

Introduction to Graphite

By [Lancelot Richardson](#)

In this video artist Lancelot Richardson goes through different types of graphite, from pencil to compressed graphite. Find out what the different types of graphite can do in the post below.



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**Drawing Source Material:
Orchestras and Instruments**

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

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Orchestras and Instruments

Use the film below to enable children to explore orchestras and instruments. 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 different qualities.

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

How might you invent your own instrument? What instruments might you combine? Is it self playing?

This Source Material Is Used In...

Pathway: Music and art

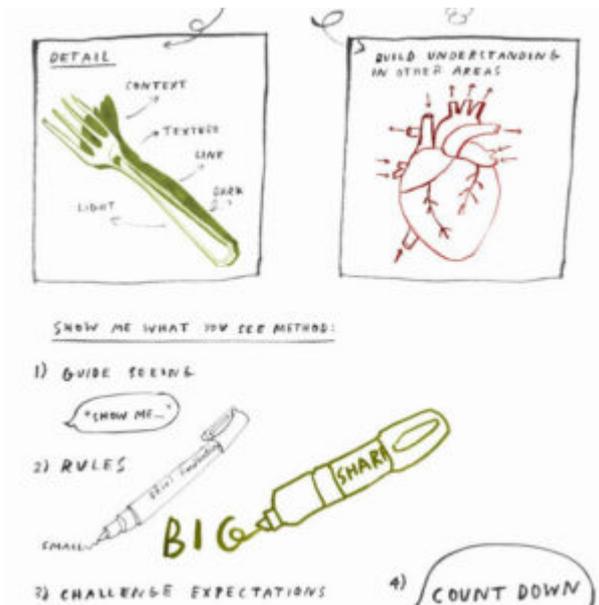


[This is featured in the 'Music and Art' pathway](#)

using sketchbooks to make visual notes



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Using Sketchbooks to Make Visual Notes

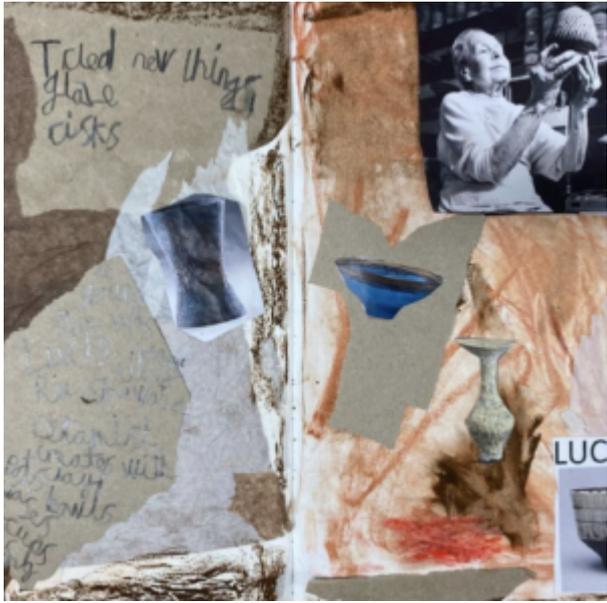
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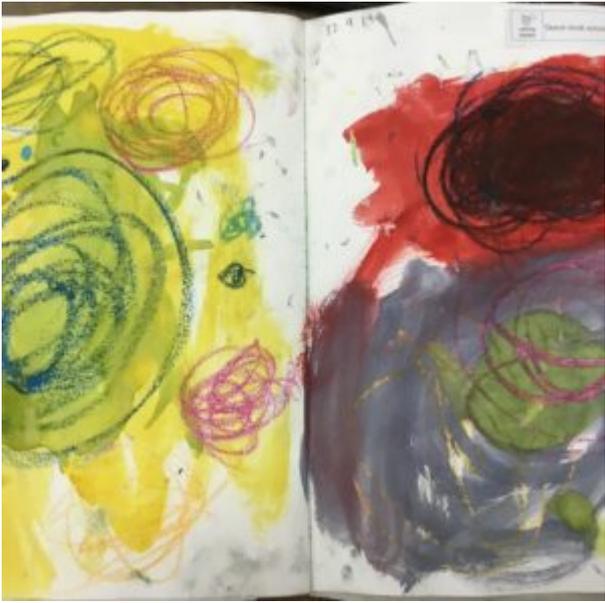


