

# Drawing with Sticks

By [Elizabeth Hammond](#)

In this post artist Elizabeth Hammond demonstrates how to draw using a stick to give life to the marks made. This way of drawing encourages bodily movement and energy on the page. It is a really accessible activity for all abilities. Become a [member](#) to watch the full video below.

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**What We Like About This**

# Resource

*“This is a great activity to get students to think about drawing in a different way. Extending reach and accepting a lack of control can lead to really exciting and energised mark-making. It’s great to see that this resource has also been used in SEND settings, demonstrating its accessibility.” – Tobi, AccessArt.*

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**Exploring Macbeth Through Art: Storyboards**

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**Exploring Macbeth Through Art: Out Damn Spot!**

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**Exploring Macbeth Through Art: Light and Dark Posters**

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## **Exploring Macbeth Through Art: Macbeth Portraits**

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## **Exploring Macbeth Through Art: Heath Landscapes**

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## **Introduction to Graphite**

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## **Drawing Source Material: Orchestras and Instruments**

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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## **Orchestras and Instruments**

Use the film below to enable children to explore orchestras and instruments. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to different qualities.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

How might you invent your own instrument? What instruments might you combine? Is it self playing?

## This Source Material Is Used In...

Pathway: Music and art



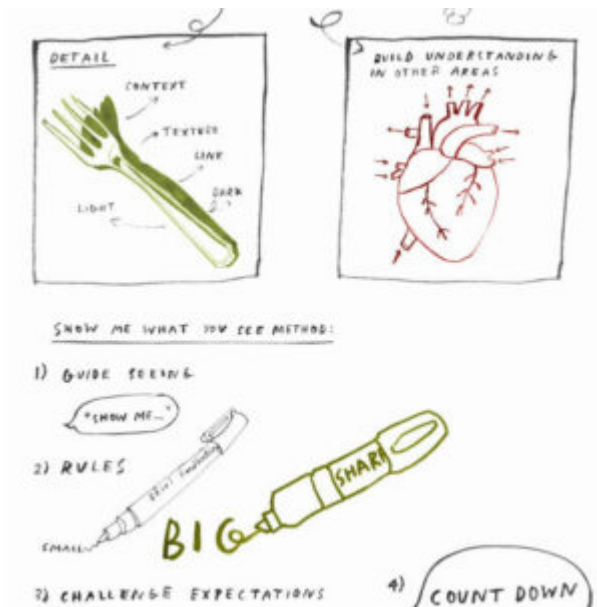
[This is featured in the 'Music and Art' pathway](#)

using sketchbooks to make visual notes





Show me what you see



# Using Sketchbooks to Make Visual Notes



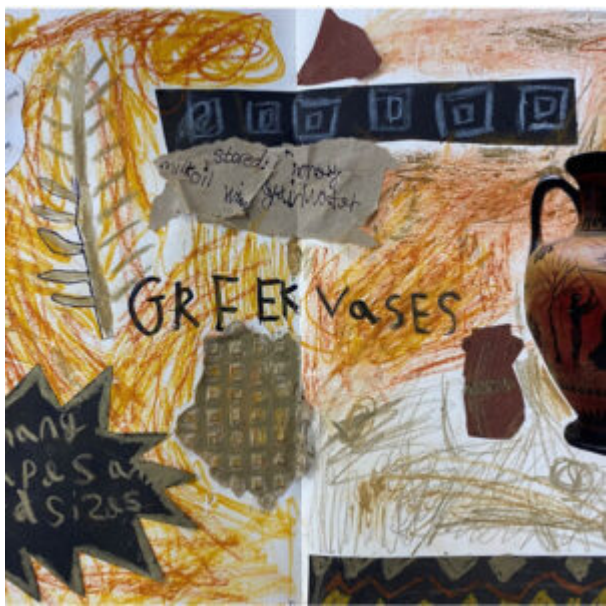
# See This Resource Used In Schools





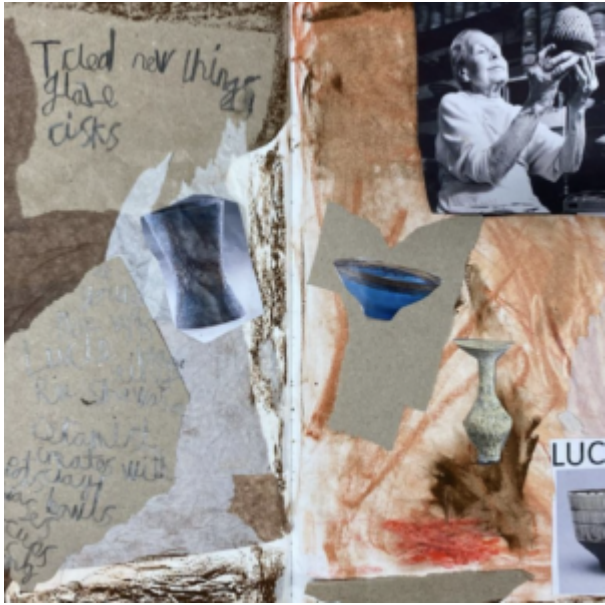




















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## **Drawing Source Material: Shells & Spirals**

