon sessions. The projects are completely transferable and adaptable, and can be used with a wide age range. I hope they give a flavour of my approach, and I hope that they will inspire.

One thing I am certain of is that we need to raise our expectations of the level of artwork children are capable of making. We need to give children access to more materials, more time and space, provide focused support, and we need to feed them with projects to give them a reason to explore further.

In return, they will demonstrate how fundamentally important drawing is to us as human beings, and they will reward us with the most beautiful, eloquent and remarkable drawings.

 black dog press £14.95

**Author Paula Briggs Paperback 144 pages 120 b/w
and colour illls 26.0 x 20.0 cm 10.0 x 8.0 in
ISBN13: 9781908966742**

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Eileen Adams, NSEAD



The chunky (8''x10') Drawing Projects for Children is a beautiful book: 144 pages, printed on thick paper, with colour illustrations on nearly every page. Well done designers Freddy Williams and Vanessa Wong! It is robust both in content and presentation, a book that will be of use for a long time. Black Dog, the publishers, claim to take a daring, innovative approach to our titles, to maintain high production values and authoritative content and to produce books that challenge, provoke and entertain. There is much here to inspire children to develop their love of drawing, to stimulate them and to engage them. This is not merely a 'how to do it' book: it is also 'how to think about it'.

The book is in three main parts:

- Materials, drawing surfaces and facilitators'

notes

- Warm ups
- Projects

The section on warm ups provided a range of prompts for children to start drawing: exploring line, shape, tone, texture and rhythm to create different kinds of marks that could be manipulated in a variety of ways to create drawings.

The 26 projects vary in complexity and difficulty. Many are based on drawing from observation such as moving water and natural form. Some are prompted by experimenting with marks and materials. Some are concerned with drawing from imagination, such as animal cartoon characters. Some are about storytelling. Others bring new excitement to the activity, such as drawing by torchlight, making carbon paper prints or drawing on plaster. Some drawings come off the page and are developed in 3D. Some drawings turn into books.

Teachers, parents and other facilitators will welcome this book, chock full of ideas for drawing activities. They will also appreciate the explanations, instructions and advice that will help them support children's efforts. I particularly valued explanations as to the purpose of each drawing activity. What was the intention? What might children experience? What might they

explore – a material, a technique or a concept? What might they learn as a result? This book is not just about learning to draw: it is about drawing to learn.

All the advice is sound, based on Paula Briggs's long experience of working with her colleague, Sheila Ceccarelli, in AccessArt, to support children and teachers. The projects have been trialed and tested at drawing workshops in Grantchester. They are transferable to other situations and other age groups – secondary students would benefit from exploring many of the activities. They have the potential to inspire young people and build their confidence and competence in drawing.

The whole tone of the book is about enabling children to experiment and take risks so that they are encouraged to push beyond what they consider 'safe' (safe drawings are those in which we know what the outcome is going to be before we have even started making them). This is such a relief when teachers and children in schools are being constrained and mis-directed by inappropriate assessment procedures and ways of valuing children's work.

Perhaps the author should have the last word. "One thing I am certain of is that we need to

raise our expectations of the level of artwork children are capable of making. We need to give children access to more materials, more time and space, provide more focused support, and we need to feed them with projects to give them a reason to explore further. In return, they will demonstrate how fundamentally important drawing is to us as human beings, and they will reward us with the most beautiful, eloquent and remarkable drawings.”

Artful Kids



There are no shortage of practical books about art out there for children, but speaking as someone whose first love in art is drawing, I was curious to review *Drawing Projects for Children* by Paula Briggs, (published by Black Dog) as there are not so many which focus on the act of drawing itself.

This is not a book about ‘how to draw’ in the traditional sense, and is, I personally thought, all the better for it. Instead it is a truly

creative book – the projects are aimed at encouraging children to explore different aspects of drawing for themselves – inviting them to think and create in different ways.

Well-structured, the introduction of the book includes notes about art materials, and is followed by some facilitator's notes for parents or teachers (there are further facilitator's notes added for some of the individual projects). There then follows a series of 10 simple warm up exercises devoted to different aims. So for example there are exercises in mark making, continuous line drawing, and activities aimed at encouraging children to work larger, or produce bolder or 'stronger' drawings.

The next section is the heart of the book where there are 26 drawing projects. These are unusual and imaginative, many of them with a fun element designed to appeal to children, while at the same time fulfilling a specific learning objective. There are projects which explore the properties of different art materials, and others which encourage children to 'think differently' founded on the author's extensive experience of conducting drawing workshops with children of all ages.

Not just for teachers of art, the book could just as easily be used by parents who are interested in

genuinely teaching their children some of the fundamentals of art practice – to explore, observe and be creative, and also by older children who already have an interest in art. One of the strengths of the book however is the range of projects which encourage collaboration, sharing or simply exploring and learning together. The activity from the book which we tried together (Drawing by Torchlight, which you can read about [here](#)) turned out to be quite successful on a number of different levels.

The book is lavishly illustrated and produced in paperback format, using quality paper, and at £14.95 I thought it was pretty good value for the quantity of inspiring material it contains.

