

Drawing Source Material: Moving Water

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

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Water

Use the film below to enable children to explore drawing water. 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 water.

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

This Source Material Features in...

Pathway: Cloth, thread, paint

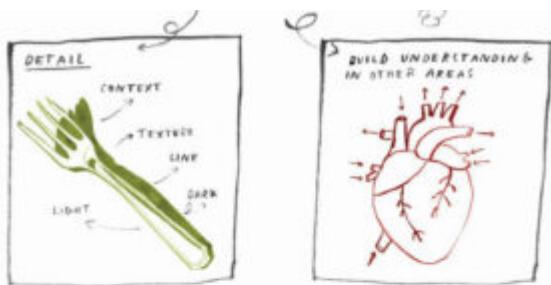


This is featured in the 'Cloth, Thread, Paint' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GIVE FEEDBACK

“SHOW ME...”

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

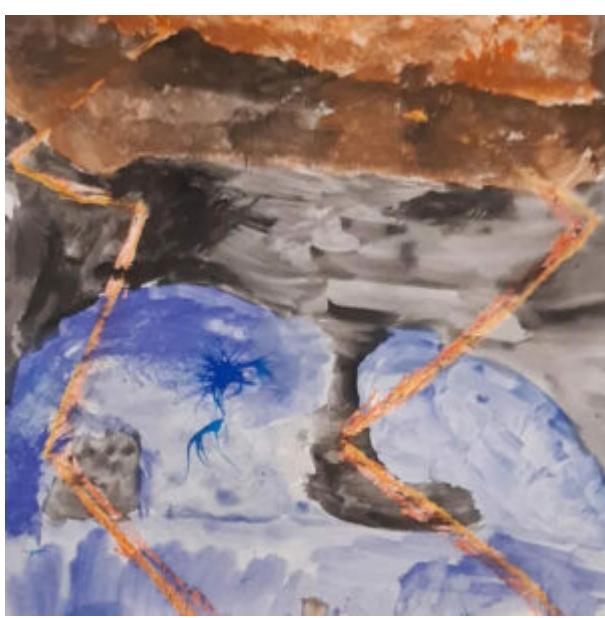
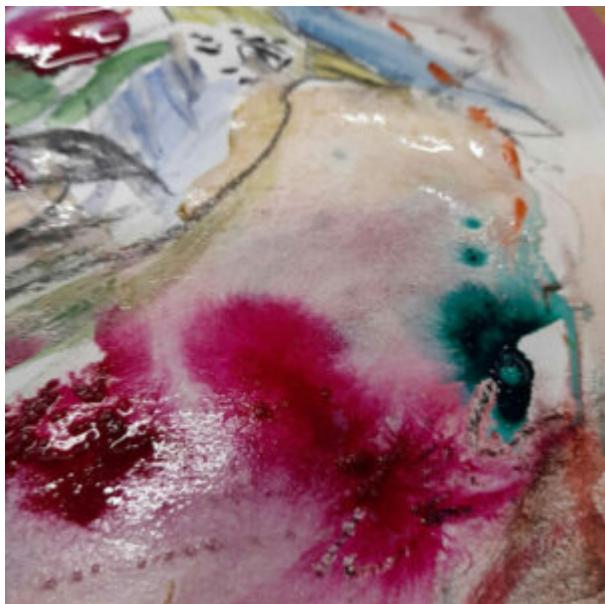
Mixed Media Landscape