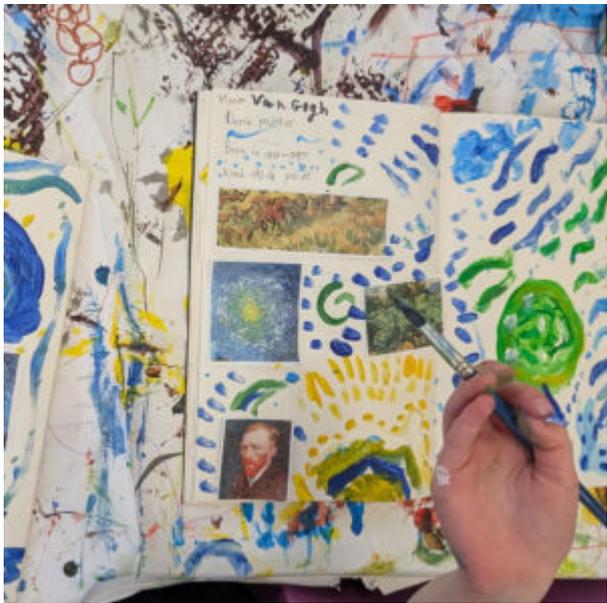












Drawing Source Material: Shells & Spirals

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

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Shells

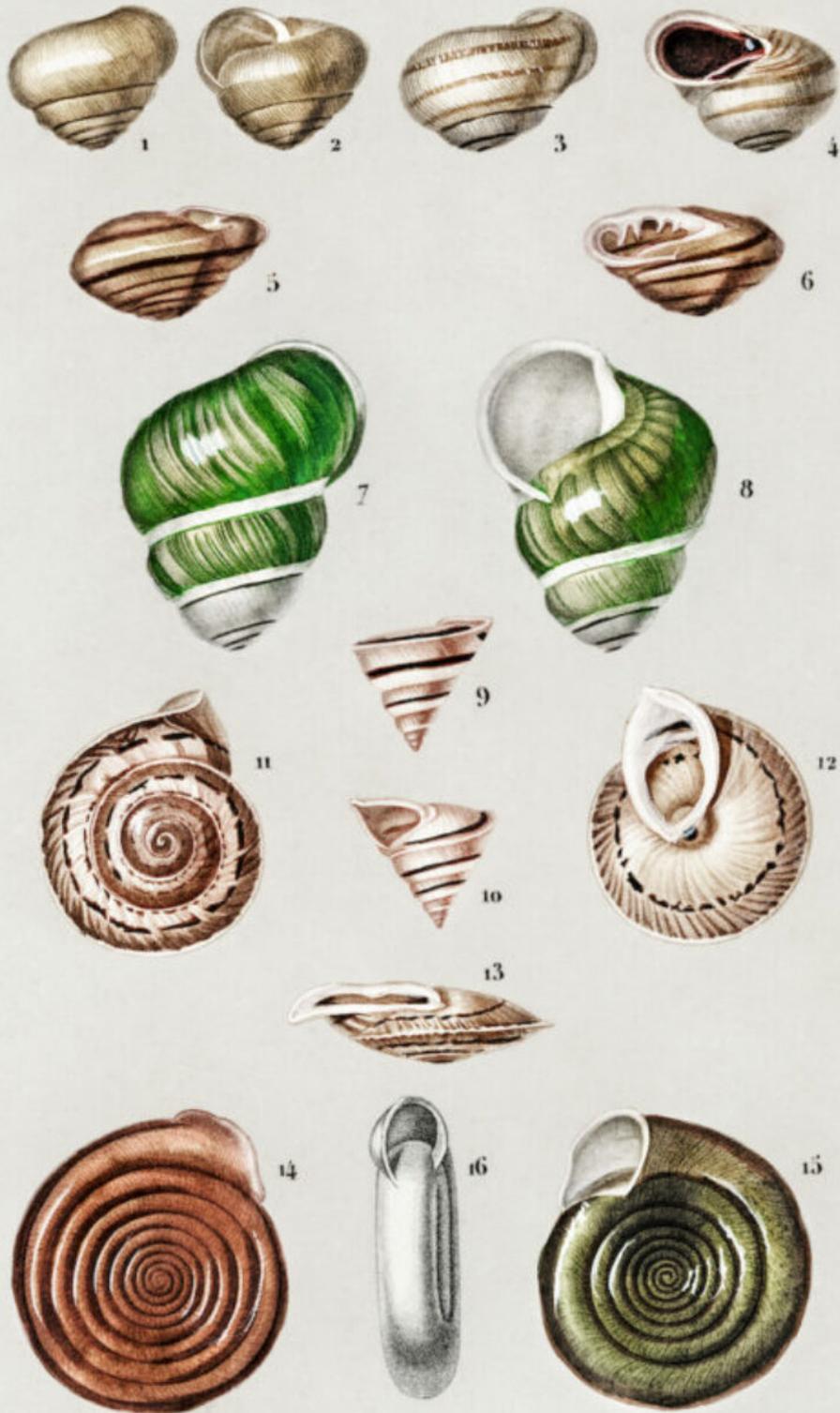
Use the films below to enable children to explore

drawing shells. 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 shells.

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

Charles Dessalines



11000. Paris.

Fournier. 50.

1, 2. *Helix trochiformis* (*Helix epistylum*, Mull.)—3, 4. *Helix macrostoma* (*Helix citata*, Mull.)
 5, 6. *Helix sinuata* (*Helix sinuata*, Mull.)—7, 8. *Helix multicolor* (*Helix polytrua*, Sussur.)
 9, 10. *Helix pyramidella* (*Helix Pyramidella*, Bign.)—11, 12, 13. *Helix de Lister* (*Helix Listeriana*, Gray.)
 14, 15, 16. *Helix polygona* (*Helix polygona*, Bern.)

