

# Mixed Media Landscape Challenges

Here are some mixed media challenges for you to try in sketchbooks or on sheets of paper.

Each challenge suggests a combination of two or more materials to try, and a conceptual area of focus. Use your own subject matter - either draw directly from life (city or landscape - "plein air"), or if that is not possible draw from photographs (printed or digital). You could also try drawing from film - pausing the film to give you time to draw.



In the Oise Valley (ca. 1878–1880) by Paul Cézanne. Original from The MET Museum.

**The aim here is to experiment and discover. Choose as many or as few challenges as you wish. Fill your sketchbook!**

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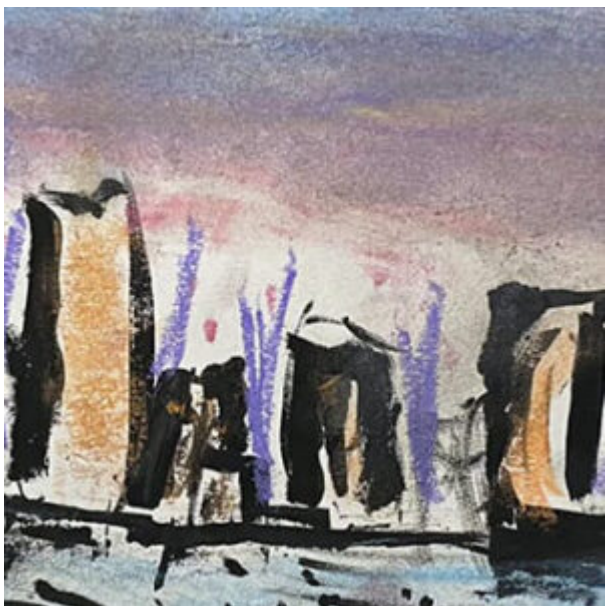














# You May Also Like...

**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



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**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

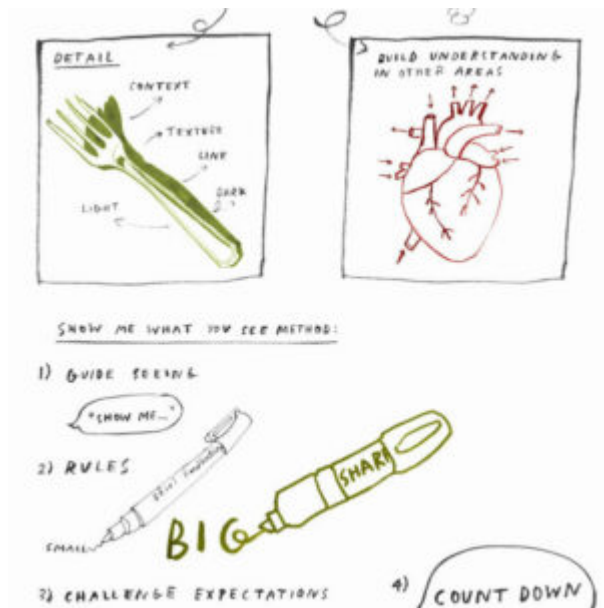


This is featured in the 'Working with Shape and Colour' pathway

## using sketchbooks to make visual notes



## Show me what you see



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## 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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## 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

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

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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.

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

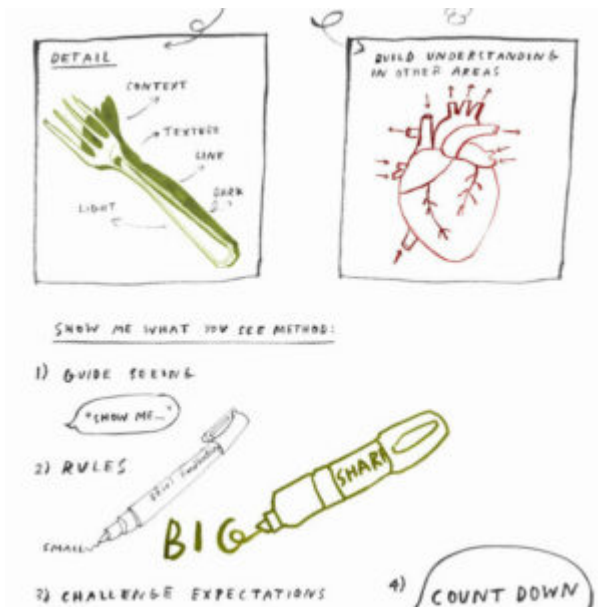


[This is featured in the 'Stick Transformation Project' pathway](#)

using sketchbooks to make visual notes



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## Drawing Source Material: Food

A collection of imagery and sources which



you can use to prompt drawing in schools and community groups.