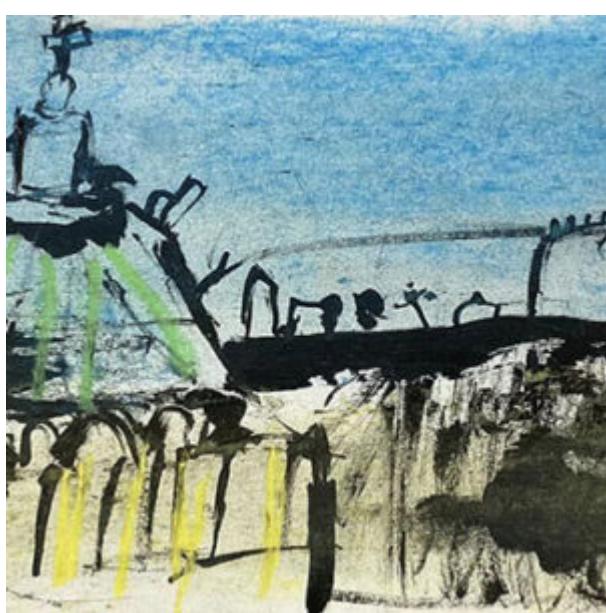
Challenges

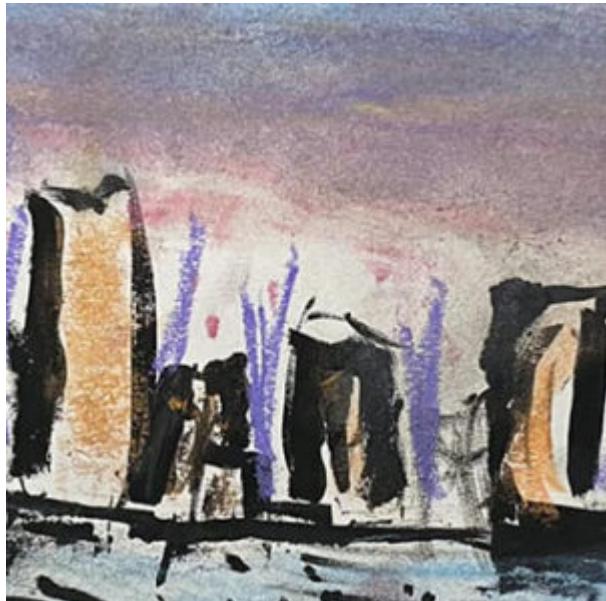
See This Resource Used In Schools...













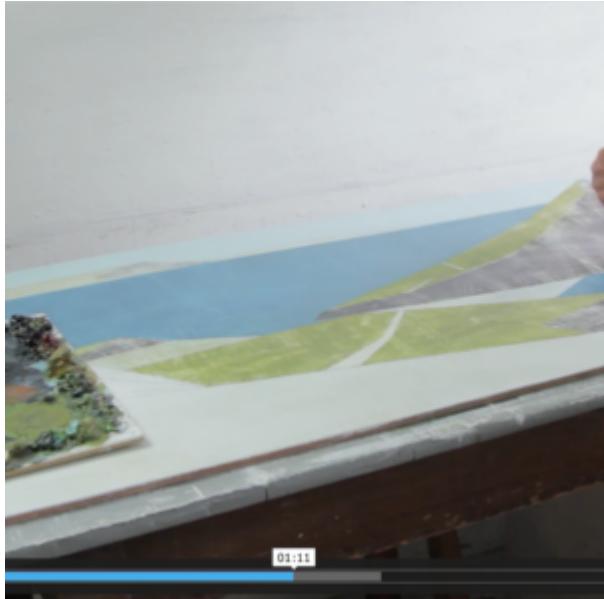
You May Also Like...

Pathway: Mixed Media Land and city scapes



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

Talking Points: Vanessa Gardiner



Talking Points: The Shoreditch Sketcher



Talking Points: Kittie Jones



Drawing Source Material: Egyptian Artefacts

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

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Egyptian Artefacts

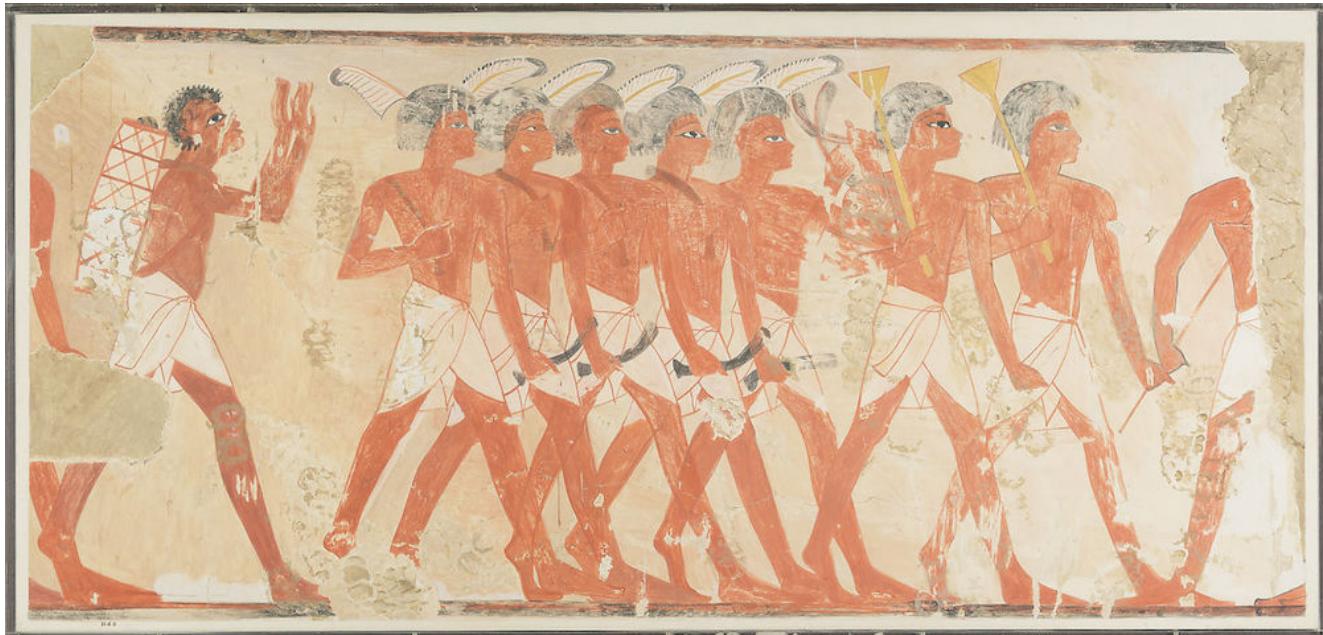
Use the film and imagery below to enable children to explore Egyptian artefacts. Try to create a sense of momentum – for example you might pause on an image or the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

