

# Sketch Your World: Materials

[By Phil Dean](#)

'[Sketch Your World](#)' is a collaboration between artist Phil Dean and AccessArt, aimed at helping students 16 and above be inspired by their local landscape.

In this post Phil Dean shows us the materials he puts in his pencil case when he draws in the urban environment and shares with you how you can make the most of them whilst you're out and about.

## **Ballpoint Pen**

[Ballpoint](#) is a surprisingly forgiving pen for sketching, with almost pencil-like qualities such as the ability to adjust line strength and stroke. On the whole, with ballpoints, the finer the nib, the better. It's always worth keeping a ballpoint in your bag for fast sketches of people.



## Pencil

[Pencil](#) is a wonderful medium to capture the cityscapes with. Most of us are familiar with drawing with pencil so it's a reliable media to work with. It is also extremely flexible and very forgiving for beginner sketchers. I always have some pencils in my bag in case the subject matter lends itself more to that medium. To save time when out and about, I use mechanical pencils that don't need sharpening but you can use standard pencils, just make sure you have a sharpener to hand.

Softer pencils (HB-9B) deliver heavy shadows and more line weight, while harder pencils (H-9H) are great for adding detail.



[Coloured pencils](#) are amazing to sketch with on their own and white pencils are great for adding highlights to sketches on dark paper.

## **Charcoal**

[Charcoal](#) can be great to sketch with, giving fast, bold and immediate lines, and you can easily correct any mistakes with a kneadable eraser and some white chalk. The urban landscape is quite challenging for this medium and I would only really recommend using it when there is a lot of organic content in your scene; trees, rivers and people, for example. Geometric shapes are quite difficult to capture accurately in charcoal, but it can be really effective when drawing a more expressive

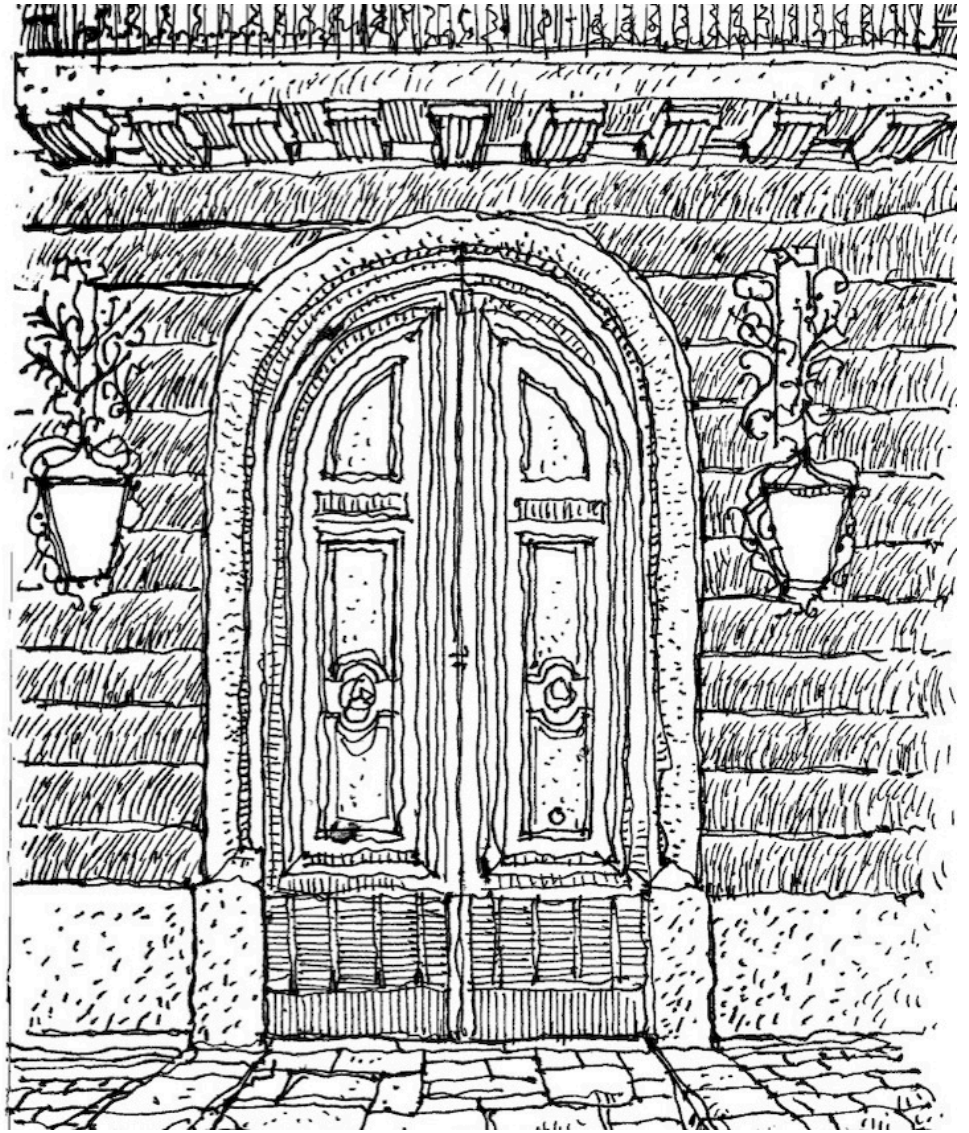


or abstract sketch. If you do use charcoal, don't forget your fixative spray.



## **Fountain Pen**

The old-fashioned [fountain pen](#) has seen a renaissance with sketchers in recent times and the lovely lines it delivers make it a favourite for many urban sketchers. The advantage of sketching with a fountain pen is the range of lines and thicknesses that you can achieve by adjusting how much pressure you put on the nib.



Waterproof ink can also be used with a fountain pen, so adding watercolour will not cause the ink to run.





## Brush Pen

The brush pen can be a hard pen to master but it delivers bold and fluid results. It is particularly suited for scenes with people – capturing movement and vibrancy in economic strokes. These pens come in a wide range of colours and are definitely worth experimenting with.





## Marker Pen

Marker pen is my favourite method of adding colour to my sketches. Marker pens are an easy way to add tone and colour to your sketches. They are also good for laying flat and graduated tones, while brush markers are good for softer 'watercolour' effects. It's worth experimenting with a small set of greys or basic colours to add a splash of colour or tonal depth to your line sketches.

The downside to these pens is that they are not particularly cheap and they have the annoying habit of drying out (although refills can be bought for some brands).