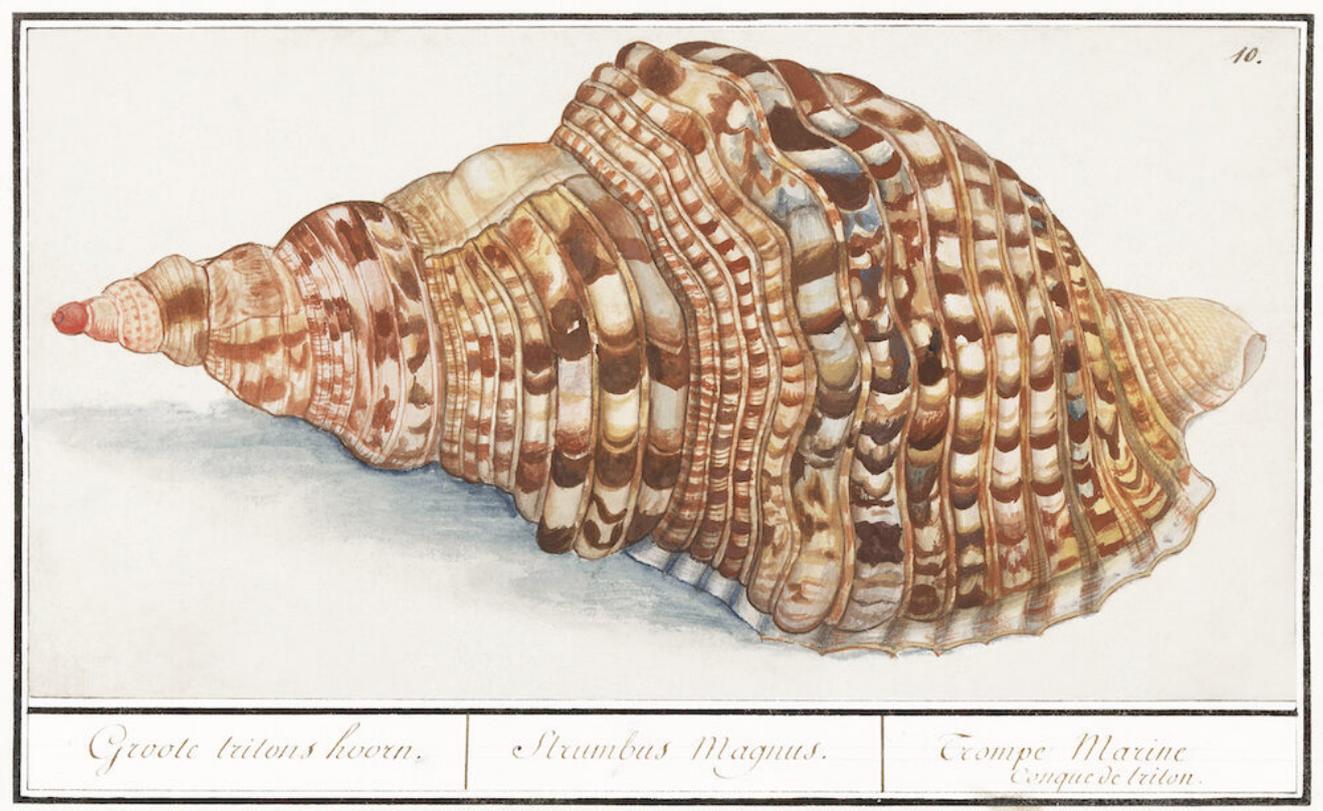


Prêtre, pinx.

Legrand, sc.

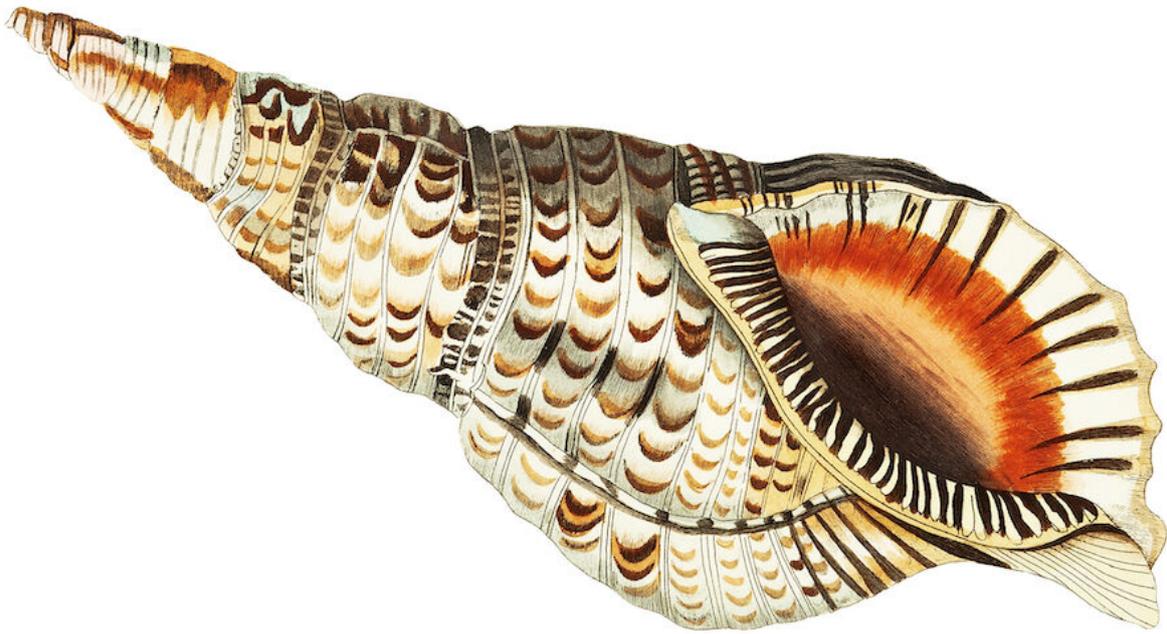
1. *Scrinia tuberculosa*. (*Scrinia nodosa* Desf.) — 2. *Cerithium chenille*. (*Cerithium aluco* Desf.)
 3. *Turbinella peire*. (*Turbinella pyrum*, Lamk.) — 4. *Cancellaria obtusa* Desf.
 5. *Fusus longirostris*. (*Fusus longirostris*, Desf.) — 6. *Murex palus de Rosier*. (*Murex palus rosei*, Lamk.)