**A collection of imagery and sources which you can use to prompt drawing in schools and community groups.**

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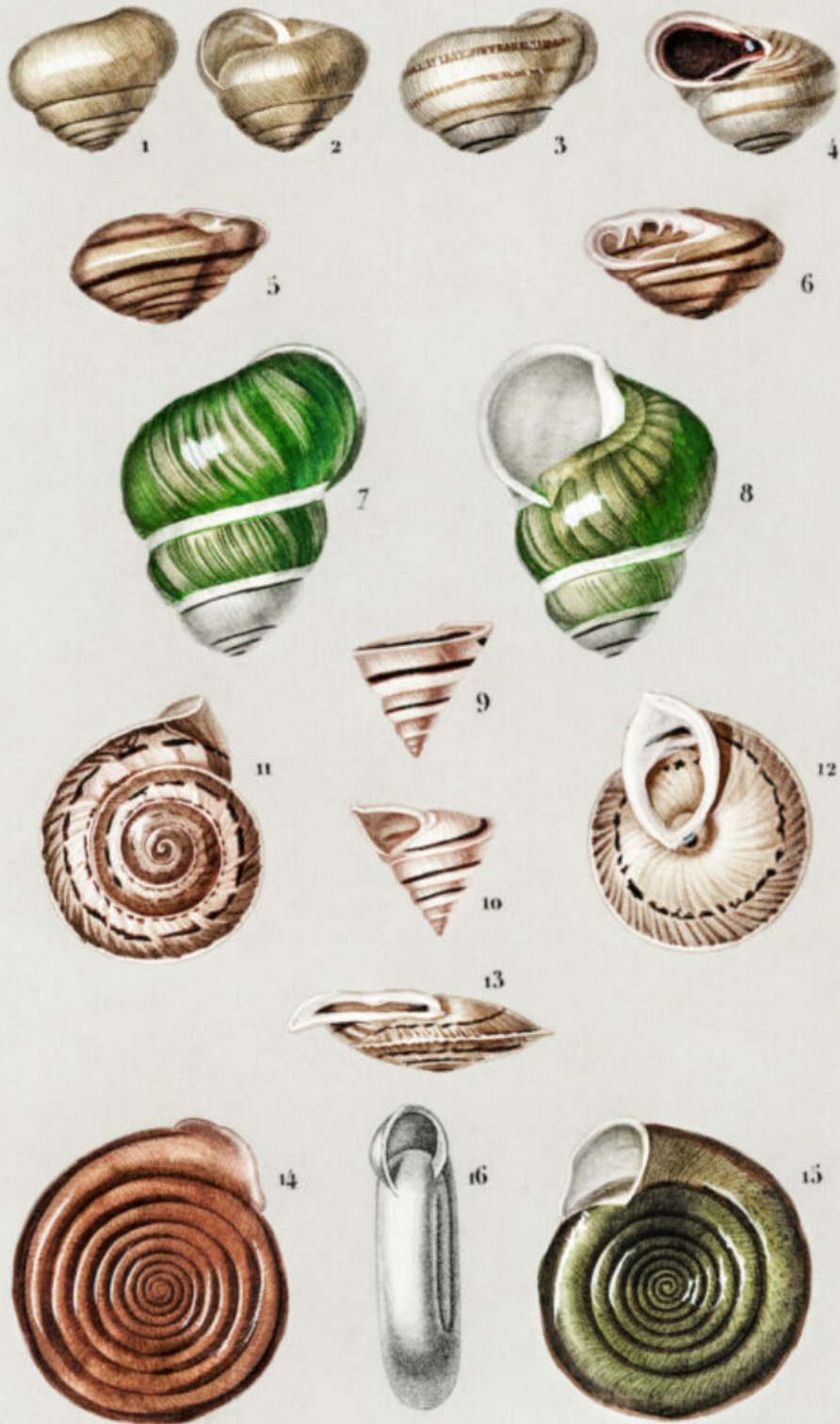
## Shells

Use the films below to enable children to explore drawing shells. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the shells.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

**Charles Dessalines**



11000. Paris.

Fournier. 50.

1, 2. *Helix trochiformis* (Helix epistylum, Mull.)—3, 4. *Helix macrostoma* (Helix citata, Mull.)  
 5, 6. *Helix sinuata* (Helix sinuata, Mull.)—7, 8. *Helix multicolor* (Helix polytrua, Sussur.)  
 9, 10. *Helix pyramidella* (Helix Pyramidella, Bign.)—11, 12, 13. *Helix de Lister* (Helix Listeriana, Gray.)  
 14, 15, 16. *Helix polygona* (Helix polygona, Bern.)