## Watercolour

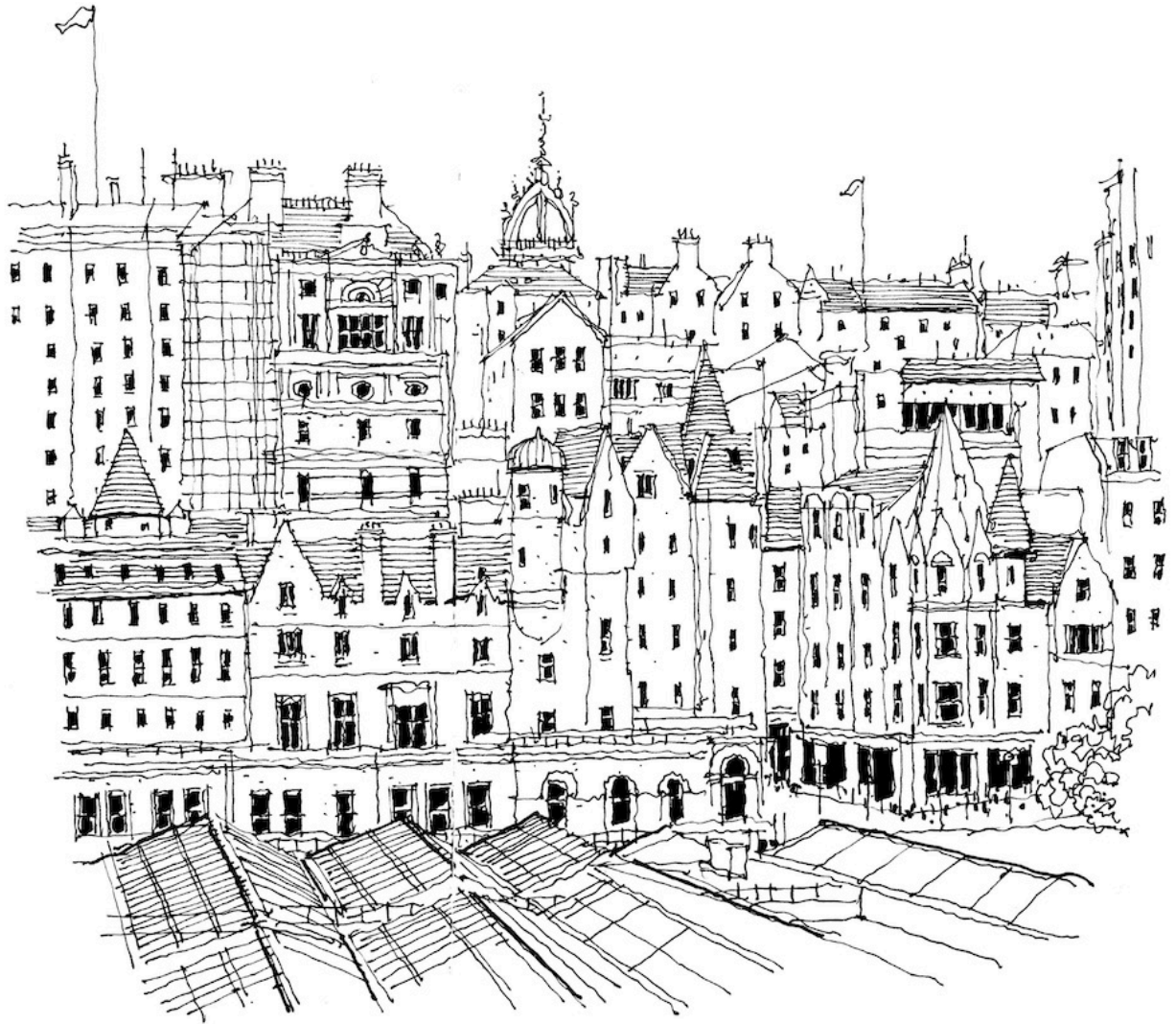
[Watercolour](#) can seem a little daunting at first but don't be put off. It can be an extremely useful medium for adding some colour to your sketches once you get them home. While only the most enthusiastic (and experienced) urban sketchers tend to use watercolour on location, it can deliver great results in situ, since the artist can see the colours and represent them faithfully. Though it can take some time to master watercolour techniques, it's definitely worth the effort. I recommend you buy a cheap beginners' set (available in all art supplies shops) and have some fun experimenting – it's hard to go to wrong as long as you remember that less is more. Make sure you use watercolour paper.





## Fineliner

[A pen](#) is my preferred medium for urban sketching. It can take time to build up the confidence to draw in ink, but there is a freedom and immediacy to it that is quite exhilarating and addictive.



Fineliner's come in various line weights, from super-thin to chunky. The fineliner is the ultimate line-drawing pen, delivering fluid and precise lines. I suggest starting with a 0.3mm nib as it's a good all-rounder for line drawing. It is worth noting that some fineliners are not waterproof, so the ink will run if you add watercolour or colour with marker pens afterwards. Also, if you are sketching in wet weather, I advise using a waterproof pen to avoid splodges.

### **Challenge:**

Collect some photographic references of your local area, either from photos that you've taken or using google maps street view. In sketchbooks get familiar with some of the materials mentioned above in your sketchbooks. Draw the whole



image or pick out elements you find particularly interesting. Combine materials to see what happens.

### **Extension Challenge:**

Select a medium that is most uncomfortable for you – so, if you prefer pencil, use pen or if you like to paint in colour, use black ink. Draw something you are attracted to, but using a different medium. If it's a delicate subject, use a fat pen, use the medium to bring something interesting to the drawing.

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[<< Go Back to Sketch Your World](#)

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**This is a sample of a resource created by UK Charity AccessArt. We have over 1500 resources to help develop and inspire your creative thinking, practice and teaching.**

**AccessArt welcomes artists, educators, teachers and parents both in the UK and overseas.**

**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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## **Sketch Your World: Sketchbooks & Composition**

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### **Sketch Your World: The Basics**

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### Adapting AccessArt





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# **The Disciplines, Skills, Behaviours & Traits Developed Through the AccessArt Primary Art Curriculum**

The [AccessArt Primary Art Curriculum](#) takes a holistic approach to art education.

Please watch the [Thinking about Curriculum Content and Progression in Primary Art](#) recording to understand more about how the disciplines, skills, behaviours and traits in the documents below are developed through our curriculum.

## Explore Resources...

Overview of disciplines, skills & behaviours developed from eyfs to ks2



[Please explore the different tabs on the excel to view EYFS, KS1-2 and Additional Pathways.](#)

## Assessment & Progression



[Explore how we might rethink assessment and explore sensitive approaches as a beneficial tool.](#)

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## Thinking About Curriculum Content & Progression in Primary Art

Paula Briggs from AccessArt shares thoughts about how we might more usefully connect the curriculum we choose to teach with the progress we'd like to see...

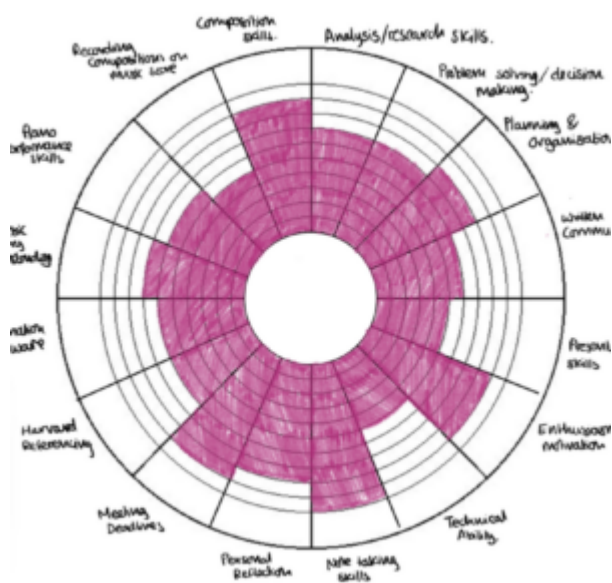


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# Using Circle Diagrams to Celebrate Progression