Anselmus Boëtius de Boodt



Common Triton Horns, *Charonia tritonis* (1596-1610)
by Anselmus Boëtius de Boodt. Original from the
Rijksmuseum.

George Shaw



**Tritonian murex or Sea trumpet illustration from
The Naturalist's Miscellany (1789-1813) by
George Shaw (1751-1813)**

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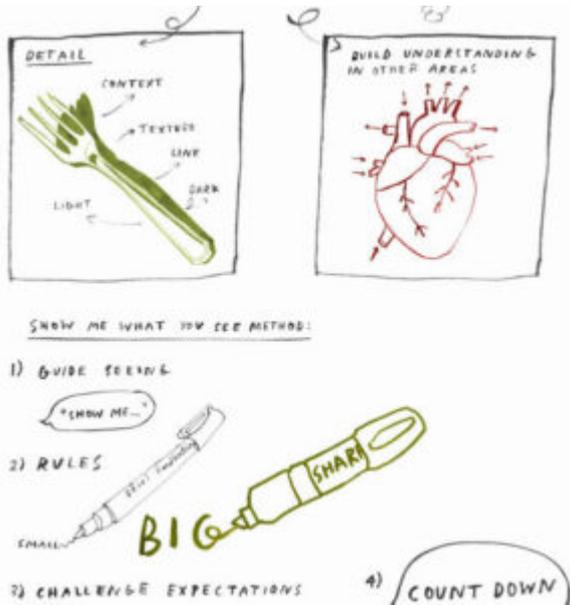
Pathway: Spirals



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



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Drawing Source Material: Moving Water

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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

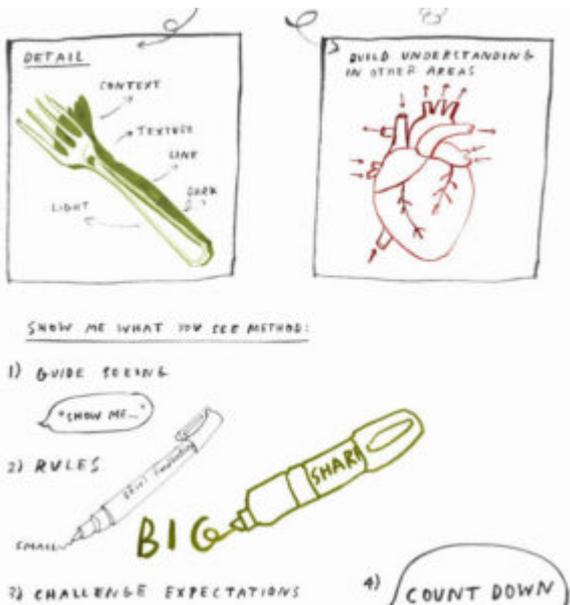


[This is featured in the 'Cloth, Thread, Paint' pathway](#)

using sketchbooks to make visual notes



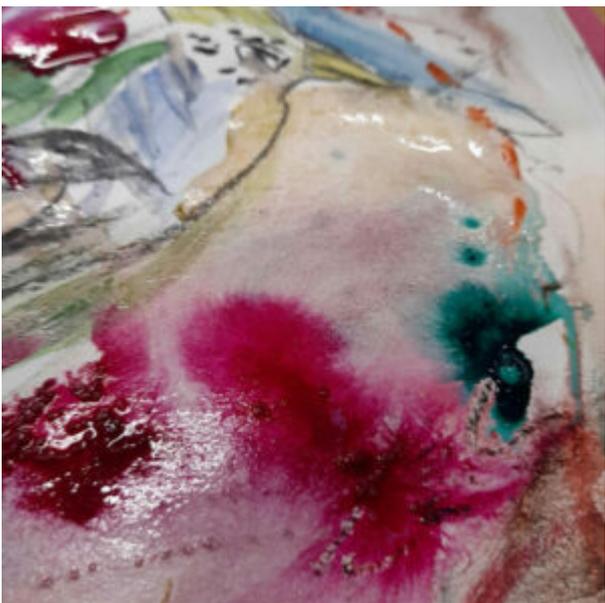
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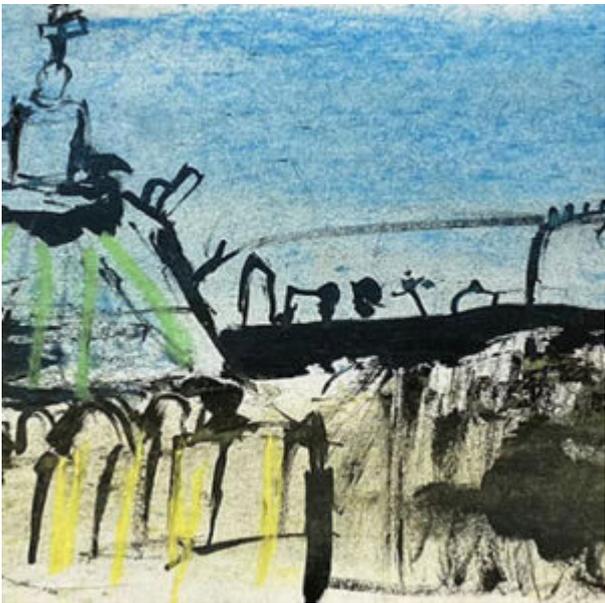
Mixed Media Landscape Challenges