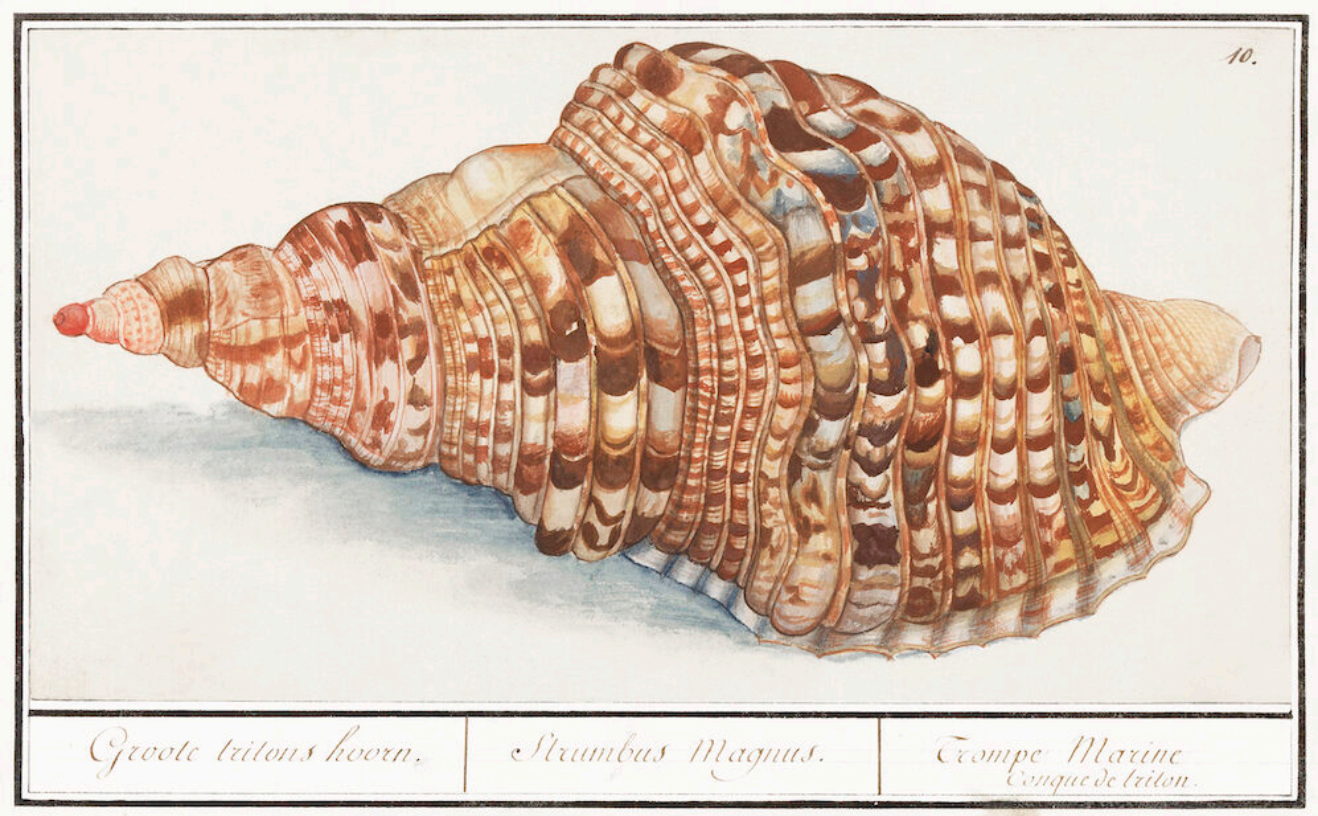


Prétre, pinx.

Legrand, sc.

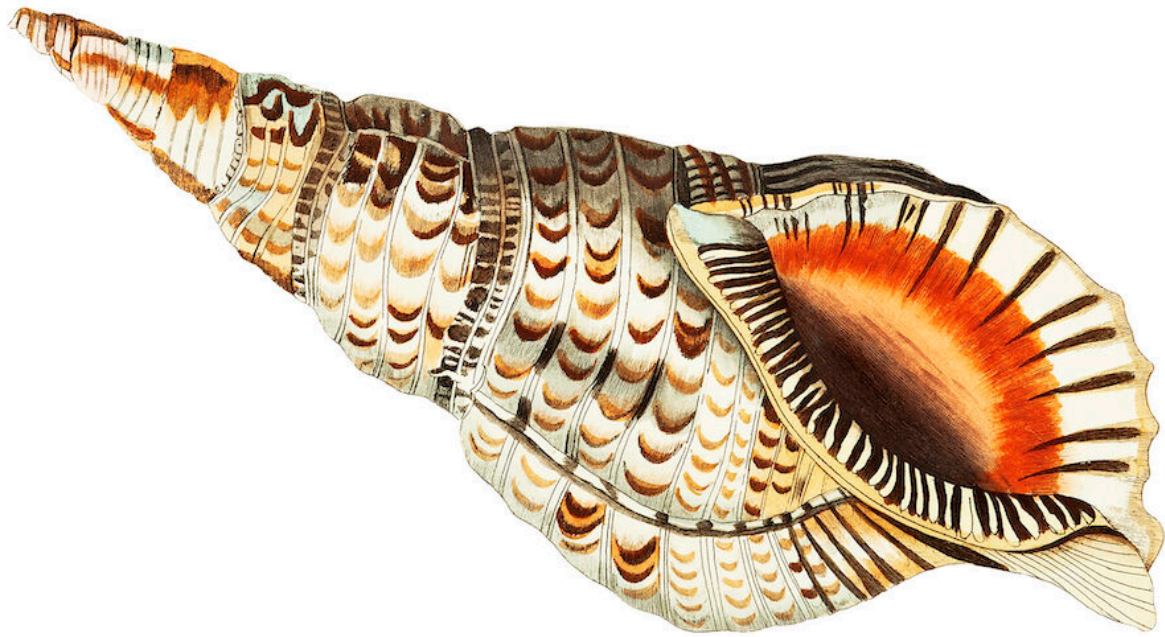
1. *Scrinia tuberculosa*. (*Scrinia nodosa* Def.) — 2. *Cerithium chenille*. (*Cerithium aluco* Desp.)  
 3. *Turbinella peire*. (*Turbinella pyrum*, Lamk.) — 4. *Cancellaria obtusa*. (*Cancellaria obtusa* Desp.)  
 5. *Fusus longirostris*. (*Fusus longirostris*, Desp.) — 6. *Murex palus de Rosier*. (*Murex palus rose*, Lamk.)

