

# Key Concepts for Primary Schools in Drawing for ages 5 to 7

[<<< Back to the AccessArt Drawing Journey for Children Ages 5 to 7<<<](#)

The statements below can be used by primary schools to check that the offering the school provides to pupils covers key concepts in drawing.

By the end of UK Year 2 (age 7) these statements should resonate with the majority of pupils (and form the basis of opportunities provided by school, covering key concepts in drawing).

- I have enjoyed exploring different drawing activities.
- I have had the opportunity to work on a variety of scales. Not all the drawing I have done has taken place at a desk.
- I understand appropriate key words relating to drawing, and have gained this understanding through practical experience.
- I have used a variety of drawing media and been given the opportunity to practice my skills. I have also drawn on a variety of drawing surfaces.

**I have made drawings from observation, and imagination, and I know I can experiment.**

- I have drawn alone and I have also created drawings as part of a group.**
- I have drawn from a variety of subject matter, including drawing from life (including people and places).**

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**AccessArt welcomes artists, educators, teachers and parents both in the UK and overseas.**

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**Key Concepts for Primary Schools in Drawing for ages 7 to 9**

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**Key Concepts for Primary Schools in Drawing for Ages 9 to 11**

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**What Is A Drawing Tool?**

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**What Is The Purpose of Drawing?**

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# What Is Drawing?

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**Still Life  
Compositions:  
Inspired by  
Cezanne**

**What We Like About  
This Resource...**

*“This activity walks through a*

*number of different processes and taps into multiple skills. This provides a rich exploratory project for children to fully immerse themselves in. Cezanne was the focus artist for this project, but other contemporary still life painters could be used as starter inspiration. We actually advocate showing the work of more than one artist as this builds knowledge of how approaches to painting, drawing etc differ. This also helps children move towards a personal response rather than creating a 'copy' of one particular artist's work" – Rachel, AccessArt*

**You Might Also Like...**

**Pathway: Exploring Still Life**



**This is featured in the  
'Explore Still Life'  
pathway**

# talking points: Flemish and Dutch Still Life Painters



# Talking Points: Paul Cezanne



talking points:  
Contemporary still life



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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) re affirms 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, re purposing that into new sculptures that link with Roman or other local historical cultures” – *Rachel, AccessArt*

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Like...



[Henry Moore's Shelter Drawings](#)



# Remembrance Day Soldiers



For Remembrance Day

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**Which Artists:**  
**Claire Harrup**

# What We Like About This Resource...

**“We really enjoyed reading about the process of creating art work according to a design brief and how the experience of this differs to when an artist begins with their own idea or concept. That’s not to say an artist can’t approach a brief with their own individual style and ideas, but what this post shows us is that there can be a balance between the two. This would be a great resource to show older KS pupils who may be beginning to consider their options beyond Primary School”.**

– *Rachel, AccessArt*

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**Pathway: 2D Drawing to 3D Making**



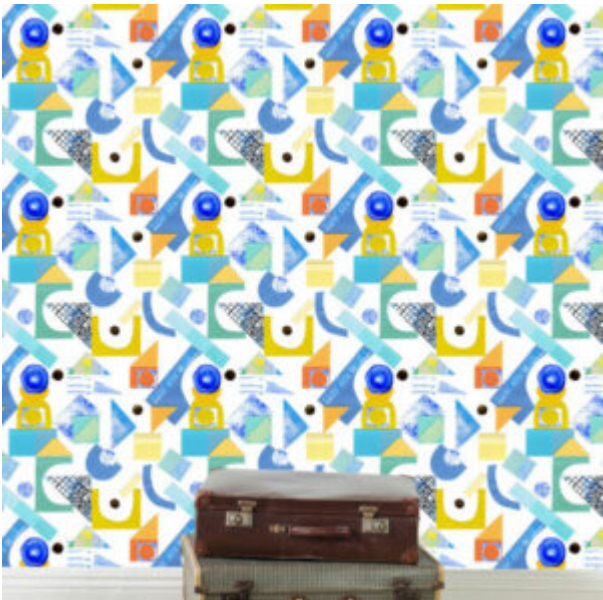
**This is featured in the '2D Drawing to 3D Making'**