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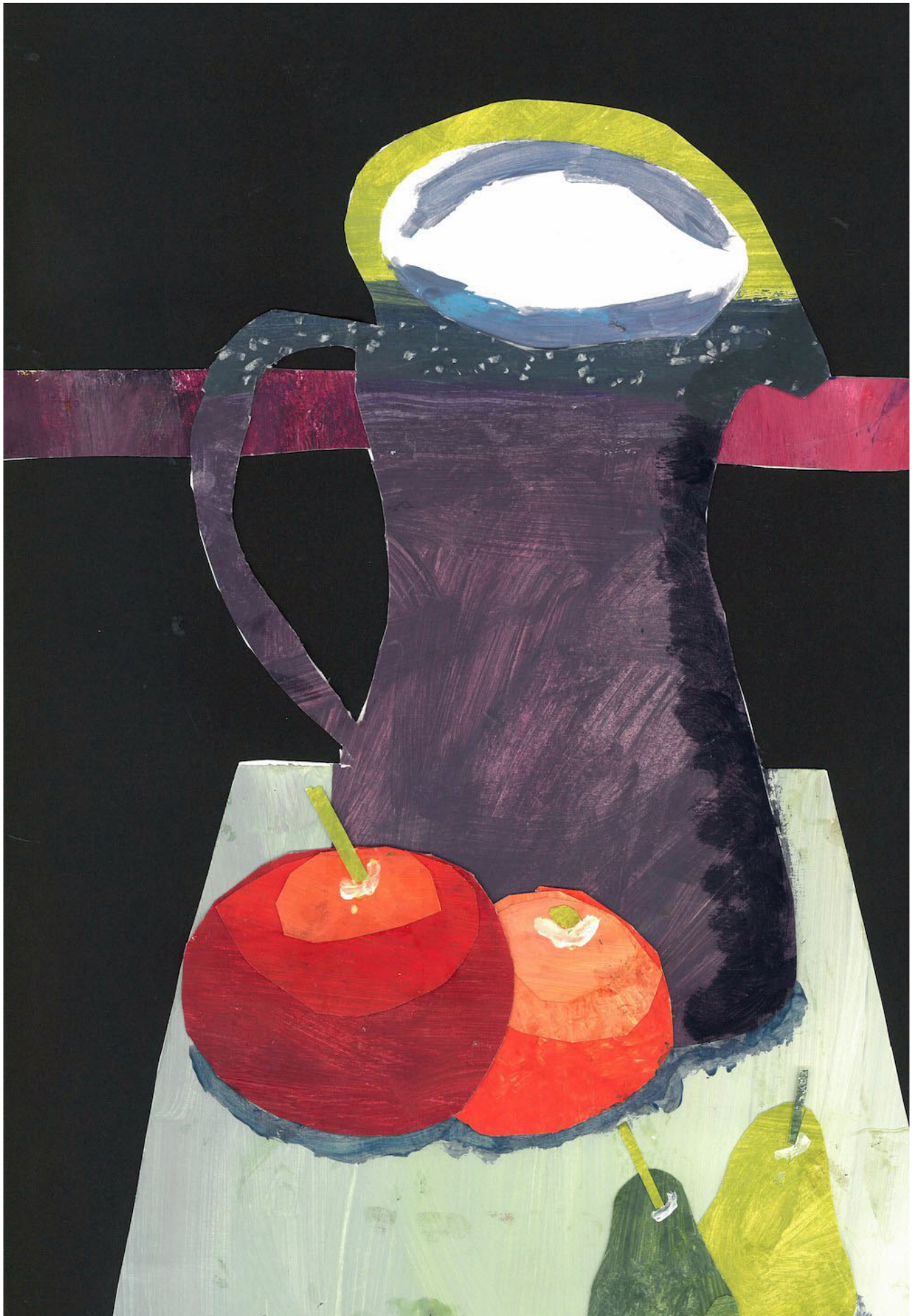
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# **The AccessArt Primary Art Curriculum – Impact & Evidence Autumn 2023**

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## **The AccessArt Primary Art Curriculum User Survey October 2023**







In the summer of 2023, a year on from the launch of the [AccessArt Primary Art Curriculum](#), we conducted this survey to invite users to feedback their experiences of using the resources so far.

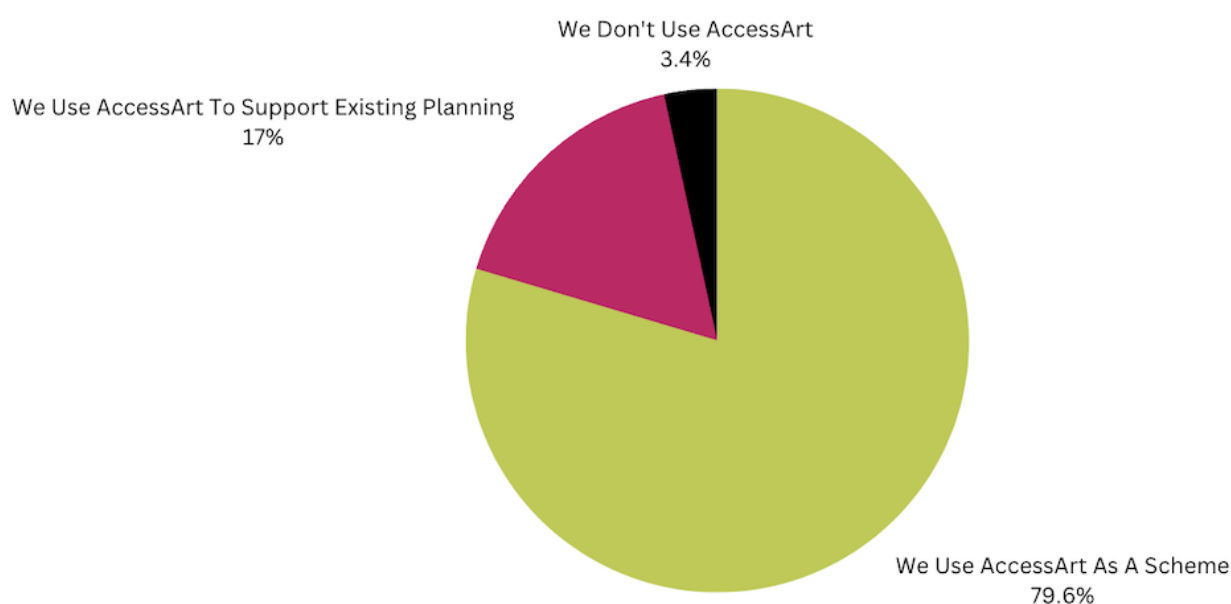
You can find everything you need to know about the AccessArt Primary Art Curriculum [here](#). The survey did not include feedback to the EYFS element of the Curriculum, though many respondents mentioned the benefits of this addition in their qualitative responses.

A total of 447 people completed the survey – thank you to all those who took the time. We hope you find this summary useful.

You can find a pdf of the report [here](#) including an appendix of qualitative feedback.