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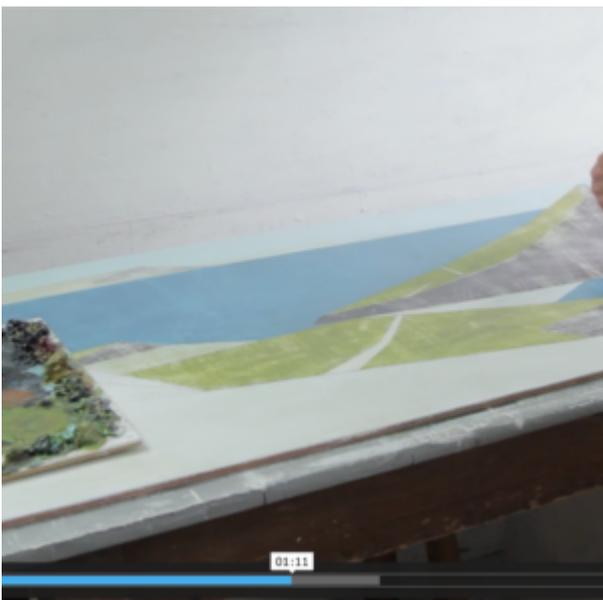
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Pathway: Mixed Media Land and city scapes



[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

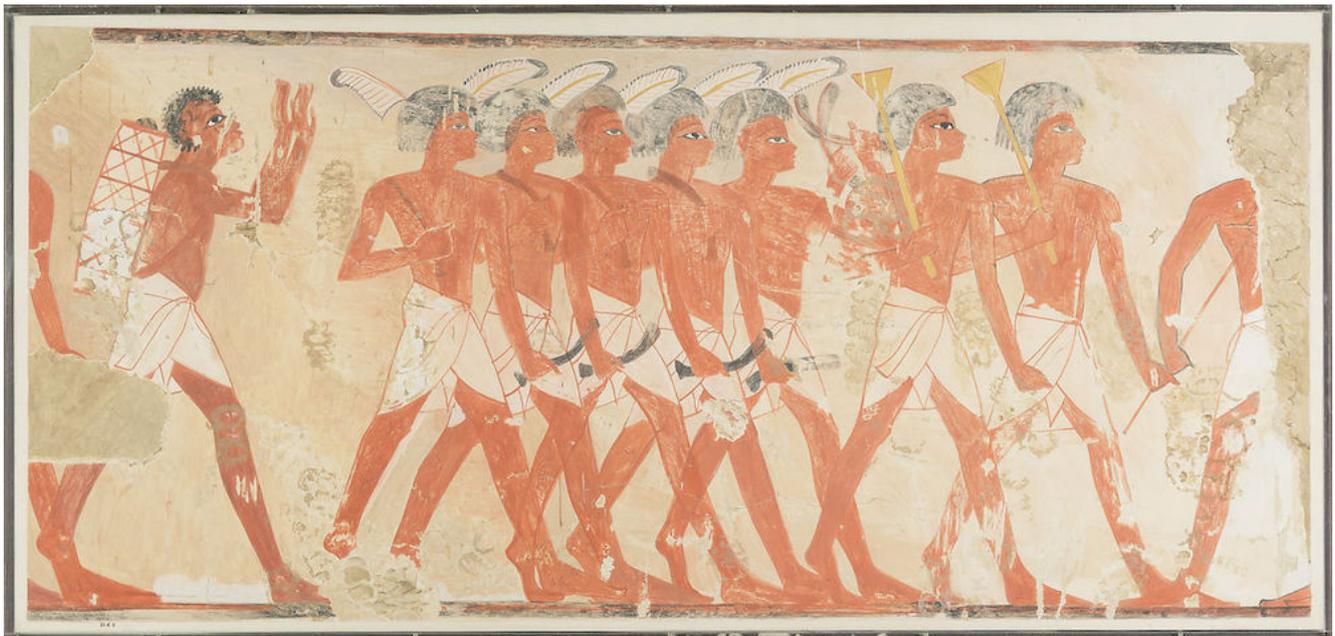
minute drawing at each pause.