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

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

Explore the collections of Rijksmuseum van Oudheden [here](#).

You can find lots of visual resources on [Google Arts and Culture about preserving Egypt's history](#).



Military Musicians Showing Nubian and Egyptian Styles, Nina de Garis Davies (1881–1965), New Kingdom, Dynasty 18, reign of Thutmose IV, ca. 1400–1390 B.C. From Egypt, Upper Egypt, Thebes, Sheikh Abd el-Qurna, Tomb of Tjeneny (TT 74) Tempera on paper, H. 44.5 × W. 93 cm (17 1/2 × 36 5/8 in.) Rogers Fund, 1931

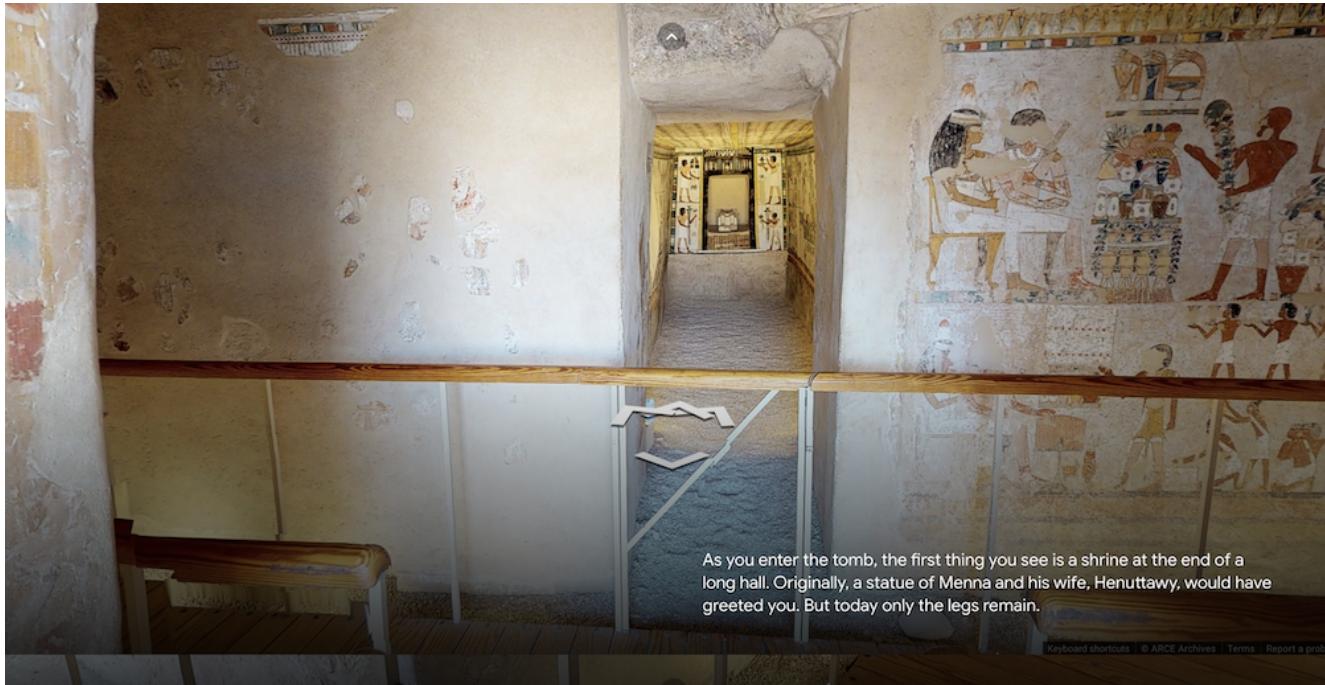
Watch the clip with the volume off as you guide children's attention to parts of the paintings



