

Ben Uri Gallery
Art Skills For Teachers

Drawing



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Ideas for drawing in the classroom



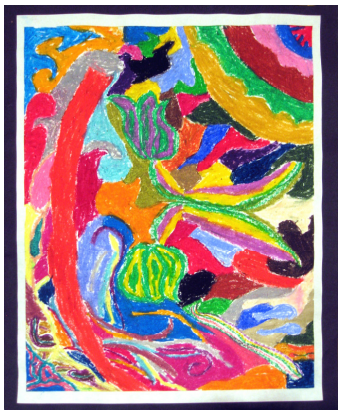
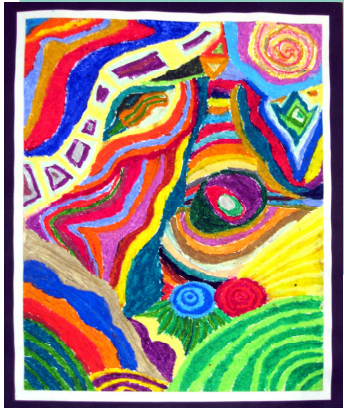
Drawings are representations! Even the most 'perfect' drawing by a professional artist is only a representation of the real thing. Drawings are unique! If you wanted perfect pictures you could take photographs! Children can often worry about making their drawings look like the *real thing*, but this is not always important. The key thing is to develop confidence in children when approaching 'art' and to encourage children to enjoy and appreciate their own personal expression.

Drawing is fun! Choose some unusual objects to draw on and off you go! You could choose, polystyrene cups, bananas, loo roll tubes, pieces of fabric, newspaper...

Materials

Oil pastels

These pictures were created by Year 5 children using oil pastels. They were inspired by the work of Sonia Delaunay, featured in the *Movement* pack. Oil pastels are a great way of creating vibrant and colourful pictures. They can be used to fill the whole area of paper (cartridge or sugar paper is best) or they can be used to create the outline and detail of the drawing, and then painted on top of, as in this oil pastel and watercolour picture by a Year 2 pupil below .



An Oil pastel and watercolour picture made by a Year 2 pupil.

The oil in the pastel will resist the paint on top, leaving the oil pastel showing clearly.



Chalk pastels



Chalk pastels can be used to create a range of effects. They are best used on cartridge or sugar paper. Chalk pastels can be smudged with the finger to create soft blended drawings, or used for bright outlines as in the pictures above, by Year 3 pupils as part of the *Relationships* pack.

Top tip!

Chalk pastel and charcoal can 'fixed' using cheap hairspray—it's much cheaper and works just as well!

Chalk pastels can also be used to mix colours. These skin tones were mixed using chalk pastels. Layers of colour were placed on top of each other and then blended with fingers. The colours used were recorded by making small lines next to the mixed final colour, as can be seen in the picture.



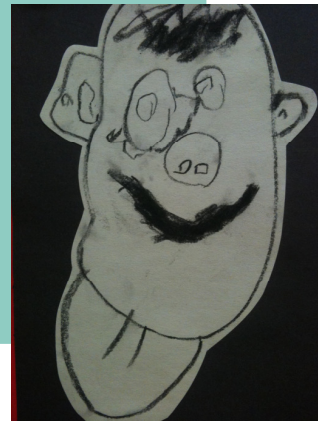
Charcoal



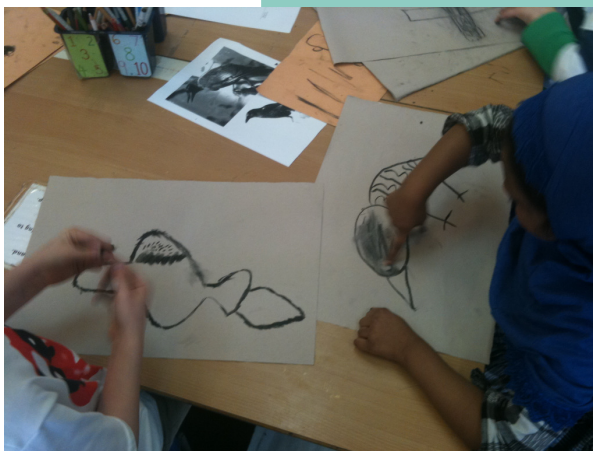
It is important to begin all projects involving new materials with a mark making activity. Charcoal is best used on cartridge or sugar paper. There are varying ranges of thicknesses of charcoal that can be purchased, but a medium size is usually best for the Primary classroom, as the thinner versions can break very easily.

