

# 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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This is a sample of a resource created by

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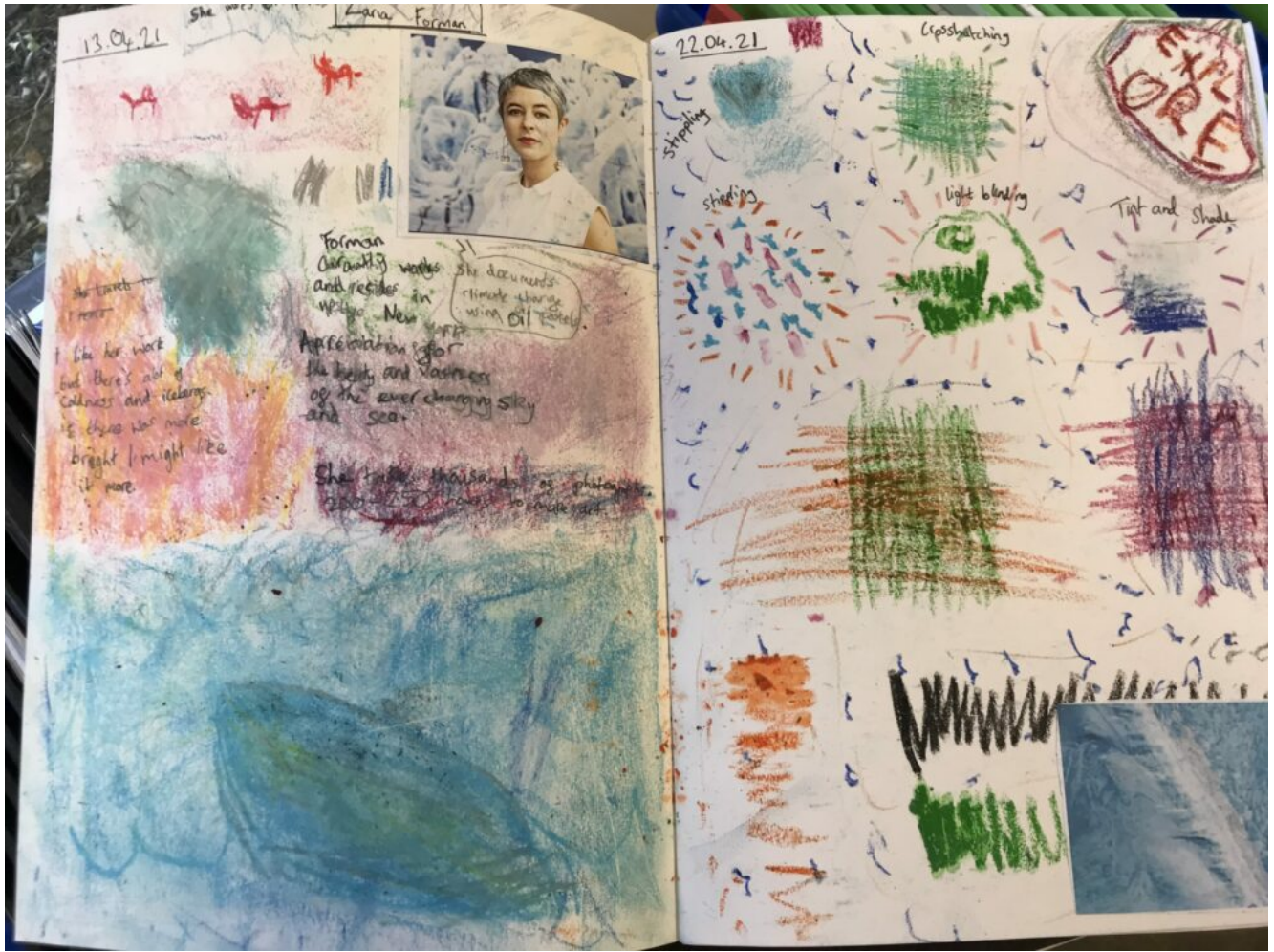
**AccessArt welcomes artists, educators, teachers and parents both in the UK and overseas.**

