

Drawing Source Material: Amazing Architectural Homes

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

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Amazing Architectural Homes

Use this collection of films as source material for pupils exploring amazing architectural homes. In the first instance you might want to pause the videos at suitable points to enable the children to carefully look at the main forms and details. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to features of the building.

When pupils are more experienced, you can also try getting them to make their drawings as the videos play – making quick gestural sketches.

You May Also Like...

Pathway: Architecture- Dream big or small?



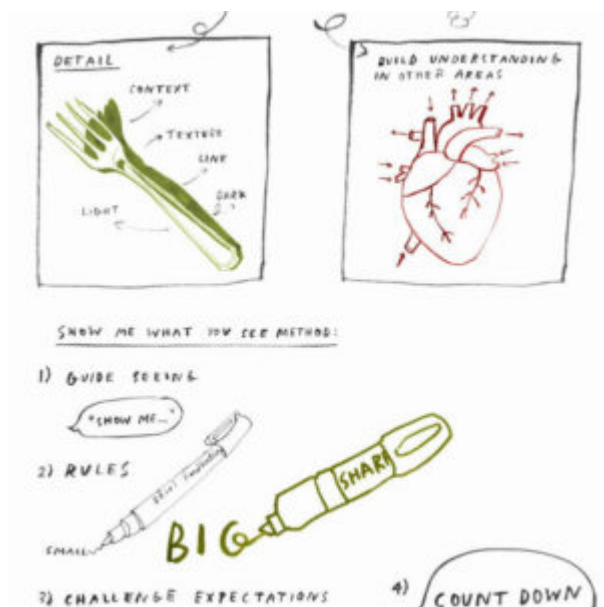
This is featured in the 'Architecture: Dream Big or Small?' pathway

using sketchbooks to make visual notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



[Enable close looking and drawing with this exercise](#)

Drawing Source Material: Oceans

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Oceans and Seas

Use the film below as source material to enable the children to draw things living in the ocean.

You can either choose to stop the video, and draw from a collection of paused images, or you can also choose to ask the children to work from the moving image.

Find drawing exercises below to help your drawing exploration.

Drawing Exercises

- 1. Have the children draw in a quiet room, with the video on the whiteboard.**
- 2. Stop the video at a chosen frame and use your voice to direct their drawing. Choose words which relate to the imagery, for example you might decide to focus their attention on vertical lines, so you might choose words like: line, growth, upward, downward, fall... or you might choose to attract their attention to the energy of a wave or the curve of an animals back. Think carefully about the words you use – they don't have to be used in sentences – you can speak lists.**
- 3. Each sketchbook response might take just 3 to 5 minutes, then move on to another still. Create a sense of momentum.**
- 4. Direct pupils to use a chosen medium. You might like to start with soft pencil or handwriting pen.**

You May Also Like...

Pathway: Stick Transformation project

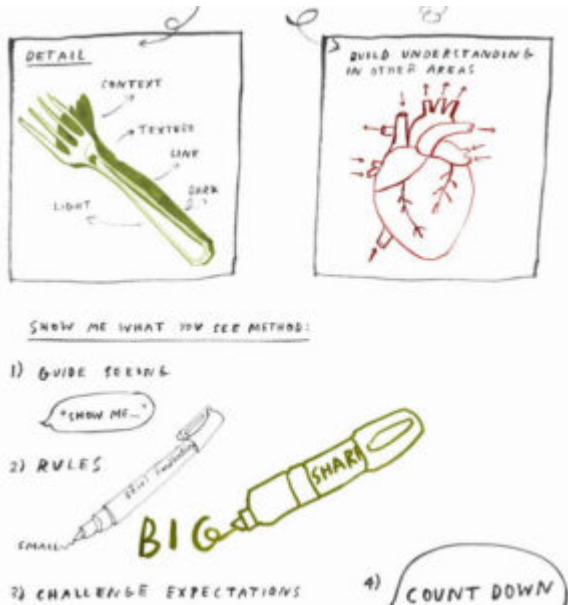


This is featured in the 'Stick Transformation Project' pathway

using sketchbooks to make visual notes



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Drawing Source Material: Food

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Food

Use the film below to enable children to explore drawing food. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the food.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

You May Also Like...