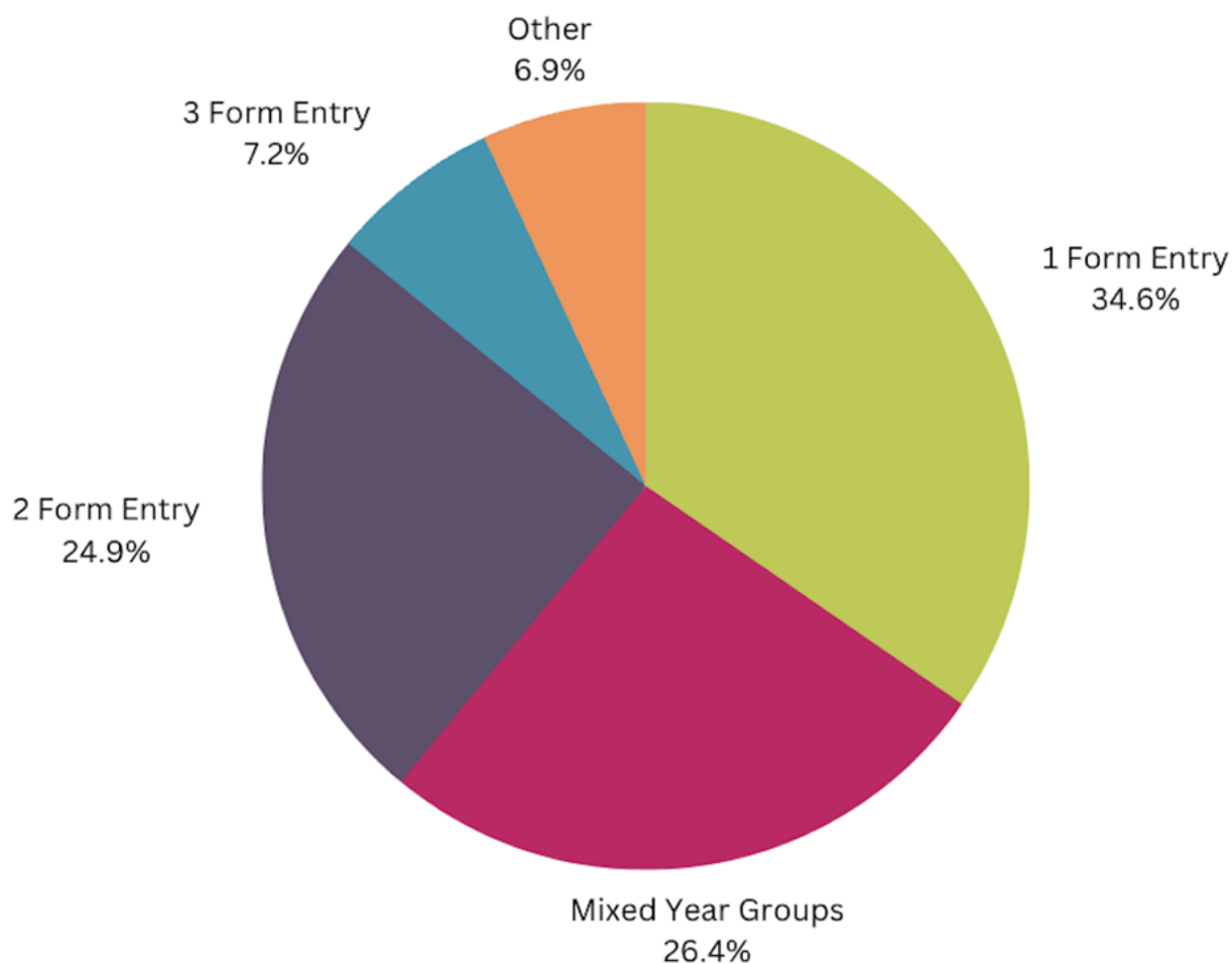
## How do Schools Use AccessArt?

### How is AccessArt Being Used Across Schools?

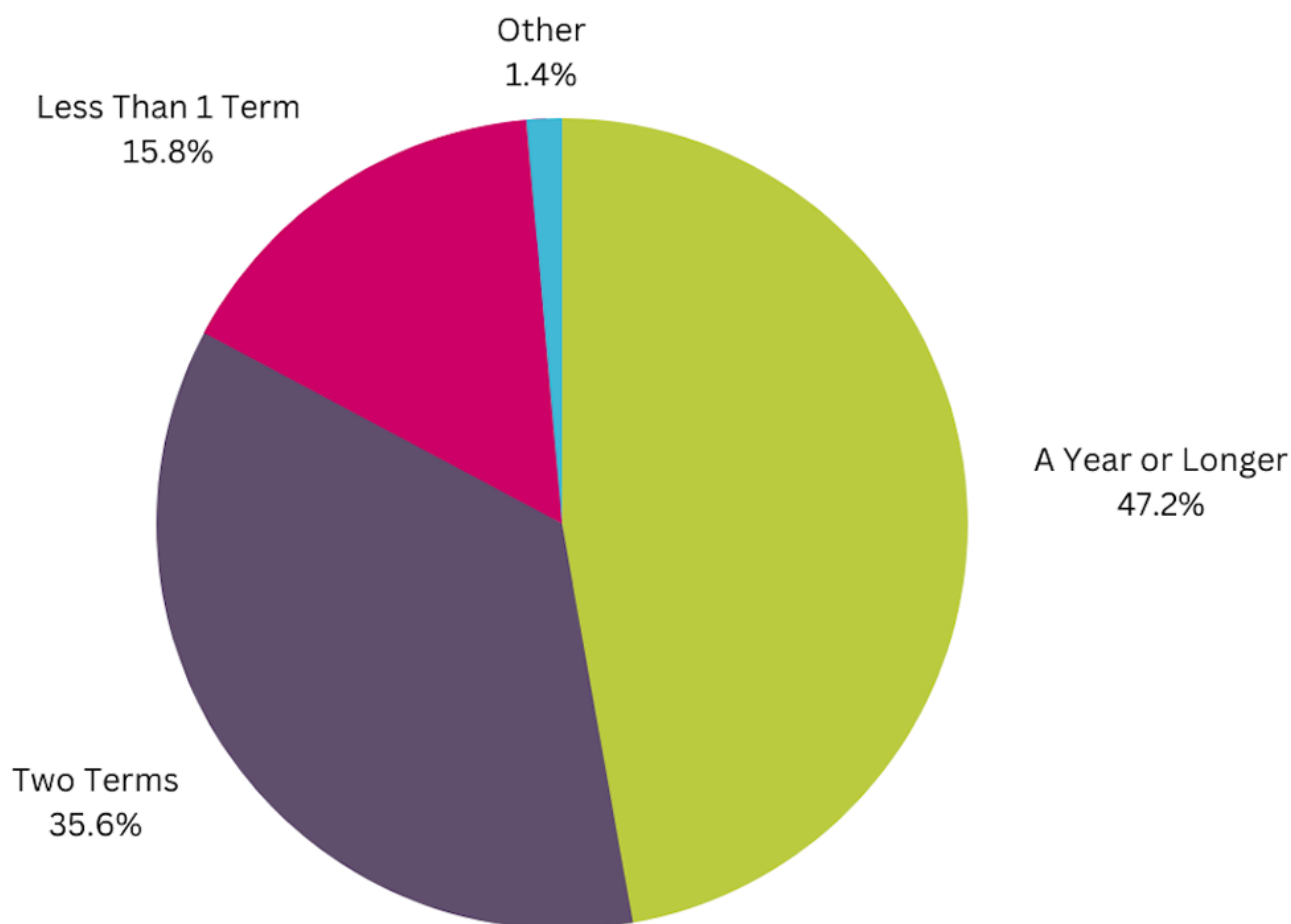


The majority of respondents use AccessArt as a scheme, with a smaller percentage using our resources to support their own planning or to extend the resources of other schemes such as Kapow.