Charcoal can be used very softly, or used to create thick and dark areas. Charcoal can be rubbed out using a Putty Rubber. Interesting drawings can be made by covering an entire sheet with a layer of charcoal, and then using a putty rubber, to erase a picture into the covered surface.

Using charcoal for an entire session can be a messy process and table covers and aprons are advised.



Charcoal Portrait by a Nursery pupil.



Year 1 pupils use charcoal here to create drawings of crows

It is also advisable to use larger sizes of paper than is usual. This encourages bolder drawing movements, but also makes drawing a bit easier for pupils, as it is hard to create as much detail as they are used to making with a pencil.

Mixed Media

Mixed media pictures are pictures that are made using a variety of materials and techniques. For example, drawing, painting and collage. The use of mixed media can help to teach children about a range of materials and techniques. It is also very useful for thinking about composition, as it often requires pupils to assemble the components of their picture.



This picture was created by a Year 2 pupil. The background was created using handwriting pen on cartridge paper. The character was created using pencil, watercolour and handwriting pen. The character was then cut out and stuck on to the background.



This picture was created by a Year 6 pupil as part of an Imaginary Landscapes project. Pupils made observational drawings of plants and flowers before creating their own, wild landscape pictures. A series of drawings and paintings were made using water colours and handwriting pens. The drawings and paintings were then cut out and assembled on to one background.

Pencil Crayons & Felt Tips

These are readily available in the classroom and can be used to produce some effective results.

If pupils are going to use coloured pencils to colour in, it is best to use the pencil on its side, rather than trying to colour using the tip of the pencil. This will create a smoother and more even coverage.

Using a colour matching felt tip to outline different parts of the drawing can provide extra emphasis and 'finish' a drawing off.



Each section has been coloured in with pencil crayons and then outlined with the corresponding felt tip colour.

Mark Making

Before embarking on any drawing project, encourage children to experiment with the materials that they are using. 10 minutes of experimenting with the materials will relax children, encourage investigation and allow for new techniques to be discovered.

Mark making with charcoal



Questions to ask:

What happens if you press really hard?

What happens if you press really softly?

What happens if you turn the material on its side?

Can you make any patterns?

Can you make dark and light?

Can you use your finger to smudge the material?

You can keep these mark making sheets for display - the process is just as important as the final outcome and the work makes for an interesting record of techniques used!

Observational Drawing

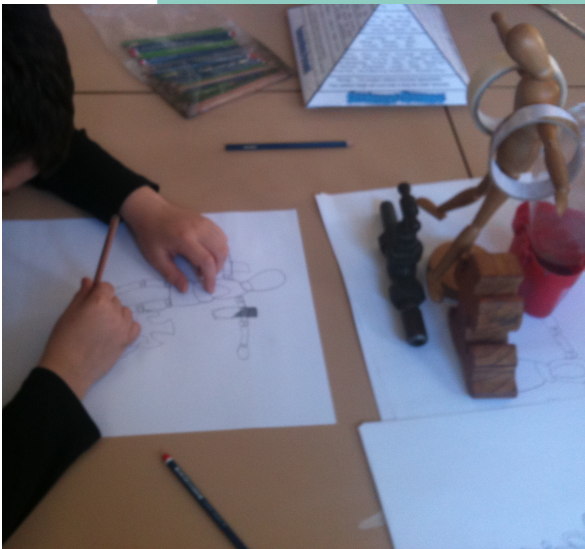
Observational drawing is a great way to start many projects!



A reception classroom ready for observational drawing



Magnifying glasses can encourage children to look closely. This is a nursery classroom.