Pathway: Festival Feasts



This is featured in the 'Festival Feasts' pathway

using sketchbooks to make visual notes



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Drawing Source Material: Wild Flowers

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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Wild Flowers

Use this collection of films as source material for pupils exploring wild flowers. In the first instance you might want to pause the videos at suitable points to enable the children to carefully look at the main forms and details. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to features of the flowers.

When pupils are more experienced, you can also try

getting them to make their drawings as the videos play – making quick gestural sketches.

Drawing Exercises

1. Have the children draw in a quiet room, with the video on the whiteboard.
2. Stop the video at a chosen frame and use your voice to direct their drawing. Choose words which relate to the imagery, for example you might decide to focus their attention on vertical lines, so you might choose words like: line, growth, upward, downward, fall... or you might choose to attract their attention to the energy of a wave or the curve of a plants stem. Think carefully about the words you use – they don't have to be used in sentences – you can speak lists.
3. Each sketchbook response might take just 3 to 5 minutes, then move on to another still. Create a sense of momentum.
4. Direct pupils to use a chosen medium. You might like to start with soft pencil or handwriting pen.

This Source Material Features in...

Pathway: Cloth, thread, paint



[This is featured in the 'Cloth, Thread, Paint' pathway](#)

Pathway: Flora and Fauna

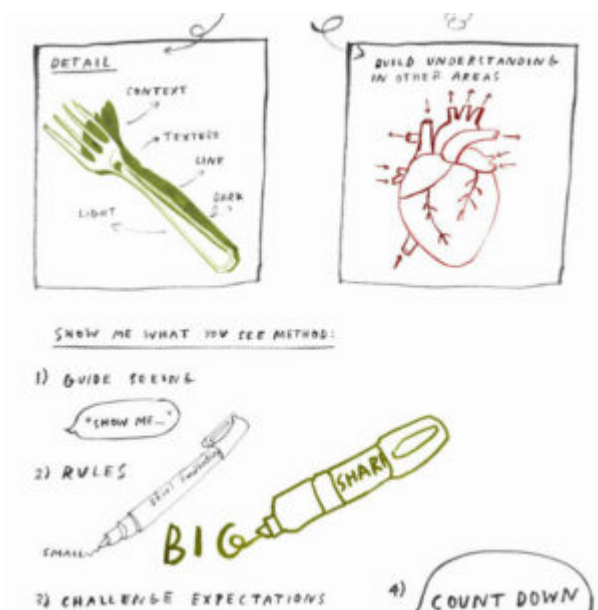


[This is featured in the 'Flora and Fauna' pathway](#)

using sketchbooks to make visual notes



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Drawing Source Material:

Insects

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Insects

Use this collection of films as source material for pupils exploring insects. In the first instance you might want to pause the videos at suitable points to enable the children to carefully look at the main forms and details. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to features of the insect.

When pupils are more experienced, you can also try getting them to make their drawings as the videos play – making quick gestural sketches.

Drawing Exercises

1. Have the children draw in a quiet room, with the video on the whiteboard.
2. Stop the video at a chosen frame and use your voice to direct their drawing. Choose words which relate to the imagery, for example you might decide to focus their attention on vertical lines, so you might choose words like: line, growth, upward, downward, fall... or you might choose to attract their attention to the energy of a wave or the curve of an animals back. Think carefully

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This Source Material Is Used In...

Pathway: Flora and Fauna

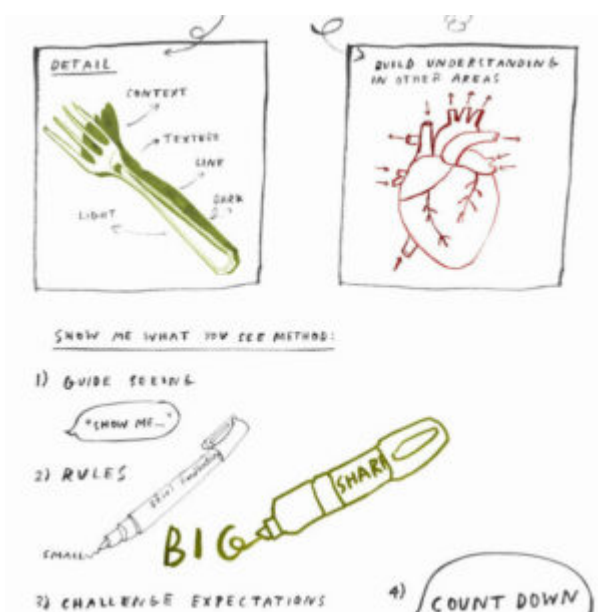


[This is featured in the 'Flora and Fauna' pathway](#)