### How Large is Your School?



### How Long has Your School Been Using AccessArt?



**The smallest school that uses AccessArt as a scheme has just 18 pupils.**

**The majority of schools are 1 form entry and a significant number teach in mixed year groups.**

### **AccessArt Primary Art Curriculum Versions**

**We offer four versions of the Curriculum: the Full (36 pathways based upon one week of art each week), the Split (for schools who alternate Art with DT), the Mixed (for schools teaching art full time in mixed year group classes), and the Split & Mixed (for schools teaching in mixed year group**

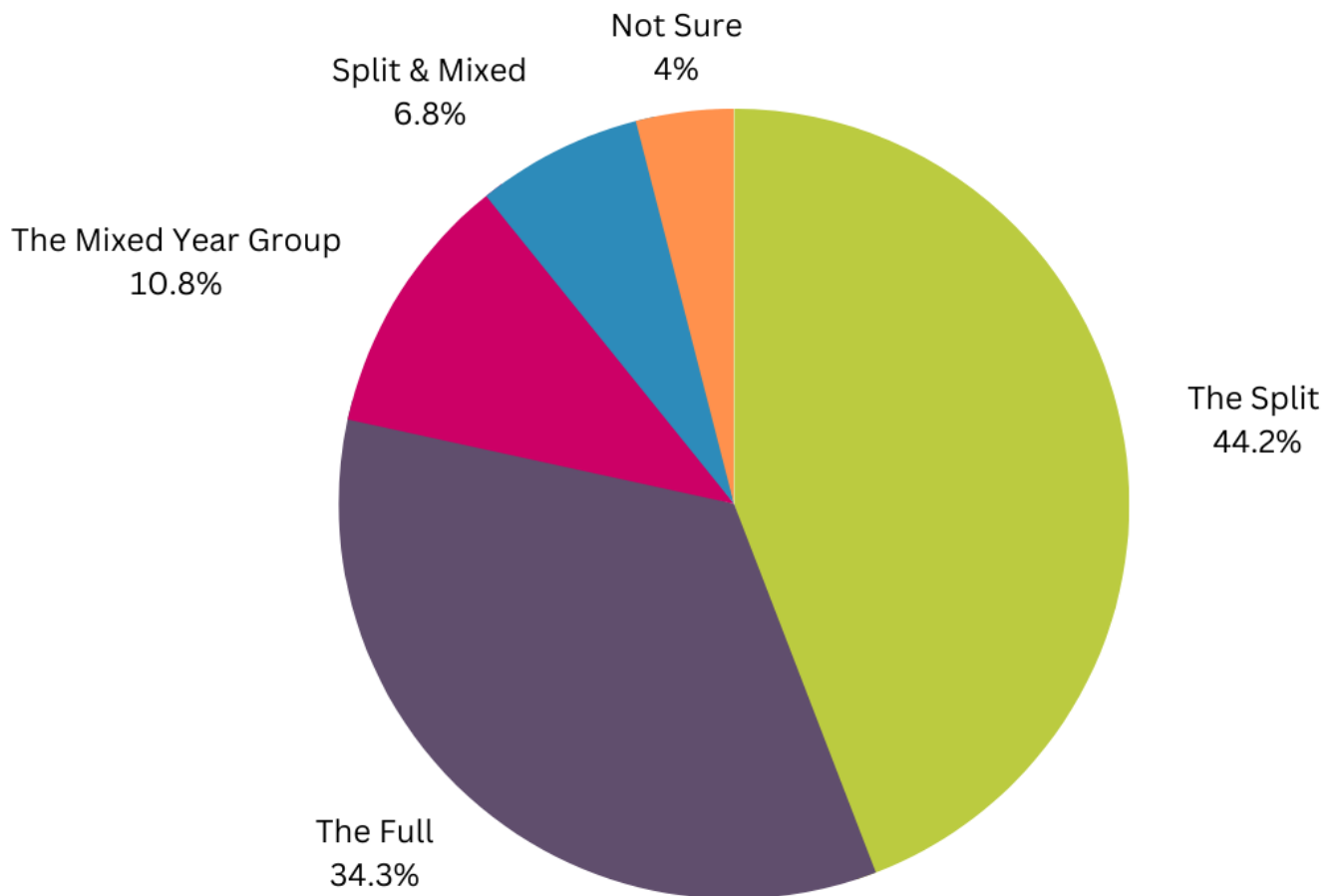
classes and alternating with DT).

Interestingly, and a clear indicator of the pressures on schools across the timetable, the single largest sector of schools use our Split Curriculum. This may also be an indicator of the flexibility of our Curriculum for schools working in this way.



**Which Curriculum is Used by Schools?**





Some schools did comment that using the Split Curriculum successfully in their school had strengthened their argument to move art to a full time basis; clear evidence that if we can create an enthusiasm for art in schools amongst teachers and pupils, and demonstrate its purpose and relevance, then we can create a demand.

When making choices about which scheme to use, it is vital that teachers choose a scheme [whose ethos](#) matches or informs that of the school.

[The Pathways](#), [Creative Ethos](#), flexibility and adaptability all scored highly as reasons teachers choose AccessArt. The Curriculum also comes highly

recommended by other teachers and trusts.

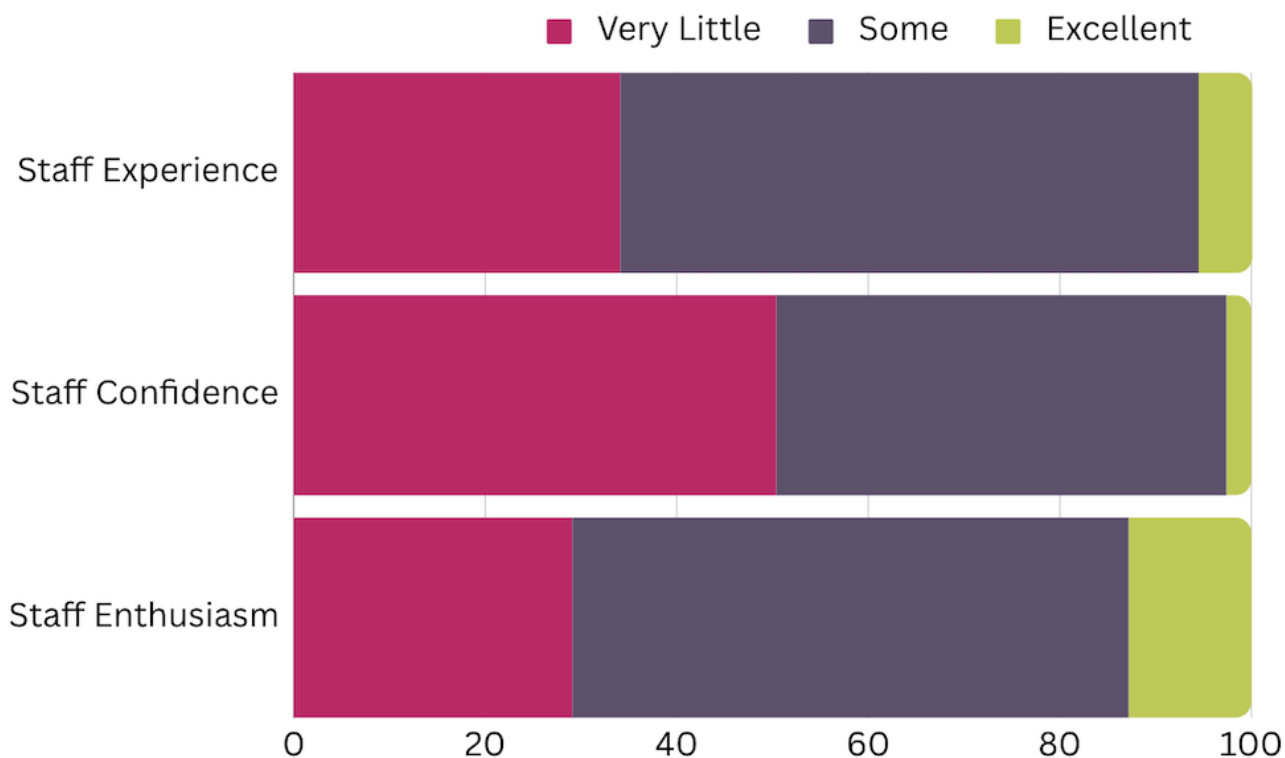
## Why do Schools Choose AccessArt?