# Anselmus Boëtius de Boodt



**Common Triton Horns, *Charonia tritonis* (1596-1610) by Anselmus Boëtius de Boodt. Original from the Rijksmuseum.**

**George Shaw**



**Tritonian murex or Sea trumpet illustration from  
The Naturalist's Miscellany (1789-1813) by  
George Shaw (1751-1813)**

**You May Also Like...**

**Pathway: Spirals**

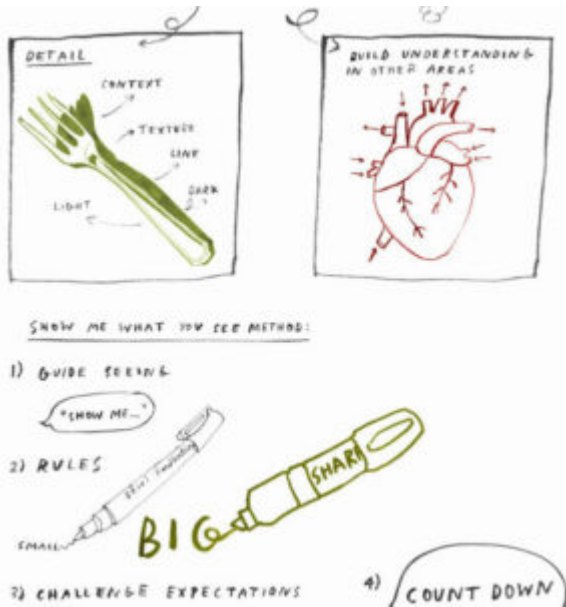




This is featured in the 'Spirals' pathway  
using sketchbooks to make visual notes



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# Drawing Source Material: Moving Water

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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## **Water**

Use the film below to enable children to explore drawing water. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the water.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

## **This Source Material Features in...**

**Pathway: Cloth, thread, paint**

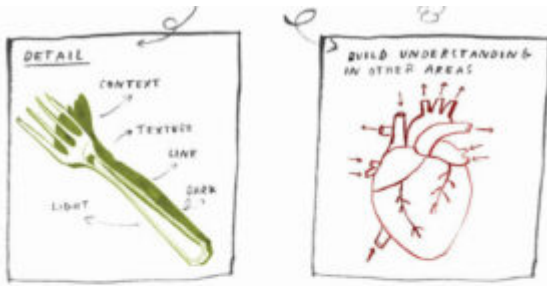


[This is featured in the 'Cloth, Thread, Paint' pathway](#)

using sketchbooks to make visual notes



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SHOW ME WHAT YOU SEE METHOD:

1) GUIDE SEEING



2) RULES



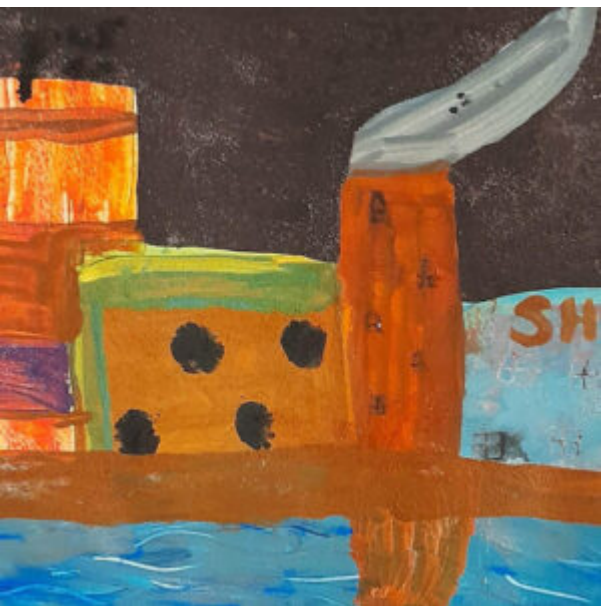
3) CHALLENGE EXPECTATIONS



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# Mixed Media Landscape Challenges

See This Resource Used In Schools...