Bronze statuette of Osiris, Late Dynastic-Hellenistic 664–31 B.C. Egyptian Medium: Bronze
Dimensions: H. 4 1/2 in. (11.4 cm) The Cesnola Collection, 1874–76



Tomb Chapel of Raemkai: South Wall, Old Kingdom, Dynasty 5, ca. 2446–2389 B.C., From Egypt, Memphite Region, Saqqara, North of the Djoser pyramid complex, Mariette D3, Egyptian Antiquities Service/Quibell excavations, 1907–08, Limestone, paint, Rogers Fund, 1908



Take a virtual tour of the Tomb of Menna on [Google Arts and Culture](#)



Deconstructing Ancient Egyptian Stelae on [Google Arts and Culture](#)

You May Also Like...

Pathway: working with shape and colour

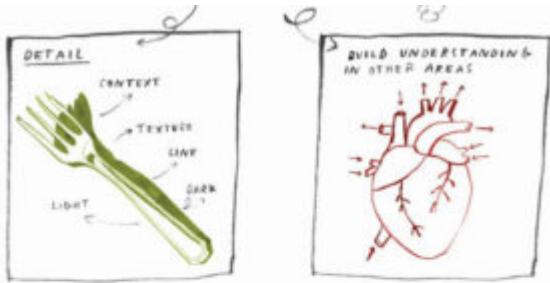


This is featured in the 'Working with Shape and Colour' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHODS:

- 1) GUIDE FEELING
SHOW ME...
- 2) RULES
SHARP
BIG
EMAIL
- 3) CHALLENGE EXPECTATIONS
- 4) COUNT DOWN

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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FREE TO ACCESS

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?



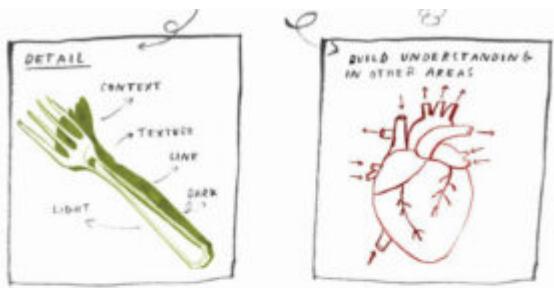
This is featured in the 'Architecture: Dream Big or Small?' pathway

using sketchbooks to make visual notes



Find out how pupils can respond to artists work in sketchbooks

Show me what you see



SHOW ME WHAT YOU SEE METHODS:

1) GUIDE SEEING

“SHOW ME...”

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

Enable close looking and drawing with this exercise

Drawing Source Material: Oceans

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FREE TO ACCESS

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 animal's 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.

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

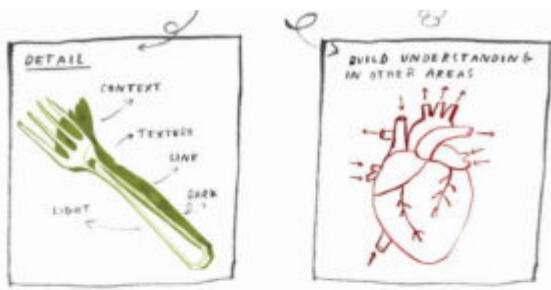


This is featured in the 'Stick Transformation Project' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

- 1) **DIVIDE FEELING**
"SHOW ME..."
- 2) **RULES**
SHAR
- 3) **CHALLENGE EXPECTATIONS**
BIG
- 4) **COUNT DOWN**

Drawing Source Material: Food

A collection of imagery and sources which

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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

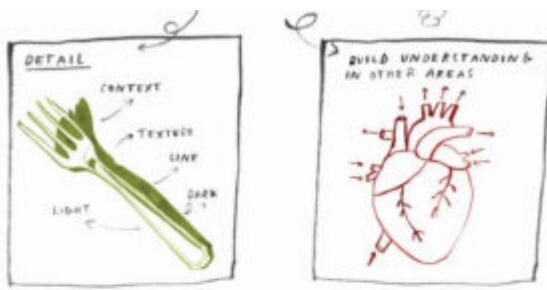


[This is featured in the 'Festival Feasts' pathway](#)

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

- 1) **SHARE FEELING**
"SHOW ME..."
- 2) **RULES**
SHAR
BIG
EMAIL
- 3) **CHALLENGE EXPECTATIONS**
- 4) **COUNT DOWN**

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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FREE TO ACCESS

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.