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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.

**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



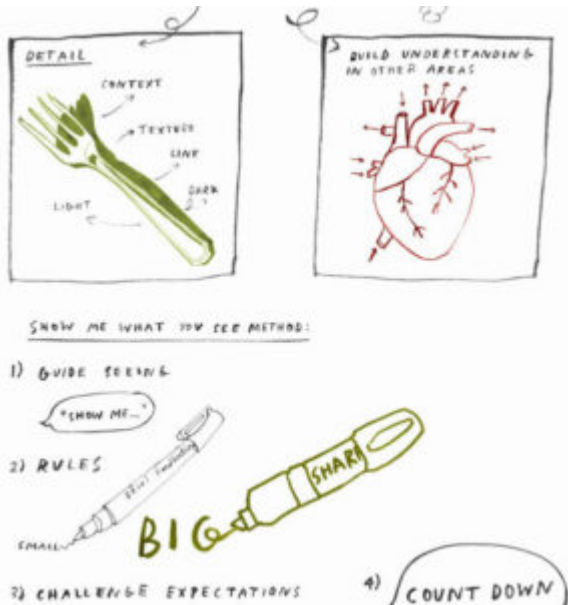


This is featured in the 'Flora and Fauna' pathway

using sketchbooks to make visual notes



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# Drawing Source Material: Insects

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

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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 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 Souce Material Is Used In...**



## Pathway: Flora and Fauna

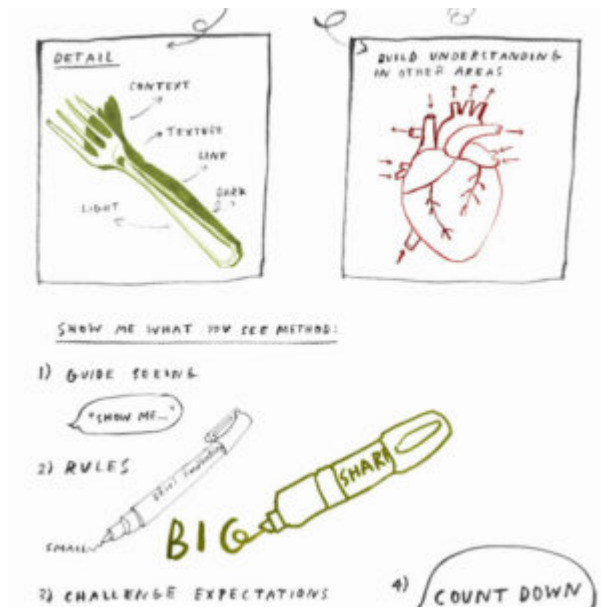


This is featured in the 'Flora and Fauna' pathway

using sketchbooks to make visual notes



Show me what you see



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

How can we blend installation and performance?□

Molly Haslund's The Circle Project involves drawing large circles on the ground in a variety of locations using a human size compass, with a focus on physical movement, patterns and collaboration.

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.

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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.