**Which Artist: Rachel Parker**



**Repeating Patterns**



# Block Printing Repeat Patterns



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**Which Artists: Ava Jolliffe**

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# **Sketchbook Journey At Haslingfield Primary School**

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**Which Artists:  
Jason Line**

**What We Like About  
This Resource...**

**“It’s always so inspiring to  
hear how different artists work**

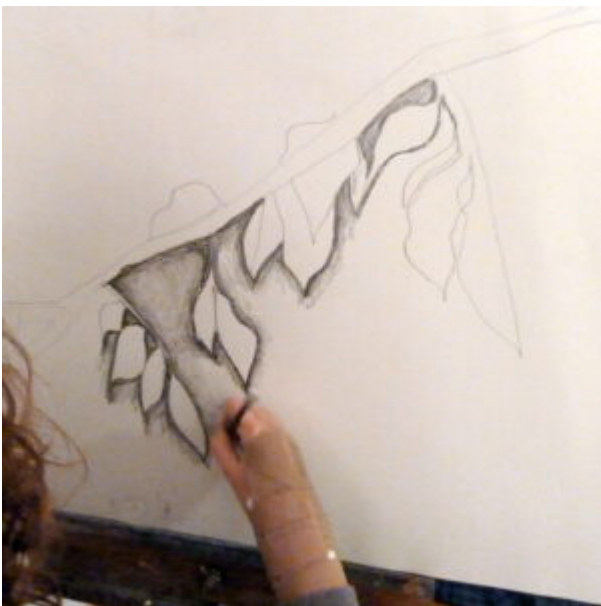
and we particularly like the detailed references Jake makes to his process – marking out the composition using neutral tones; adding and taking away compositional elements and gradually building in more colour and detail. Delivering a still life session in a classroom could begin with this process and encourage the practice of looking at positive and negative space. Some suggested resources below also touch on this”. – *Rachel, AccessArt*

**You Might Also**

# Like...



Tackling Still Life for Children



# Drawing Negative Space



# Visual Arts Planning: Still Life

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**Dropped  
Sculptures**

**Cone  
with**

# **Julia Rigby**

## **What We Like About This Resource...**

**“There’s a really fun element to this activity which is you can imagine all children really enjoying! The idea of food on large scale is a great starter for a sculpture project and an early exploration of working in 3D. What’s really positive to see in this project is how the children used their sketchbooks to design their ice creams prior to working in 3D. They then had**

the opportunity to re visit and refine their ideas as they worked. This provides a solid foundation for the concept of design development and design through making- both of which underpin any visual arts or design project or profession. For more support on how to develop sketchbook practice in your setting please see our [Sketchbook Journey](#)" – *Rachel, AccessArt*

**You Might Also Like...**



## Art Club Cafe



## Communal Drawing: Summer Picnic



## Redesigning Food Packaging

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**Portrait Club**

**What We Like About**



# **This Resource...**

**“We’re really grateful to Jake from Draw Brighton for sharing this activity which became so well received during lockdown 2020.**