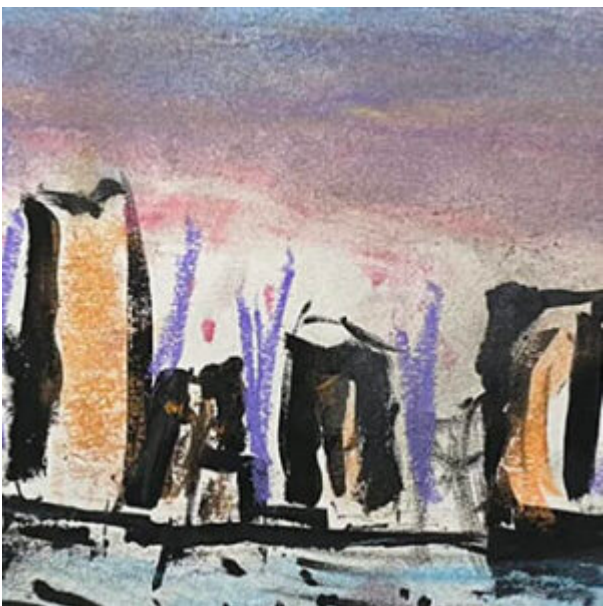
















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**Pathway: Mixed Media Land and city scapes**



[This is featured in the 'Mixed Media Land and City Scapes' pathway](#)

**Talking Points: Kittie Jones**



## Talking Points: Vanessa Gardiner



## Talking Points: The Shoreditch Sketcher

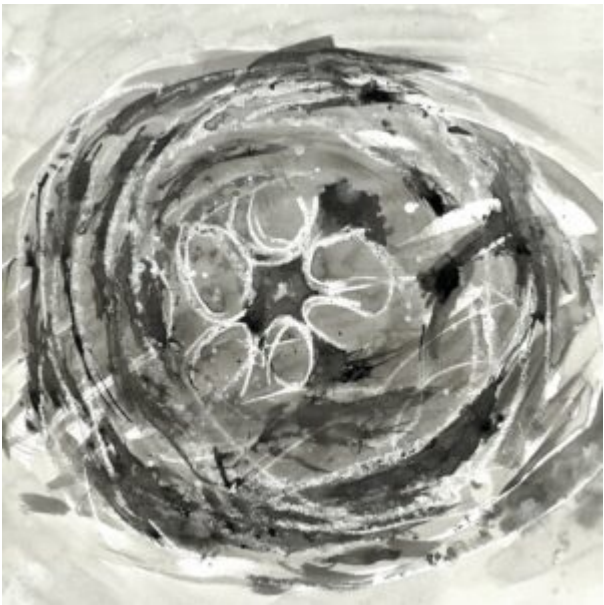


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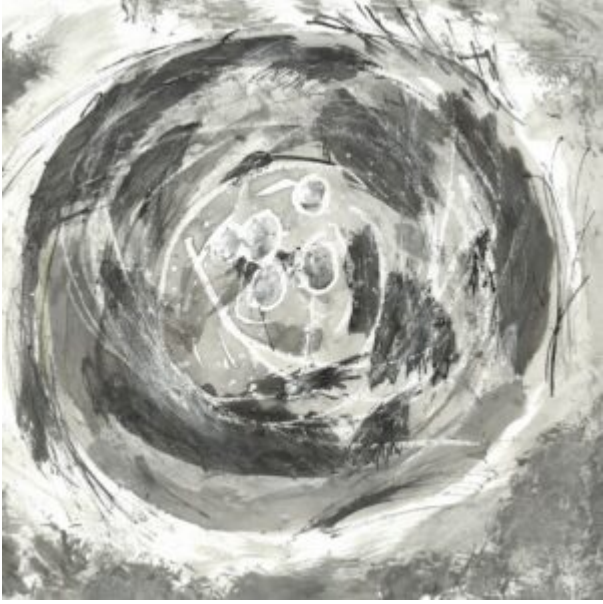
## Nests: With Dry and Wet Media

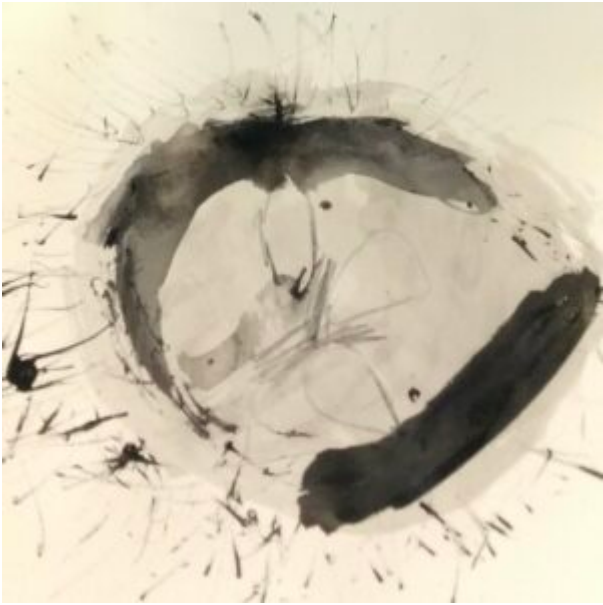
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## You May Also Like...