Each sketchbook response might take just 3 to

3. 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

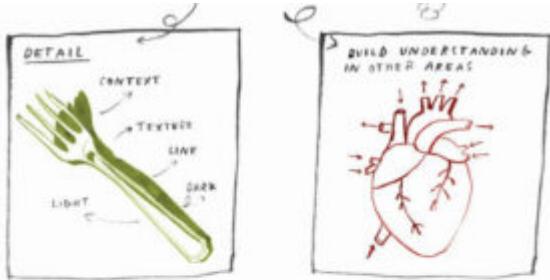


This is featured in the 'Flora and Fauna' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS



Drawing Source Material: Insects

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FREE TO ACCESS

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 animal's 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.

This Source Material Is Used In...

Pathway: Flora and Fauna

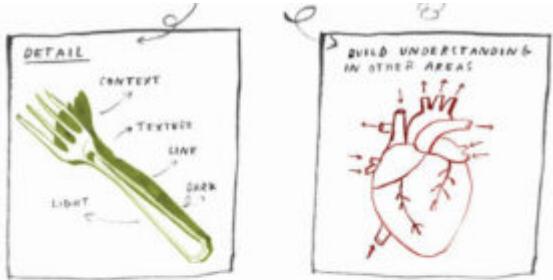


This is featured in the 'Flora and Fauna' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



BIG

EMAIL:

3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

Talking Points: Making Drawings With Your Whole Body – Molly Haslund

How can artists help us see and use spaces in new ways?

Molly Haslund's work is inspired by everyday objects, places, and environments. She uses action and performance to mix the ordinary with the unexpected, change spaces, and make people think about how and why we use them.

Watch the video below and discuss why she draws these circles and the impact they might have in a

space you use yourself.

Please Note:

This page includes links and videos from external sites, verified at publication but subject to change.

Teachers should review all content for classroom suitability.

Report any issues, and check school firewall settings if videos don't play.

AGES 5-8

AGES 9-11

FREE TO ACCESS

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](#)

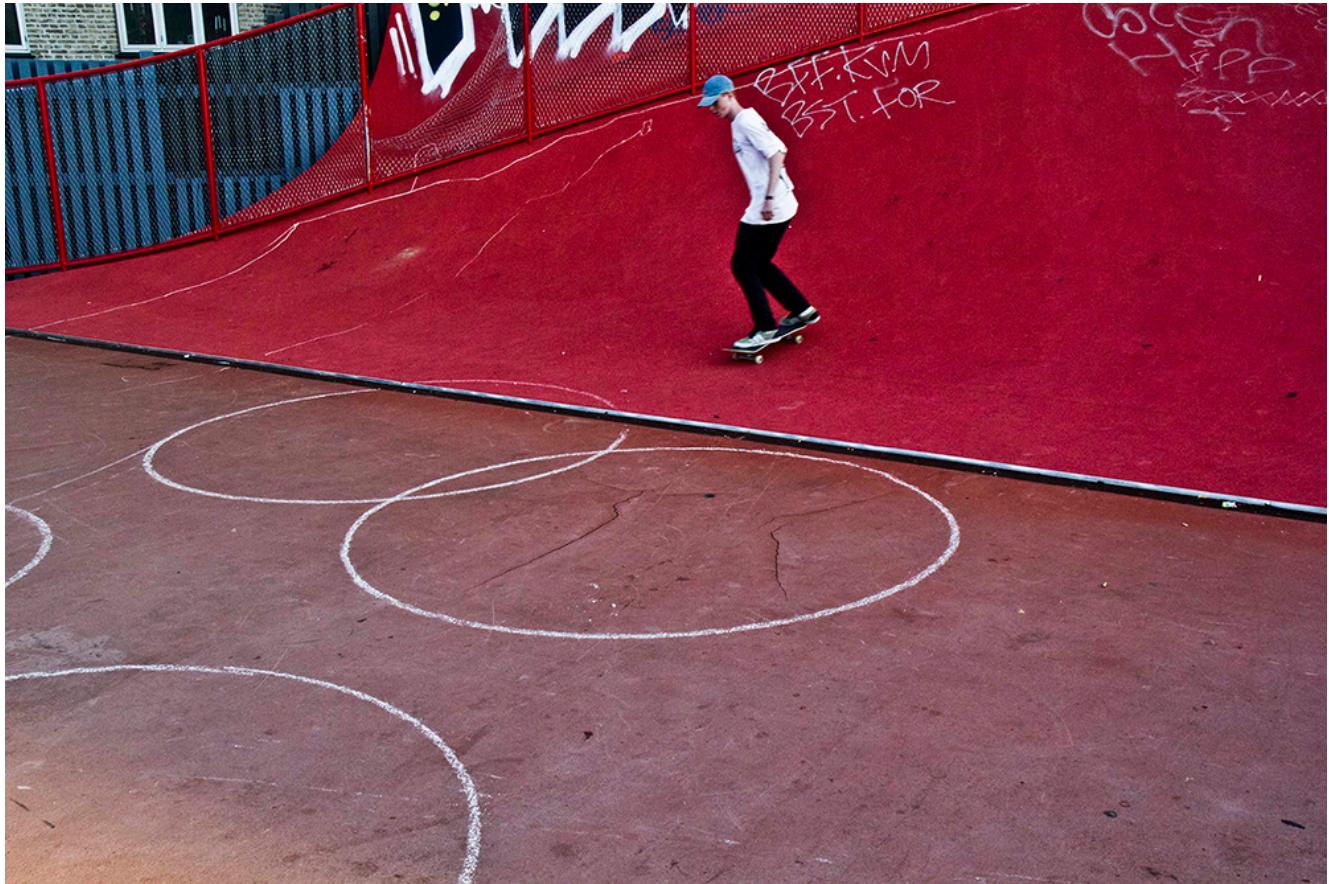
Watch the video with the pupils, and look at the images below. Find questions to prompt discussion at the end of this resource.



