

# Shared Ink Drawing Inspired by "Where the Wild Things Are"

By Paula Briggs

This resource forms part of a series which enables primary-aged children to explore drawing and making inspired by Maurice Sendak's "*Where the Wild Things Are*". [See all the resources in this series here.](#)

In this session (the 2nd in the series), children experience working together to create a shared drawing, working with pens, ink and quills. They use the mark-making techniques they began to explore in the [previous session](#).



**You Will Need:**

## Black ink in pots

- Feathers cut as quills
- Sharpie pens
- Black handwriting pens
- Pencils
- Roll of paper (we used wallpaper lining paper)
- Images from "Where the Wild Things Are" by Maurice Sendak

Time: 1 hr

## Outcome:

- The experience of making a shared drawing.
- The opportunity of developing mark-making skills and putting them into the context of an imaginary landscape drawing.
- An exploration of concepts related to landscape drawing, e.g. foreground, background, horizon, perspective.
- Appreciation and understanding of why the artist Maurice Sendak used the types of marks he did to build mood and create atmosphere.

- The creation of a line drawing which can be used as the basis for further artwork.



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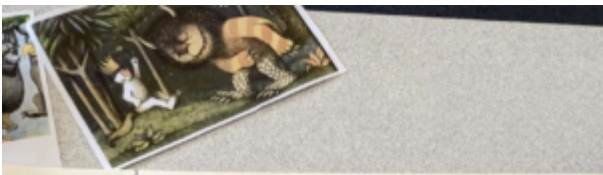


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**talking points: maurice sendak**



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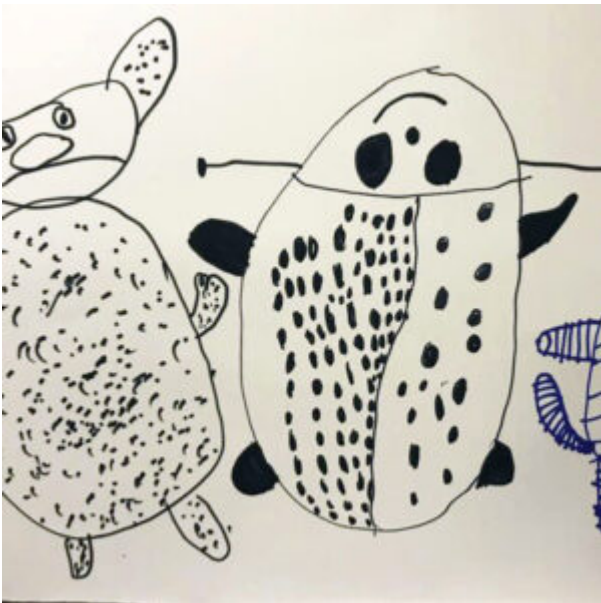
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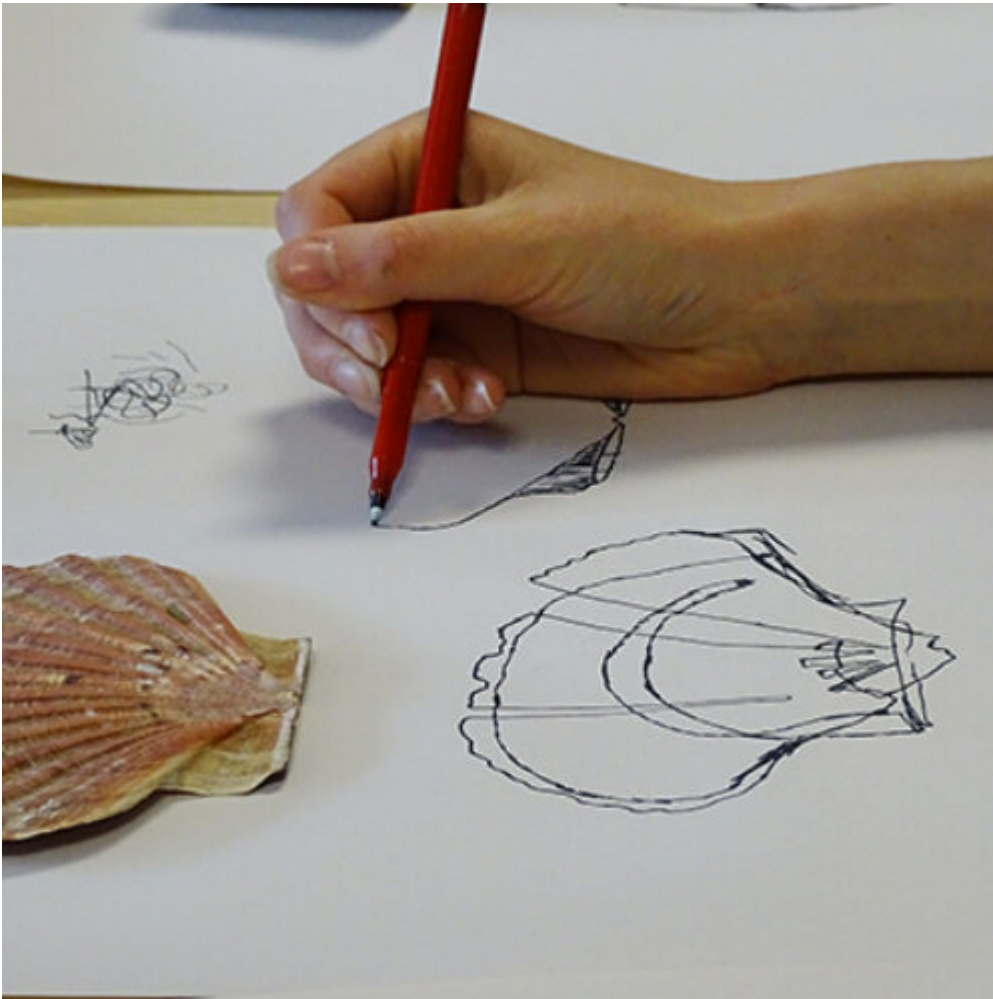