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

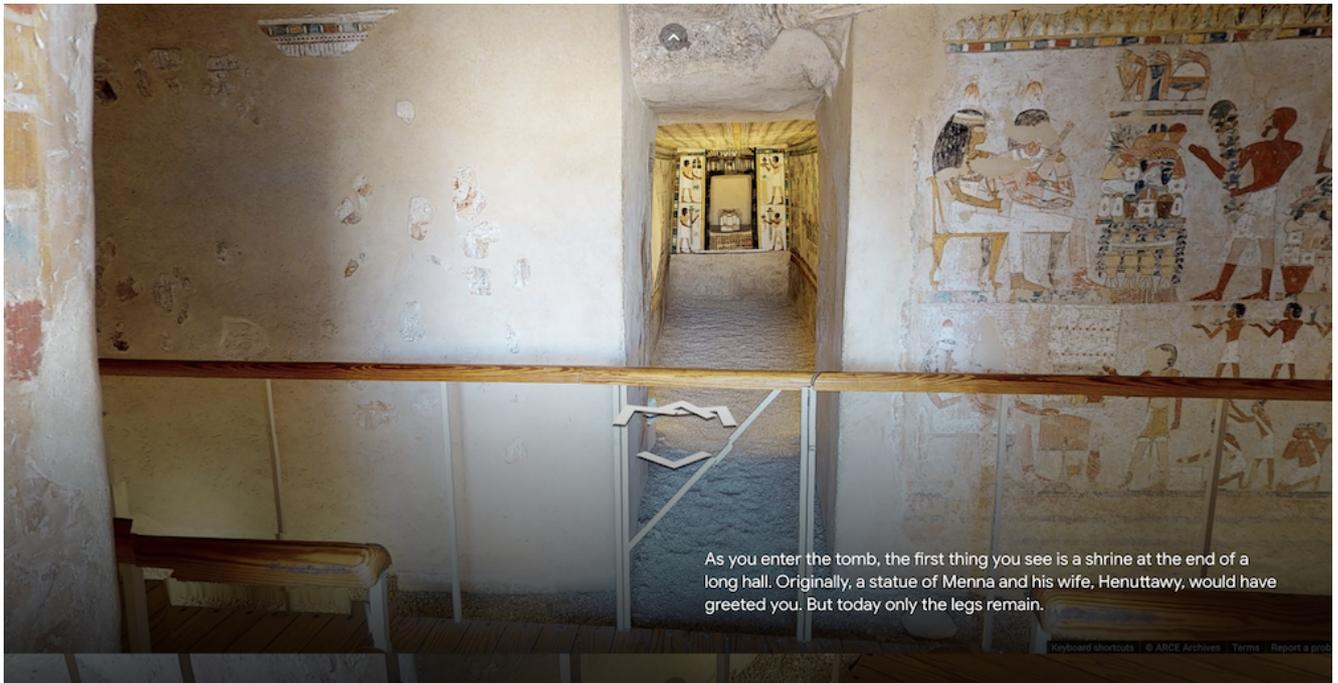


Bronze statuette of Osiris, Late Dynastic-Hellenistic 664–31 B.C. Egyptian Medium: Bronze Dimensions: H. 4 1/2 in. (11.4 cm) The Cesnola

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](#)



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Pathway: working with shape and colour

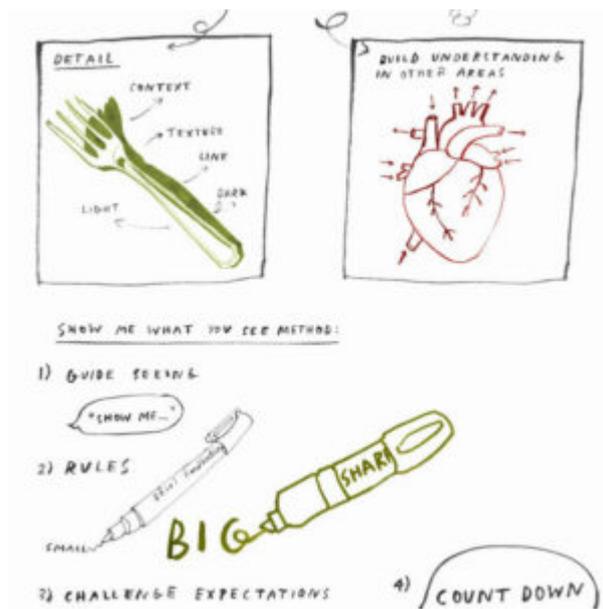


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using sketchbooks to make visual notes



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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.

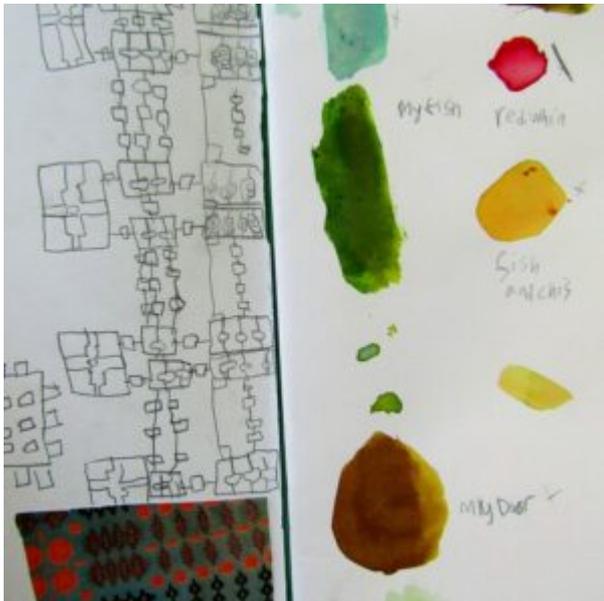
You May Also Like...

Pathway: Architecture- Dream big or small?



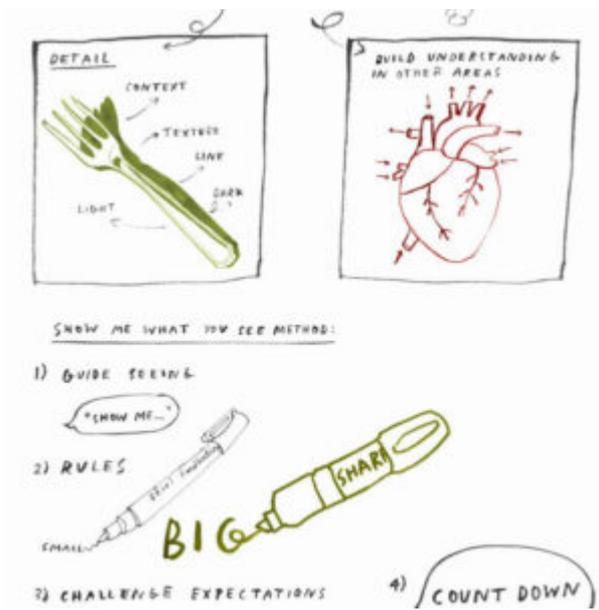
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using sketchbooks to make visual notes



Find out how pupils can respond to artists work in sketchbooks

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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