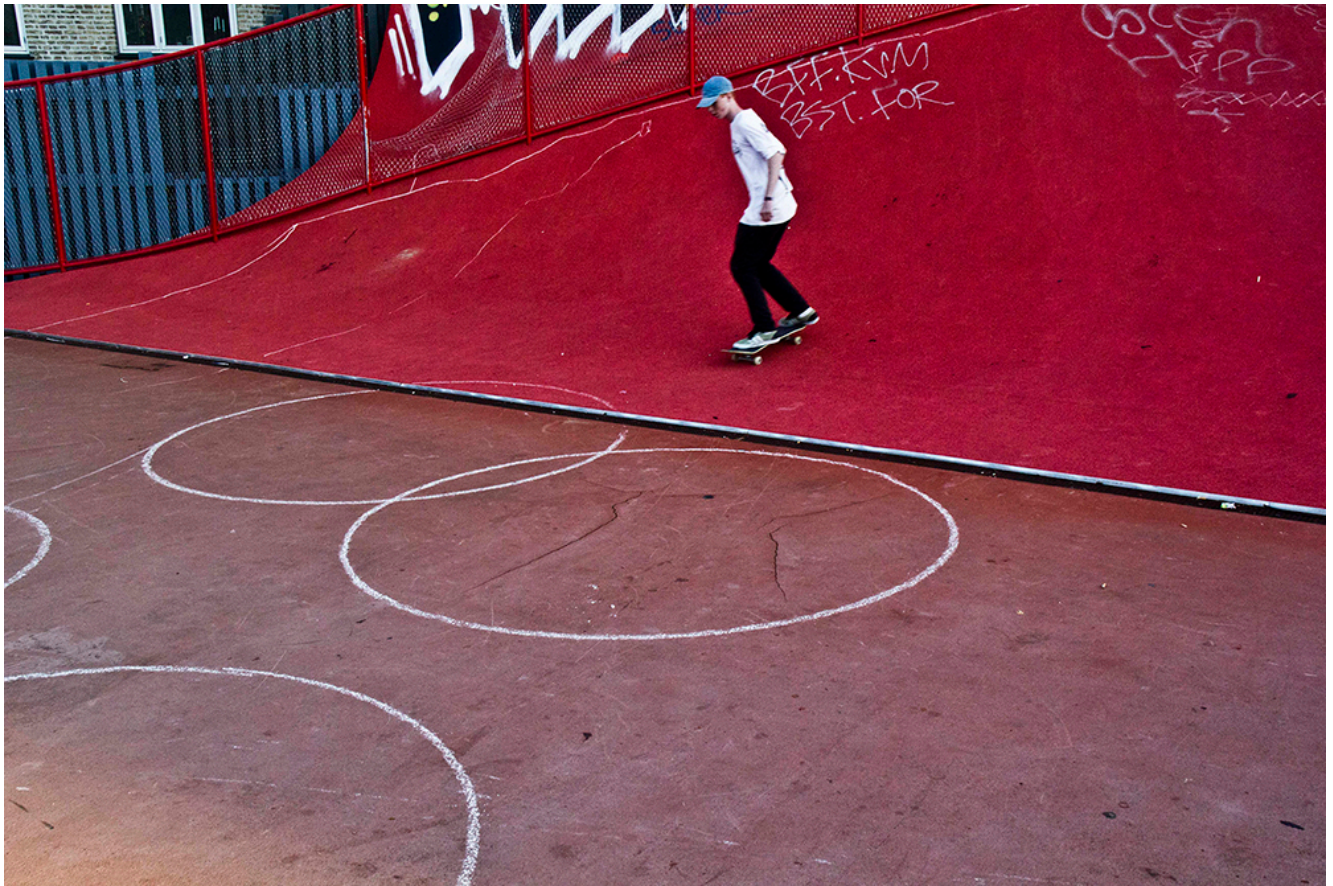
**Circles, Molly Haslund, 2015, New York, Peekskill Project #6, Hudson Valley MOCA, Photo by Joe Orangias**





**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...**





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**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



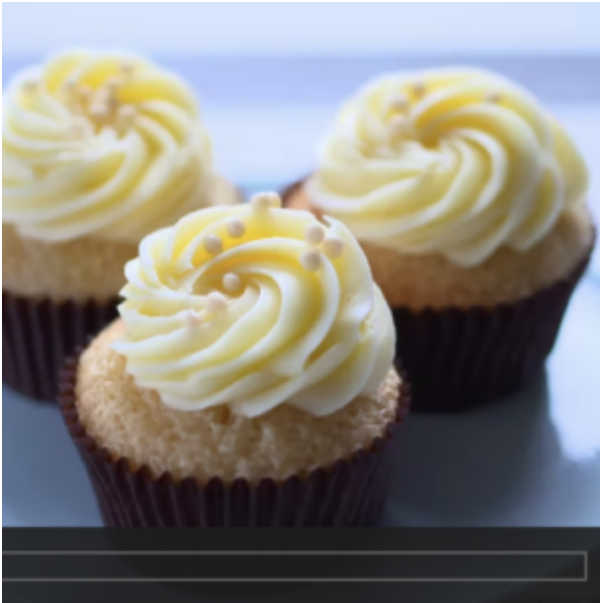
## Talking Points: Nicole Dyer



## Talking Points: Lucia Hierro



## Drawing source material: Food



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## **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**