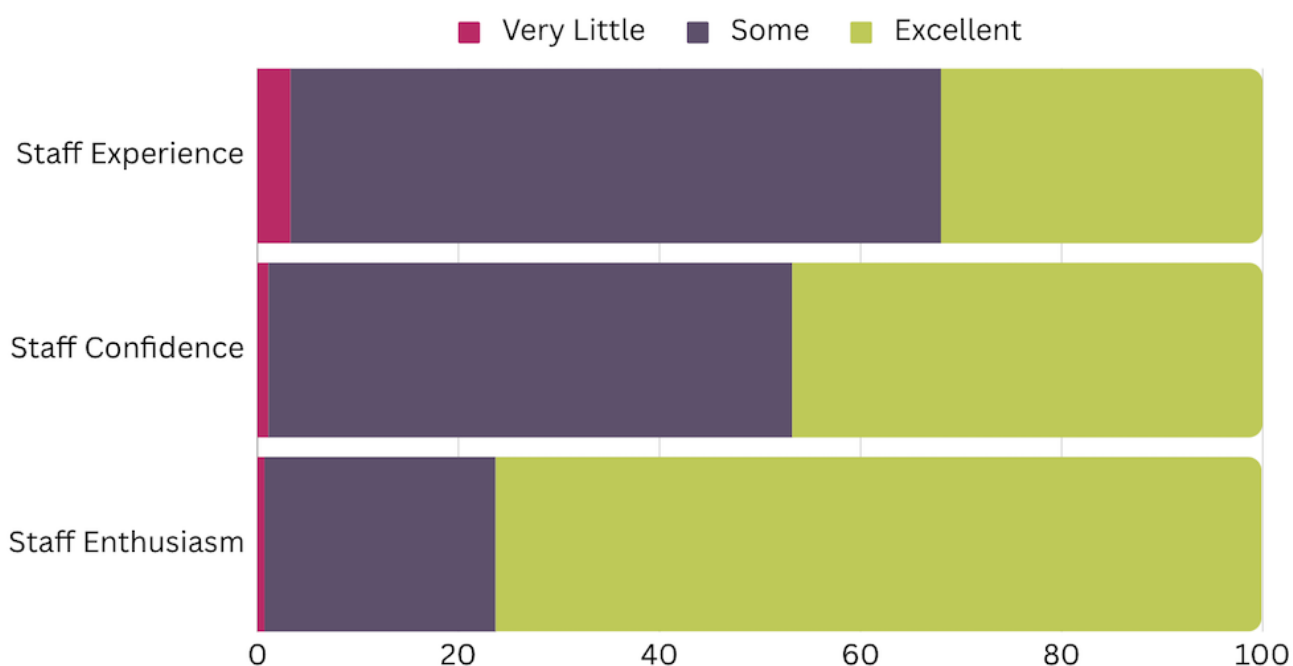
## Impact Upon Teaching

We are thrilled to see dramatic increases in staff experience, confidence, and enthusiasm in teaching art after just a short time of using our resources, as perceived by the Art Lead.

## Staff Feeling *Before* AccessArt



## Staff Feeling *After* AccessArt



**Over 67% of respondents feel that their arts curriculum is now more diverse, contemporary and relevant, and therefore there was more**

appreciation for art as a valuable subject in their school. Over 66% of teachers feel that they now have a clear structure from which to explore art, and that they understand how their teaching fitted into the bigger picture in school. 62% of teachers have a better understanding of the importance of an open-ended exploratory approach and how to enable this kind of learning.

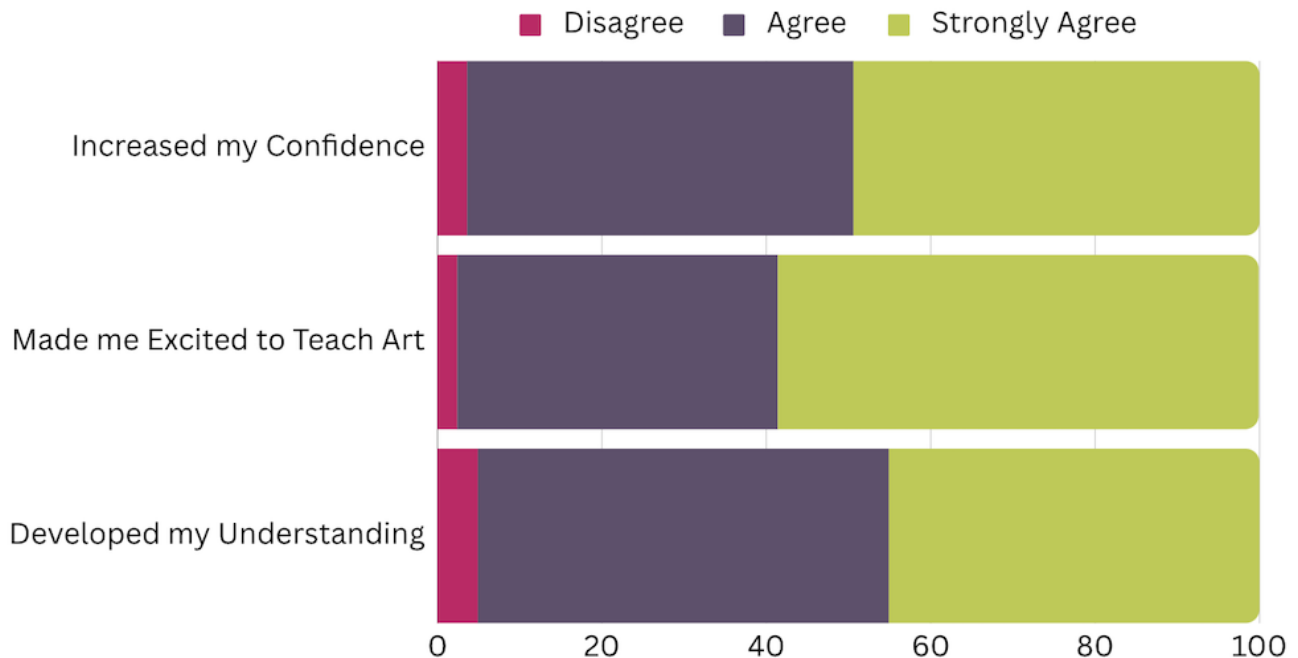
Class teachers reflected upon changes to their own understanding, with 47% / 49.4% teachers agreeing / strongly agreeing that their confidence had increased, 39% / 58.5% of teachers agreeing / strongly agreeing that they felt more enthusiasm to teach art, and 50% / 45.1 agreeing / strongly agreeing / that their understanding in teaching art had increased.