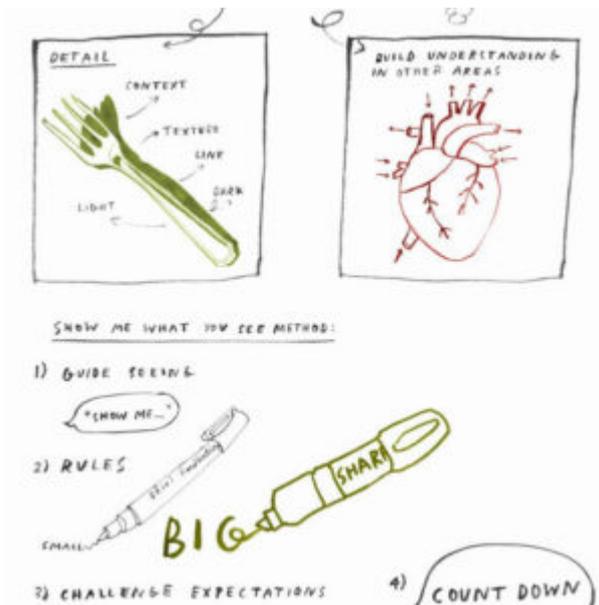


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Drawing Source Material: Food

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...

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Pathway: Festival Feasts

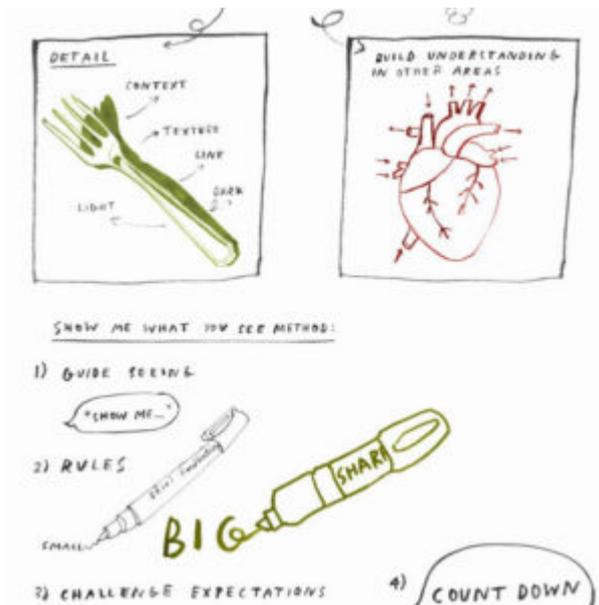


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Drawing Source Material: Wild Flowers

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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

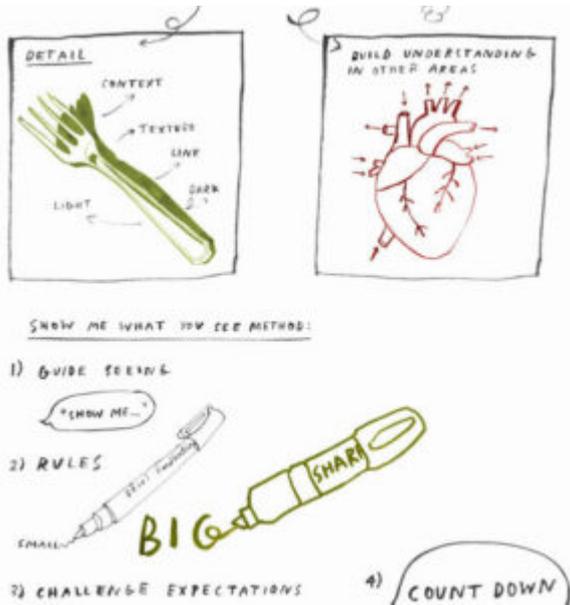


[This is featured in the 'Flora and Fauna' pathway](#)

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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

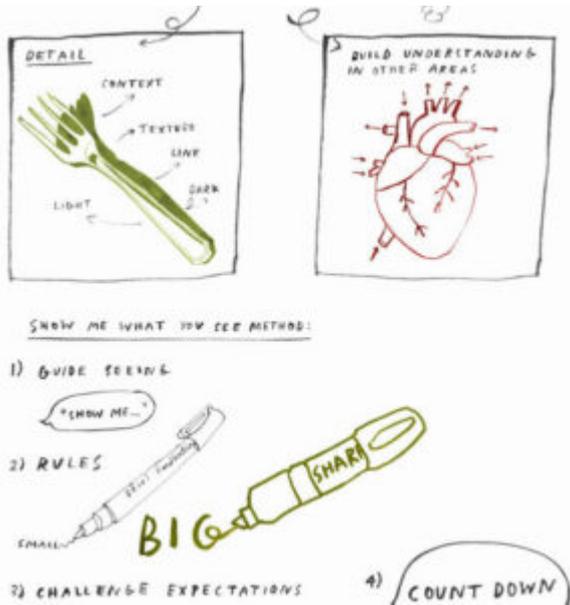


This is featured in the 'Flora and Fauna' pathway

using sketchbooks to make visual notes



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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**

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Pathway: Be an architect



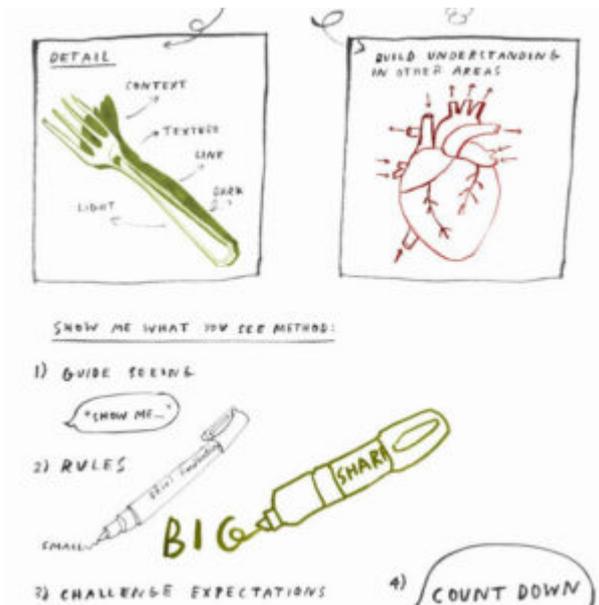
[This is featured in the 'Be an Architect' pathway](#)

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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.