Here a Year 6 pupil draws a puzzle piece, an old tap, sellotape, a drawing figure and a pencil pot.

Make sure you keep a box of interesting objects to draw. These can come from the staffroom kitchen, the playground, your holidays, charity shops and even the fridge!

Observational Drawing using Pencil, Oil pastel and Watercolour on cartridge paper.



Pupils looked at real flowers.

Pupils were encouraged to use magnifying glasses to look at the detail in the flowers. These drawings are made by Year 3, Year 4 and Year 6 pupils.



People have different styles of drawing...



Geoffrey
Frank Auerbach, b. 1931



Musicians
Josef Herman, 1911—2000

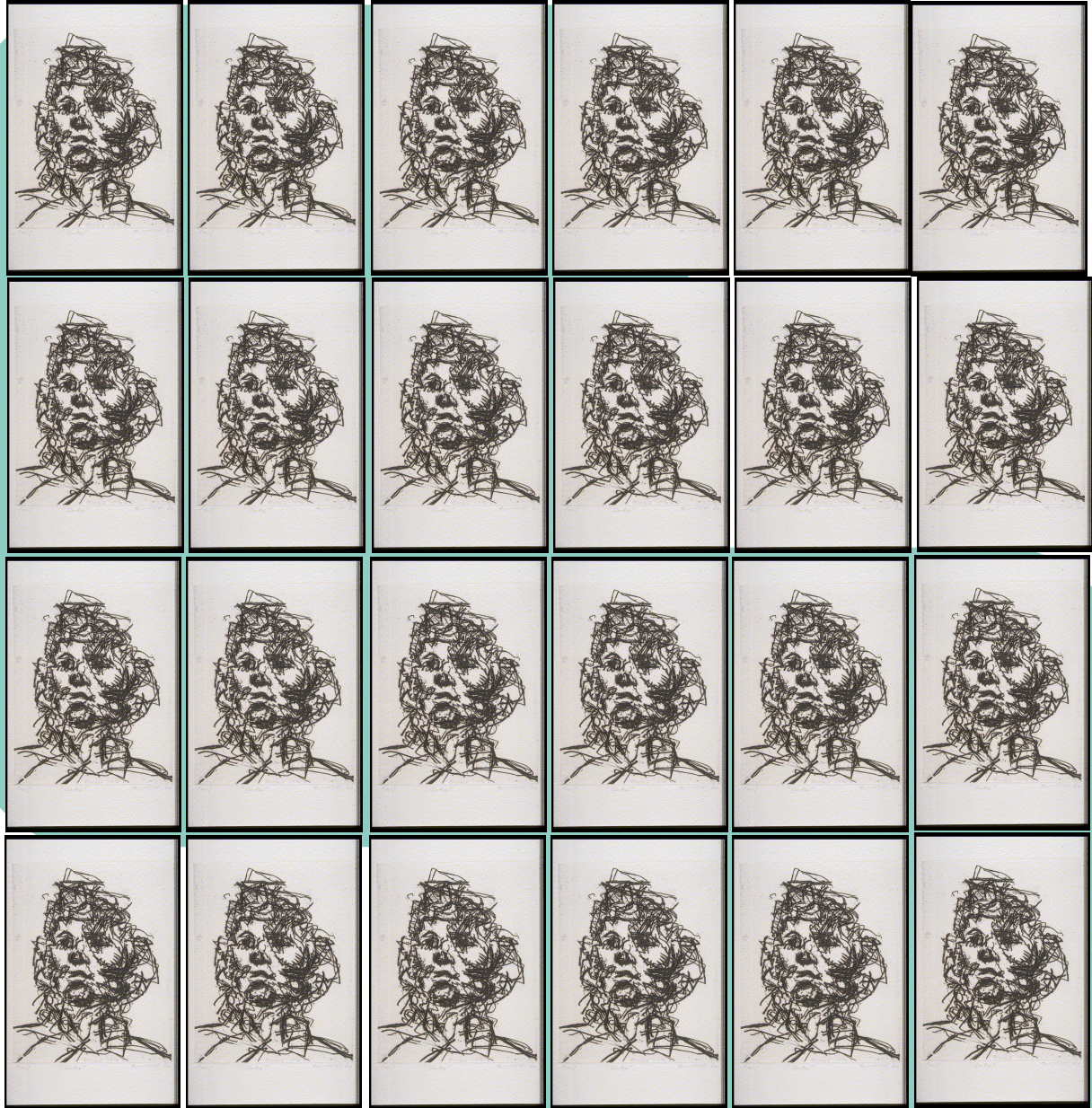


Sketch for Mornington Crescent
Frank Auerbach, b. 1931



Tcheco with Guitar
Bernard Stern, 1920—2002

Imagine 30 pieces of work that all look the same!

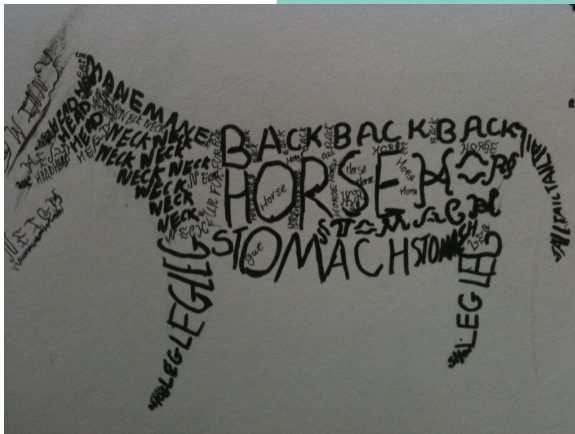


Jake
Frank Auerbach, b. 1931

Celebrate difference!

Drawing with words

This is a great way to combine literacy and visual art. It works best if the school has sets of the felt tip pen style calligraphy pens, but the same method can be used without them.

