

# Trial and Error Drawing

This is the third of six resources in the series: '[Drawing for Science, Invention & Discovery Even If You Can't Draw](#)' by Paul Carney, educational consultant and author. The projects enable teachers of both art and science to approach drawing from a new perspective. You can see all of the resources [here](#).

[By Paul Carney](#)

**Introduction:** Mistakes aren't an unwanted outcome of the creative process, they are integral; a vital part of making. In this session we learn how to develop our working memory so that we might understand the creative process of action, mistakes and action better.



## Notes for Teachers

### • Learning Objectives

- To enhance and improve our working memory.

- To learn how to embrace mistake making as part of the creative process of drawing.

## ▪ **Age Range**

Suitable for 7-16 years.

## ▪ **Time Required**

The activity takes approximately one hour.

## ▪ **National Curriculum Targets: Art & Design**

**Key Stage 2 and 3:** Pupils should be taught to record their observations and use them to review and revisit ideas and to improve their mastery of art and design techniques, including drawing.

## ▪ **National Curriculum Targets: Science**

To develop an understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

**Key Stage 2:** They should begin to recognise that scientific ideas change and develop over time.

**Key Stage 3:** Pupils should understand that science is about working objectively, modifying explanations to take account of new evidence and ideas and subjecting results to peer review.

**KS3 Scientific attitudes:** Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas.

**KS3 Experimental skills and investigations:** Make and record observations and measurements using a range of methods for different investigations; and evaluate the

reliability of methods and suggest possible improvements.

**Key Stage 4: Experimental skills and strategies:** Making and recording observations and measurements using a range of apparatus and methods. Evaluating methods and suggesting possible improvements and further investigations.

**Working scientifically** might be embedded by substituting the subject matter of the exercise for something within the content of biology, chemistry and physics, such as cell structure, anatomical features or chemical bonds.

## ▪ **Things You'll Need**

A4 paper, pencils, subject sources.

## ▪ **Extending The Lesson**

Making the source image more complex should result in an increase in challenge.

## ▪ **Supporting The Lesson**

Simplifying the source image will make the exercise easier.

## ▪ **Assessment Guidance**

Look for accuracy of information recorded and remembered, rather than the skill of execution.

## ▪ **Artist Links**

Henry Moore used this technique to draw, especially his air raid shelter drawings.

<https://www.tate.org.uk/whats-on/tate-britain/exhibition>

</henry-moore/henry-moore-room-guide/henry-moore-room-guide-room-5>

You might also look at the scientific drawings of Santiago Ramon y Cajal and use these as the subject matter for the exercise.

[https://en.wikipedia.org/wiki/Santiago\\_Ram%C3%B3n\\_y\\_Cajal](https://en.wikipedia.org/wiki/Santiago_Ram%C3%B3n_y_Cajal)

## • Cross-Curricular

How might we adapt this exercise in other subject areas to help us remember key visual information?

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