

L I F T O F F

INTRODUCING DRAWING

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Drawing, in the sense of 'mark making', is a fundamental human activity. It frequently pre-dates the emergence of speech in young children. The use of drawing is not confined to art. Children are likely to be using their drawing skills in many different subjects. It is up to the teacher to help to develop the skill of drawing in an organised and deliberate way.

In all drawings a mark is used to 'stand for' something else. It may be an idea, something observed or the exploration of marks for their own sake. Drawing can be an economical and powerful way of communicating because people have an in-built ability to attribute meanings to marks and symbols. Simply draw a horizontal line across a piece of paper and it can represent the horizon dividing sky from the earth.

Drawing is a most effective way of encouraging children to 'look more closely' and to engage with the visual world. It allows the imagination to become more active and to make physical representations of what is in the mind, 'seeing in the mind's eye'.

Drawings are not only done on paper but is an essential part of the other areas in the framework, painting, printing and making with materials. This broadens the child's repertoire and using a variety of materials and techniques can remove the inhibitions sometimes associated with drawing in pencil.

Fundamental to all drawing is developing control over tools, media and materials which will broaden the variety of marks and contribute to the growth of manual skills, hand-eye-brain coordination and forms of expression.

In the Art Framework drawing is being explored through the following forms:

Mark making:

Developing control over tools, media and materials, techniques and processes. Mark making and drawing exercises help children to increase their skill and understanding and will broaden their repertoire of marks and contribute to the growth of hand-eye-brain skills. Through exploring line, shape, form, structure, colour, pattern, texture, proportion, scale and space children develop an understanding of the visual language, which is fundamental to the making of art.

Narrative and Expressive drawings:

These forms of drawing allow children to represent what they know, feel and imagine. Drawings can be based on reality or fantasy.

Observational drawings:

Work aimed at recording what is seen. Drawings of this kind are relevant in many curriculum areas and help children to 'learn to see' by 'looking more closely' and analysing the world around them, as well as communicating to others.

Illustrative drawings:

Drawings used to convey specific ideas, scenes, characters, instructions or information to other people. Drawings can also be used to show a process or to help in the development of ideas and solving problems.

Through these forms children will work on some of the traditional themes used by artists.

- **Portrait:** a drawing of a person, group of people, or animals
- **Still Life:** a drawing of non-moving or arranged objects
- **Land and Seascapes:** drawing of natural and urban scenes and subjects

Key aims of learning drawing are to enable children:

- To have the opportunity to enjoy drawing freely in their own way
- To be fluent in a number of different forms of drawing and to be able to use the appropriate form in art and other subject areas
- To develop an understanding of the visual language and its uses as a means of expression and communication
- To be able to choose the most appropriate form, media, tools and materials, techniques and processes for the task in hand
- To know about and enjoy a variety of drawings made by other artists, contemporary and historical and from different cultures

The emphasis in the drawing framework is on 'looking more' closely and how marks, lines, shapes are the synthesis for drawing an image or artefact. To develop drawing skills using the different forms and themes.



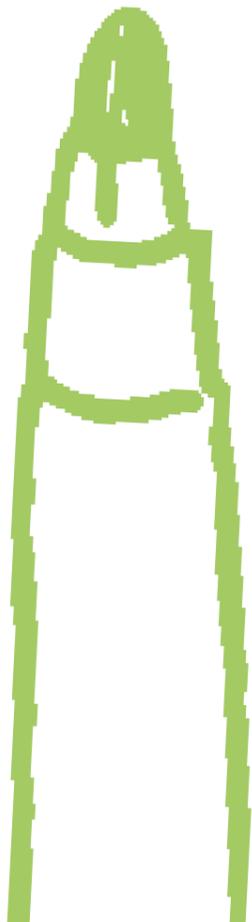
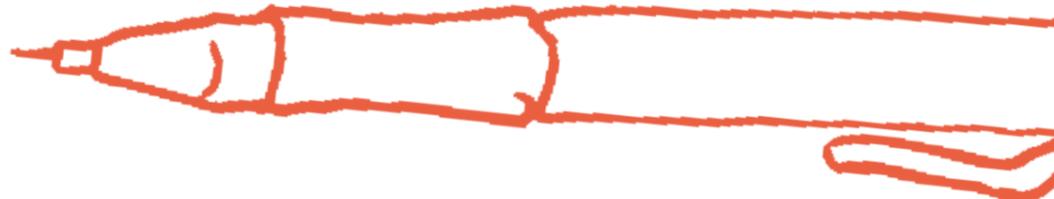
HOW DO WE MAKE A DRAWING?