Julianne Negri

How would you like a drawing book that encourages risk taking in art? A book that emphasises process over product? A book that encourages experimentation within guidance? A book that is full of messy-get-your-hands-dirty drawing projects? In short, a book with smudgy fingerprints all over it? Well if these things tick your boxes like they tick mine, Paula Briggs', Drawing Projects for Children published by Black Dog Publishing is the art book for you.

Paula Briggs has not only created a beautiful object with this book. She has created a welcome antidote to a world (wide web) full of outcome based children's activities that seem to be all about the photo opportunity to display on whatever platform – blog/insta/facebook/twitter – a parent chooses.

This is very much a gorgeous(smudgy) hands on book, divided into two sections – warm up drawing exercises and more in depth projects. So the only real way to review this book was to try it out. First – rustle up some children (fortunately not a challenge for me).

The book is firmly aimed at children but without any dumbing down of language or “fun speak” or the sort of cutesy Dr Suess sort of language you often find with this target audience. For example:

“All of the projects in this book also use a huge range of drawing materials from inks and watercolours to graphite and pastels. Remember, great drawing experiences are not always about the outcome, but often about the things you learn when you experiment. So get ready to try out some new techniques, and make some wonderful creations!”

This tone generates respect for the child artist, for the materials being used and for the activity being undertaken. I read sections aloud to the

kids first and we discussed some of the concepts – risk taking, process, not worrying about “mistakes”, no rubbing out etc. These are hugely neglected concepts in the world of a 7-almost-8-year old’s art practice. They are at an age where they lose the earlier wildness of creativity and have been firmly indoctrinated into school ideas of right and wrong and drawing like the person next to you, with a seemingly strong preoccupation on getting eyes and noses especially “right”!

While Paula Briggs suggests this book is aimed to be used independently by children, I found it does benefit from focused facilitating. And for kids this age? Fairly strong facilitation is required. Fortunately I had a background in art and understood the materials and requirements of the tasks, but it is written with point by point instructions, a colour coded idea of levels of intensity and a material list like a recipe and is therefore very accessible. For preparation we made a trip to the local art shop with a list in hand – lots of newsprint paper, various pencils, charcoals and pastels and some ink – and we were ready.

We began with some warm ups which were wonderfully fun and challenging. This “continuous line drawing” warm up was a terrific way to display process over outcome. Pens, paper, still life and

go. The kids had to look at the object and draw it while not lifting their pen from the page. They were happy to keep trying this for ages! Our second warm up was “backwards-forwards sketching”. This was a good way to focus on looking and observing while slowing down the hand and creating texture.

My kids are very physical and these drawing ideas are also very physical – hand-eye coordination, large gestural mark making and sustained concentration. We interspersed the activities with kicking the footy in the back yard to freshen up.

We enjoyed perusing all the projects in the book and the kids have ear-marked many they want to try asap. But the obvious “project” to undertake right away was the “Autumn Floor Drawing”. We ran around the house and street collecting leaves, seed husks, plants and all things Autumnal.

I found myself joining in and rediscovering the joys of charcoal and of delicate lines and shading in a way I hadn’t indulged in years. It was so relaxing, for me and for the kids, to play with the materials without any pressure on the result.

Drawing Projects For Children, while not completely independently accessible to younger children, actually benefits from involving a facilitator as well as the child. I found that

Paula Briggs language and ideas generate an inspirational and stimulating practical art experience. Through warm ups and projects she extends children's idea of mark making and drawing into a new realm. It challenges children (and teachers and parents) to explore, take artistic risks and to discover the fun inherent in drawing when there is no pressure for the outcome. It is a book we will return to and from just one day of experimenting it has already inspired these two kids to observe things a little differently and to think more about how to represent their world through art.

Drawing Projects for Children is highly recommended for those who love messy art. For those who want to encourage careful observation, thoughtful mark making and inspire artistic processes. For those who understand that experimentation and sustained exploration of a medium is more important than a quick simple art activity that results in a picture perfect photo opportunity. Go get the book, some supplies, some kids and get your fingers dirty.

The BookBag

Drawing Projects For Children is a beautiful, full-colour guide that encourages children to use a range of materials to create stunning and

thought-provoking artwork. As the author points out, the end result is not always as important as the journey and this book helps children to move away from the more traditional, or 'safe' type of drawing styles and indulge in a little more experimentation and risk taking. The book is ideal for parents to use with their children, but each chapter is a self-contained lesson plan that facilitators and teachers can use with groups.

The theme of the book is all about experimenting with materials, so it is a good idea to stock up on the basics in order to get the most out of the projects. The focus is on using different paper and drawing media to create effects, so items like graphite, charcoal and pastels, as well as papers of varying textures, are useful items to have on hand.

The book also has some engaging warm-up exercises to help the child become more aware and mindful of physical movements and rhythms involved in the drawing process. For example, drawing to a slow rhythm using a metronome, or trying to create a picture using a single, continuous line can improve hand-eye coordination and observation skills.