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

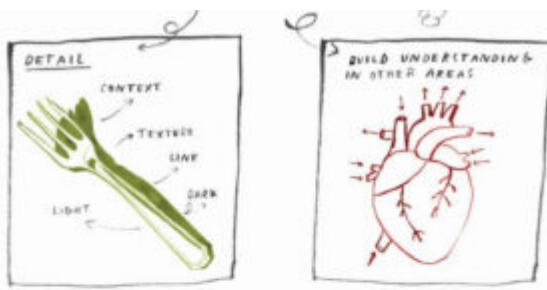


This is featured in the 'Spirals' pathway

using sketchbooks to make visual notes



Show me what you see

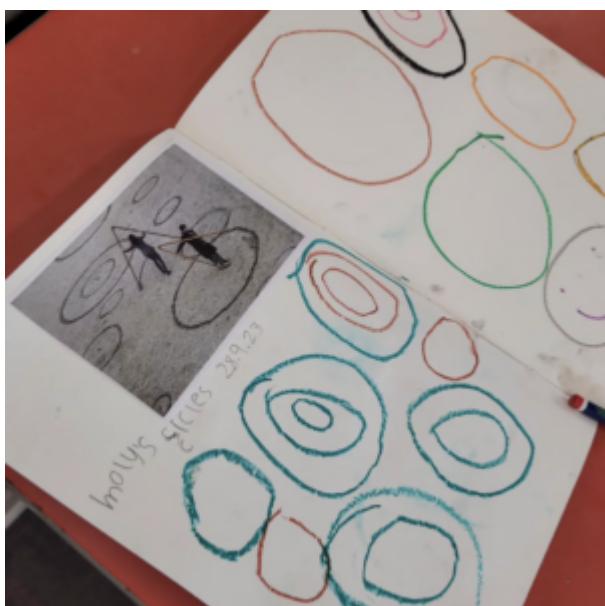


SHOW ME WHAT YOU SEE METHOD:

- 1) **SHARE FEELING**
"SHOW ME..."
- 2) **RULES**
"SHARKE" **BIG** **EMAIL**
- 3) **CHALLENGE EXPECTATIONS**
- 4) **COUNT DOWN**

See This Resource Used In Schools...





Paint Your Corner Shop

See This Resource Used in

Schools...



You May Also Like...

Pathway: Festival Feasts

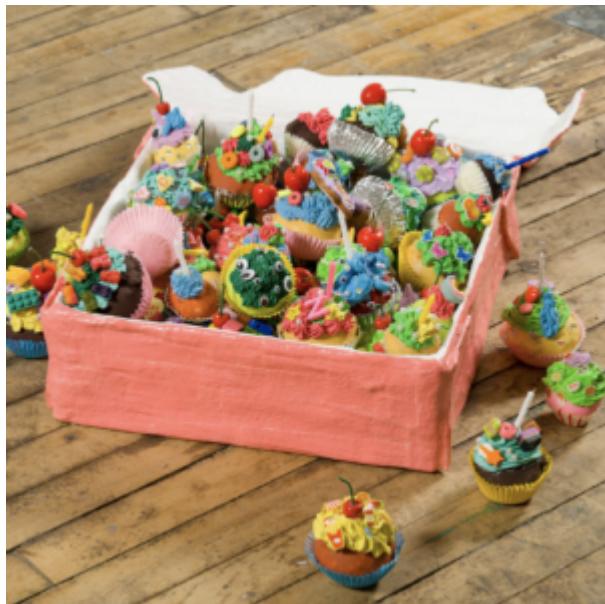


[This is featured in the 'Festival Feasts' pathway](#)