A drawing is a series of marks on a surface which convey meaning through the use of the visual language.

We make a drawing by using a variety of tools, media, materials and techniques. The most usual surface is paper. A drawing can also be made using a liquid such as ink or paint with a brush or pen. Other ways of drawing include scratching into a surface or stitching onto a material. Drawings can also be made digitally.

It is important to give children the opportunity to choose and experiment with different tools, media, materials and techniques as they produce very different results.



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At five years old children will be at very different levels of ability in drawing skills. Some may still be at the 'scribble' stage, while others will have well-developed 'schema' to represent and analyse their ideas and their world. The 'schema' depicts what children 'know' rather than what they 'see'. This form of drawing is dominant during this period but children can make observational drawings if they are encouraged to look closely before they draw. The aim is not to replace schema but to supplement them.

Fundamental to this stage is an experimental and playful approach using a variety of tools, media, materials, techniques and processes for mark making, moving from freedom of expression to more structured exercises.

Throughout children will be developing their skills in handling and controlling tools, media, materials and techniques. Experience and skill can only develop through practice. This enhances the child's confidence and their ability to achieve a more planned and satisfying result. They will be aware of their own progress.

Making Drawings

As well as drawing freely, all children should have the opportunity to develop their drawing skills in the following ways.

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1 Mark Making:

Children need to explore and experiment with a variety of tools, media, materials, techniques and processes to make marks to build up a visual vocabulary, the ability to 'look more closely' and to develop control and confidence. It is useful to structure this exploration for children so that they experience a wide range of possibilities and approaches. Mark making can often act as a limbering up exercise:

- Exploring freely, finding out what marks can be made using a variety of drawing media, pencils, crayons, pens, markers, brushes
- Structured exercises to find out the possibilities of different kinds of marks. For example matching marks to words, wavy, zig-zag, fine, thick, dots and circles
- Breaking down familiar objects into lines and shapes
- Mark making to music

2 Narrative and expressive drawings

This form of drawing allows children to represent what they know, feel and imagine. It allows them to tell visual stories that can be real or fantasy. It is often based on memories, past experiences or imagining how things might be in the future. Children of this age enjoy a fantasy world that is fed by the media and stories. This can be done by encouraging children to recall past events and experiences which have special meanings for them. Narrative and expressive drawings can be inspired by providing children with the stimulation of visits and events and classroom activities involving listening to music and stories, drama, role-play and dressing up.

- Myself, my family, my pets, my home
- Things I particularly like
- A place, an event, a visit
- An imaginary place, person or animal
- Drawing faces that express emotions. For example, happy, sad, angry, excited

3 Observational Drawings

For this age group the main purpose of observational drawing is to encourage children to 'look more' closely, perhaps starting with simple natural and made objects. This can also develop into beginning to look at people and animals. Use questions and discussion to encourage careful observation and to try and draw exactly what they see. It is important to stimulate curiosity by displaying a variety of different objects. They should be chosen to help children understand more about the visual language. For example, leaves which have different shapes and colours.

Also to provide children with media that are appropriate to what is being drawn. For example, a plant may be best drawn on a large sheet of paper using graphite sticks or thick marker pens which encourage the child to draw freely and boldly, where as a single flower may call for a small piece of paper and pencils or fine marker pens to draw more finely.