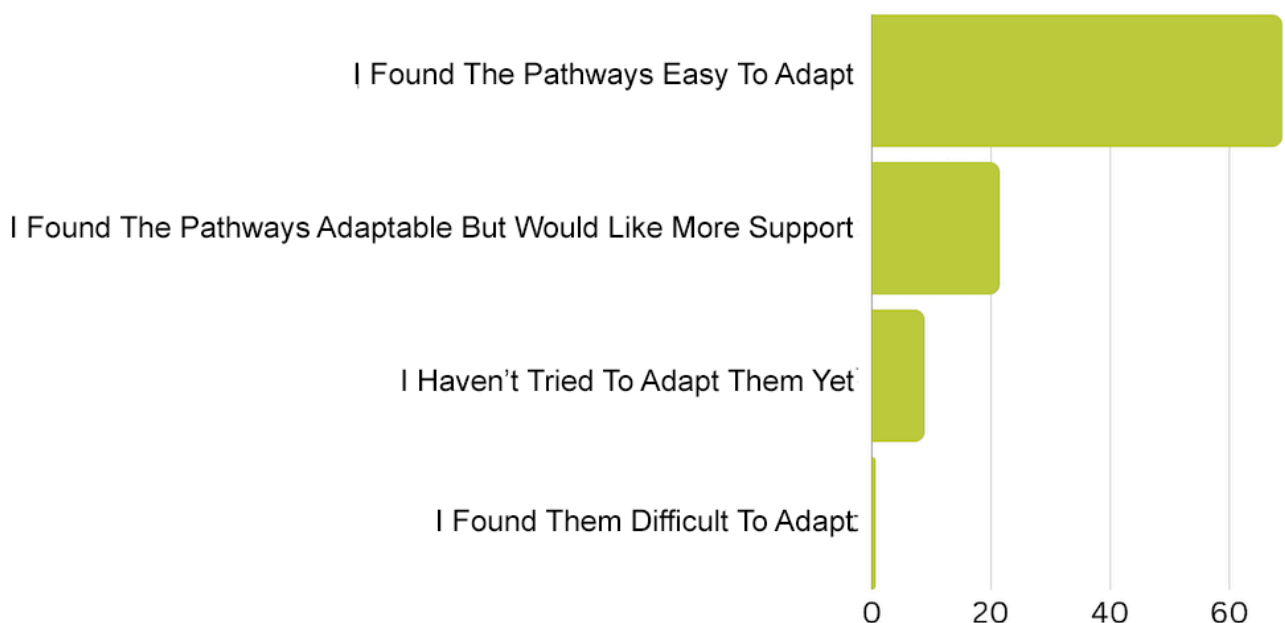
## Impact Upon Teachers

**65% of teachers responded saying they felt using our resources had helped them feel more connected to their own creativity.**



## Adaptability

**Over 68% found it easy to adapt the [Pathways](#) to their pupils / needs.**



"FEEDBACK FROM THE ART DEEP DIVE WAS POSITIVE.  
IT WAS COMMENTED THAT THERE IS A SIGNIFICANT  
DIFFERENCE IN THE PROGRESSION SKILLS AND  
QUALITY OF WORK."

## **Ofsted**

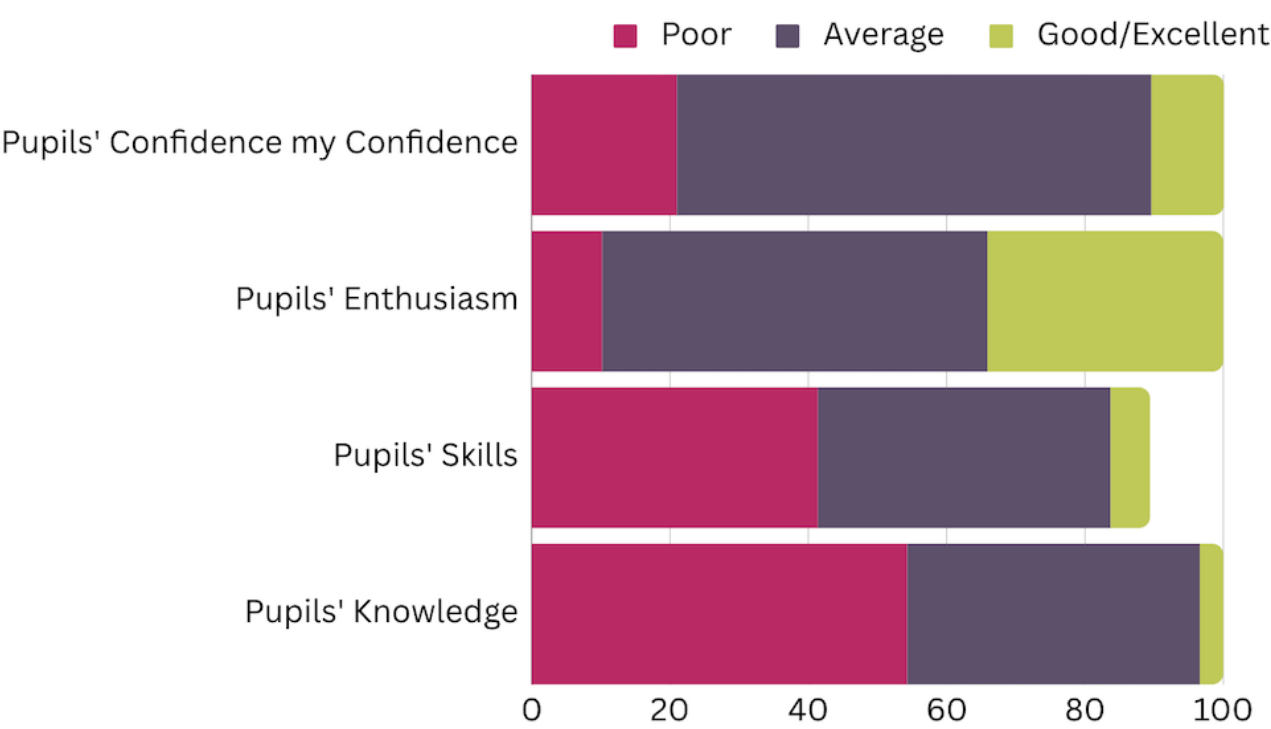
**Of those who answered, 26% were due for an Ofsted Visit imminently and 13% had just been visited. AccessArt will be inviting teachers to submit experiences to share on AccessArt.**