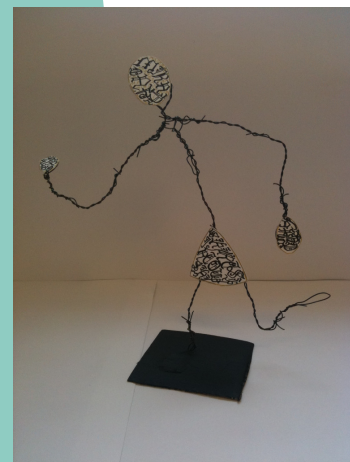
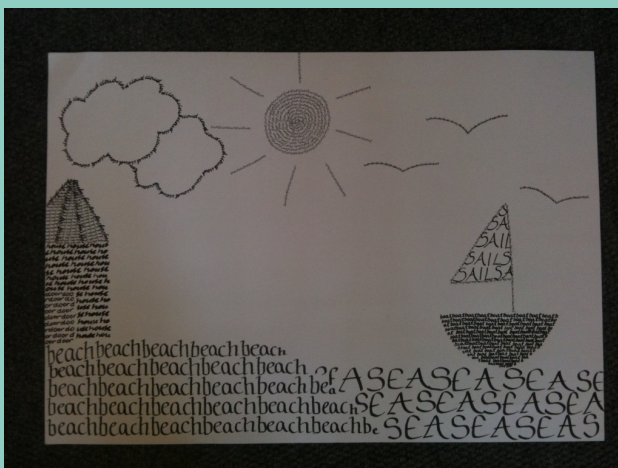


Explore different types of calligraphy. This could be traditional calligraphy, alphabets from around the world, and also modern typography in street signs, advertising, posters in magazines etc. There are many to be found on the internet!

How to do it

Think of the object you would like to draw. Come up with a list of describing words for that scene or object, for example for a beach scene you could write, calm, windy, breezy, and also the words for the objects that you might find there such as shore, waves, sand, beach, boat etc.

Draw a pale outline of your object using a pencil. Then fill the shapes in with your words.



The sheets of paper for practicing writing can be turned into 3D sculptures when finished

Drawing in groups

Group drawing is fun! It is important to make sure that each person has a clear sense of what they are contributing however as some children may start to do all of the work!