using sketchbooks to make visual notes



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Talking Points: Making

Drawings With Your Whole Body – Molly Haslund

A collection of imagery and sources designed to introduce children to the work of Danish artist Molly Haslund.

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AGES 5-8

AGES 9-11

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The Circle Project by Molly Haslund

Teacher's Notes

"Molly Haslund ventures out into the city wearing grey: a grey suit, grey socks and grey shoes so that she blends in with the tarmac and the pavement. She carries a huge pair of compasses much taller than herself. She stops somewhere and starts drawing a white circle on the ground. She completes the first circle and then moves the pair of compasses and starts drawing a new circle that overlaps the first one. She draws a third circle and stands in her grey shoes in the middle of the circle for a moment before snapping the pair of compasses together and moving on."

<https://www.mollyhaslund.com/circles-2013-2>

"... The focus is on the physical action, on the movement of the circles, and the patterns emerging and disappearing again – and of course the effect grows with the number of participants. on the

other hand, if you want to draw alone, you can just withdraw a little from the rest. A bit like on the dance floor.” [Molly Haslund](#)

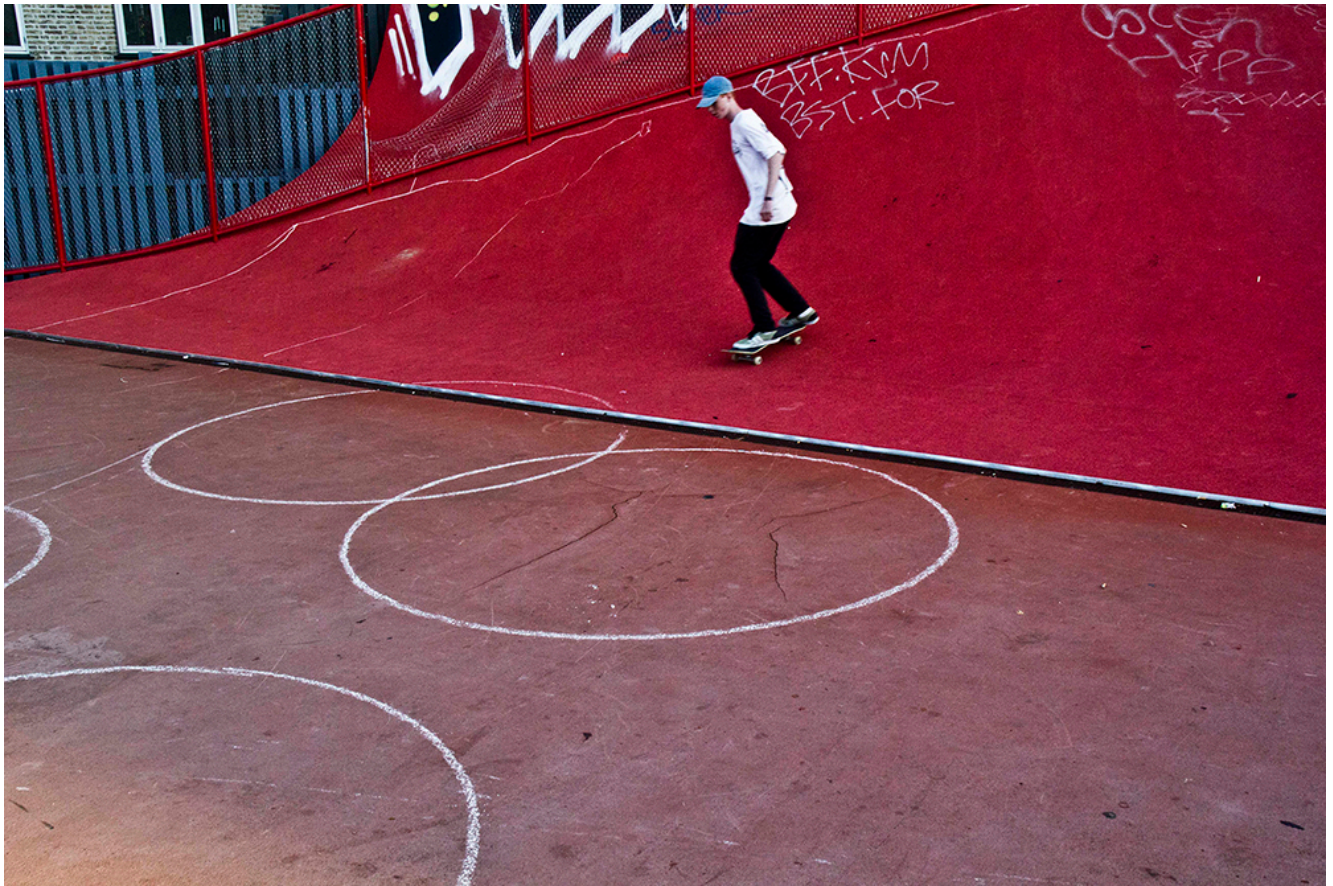
Watch the video with the pupils, and look at the images below. Find questions to prompt discussion at the end of this resource.