Pathway: Sculpture, Structure,  
Inventiveness & determination



[This is featured in the 'Sculpture, Structure, Inventiveness & Determination' pathway](#)

# Talking Points: What can we learn from birds



## Drawing source material: nests





# Nests: Observational Ink Drawing

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# You May Also Like...

Pathway: Sculpture, Structure,  
Inventiveness & determination



[This is featured in the 'Sculpture, Structure, Inventiveness & Determination' pathway](#)

Talking Points: What can we learn from birds



Explore parallels between behaviour of birds and ourselves

**Drawing source material: nests**



A collection of imagery and sources which you can use to prompt drawing

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# Nests: Materials, Tools Testing and Sketchbooks

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Schools...





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Pathway: Sculpture, Structure,  
Inventiveness & determination



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Talking Points: What can we learn from birds



**Drawing source material: nests**



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**Drawing Source Material:  
Egyptian Artefacts**

**A collection of imagery and sources which you can use to prompt drawing in schools and community groups.**

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## **Egyptian Artefacts**

Use the film and imagery below to enable children to explore Egyptian artefacts. Try to create a sense of momentum – for example you might pause on an image or the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as

they draw – use your voice to attract their attention to qualities of the artefacts.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

Explore the collections of Rijksmuseum van Oudheden [here](#).

You can find lots of visual resources on [Google Arts and Culture about preserving Egypt's history](#).



**Military Musicians Showing Nubian and Egyptian Styles, Nina de Garis Davies (1881–1965), New Kingdom, Dynasty 18, reign of Thutmose IV, ca. 1400–1390 B.C. From Egypt, Upper Egypt, Thebes, Sheikh Abd el-Qurna, Tomb of Tjeneny (TT 74) Tempera on paper, H. 44.5 × W. 93 cm (17 1/2 × 36 5/8 in.) Rogers Fund, 1931**

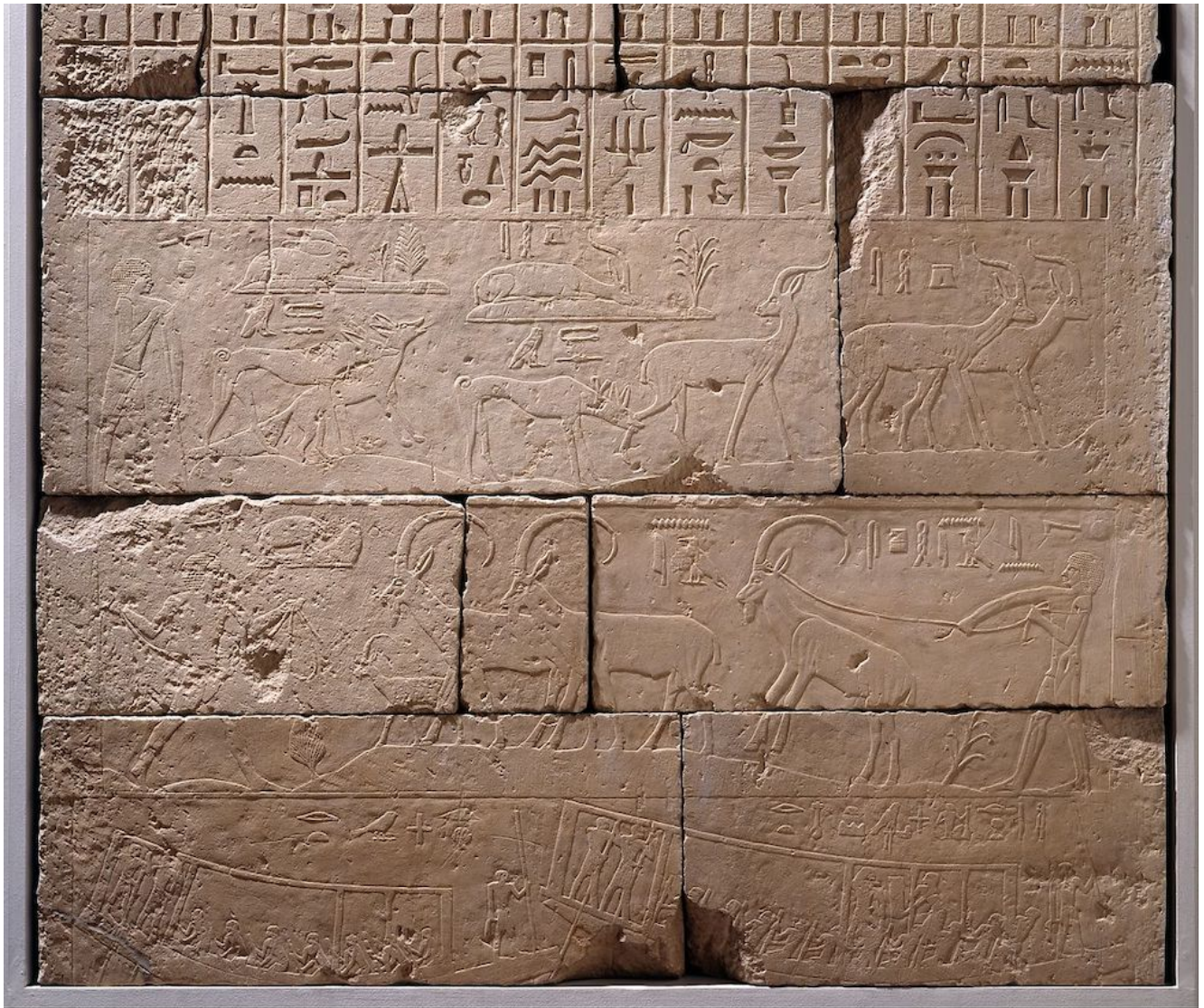
Watch the clip with the volume off as you guide