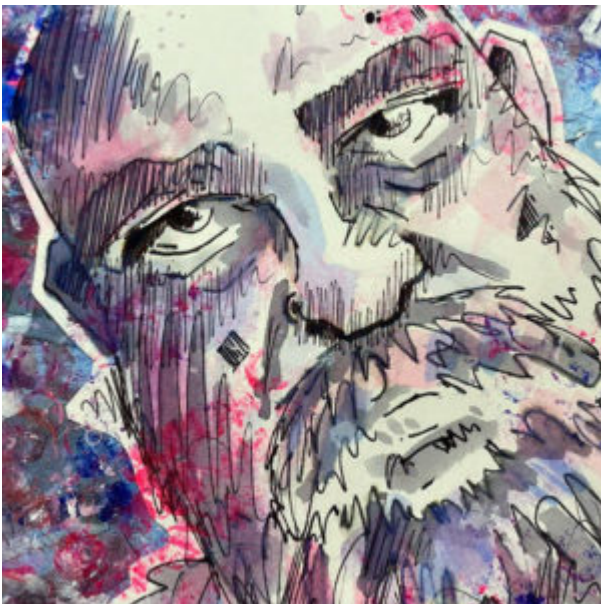
**This is the perfect reminder that wherever we are in the digital or physical world, we have our eyes, hands and faces, and drawing provides a wonderful opportunity to come together in small groups to make sketches of each other. Use this activity as an ice breaker before a workshop, or as a transition activity between classes or events. Thank you Jake!” *Paula,***

*AccessArt*

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**Pathway:  
Identity**

**Exploring**



**This is featured in the  
'Exploring Identity'**

[pathway](#)

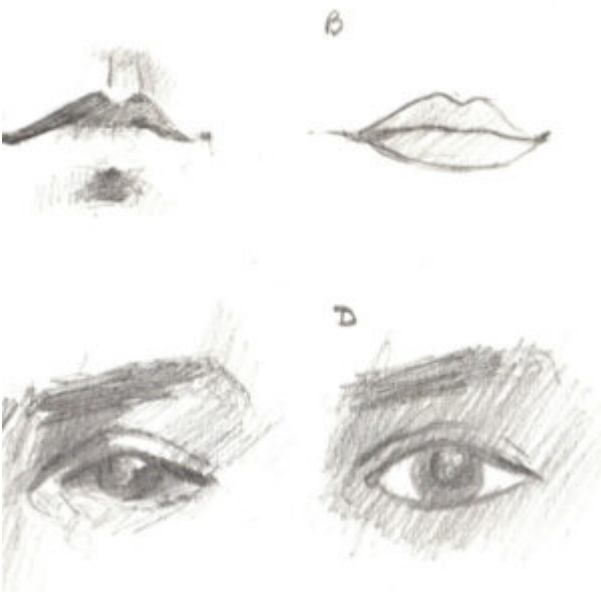
# Talking Points: Njideka Akunyili Crosby



## Making Physical or Digital Layered Portraits



# Introduction to Portraits



Exploring Portraits in  
Graphite, Collage and Clay



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# Connecting With Nature Through Art

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**Lino Printing**  
**Inspired by**  
**Gestural Drawings**

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**Movement Maps**

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**Finding Marks**  
**Through Drawings**

# Made by Artists

# See This Resource Used In Schools





**You May Also Like...**

**Pathway: Typography and Maps**





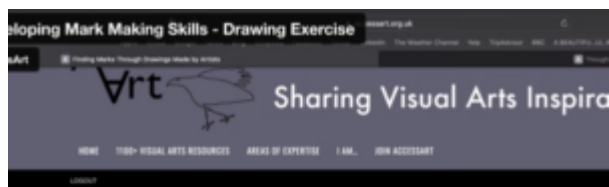
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'Typography and Maps'  
pathway

**Pathway: Cloth, thread,  
paint**



This is featured in the  
'Cloth, Thread, Paint'  
pathway

# Session Recording: Finding Marks Made by Artists



## Finding Marks Through Drawings Made by Artists

By Paula Briggs

This resource shares a way to introduce learners to the diversity of mark making at their disposal when making drawings. By deconstructing drawings made by artists, we can begin to build our own vocabulary of marks, and start to make our own creative decisions about when to use a certain mark in a particular context, and understand how the marks we choose will affect the final drawings.