Circles, Molly Haslund, 2015, New York, Peekskill Project #6, Hudson Valley MOCA, Photo by Joe Orangias



Circles (2013), Molly Haslund, Museum of Contemporary Art, Roskilde, Denmark, Photo by Matilde Haaning



Circles, Molly Haslund, 2014, Art Week, Superkilen, Copenhagen, Denmark, Photo by Matilde Haaning



Circles, Molly Haslund, 2014, Art Week, Superkilen, Copenhagen, Denmark, Photo by Matilde Haaning

Questions to Ask Children

How would you feel if you came across these circles in your street or playground, without knowing who had made them or why? What would you do? Would they change the way you move?

How do you think Molly, the artist, chooses where to make her circles?

How could you make similar circles in your playground, using chalk tied to sticks?

How would the circles you make join up with the

circles your friends make?

What would other pupils in your school think if they discovered your circles? What do you think they would do?

What other shapes could you make with your body in the playground? Would you need tools?

If music played would you make different shapes? How would the shapes be different?

This Talking Points Is Used In...

Pathway: Spirals



This is featured in the 'Spirals' pathway
using sketchbooks to make visual notes



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See This Resource Used In Schools...





Paint Your Corner Shop

See This Resource Used in

Schools...



You May Also Like...

Pathway: Festival Feasts



[This is featured in the 'Festival Feasts' pathway](#)

Talking Points: Claes Oldenburg



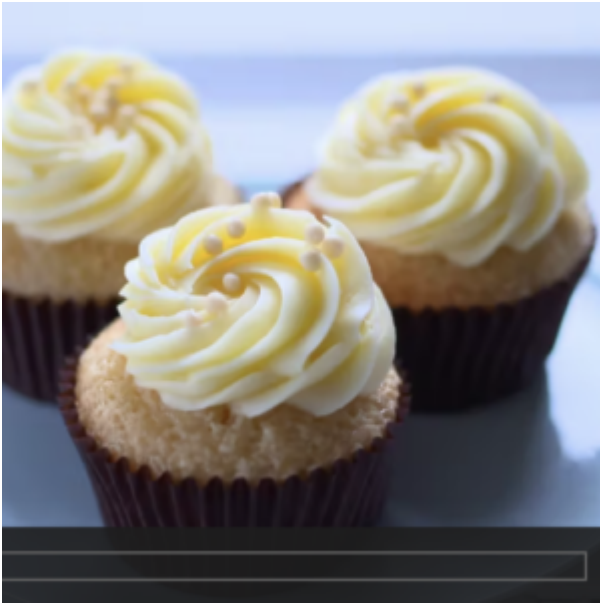
Talking Points: Nicole Dyer



Talking Points: Lucia Hierro



Drawing source material: Food



Drawing Source Material: Exploring Architecture

A collection of embedded google maps at chosen locations to help you explore architecture through drawing and discussion.

