

The Drawing Journey for Children Ages 7 to 9 – Drawing Exercises

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Exercises to Build Drawing Skills

The exercises below have been selected as being suitable for ages 7 to 9.

Drawing exercises underpin all creativity. Please note there is no absolute order that these exercises might be introduced, so please do feel able to choose the exercises that appeal to you.

Repeated practice is key: vary the subject matter and drawing medium to keep the process active and engaging.

These exercises might be done at the start of an art lesson as warm-ups, or when children come in to school in the morning or after lunch as transition activities. Skills will quickly build over time, as will familiarity with materials, techniques and ideas. Skills will then feed into all art work.

Work in sketchbooks or loose sheets of paper which can then be gathered into a [Backwards Sketchbook](#).



Exercises

Drawing Prompts



Overcome the fear of the 'White Page' with these Prompt Cards

Mark Making & Sound



3 exercises to help develop mark-making skills inspired by sound

Ten minutes, five times a week



Five vital drawing exercises to help develop skills

Backwards forwards drawings



Use the backward forward drawing technique to help slow down your drawing (and looking)

making stronger drawings



Try this exercise to help learners make bolder drawings

see 3 shapes



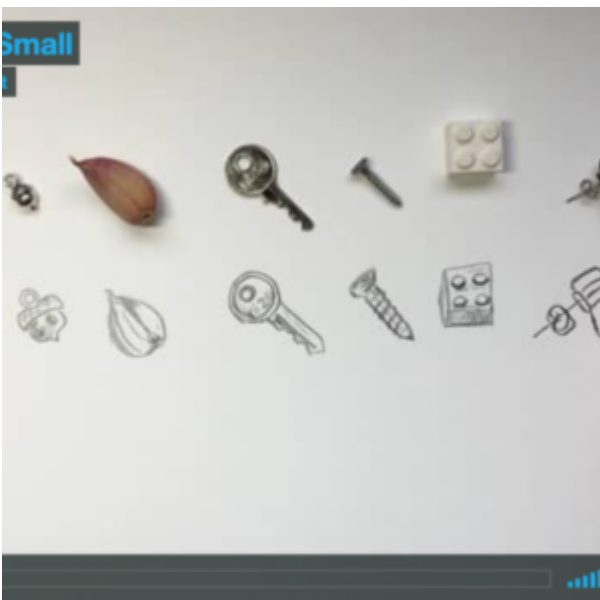
Explore how seeing simple shapes can help develop drawing skills

continuous line drawing



[Find out the benefits of continuous line drawing with this resource](#)

drawing small



[Make a series of small, accessible drawings to settle into the drawing](#)

process

drawing Large



Make larger, gestural drawings using loose marks

feely drawings



Drawing through the sense of touch

drawing like a caveman



Using our hands as tools for drawing

thoughtful mark making



Develop mark making vocab and decision making skills

drawing speed



[Experiment with the speed at which you draw](#)

finding Marks through artists



[Be inspired by the marks made by artists](#)

blind contour drawings



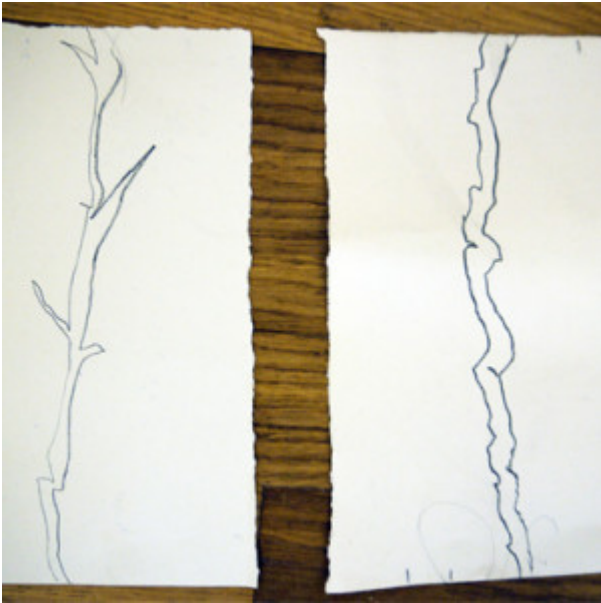
Match the speed of drawing with the speed of looking

drawing with a ruler



Make your drawings with straight lines only

HELP CHILDREN DRAW LARGER



Try this simple exercise to encourage children to draw larger

One line street scene



Use the voice to lead the drawing

Make a shy drawing



Slow down and make quiet, introverted drawings

drawing hands



Simple continuous line drawings of hands

Show Me What You See



Drawing exercise to help children communicate what they can see

look up not down portraits



Fun portrait exercise working in pairs

Finger palette portraits



“Finger paint” the portrait

discovering charcoal



Explore the qualities of charcoal

spiral snails



Explore colour and movement using pastels

Turning paper into fur



Turn paper into fur

explore 3d drawing with lego



Drawing Lego to explore perspective

Simple perspective



Introduce children to simple perspective

drawing clouds & mark making



[Making marks in response to other marks](#)

Metronome drawing



[Drawing to a slow pace](#)

negative space to scale up



Seeing positive and negative space to help you draw

drawing out of your comfort zone



Exercise to push your drawings further

pastels to capture texture



Exploring texture with pastel

drawing with mass



Exploring how to draw mass and form

the geometry of a chicken



Seeing simple geometry to help you draw

layered colour gestural drawing



Layering colours to build gestural drawings

ink drawings



Using ink and making drawing tools

analogue Drawing



Explore mark-making through drawing emotions

deconstructing to help you see



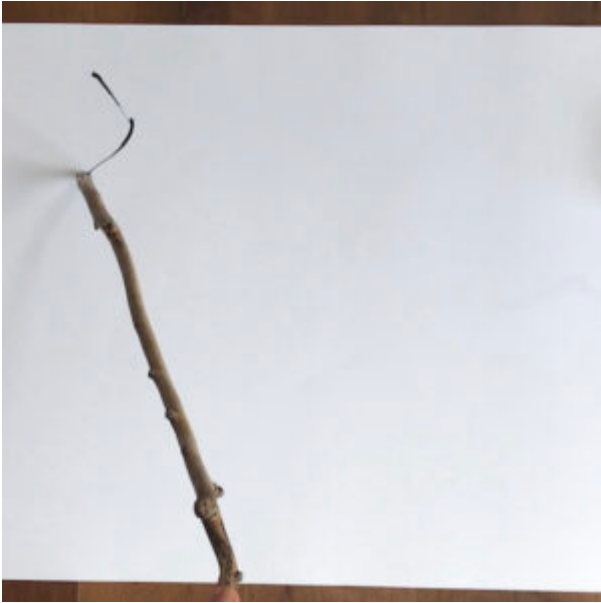
In this drawing/sketchbook exercise pupils will practise close looking, and explore mark-making

Drawing with your feet



Use a different body part to make drawings

Stick Drawing



[Create loose drawings by extending your reach with sticks](#)

Continue your Drawing Journey...



[>>On to Step 3: Introducing Materials >>](#)

[<< Back to Step 1: Pedagogy and Understanding<<](#)