- Natural and made objects
- Part of an object in detail
- A place or a building
- Drawing a friend or making a self-portrait from a photograph
- Drawing from a picture or photograph, particularly relevant to drawing animals

4 Illustrative Drawings

This form of drawing is used to depict characters, scenes and communicates information to help to understand how the world works. It can be a map, a diagram, a scientific illustration or a picture story. It introduces children to the use of signs and symbols. Drawings of this kind are relevant across many areas of the curriculum:

- Draw a story in pictures
- Illustrate a favourite story or character
- A map of my journey to school
- Illustrate a recipe

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During this stage of rapid development, children will move away from the 'schema' and will be able to draw in a variety of ways. They will progress in manual dexterity, gaining greater skill and confidence in handling tools, media and materials. At the same time, their ability to observe the world around them becomes more acute and critical. Taken together these two abilities will allow them to make more deliberate decisions and choices about their work. They are becoming more aware of their own tastes, strengths and weaknesses.

This is a time when they are more willing and able to work together and this means that more ambitious group projects can be undertaken.

They become more interested in drawings by adults and in their own work are influenced by the mass of images produced by contemporary culture.

Making Drawings

As well as drawing freely, all children should have the opportunity to develop their drawing skills in the following ways. At this stage some drawing activities can lead on to work in painting and printmaking.

1 Mark Making:

Children need to build on their earlier experiences of handling tools, media, materials, techniques and processes. The teacher should introduce a series of new techniques and ideas. They will need time and encouragement to achieve a certain level of 'mastery'.

- Using one type of media to make as many different marks as possible
- Explore one type of mark in detail using a variety of different media
- Using marks to make patterns and textures
- Colour evenly in one direction using even pressure with different media
- Use pencils, crayons, pastels to produce gradations of tone, light to dark and dark to light

2 Narrative and expressive drawings

At this stage children can draw upon a wide range of experiences and understandings. They are beginning to be concerned that the images they draw are more realistic.

In order to tell imaginative stories, children need to have available a wide variety of visual resources for their picture making. For example, a piece of bark can be the stimulus for an imaginary landscape or photographs of lizards can inspire drawing of fantastic creatures.

It is helpful to make the connection between emotions and the visual qualities that can represent them. Encourage children to look at the ways artists have handled emotions in their work.

- Drawing expressions to show different emotions
- To draw something that is important to you
- To visualise and draw a world on another planet
- Drawings to highlight social or environmental issues
- Drawings that depict different kinds of weather

3 Observational Drawings

Children need to recognise and understand that observational drawings can be done for different reasons. For example to find out more about the object being drawn, to gather information that could be useful at a later date, to make a record of a place or thing. In some cases, it may be helpful to annotate the drawing with words and notes. To introduce the use of the camera to record and act as a reference and for future ideas. This is also a time to use observational aids, magnifying glasses to focus on detail, viewfinders to isolate an area to focus on.

At this stage children will be able to start to keep a sketchbook, filling it with different kinds of drawings and techniques. These could include sketches, words, photographs, postcards.

It is most important to talk about the visual qualities of the objects line, shape, pattern, texture before drawing them. Discuss with the children which drawing materials best suited to depicting these qualities. Encourage them to experiment and try out the materials in rough before beginning on a finished drawing:

- Drawings to gather information, for example, fashion, structure of plants, how something works
- To make a record of a place, a building, a landscape. Use annotations to give extra information about the subject. These could be used as the basis for developing into a group mural
- Drawings that focus on a particular visual quality for example, form, structure, pattern, texture as they occur in natural or made objects
- Drawings that focus on a particular detail. For example, part of a machine, markings on an animal, a bird's feather
- A series of drawings of people to capture movement