The projects are suitable for all ages and can be as simple or as detailed as the artist wishes them

to be. Projects include turning paper into fur, drawing by torchlight and printing with carbon paper. Each project encourages a thoughtful approach and introduces a new aspect of drawing or mark-making.

There is something in the book for everyone and it is visually appealing. My daughter is a budding artist and loves perusing the pages for ideas and inspiration. It would also be a useful resource for home-educators and childminders.

Fran Richardson, Artist Educator

“Being both an artist specialising in drawing and a parent who wants to inspire my own children to draw, I was glad to have discovered this book. Although pitched at an older child to read and follow independently, it offers guidance for parents and teachers who want to lead activities at home or in the classroom.

The layout is simple and pleasing with contrasting fonts in different sizes. It is fully illustrated with colour photographs of children making the work alongside examples of materials and drawings at differing stages of completion, which makes it both engaging and easy to follow. No prior experience is required so anyone can start immediately with the items already available at

home.

I particularly like the way the author moves away from the traditional model of seeking to make a finished product through a series of specific steps to a focus on different techniques and the enjoyment of using materials in an experimental way, gently pushing at the boundaries of what children can achieve.

Drawing in charcoal by torch light, the picnic drawing party, or being your own art installation are things that I would never have thought of doing. I haven't had any experience of teaching children so I feel much more confident that I will be working with them at the right level. Packed with ten warm ups and 26 projects with three levels of difficulty it offers value for money for any adult who wants to enjoy some creative time with children – a must for the holidays!"

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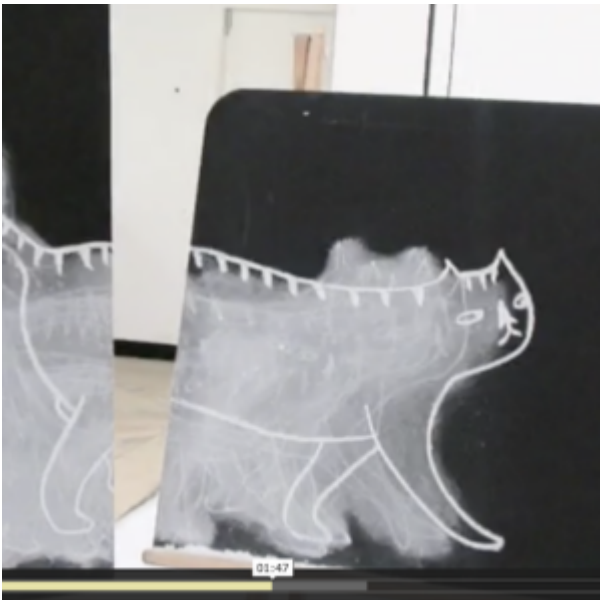
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Talking Points: Faith Bebbington

A collection of sources and imagery to explore the work of sculptor, Faith Bebbington.

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FREE TO ACCESS

Faith Bebbington

Faith Bebbington is a nationally renowned sculptor based in Liverpool. Faith has worked with a range of big name clients, from the Football Association to campaigning for endangered species. Faith is best known for her sustainable practise; her large sculptures utilise lots of waste materials, with her biggest sculpture to date re-using over 2500 deconstructed plastic milk bottles!



itv Reindeer For itv Creates reimagined Brand Identity by Faith Bebbington (Illuminated Plastic Milk Bottles)



Polar Bear In The Studio (Created With 3000 Plastic Milk Bottles) by Faith Bebbington



Recycled Plastic Bengal Tiger for Veolia Environment by Faith Bebbington

Find out more about Faith Bebbington's process in this "[Which Artists?](#)" post.

Questions to Ask Children

What materials can you spot in the sculptures?

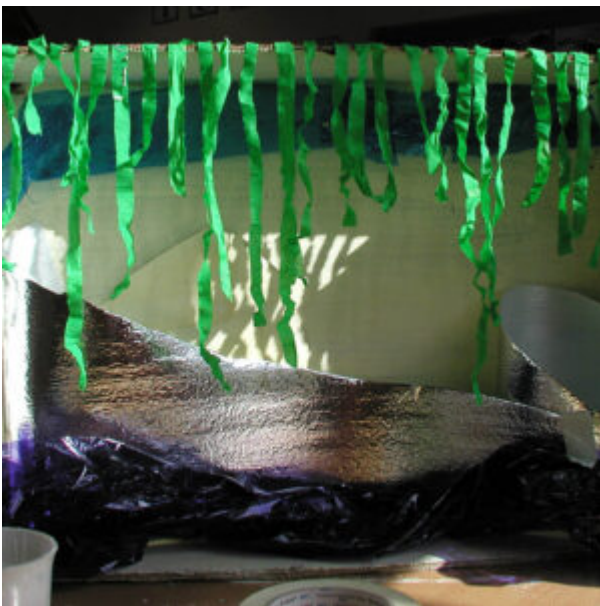
Why do you think that Faith has used recycled materials to make her sculptures?

How would you describe the sculptures?

Which sculpture is your favourite? Why?

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