children's attention to parts of the paintings



**Bronze statuette of Osiris, Late Dynastic-Hellenistic 664–31 B.C. Egyptian Medium: Bronze Dimensions: H. 4 1/2 in. (11.4 cm) The Cesnola Collection, 1874–76**



**Tomb Chapel of Raemkai: South Wall, Old Kingdom, Dynasty 5, ca. 2446–2389 B.C., From Egypt, Memphite Region, Saqqara, North of the Djoser pyramid complex, Mariette D3, Egyptian Antiquities Service/Quibell excavations, 1907–08, Limestone, paint, Rogers Fund, 1908**





Take a virtual tour of the Tomb of Menna on [Google Arts and Culture](#)



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# You May Also Like...

**Pathway: working with shape and colour**



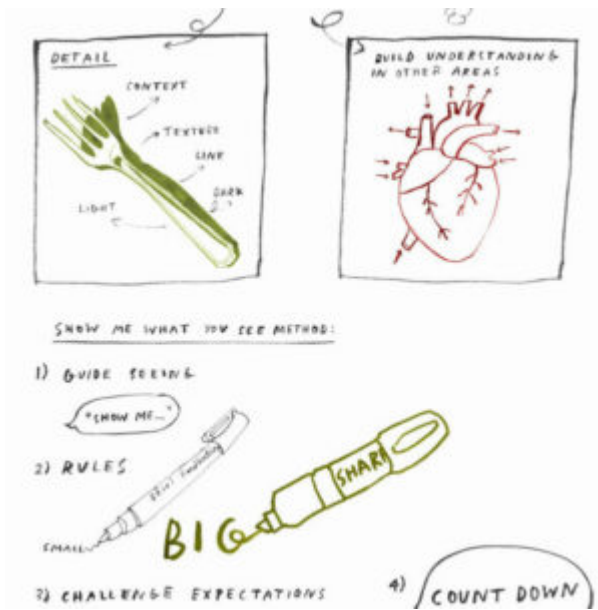
[This is featured in the 'Working with Shape and Colour' pathway](#)

**using sketchbooks to make visual notes**





## Show me what you see



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## Drawing Source Material: Amazing Architectural Homes

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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## Amazing Architectural Homes

Use this collection of films as source material for pupils exploring amazing architectural homes. In the first instance you might want to pause the videos at suitable points to enable the children to carefully look at the main forms and details. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to features of the building.

When pupils are more experienced, you can also try getting them to make their drawings as the videos play – making quick gestural sketches.

## You May Also Like...

## Pathway: Architecture- Dream big or small?



This is featured in the 'Architecture: Dream Big or Small?' pathway

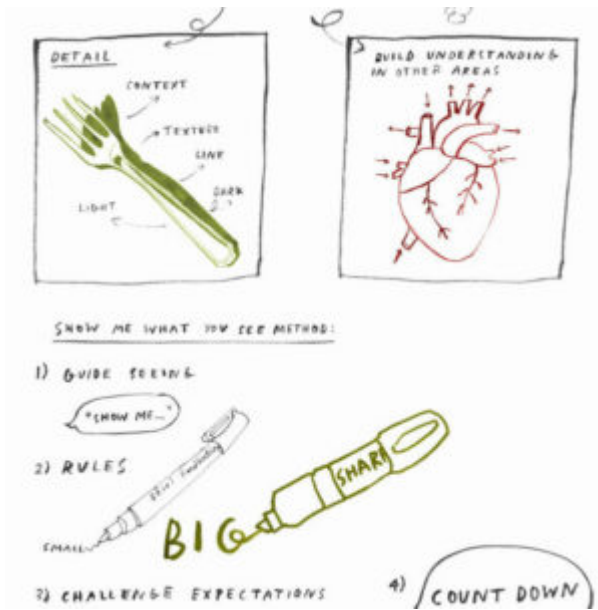
using sketchbooks to make visual notes



Find out how pupils can respond to

## artists work in sketchbooks

Show me what you see



Enable close looking and drawing with this exercise

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## Drawing Source Material: Oceans

A collection of imagery and sources which you can use to prompt drawing in schools and community groups.