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**Explore and Draw**

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# Ten Minutes, Five Times a Week



Ten Minutes, Five Times a Week is a simple set of drawing exercises designed to get people drawing. The resources are aimed at a broad audience, but designed particularly with educators in mind.

Each exercise is designed to give non-specialist educators the confidence to approach drawing, by committing to regular, brief drawing activities for just one week.

Find a 45-minute [session recording](#) demonstrating

the exercises and approaches you'll find on the page below.

## WHAT ARE THE BENEFITS AND HOW DO WE FIT THE EXERCISES INTO THE DAY?

- Who can I use the exercises with?

The exercises are adaptable and suitable to learners in all settings, including EYFS, Primary and Secondary Schools, Health & Community Care, Home Education, Lifelong Learning and Museum and Gallery Education.

- What might the benefits be?

Our experience has shown the following benefits from similar projects:

1. Opening minds as to what a drawing activity can be as both an activity and an outcome

2. .

- Improved dexterity (which also helps with handwriting).
- Helps learners transition between parts of the day.
- Improved concentration.
- Improved sense of wellbeing through the

mindful element to the exercises.

- Improved drawing skills and improved creative confidence.
- Improved confidence amongst non-specialist educators teaching art.
- How might you fit the exercises into the day?

Ten Minutes, Five Times a Week would make a great activity to start any session in your educational setting. Try swapping your usual morning activity with this challenge, and see how it impacts the week. You could also use the exercises immediately before any other art session as a way of helping learners transition and tap into their creativity.

It's worth noting that it doesn't need to be a one-off venture: you can repeat the exercises as often as you want, as repetition provides an opportunity for learners to gain meaningful drawing skills over time.

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drawing skills over time.

## **Before you start...**

### **Before Each Session: Set Expectations**

The following exercises work best if the learners work quietly and with concentration. A quiet atmosphere will help learners tune into close seeing and set a calm and mindful intention for the session.

### **After Each Session: Reflect**

At the end of each session, it's worth investing two minutes in getting learners to walk around the room to look at each other's work. This will help them focus and reflect on their experiences and the experiences of others. Reflection also gives learners space to recognise the value of the work that has been made. Learners might comment on what they like about their peer's work.

### **At the End of the Week: Revisit**

Please make time to revisit the exercises to allow learners to articulate and reflect upon their progress over the week. You may like to ask some questions...

- What was their favourite exercise to do?
- Which outcome do they feel was the most successful and why?

Is there something they would like to try next, for example, a new material?

You might like to give them a chance to repeat an exercise to allow them to consolidate their experiences and reflections.