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Navigate around the building to explore.

- Draw from different angles and perspectives
- Invite children to make drawings of different timed length: 10 minutes, 5 minutes, 2 minutes.
- Try various challenges:
 - Make a drawing in one continuous line.
 - Make a drawing using only straight lines.

Make a drawing using different line weights.

- **Make a drawing using charcoal, pen, ink and nib etc**

You May Also Like...

Pathway: Be an architect

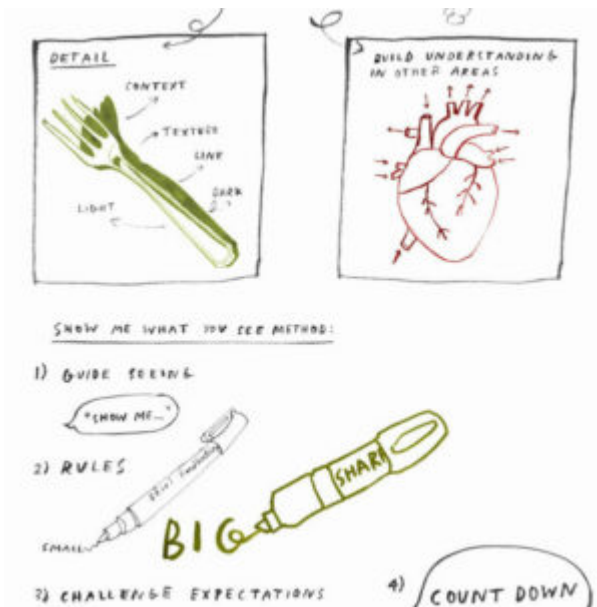


This is featured in the 'Be an Architect' pathway

using sketchbooks to make visual notes



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Drawing Source Material:
Drone Footage

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Drone Footage Over Urban Landscape

Use the film below as source material to enable an

exploration of drawing architecture and urban landscapes. You can also try to find drone footage of your own environment, or that of areas relating to projects you are covering in school.

Pause the footage at points which catch your eye and invite the children to make timed drawings – 15 minutes, 10 minutes, 5 minutes, 2 minutes or 1 minute.

Vary the drawing materials you use and work in sketchbooks or sheets of paper of different sizes and textures. You may also like to make multiple line drawings over one page – each with a different colour or line weight, to describe different pause points in the same film to capture a moving landscape.

Bergen, Norway

London

La Sagrada Familia, Barcelona

This Source Material Features in...