Talking Points: Claes Oldenburg



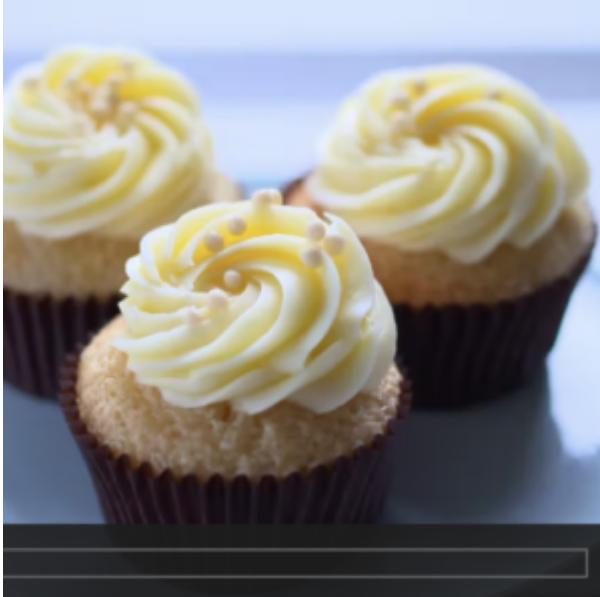
Talking Points: Nicole Dyer



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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FREE TO ACCESS

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

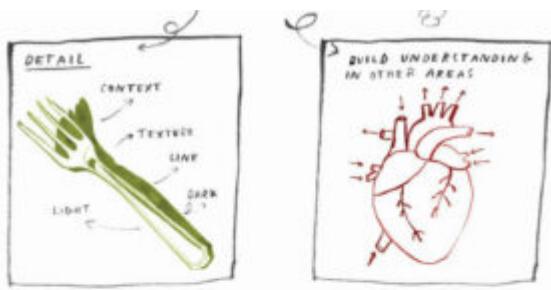


This is featured in the 'Be an Architect' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHOD:

- 1) **EVIVE FEELING**
"SHOW ME..."
- 2) **RULES**
"SHARPS" "SAFETY"
"EMAIL" "BIG"
- 3) **CHALLENGE EXPECTATIONS**
- 4) **COUNT DOWN**

**Drawing Source Material:
Drone Footage**

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

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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

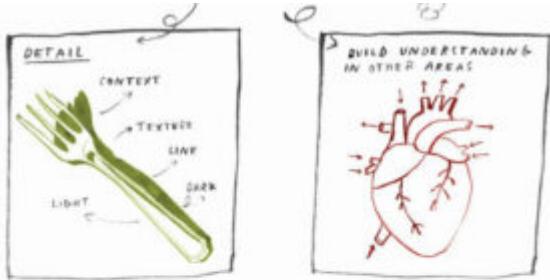


This is featured in the 'Be an Architect' pathway

using sketchbooks to make visual notes

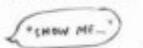


Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



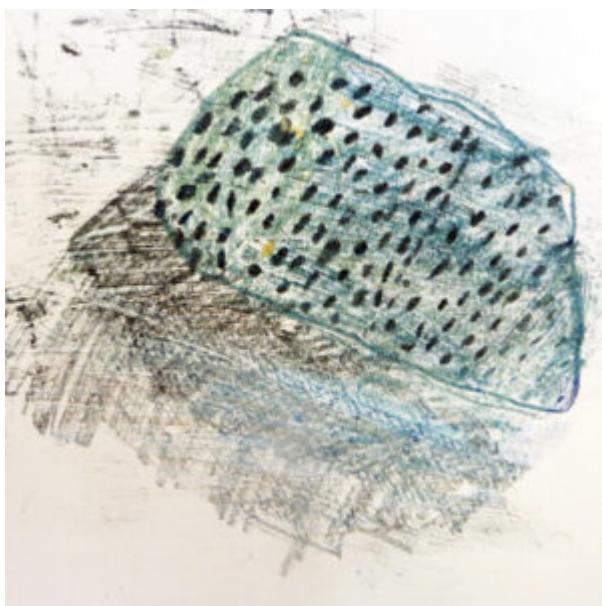
3) CHALLENGE EXPECTATIONS



Trace Monotype

You May Also Like...

Pathway: Exploring the world through mono 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

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FREE TO ACCESS

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.