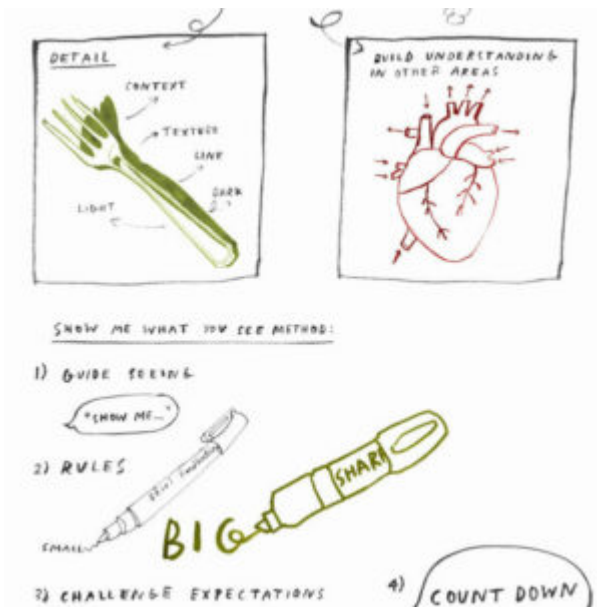


**This is featured in the 'Be an Architect' pathway**

**using sketchbooks to make visual notes**



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**Drawing Source Material:**  
**Drone Footage**

**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**



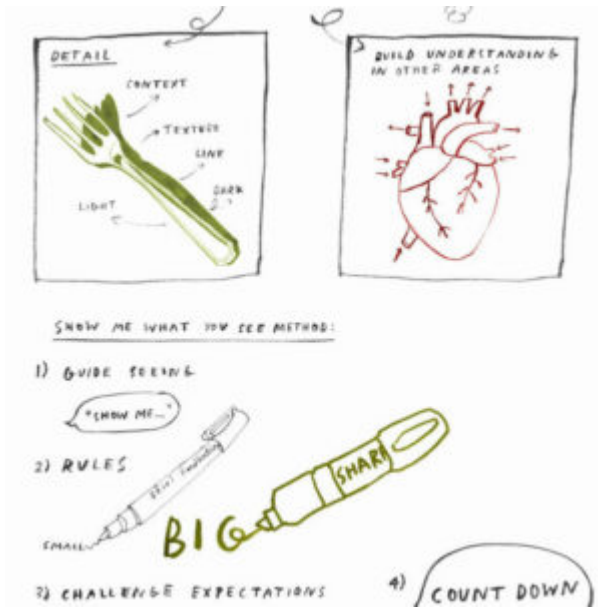


This is featured in the 'Be an Architect' pathway

using sketchbooks to make visual notes



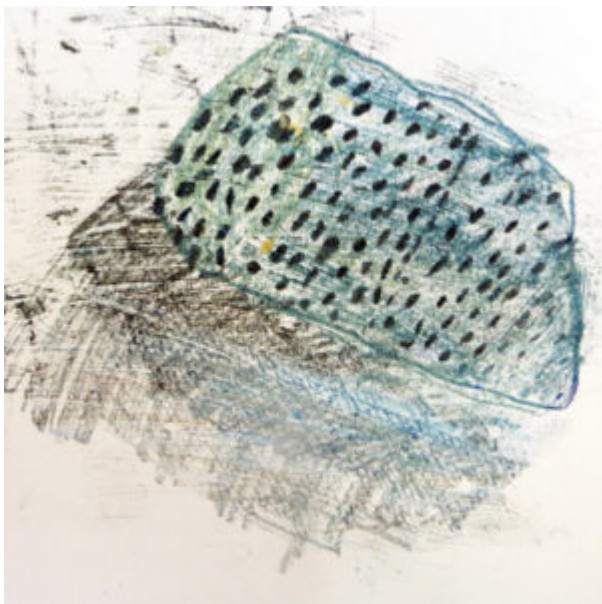
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# Trace Monotype

## You May Also Like...

Pathway: Exploring the world though mono print



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

**Talking Points: Xgaoc'o Xare**



**Video enabled monoprint resources**



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# 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