Pathway: Cloth, thread, paint



This is featured in the 'Cloth, Thread, Paint' pathway

Pathway: Mixed Media Land and city scapes



This is featured in the 'Mixed Media Land and City Scapes' pathway

Pathway: Be an architect

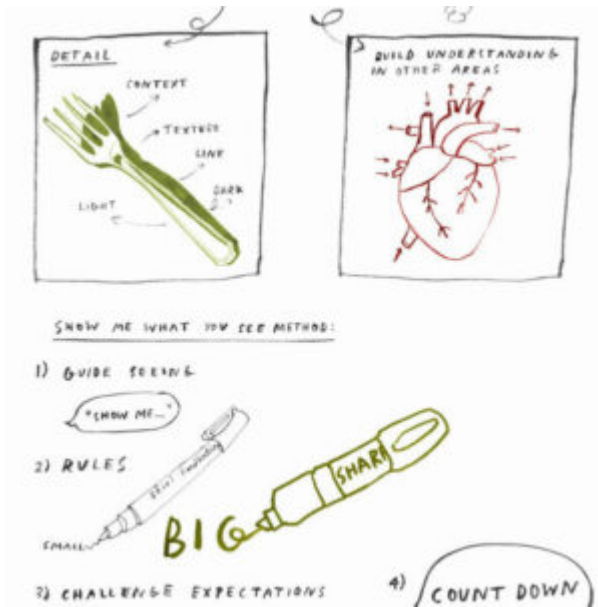


This is featured in the 'Be an Architect' pathway

using sketchbooks to make visual notes



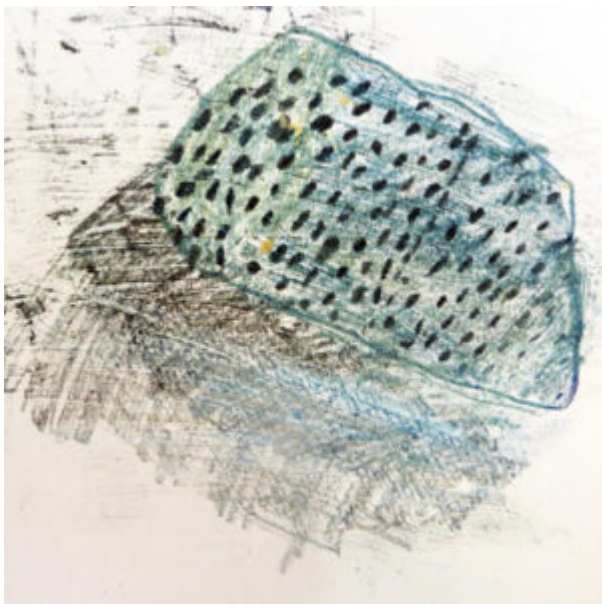
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Trace Monotype

You May Also Like...

Pathway: Exploring the world through monotype print



[This is featured in the 'Exploring The World Through Mono print' pathway](#)

Talking Points: Xgaoc'o Xare



Video enabled monoprint resources



Drawing Source Material: The Natural World

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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The Natural World

Use the film below as source material to enable the children to draw the natural world.

You can either choose to stop the video, and draw from a collection of paused images, or you can also choose to ask the children to work from the moving image.

Find drawing exercises below to help your drawing exploration.

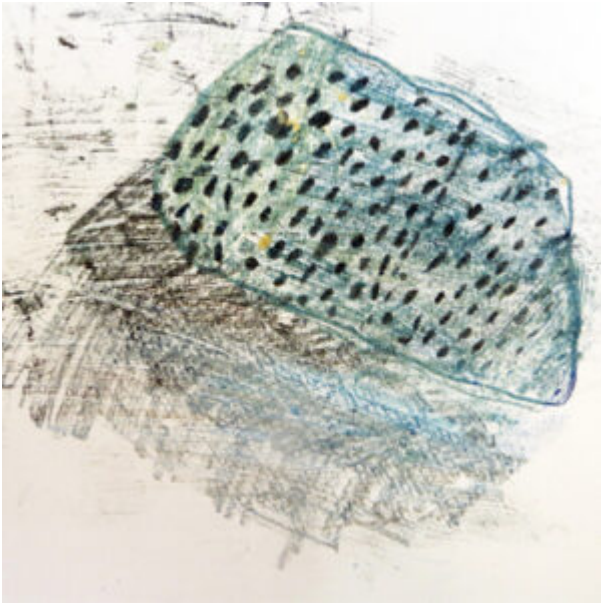
Drawing Exercises

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3. Each sketchbook response might take just 3 to 5 minutes, then move on to another still. Create a sense of momentum.

Direct pupils to use a chosen medium. You might like to start with soft pencil or handwriting pen.

You May Also Like...

Pathway: Exploring the world through mono print



[This is featured in the 'Exploring The World Through Mono print' pathway](#)

using sketchbooks to make visual notes

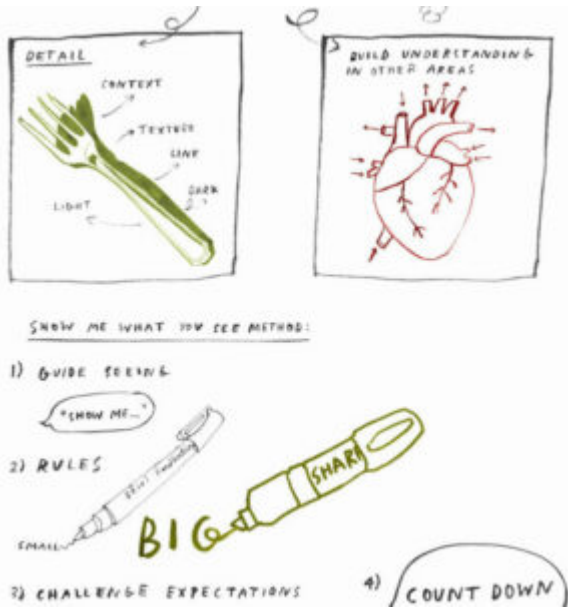


Pathway: Making Animated Drawings



[This is featured in the 'Making Animated Drawings' pathway](#)

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Drawing Source Material: Birds

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Birds

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Encourage close and slow looking by talking as they draw – use your voice to attract their attention to features of the bird.