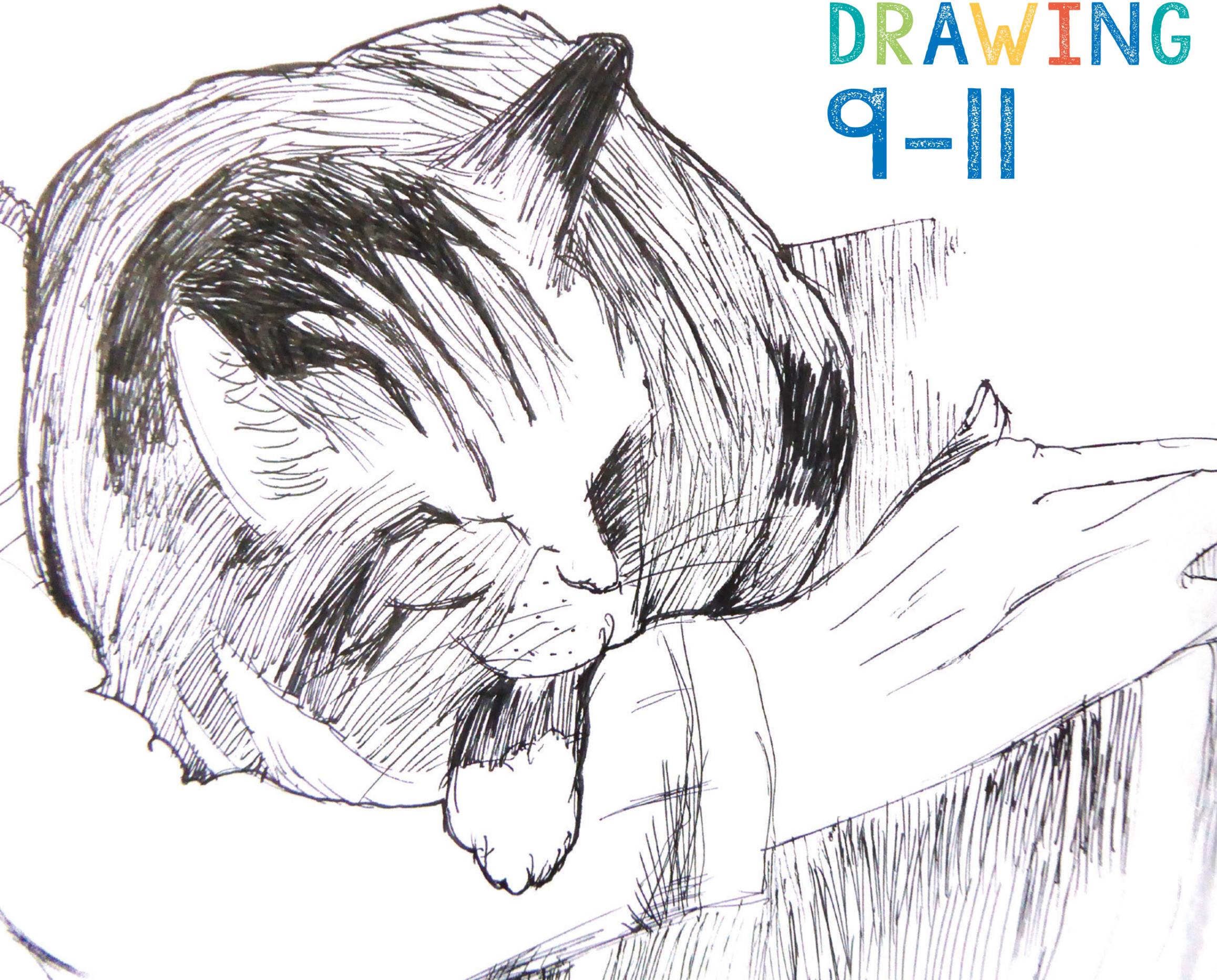
4 Illustrative Drawings

By this stage children will have developed the ability to be more accurate and be developing their capacity to 'think visually'. They can begin to make drawings that will help them solve visual problems, such as alternative layouts for a poster and to make drawings that convey information clearly for example how things can be made and built:

- Drawing a diagram, for example, a family tree, the rain cycle
- A simple plan of something that can be made from Lego or other constructional kits
- Draw a storyboard about an historic event or a journey
- Drawings which explain a process, for example, making a sandwich

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9-11



This is a period of rapid development in both mental and manual skills. Each child will begin to develop their own personal tastes and ways of drawing. There exists considerable differences in levels of attainment. It becomes easy to recognise the work of one child from another. By the age of 11, most children should be able to talk reasonably fluently about art and recognise particular qualities to be found in their own work and others. They will begin to have a much wider knowledge of contemporary art and media and will be able to make and appreciate abstract works.