**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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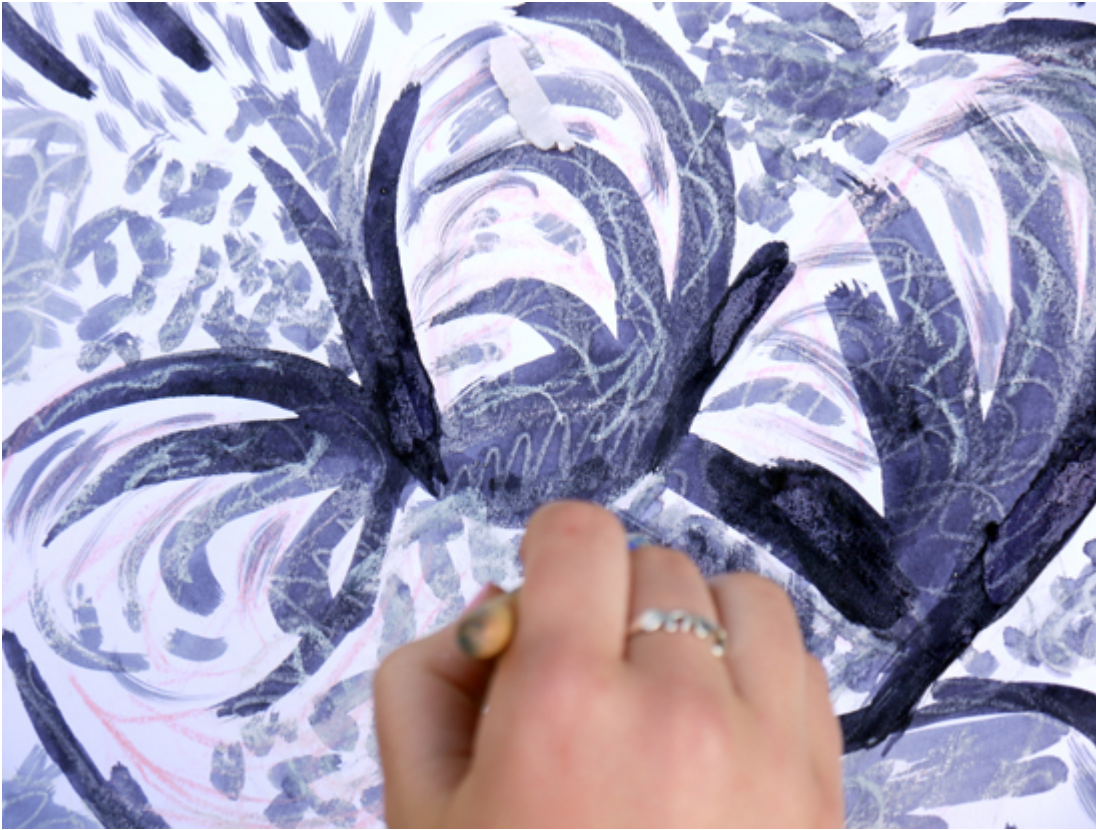
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## The Sketchbook Journey

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



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## Download an Editable Version of the AccessArt Progression Plan

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# Progression Plan for Making

The Progression Plan for Making below, is taken from our more [comprehensive Progression Plan](#) here.

Click on the image below to launch the PowerPoint, and then click on the photos within the PowerPoint to link to resources. *Please note the resources included are for suggestion only, there are many more resources available on AccessArt.*

Making as  
Playing:

Generate  
ideas  
through  
playful,  
hands-on,  
exploration  
of materials  
without  
being  
constricted  
towards a  
pre-defined  
outcome.



Recognise that ideas can be  
generated through doing as well  
as thinking

Recognise that ideas can be  
expressed through art

Experiment with an open mind

# Be Consistent

# Be Mindful Of



# Hidden Assessment

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**Make Assessment  
Inclusive**

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**Attainment And  
Progress Are Two  
Very Different**

# Things

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## Make Assessment a Classroom Tool For Improvement

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### Assess a Broad Range of Art

**Abilities Over  
Time, Linked To  
Your Curriculum**

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**Know Your Pupils'  
Starting Points**

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**Identify What It**

**Is You Want To  
Assess**

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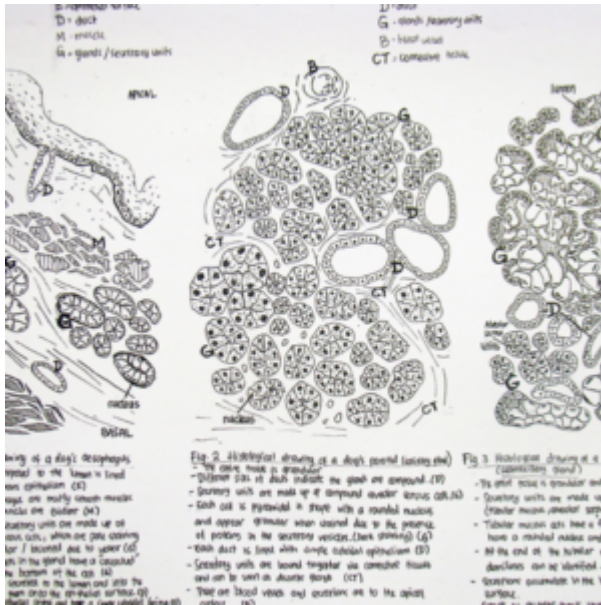
**Pupil Led Arts  
Council At  
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# Drawing for Science, Invention and Discovery





# Raising Aspirations

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### Assessment & Progression



# **Raising the Profile of the Art Department**

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Ofsted inspection with an Art Deep Dive.**

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