In this picture, each child began by designing their own monster. Then in groups they showed their monster to the other group members. (The aim of the task was to produce 1 giant monster drawing per group)



Year 5 pupils creating giant monsters using oil pastels and watercolours

The pupils had a vote on which bit of their monster would be included in the final drawing. For example, the monster may have one person's head, the other person's feet, the other person's tail and so on until every child had a part to draw. They then created their giant monsters!



Alternatively set up long pieces of paper on tables pushed together in the classroom or on the floor of the hall. Let children sit on each side of the paper and ask them to draw. This is great for drawing places, such as street scenes, or whole environments such as rainforests, under the sea, fantasy worlds etc.

Imaginative Starting Points



A further activity which can be used to develop drawing skills and encourage imaginative thinking is a 'Continue the Drawing' activity.

Print out images of art works from the Ben Uri teaching packs. Cut these pictures in half, or into smaller sections, and stick on to a large sheet of cartridge paper (1 image section per sheet). Pupils must then continue the drawing, to complete the picture and fill the whole page. (This is also a great starting point for literacy as pupils must invent the rest of the picture/story) Encourage children to imagine what is happening in the rest of the picture.

Choose 3 objects from a selection printed out on to paper (the words can be things like, an umbrella, a sock, an angry cat, a old key, a pointy hat etc.) Pupils must create a picture that contains all of these 3 things, and tell a story with their picture.

Drawing the Figure

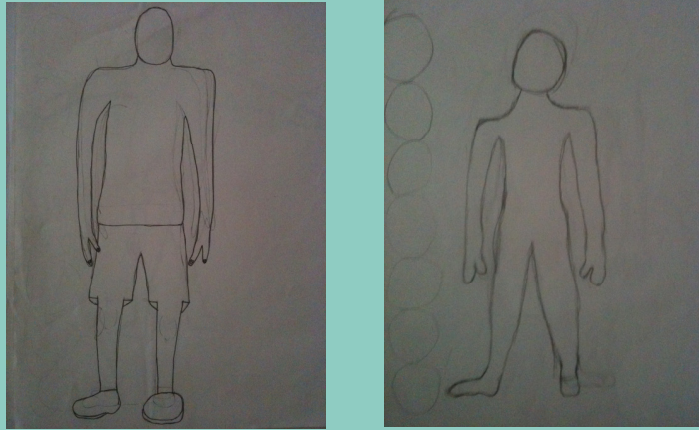


Figure drawings by Year 5 pupils

There are no exact **rules** to drawing the figure, but there are some tips that can help. The best way to demonstrate proportion to the pupils is to use your own body or theirs! For example, stand with your hands reaching down as far as they go. Where do your arms reach on your body? It's about half way down the thigh. Is this longer than we initially thought? Hands are often drawn too small. Put your hand over your face. The hand nearly covers the entire face! We should try to remember these observations about the body when we are drawing.

Discussion about how the body really looks is very important before embarking on trying to draw the figure.

Top tips!

The distance from feet to head is exactly the same distance as the span of the person with their arms outstretched!
You can usually fit about 7 heads into one body, so the proportion of head to body should be about 1/7
You can usually fit 3 heads across the distance of the shoulders, so make sure shoulders are wide enough!
Hands reach down as far as the middle of the thighs!

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Thinking about joints & movement



A helpful introduction to drawing the figure is to make cardboard models that can demonstrate the way that the figure moves. Discuss the parts of the body with pupils beforehand, looking at the skeleton and the way that the parts of the body connect.