**The Five Drawing exercises...**

**Day 1. Continuous Line Drawing**



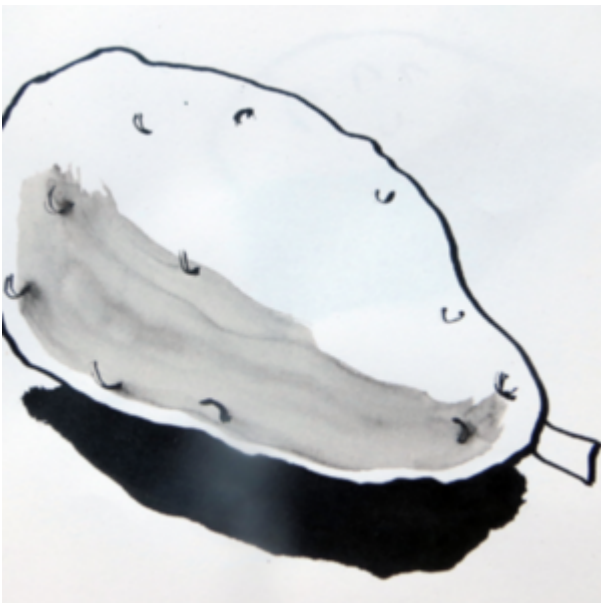
[Find out how to do a simple continuous line drawing exercise to start the week.](#)

**Day 2. Backwards Forwards Drawing**



The backwards forwards drawing exercise helps develop looking and sketching skills.

**Day 3. See 3 Shapes**



Explore how to get children to describe an object in just three lines or shapes.

## Day 4. Thoughtful Mark Making



Find out how encouraging diverse mark making will improve drawing outcomes.

## Day 5. Making Stronger Drawings



Explore how drawing on different surfaces helps encourage stronger mark making.

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**Talking Points: Artists as Collectors and**

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## Talking Points: What is Composition



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## Sculpture Project Inspired by Egyptian Wall Painting

This resource shares a project which explored mould making, casting and painting in the creation of a sculpture inspired

by Egyptian wallpainting, in particular Nebamun hunting in the marshes, Nebamun's tomb-chapel, which can be seen in the British Museum, London

The project can be adapted for use in KS 2 and 3, and can be used to accompany a study of Egyptian Art / Hieroglyphics.

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## **Continuous Line Drawing Exercise**

Many thanks to AccessArt Young Artist Alex Tunstall for composing the music for the video in the Continuous Line Drawing Resource.

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## **Style and Aesthetic**

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## **Balancing Observational & Experimental Drawing**

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# Teaching for the Journey not the Outcome

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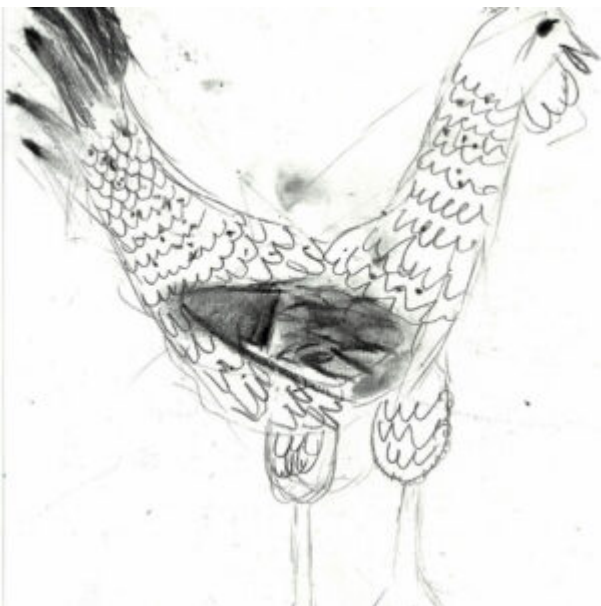
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## Talking Points: Kittie Jones



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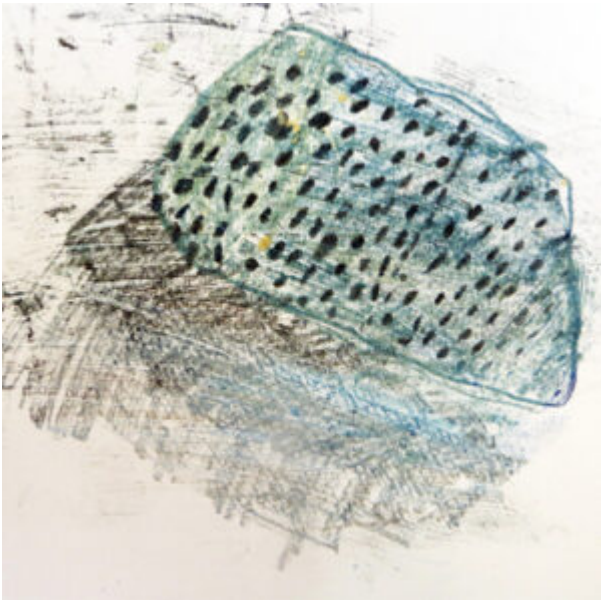
**Using Colour to Develop  
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# Backwards Forwards Drawing Exercise

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Drawing Large



**Drawing small**



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