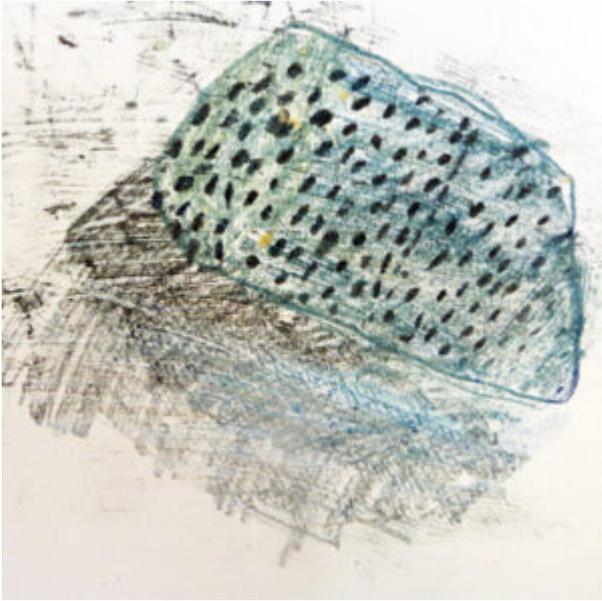
Find drawing exercises below to help your drawing exploration.

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.
4. 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](#)

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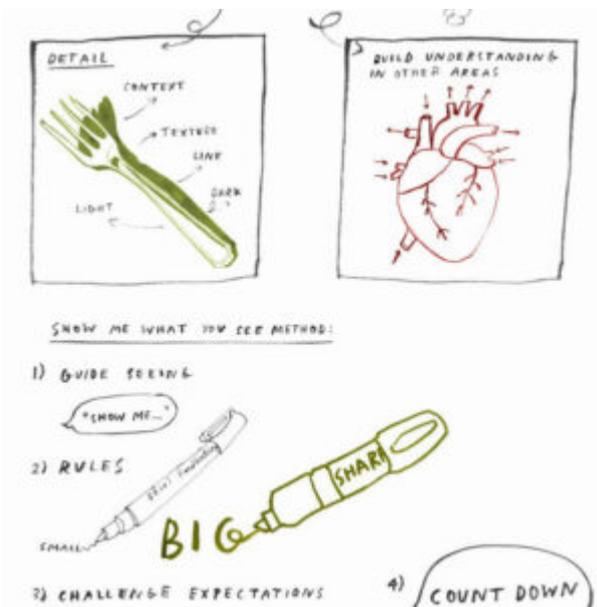


Pathway: Making Animated Drawings



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

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Drawing Source Material: Birds

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Birds

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

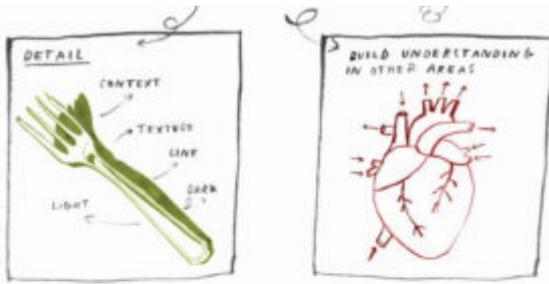


[This is featured in the 'Making Birds' pathway](#)

using sketchbooks to make visual notes



Show me what you see



SHOW ME WHAT YOU SEE METHODS:

1) GUIDE EYEING

"SHOW ME..."

2) RULES



3) CHALLENGE EXPECTATIONS

4) COUNT DOWN

What Is A Drawing Tool?

What Is The Purpose of Drawing?

What Is Drawing?

World War I Mail Art

What We Like About This Resource...

“This project links poignant subject matter with meaningful art processes and local history. What we learn about the re

purposing of materials, (in this case spent ammunition) reaffirms how we can use what is around us as a starting point to making and creating. You could extend or adapt this project by looking at broken pottery, repurposing that into new sculptures that link with Roman or other local historical cultures” – *Rachel, AccessArt*

**You May Also
Like...**



Henry Moore's Shelter Drawings



Remembrance Day Soldiers



For Remembrance Day

**DrawAble: My Tiger
Sketchbook by
Inbal Leitner**

What We Like About This Resource...

“This resource is a lovely example of how words and text can generate ideas, which can then be transferred to paper. Working in this way with children is a great way for them to engage with literature – and to have an individual response. Try reading poems out loud to a class and ask them to list all the images that spring to mind before exploring those images through drawing”. – Rachel, AccessArt

See This Resource Used In Schools





You May Also Like...

Pathway: Telling Stories through drawing and making



This is featured in the
'Drawing Stories Through
Drawing and Making'
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Rosie Hurley: Esio Trot



Poetry and Printmaking



Found Poetry