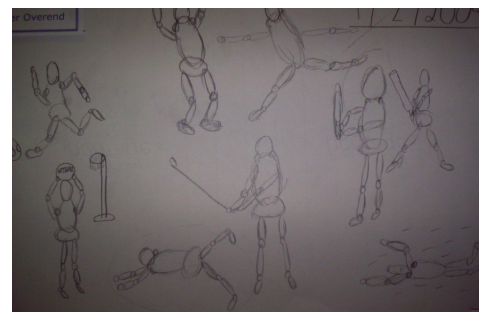
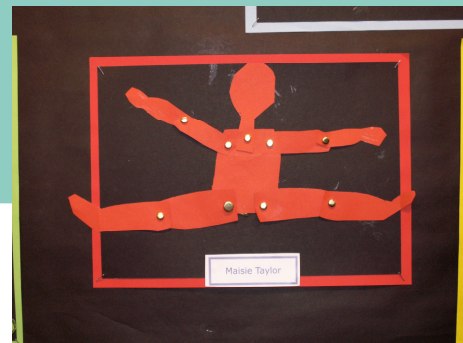
You can then make a moving model.

You can provide templates to make the moving models, or older pupils can make their own. Use copier card to make the models and split pins to attach the pieces. These can be a bit tricky to use, but holes can be made using sharp pencils if the pupils are finding it hard.

These models were made by Year 4

Once the models have been made they can be used to create a range of 'poses'. Ask pupils to choose a sport or activity and then shape their model into that pose. Sports and games are good starting places for action. You can use real photographs of sports people to help with producing the poses.

You can then ask pupils to draw from their models.



*more activities
over the page!*



More activities with joints & movement

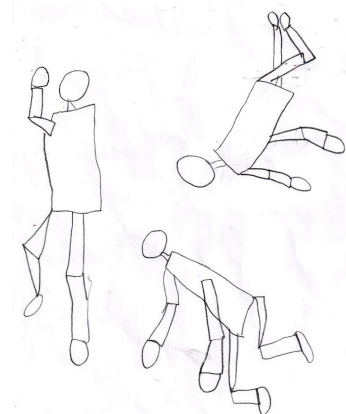
A P.E lesson is a fantastic place to draw the figure in action!



Photographing the moving figure



Prints of the photograph can be drawn over using oil pastels.



Drawings can be made by observing classmates in action.

see how these activities can be displayed over the page!



The models can be any size you like! They look great when they are displayed!



Describe Your Painting

This is a great game for encouraging children to look really carefully at a work of art. It also develops communication skills and team work.

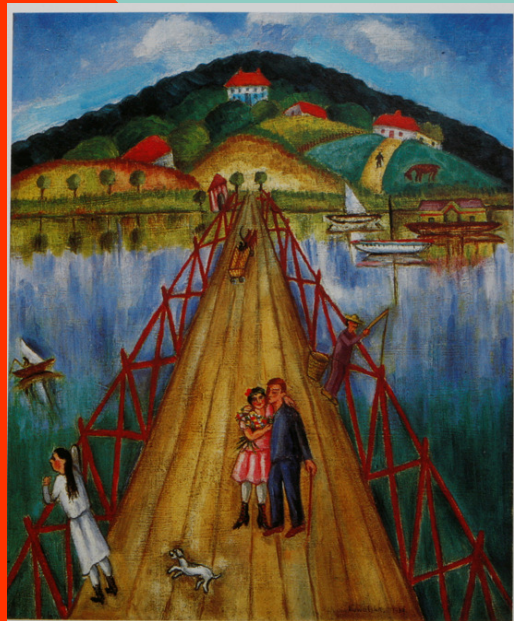
Describe your painting to your partner, who must then draw it.

Put pupils into partners. Each pair must have a 1 piece of paper and 1 pencil. Give partner 1, a picture (*images of works from the Ben Uri collection can be found in the teaching packs, the A Sense of Place teaching pack is particularly suitable*) Partner 1 will be the 'describer'. Partner 2 MUST NOT SEE the picture given to the describer.

Partner 2 will be the 'drawer'. The drawer must draw the picture guided only by the instructions of Partner 1. The describer must describe every detail of the painting, in order for Partner 2 to reproduce the picture accurately. When the first drawing is created partners can swap roles and begin the activity again. At the end of the activity pairs can show their results to the rest of the class. Keep a big pile of pictures ready for those that finish early. Pupils enjoy playing this game!



How to do it



The Bridge
Chana Kowolska, 1904—1943
(A Sense of Place Teaching Pack)

Describe this picture to your partner...