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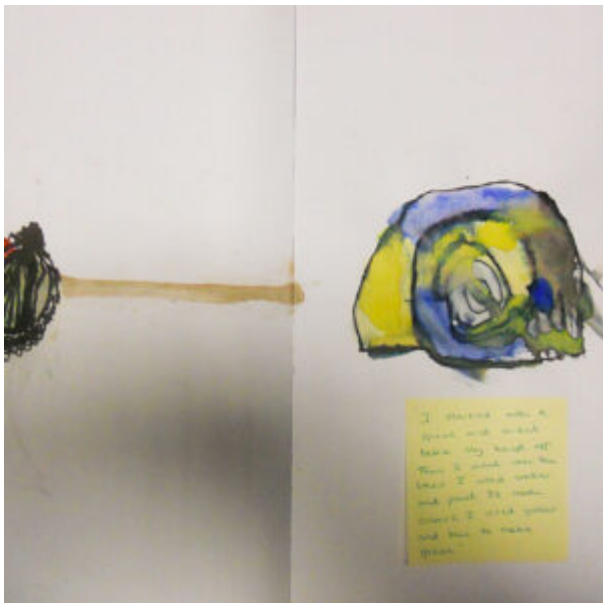
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**Water Soluble**  
**Felt-Tips With**  
**Complementary**

# Colours

See How This  
Resource Is Used  
in Schools...







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**Pathway: Spirals**



This resource is in the  
'Spirals' pathway.

**the drawing journey**



**Layered    Colour    Gestural  
Drawing**

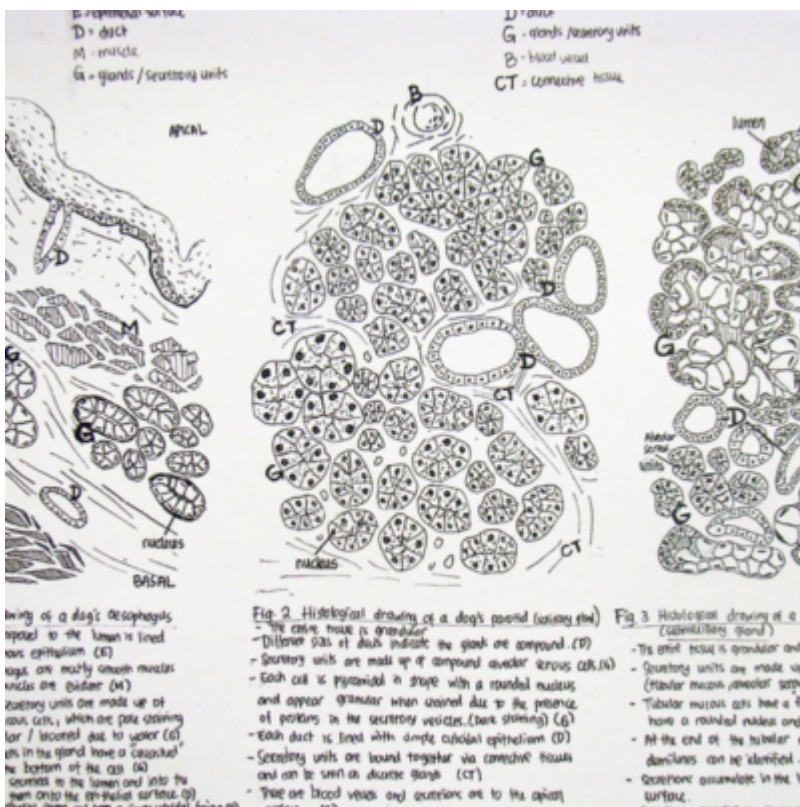


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**Drawing for  
Learning in  
Anatomy, by Dr Fay  
Penrose**

# You might also like...

## University of Liverpool Veterinary Science Schematic Drawing Task



[Fay shares her working](#)



process in using drawings  
as a means of building  
understanding

## **Drawing for Science, Invention and Discovery**



A collection of resources  
which explore methodical

and chance drawing  
processes, together with  
visualisation, adaptation  
and memory drawing  
activities.