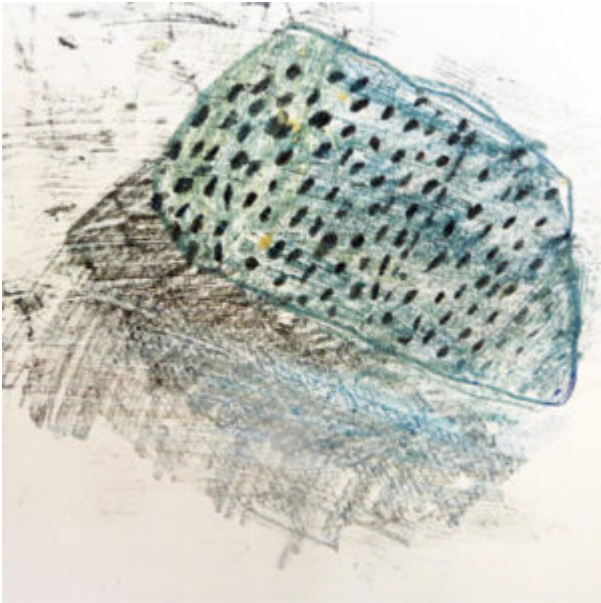
1. Have the children draw in a quiet room, with the video on the whiteboard.
2. Stop the video at a chosen frame and use your voice to direct their drawing. Choose words which relate to the imagery, for example you might decide to focus their attention on vertical lines, so you might choose words like: 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.



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

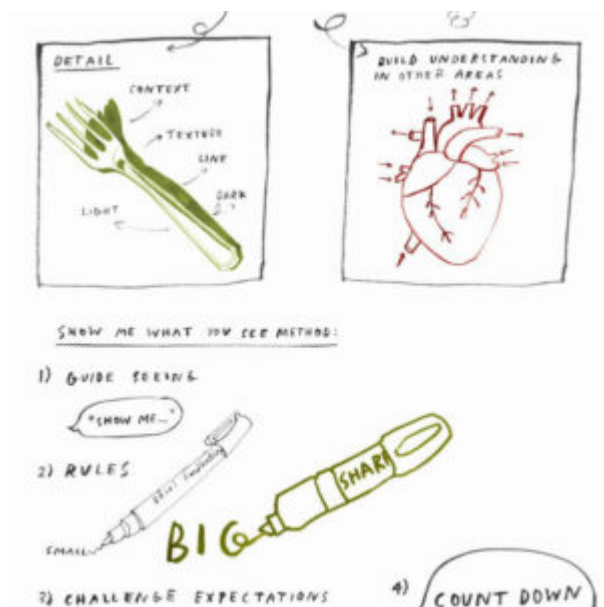


## Pathway: Making Animated Drawings



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

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## Drawing Source Material: Birds

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

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## 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

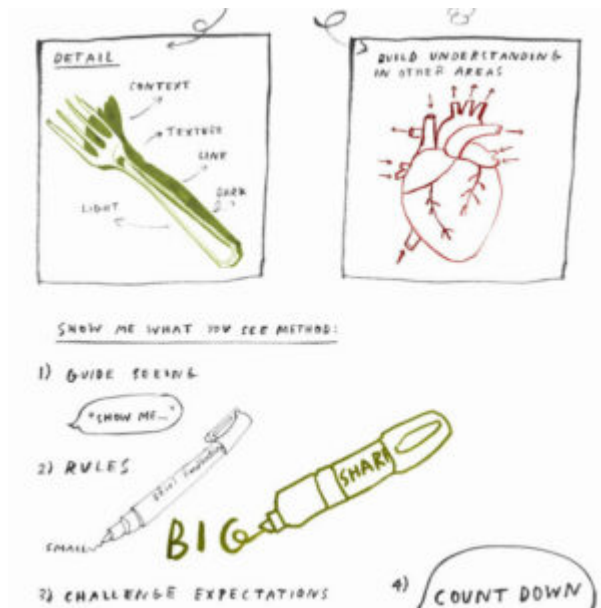


[This is featured in the 'Making Birds' pathway](#)

using sketchbooks to make visual notes



**Show me what you see**



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# **Basic and Budget Friendly Art Materials for Primary Schools**

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## **Introduction to Charcoal**

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## **How I Use Sketchbooks &**

# Drawing

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## The AccessArt Drawing Journey for Primary Children: Aims and Intent

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### What Is A Drawing Tool?

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### What Is The Purpose of Drawing?