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This resource is free to access and is not part of AccessArt membership.

FREE TO ACCESS

## Oceans and Seas

Use the film below as source material to enable the children to draw things living in the ocean.

You can either choose to stop the video, and draw from a collection of paused images, or you can also choose to ask the children to work from the moving image.

**Find drawing exercises below to help your drawing exploration.**

## **Drawing Exercises**

- 1. Have the children draw in a quiet room, with the video on the whiteboard.**
- 2. Stop the video at a chosen frame and use your voice to direct their drawing. Choose words which relate to the imagery, for example you might decide to focus their attention on vertical lines, so you might choose words like: line, growth, upward, downward, fall... or you might choose to attract their attention to the energy of a wave or the curve of an animals back. Think carefully about the words you use – they don't have to be used in sentences – you can speak lists.**
- 3. Each sketchbook response might take just 3 to 5 minutes, then move on to another still. Create a sense of momentum.**
- 4. Direct pupils to use a chosen medium. You might like to start with soft pencil or handwriting pen.**

## **You May Also Like...**

**Pathway: Stick Transformation project**

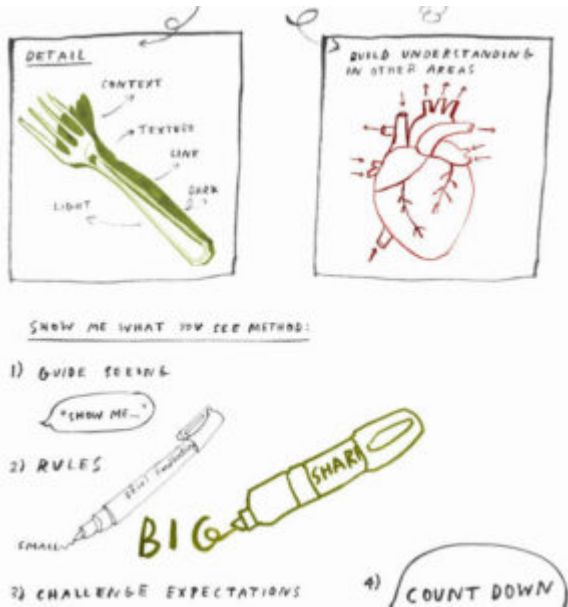


This is featured in the 'Stick Transformation Project' pathway

using sketchbooks to make visual notes



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## Drawing Source Material: Food

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## **Food**

Use the film below to enable children to explore drawing food. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the food.

Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour...

## **You May Also Like...**

**Pathway: Festival Feasts**

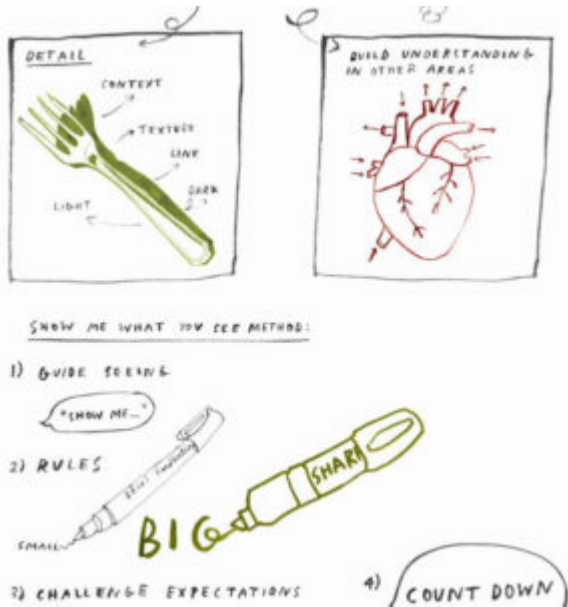


[This is featured in the 'Festival Feasts' pathway](#)

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# Drawing Source Material: Wild Flowers

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FREE TO ACCESS

## Wild Flowers

Use this collection of films as source material for pupils exploring wild flowers. In the first instance you might want to pause the videos at suitable points to enable the children to carefully look at the main forms and details. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to features of the flowers.

When pupils are more experienced, you can also try



getting them to make their drawings as the videos play – making quick gestural sketches.

## **Drawing Exercises**

1. Have the children draw in a quiet room, with the video on the whiteboard.
2. Stop the video at a chosen frame and use your voice to direct their drawing. Choose words which relate to the imagery, for example you might decide to focus their attention on vertical lines, so you might choose words like: line, growth, upward, downward, fall... or you might choose to attract their attention to the energy of a wave or the curve of a plants stem. Think carefully about the words you use – they don't have to be used in sentences – you can speak lists.
3. Each sketchbook response might take just 3 to 5 minutes, then move on to another still. Create a sense of momentum.
4. Direct pupils to use a chosen medium. You might like to start with soft pencil or handwriting pen.

## **This Source Material Features in...**

**Pathway: Cloth, thread, paint**



[This is featured in the 'Cloth, Thread, Paint' pathway](#)

**Pathway: Flora and Fauna**



[This is featured in the 'Flora and Fauna' pathway](#)

# using sketchbooks to make visual notes



## Show me what you see