It is also a time of emotional and physical change. Art, like poetry, drama and music offer an opportunity to express a wide range of emotions.

Children now want to be able to make representational drawings that look 'real'. They can learn to use well established art techniques such as perspective to depict depth and shading to depict form. This can be aided by the use of perspective paper. Encourage three-dimensional drawings which can be aided by the use of isometric paper. This calls for some formal, structured teaching. They are also at an age when they can move freely between reality and abstraction.

Making Drawings

As well as drawing freely, all children should have the opportunity to develop their drawing skills in the following ways.



1 Mark Making:

Skills and activities from earlier years should be built on and refined. Children should be encouraged to take responsibility for choosing the appropriate tools, media, materials, techniques and processes for a particular task or purpose.

- Use rubbings to build up a picture or image
- Use pastels, crayons, fine markers to give the effect of distance by grading from dark to light
- Use marks to make textures and patterns to create a drawing of a land or seascape
- Draw shapes and simple objects continuously, without removing the pen or pencil while drawing

2 Narrative and expressive drawings

Children will need encouragement to maintain and develop their ability to use drawings to tell stories, invent fantasy, express emotions and record experiences they have had. A wide variety of stimuli should be provided with the aim of changing and broadening the way the child sees the world and their relationship to it. It will encourage a variety of personal responses if children are introduced to the many different ways that artists have used to express themselves through drawing. At this stage children become much more aware of the wider world and of social, political and religious issues.

- To choose and research an artist and to make a drawing imitating their style
- Drawings that give a personal response to a social issue such as homelessness, food banks
- Drawings that transform one thing into another. For example, seeing dragons or castles in the clouds, giving people different animal heads
- To make a geometric image using some or all of the visual qualities, lines, shapes, forms, colours and textures

3 Observational Drawings

Children should be encouraged to draw in three-dimensions. They still need to be encouraged to look carefully and to analyse objects and places in terms of their structure, function and appearance.

They should be encouraged to analyse natural and made objects by looking for shapes, lines, textures and patterns. Also observing the relationship between objects and the spaces between them and the effect of light on groups of objects and the way this changes their appearance. The use of photography will help them 'to see' more accurately and to act as a reference.

- Drawings a series of objects in three dimensions
- To draw from memory an aspect of their town, village, favourite place
- Use the sketchbooks to make small observational drawings on a particular theme. For example, shells, fashion, people, vehicles
- To select objects and set up a still life for a drawing

4 Illustrative Drawings

Children should now be able to use sketches in planning a piece of work to develop and show ideas. They are now more able to think of the audience they are communicating with and select the most appropriate art media and imagery.

- A map or plan to help a visitor find their way round the school
- Sketch ideas for a new school house style. For example, school badge, sports kit, signage, web page, certificate
- A storyboard of a day in my life
- Sketch ideas for a campaign to raise awareness of the importance of a healthy diet
- Drawings to explore alternative costume designs for a chosen character in a play



IN LOVING MEMORY OF PROFESSOR KEN BAYNES

Ken and his partner Krysia have worked with the Harley Gallery for many years, developing exhibitions and art activities for children of all ages. Their input has been invaluable and, they have worked tirelessly to help us offer our visitors the highest quality educational experiences, through educational resources for schools and curated exhibitions designed with children in mind. Ken was fun loving and a true inspiration. His belief in the importance of creativity in children's education and development has shaped and determined our Educational Programme.

ACKNOWLEDGEMENTS

GRAPHIC DESIGN

Slave Design

FUNDING

The Morgan Trust

DESIGN AND EDUCATION CONSULTANTS

Brochocka Baynes

With special thanks to the staff of Norbridge Academy, Worksop, who have acted as a sounding board for the project and have tested many of the activities in the Lift Off Framework.

Please visit our website www.harleygallery.co.uk to find out more about our education programme and learning resources.

**Dayle Green, Education and Outreach Manager,
Harley Foundation, December 2020**

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THE HARLEY GALLERY

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The Harley Foundation, a charitable trust.
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