When pupils are more experienced, you can also try

getting them to make their drawings as the videos play – making quick gestural sketches.

You May Also Like...

Pathway: Making Birds

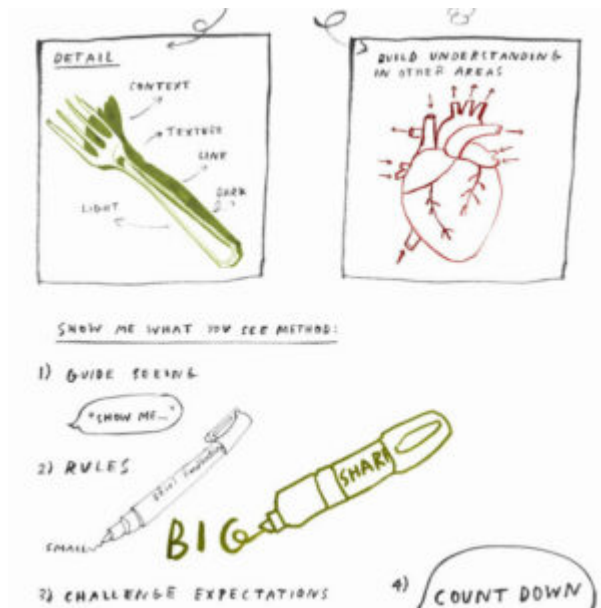


[This is featured in the 'Making Birds' pathway](#)

using sketchbooks to make visual notes



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Basic and Budget Friendly Art Materials for Primary Schools

Introduction to Charcoal

How I Use Sketchbooks &

Drawing

The AccessArt Drawing Journey for Primary Children: Aims and Intent

What Is A Drawing Tool?

What Is The Purpose of Drawing?

What Is Drawing?

Which Artists: The Life & Works of Madge Gill

What We Like About This Resource...

**“The life of Madge Gill that
Sophie Dutton recounts here
gives us real insight into the**

challenges that Madge Gill experienced, and how these challenges would have been common among women at the time. When we study the work of Artists, it adds a rich context to our experience of their work to consider their personal history, and helps us ask questions like 'why do you think the Artist painted in this way or was inspired by this subject matter?' If you introduce your class to Madge Gill, begin with looking back over her younger life to try and better understand her motivations as an Artist" – *Rachel, AccessArt*

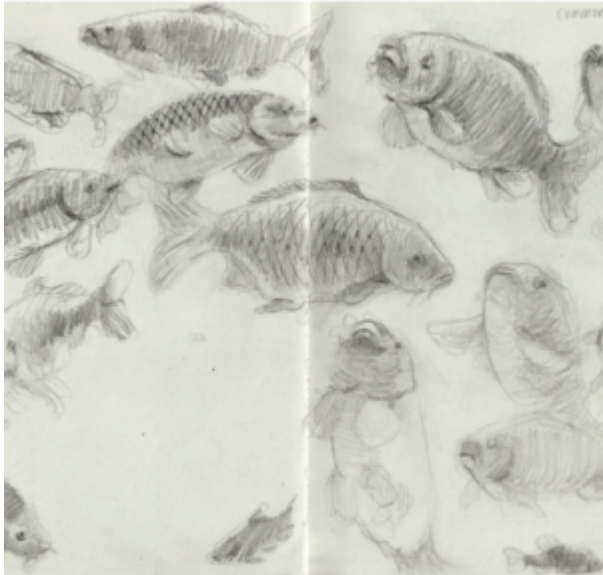
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[I am AccessArt: Ann Rippin](#)



Making Batik Textiles in the Classroom



How I Use Drawing and Sketchbooks