

# Foundation and Key Stage 1

Children at this age will be used to engaging in drawing and arts activities as part of their play. Drawing games provide an effective way to help them to continue to be confident to experiment and to express themselves visually.

Encourage children to talk about their pictures. Ask them to describe what they have drawn, and talk together about what might be happening in their pictures: drawings produced through games like the Shape Game can be a great starting point for imaginative storytelling or story writing activities.

Encourage children to be inventive and to let their imaginations run wild. Make sure they understand that there are no 'right' and 'wrong' answers and ask open questions like 'what if?'

Make lots of different art materials available so children can start testing out different media and techniques. Try paint and brush, charcoal, graphite sticks, oil crayons or collage material as well as crayons, pencils and felt-tip pens.

**'Drawing provides endless opportunities for play  
- playing with marks,  
materials, techniques  
and ideas – playing with possibilities'**

*- Active Learning*



# Starting Points

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- ➔ **Play a themed Shape Game:** try extending the Shape Game by giving children a prompt or theme to work with. Can they turn their abstract shape into an animal, a robot, a flower, a monster, a house?
  - ➔ **Play the Shape Game using ink-blots:** children drop a blob of watered-down poster paint or coloured ink onto a sheet of paper, and then use a straw to blow it across the paper to create a random ink-blot shape. Leave papers to dry, then swap with a partner, and transform the abstract blot-shape into something recognisable.
  - ➔ **Play the Shape Game outdoors:** go out into the playground and use coloured chinks to play giant versions of the Shape Game on the ground or walls; or work in the sandpit, using a stick to draw shapes in the sand.
  - ➔ **Play the Shape Game in the sky:** children lie on their backs in the playground and look at the clouds. What shapes or images can they spot? Ask them to draw pictures or invent stories based on what they see.
  - ➔ **Imagine an object:** describe an object verbally to your class or try passing it round concealed in a bag, so children can feel it carefully without seeing it. Children draw what they think the object looks like, and then compare the original object to their finished drawings.
  - ➔ **Play a collage Shape Game:** before the lesson, cut sheets of coloured and textured paper into different abstract shapes. Children can then work together to collage the shapes together into a huge picture as a wall display: try making a giant seascape or a jungle scene. Share the illustrations of Eric Carle to inspire your work; or look together at Matisse's famous painting *The Snail* as inspiration, which is made up of pieces of paper painted with coloured gouache paint. Access the Tate's online resource about this painting to find more information about how it was made: [www.tate.org.uk/imap/pages/animated/cutout/matisse/snail.htm](http://www.tate.org.uk/imap/pages/animated/cutout/matisse/snail.htm)
  - ➔ **Hidden treasure:** Use props to encourage children to use their imagination. A box can become a treasure chest: ask the class to draw what they think might be inside...

# Activities

## 1. Giant scribbles

Children are often discouraged from scribbling, but this is in fact a technique that has been used by artists including Cy Twombly and John Cage, as well as illustrators like Hervé Tullet.

Use scribbling as a way to explore scale: ask children to cover large sheets of paper (use A1 size or sellotape several big sheets together) with giant scribbles, doodles and patterns. Use chunky felt-tip pens or poster paint and thick brushes: scribble on the whole sheet, using up every scrap of space.

Experiment with drawing actively, using the whole arm or body rather than just the fingers. Encourage free and expressive mark-making: create dynamic shapes and images by using a brush at arm's length, making big sweeping marks with a piece of chalk, and working on the floor or on the wall instead of sitting at a desk.

As a contrast, you could also try working on a miniature scale: give children small pieces of paper or blank postcards to doodle on, or to use to play tiny versions of the Shape Game in pairs. Use pencil crayons, fine felt tip pens, or paint with a narrow brush. Put all the finished drawings together to make a display or a group mural.

Talk about the differences between making images on big and small scales. For more scribbling inspiration, look together at *The Scribble Book* by Hervé Tullet.

**“Imagination is more important than knowledge. Knowledge is limited, but imagination encircles the world.” -  
*Albert Einstein***

## 2. Introduce observational drawing

At this age, most children will naturally tend to drawing pictures from their imagination, but will also enjoy recording what they see. Develop children's observation skills by bringing a selection of objects into the classroom: try natural materials such as cut up vegetables and fruits; fossils and shells; or dried seed heads.

Ask the children to look at them carefully. Try touching them, holding them and even smelling them. What words would children use to describe the objects? Make a list.

Children now draw the objects. Introduce new materials to work with that will produce different marks and have contrasting textures: test out felt pens, paint and brush, crayon, charcoal. Which materials would children select to draw each object and why?