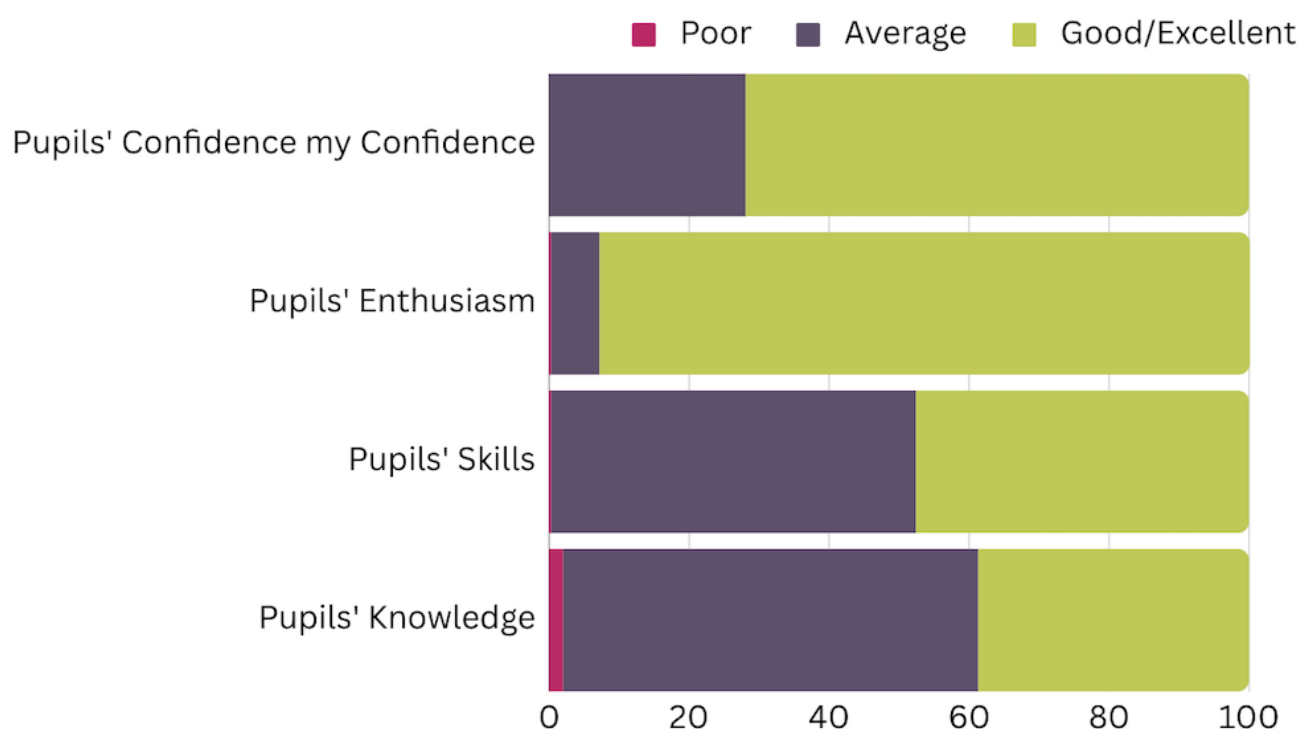
# Impact on Children

As with the teachers, we saw large increases in confidence, enthusiasm, skills and knowledge from the children, as perceived by the teachers. This is especially heartening to hear given the short amount of time most schools have been using AccessArt. We expect these increases to compound over time as children are exposed to AccessArt approaches and pathways each year.

## Pupils *Before* Using AccessArt



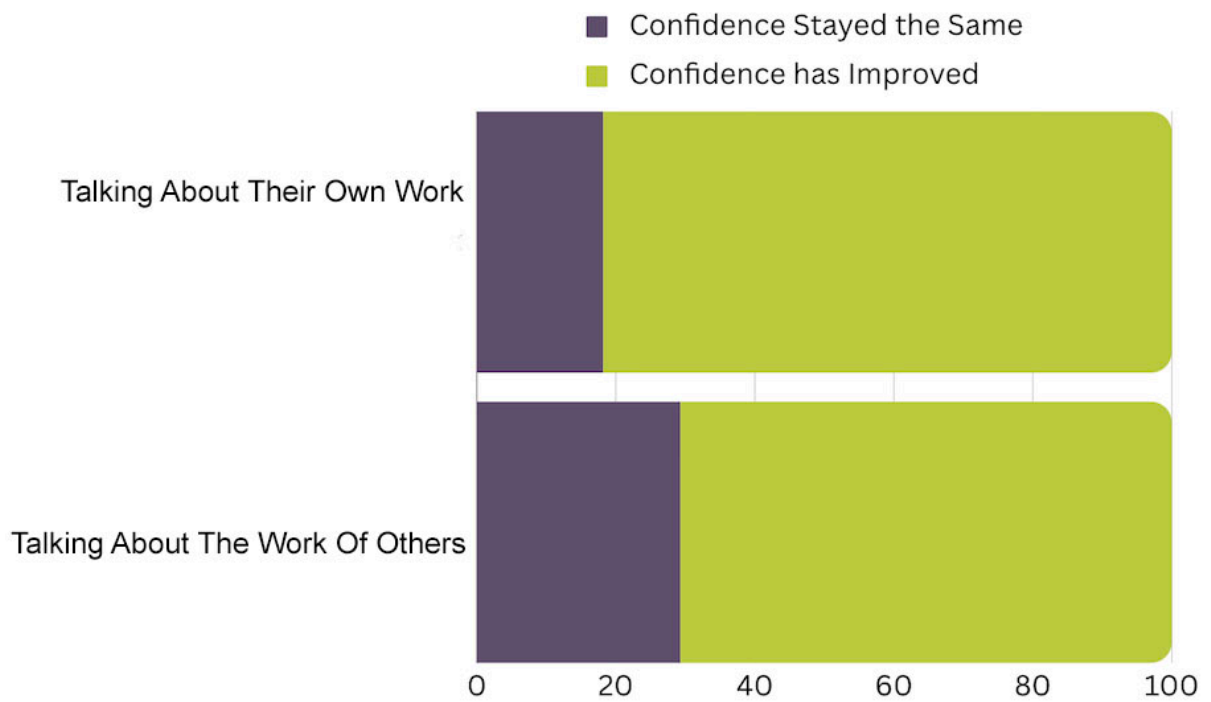
## Pupils *After* Using AccessArt



## Skills and Knowledge

Teachers report demonstrable growth in skills and knowledge relating to drawing (77.4%), sketchbooks (71.9%), painting, printmaking & collage (45.5%) and sculpture (45.5%), amongst others. These figures follow the emphasis in weight given to these areas in the Pathways with drawing and sketchbooks underpinning all creative activity.





**Oracy**

**Oracy skills have dramatically improved.**



"ACCESSART HAS BEEN ONE OF THE BEST SCHEME OF WORKS THAT WE HAVE BOUGHT AS A SCHOOL AND THE CHILDREN ALL TALK ABOUT ART AS THEIR FAVOURITE SUBJECT. THEY ARE PROUD OF THEIR SKETCHBOOKS, PROUD OF THE OWNERSHIP THAT THEY HAVE OF THEM, AND ALL THE EXPLORATION THEY HAVE DONE INSIDE."

"THEY DON'T TALK ABOUT THEMSELVES NEGATIVELY ANY MORE WHEN IT COMES TO ART. THEY ARE MORE CONFIDENT AT EXPRESSING THEMSELVES AND USING THEIR OWN IDEAS."



## **Behaviours**

**The AccessArt Primary Art Curriculum is a holistic curriculum, and teachers reported the following behaviours had been developed through Curriculum use:**

- Enjoyment of Exploring 92.8%**
- Willingness to Take Creative Risks 82.1%**
- Sharing Ideas 60.7%**
- Pleasure in Discovery 60.1%**
- Opening of Minds 50%**
- Listening to Others 38.2%**

## • Sense of Identity 28.9%

You can find a pdf of the report here including an appendix of qualitative feedback.

Explore [examples of the work made by schools](#) inspired by the AccessArt Primary Art Curriculum.

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**CPD            Recording:            Using**  
**AccessArt in ITE and ITT**