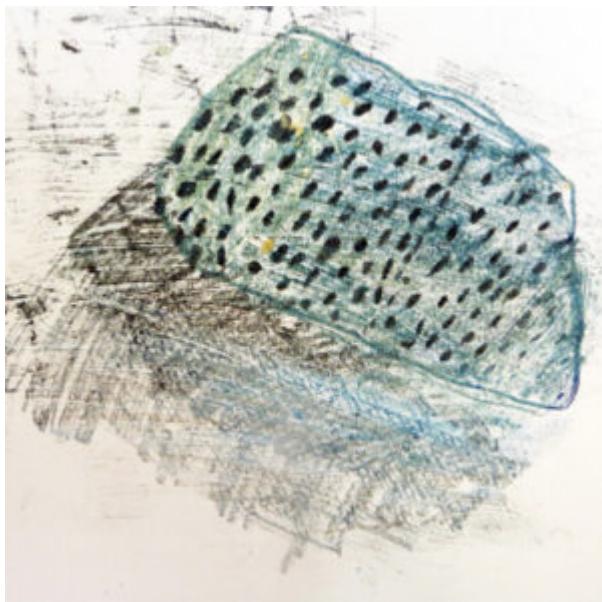
Drawing Exercises

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 animal's 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.

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

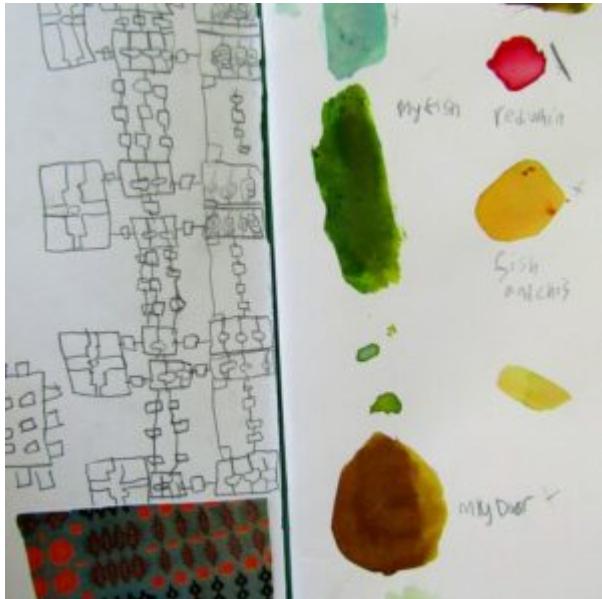
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Pathway: Exploring the world through mono print



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using sketchbooks to make visual notes

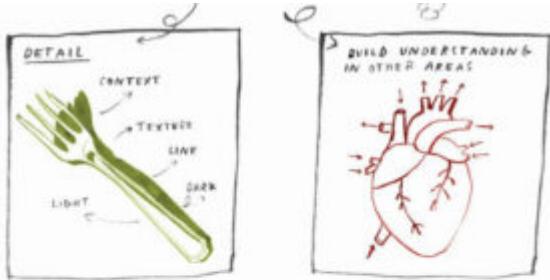


Pathway: Making Animated Drawings



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Show me what you see



SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



3) CHALLENGE EXPECTATIONS



Drawing Source Material: Birds

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

Please note that this page contains links to external websites and has videos from external websites embedded. At the time of creating, AccessArt checked all links to ensure content is appropriate for teachers to access. However external websites and videos are updated and that is beyond our control.

Please [let us know](#) if you find a 404 link, or if

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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.

These resources are free to access and are not a part of AccessArt Membership.

FREE TO ACCESS

Birds

Use this collection of films as source material for pupils exploring birds. 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 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

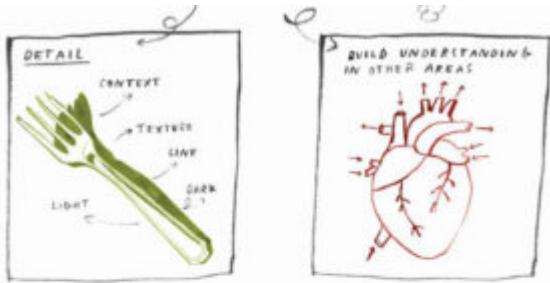


This is featured in the 'Making Birds' pathway

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHODS:

- 1) GUIDE FEELING
SHOW ME...
- 2) RULES
SHARP
SMALL
BIG
- 3) CHALLENGE EXPECTATIONS
- 4) COUNT DOWN

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Introduction to Charcoal

How I Use Sketchbooks &

Drawing

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What Is A Drawing Tool?