

**students
draw**



WHERE?

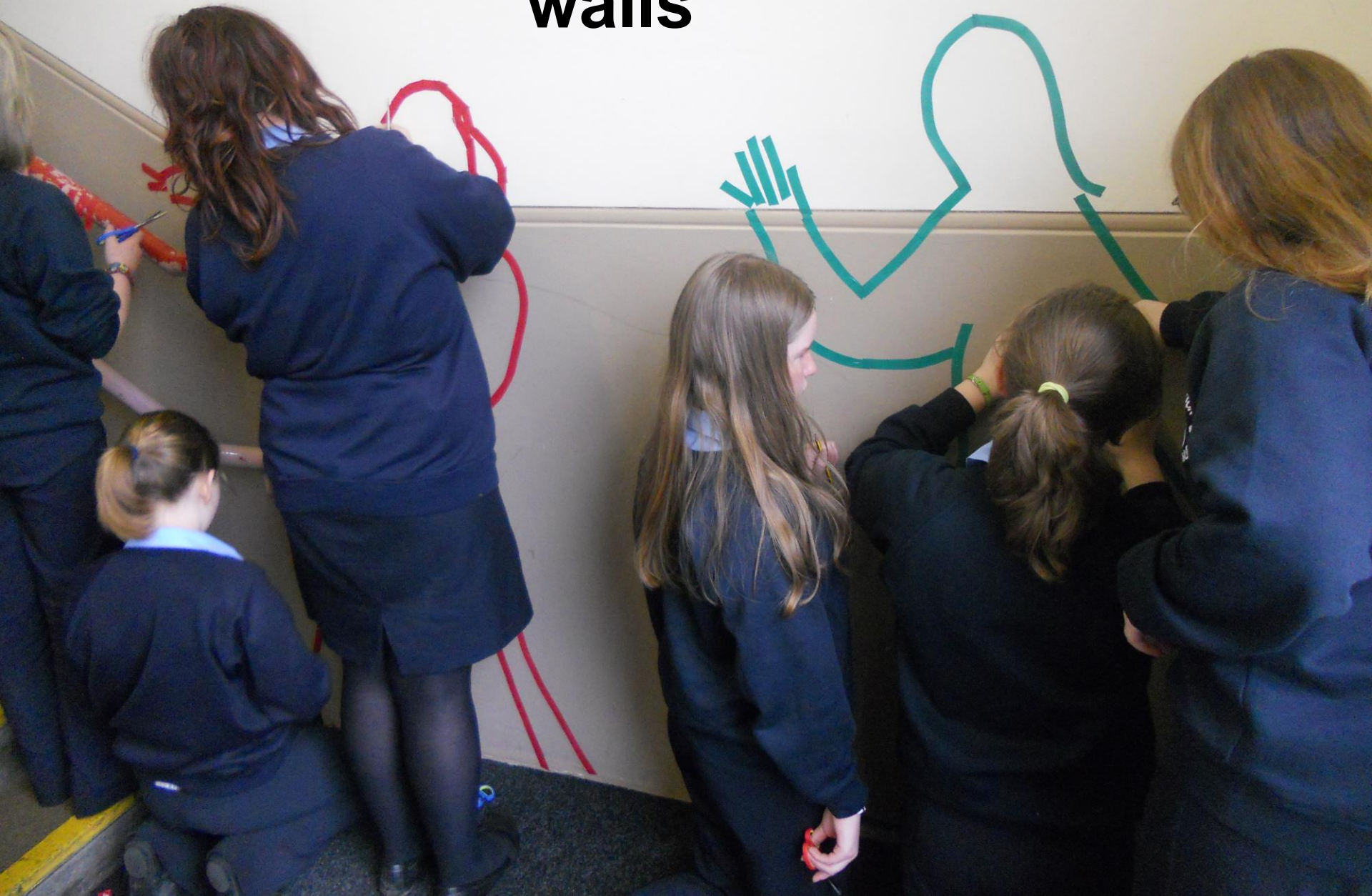


school

studio



walls





floor

table tops





at an easel



outdoors

school
grounds



park



field trip





museum



art gallery



WHY?

**to develop
capacities
for...**

A person with dark hair, wearing a dark blue long-sleeved shirt, is sitting at a desk. They are looking down at a large drawing of a lizard on a piece of paper. The lizard is drawn in black and white with some yellow highlights. The person's right hand is resting on their head, and their left hand is holding a blue pen. The desk is cluttered with various items, including a pair of scissors, a ruler, and some papers. The word "thinking" is written in white text in the bottom left corner of the image.

thinking



action





**WHAT
do you
learn
to do?**

observe





analyse



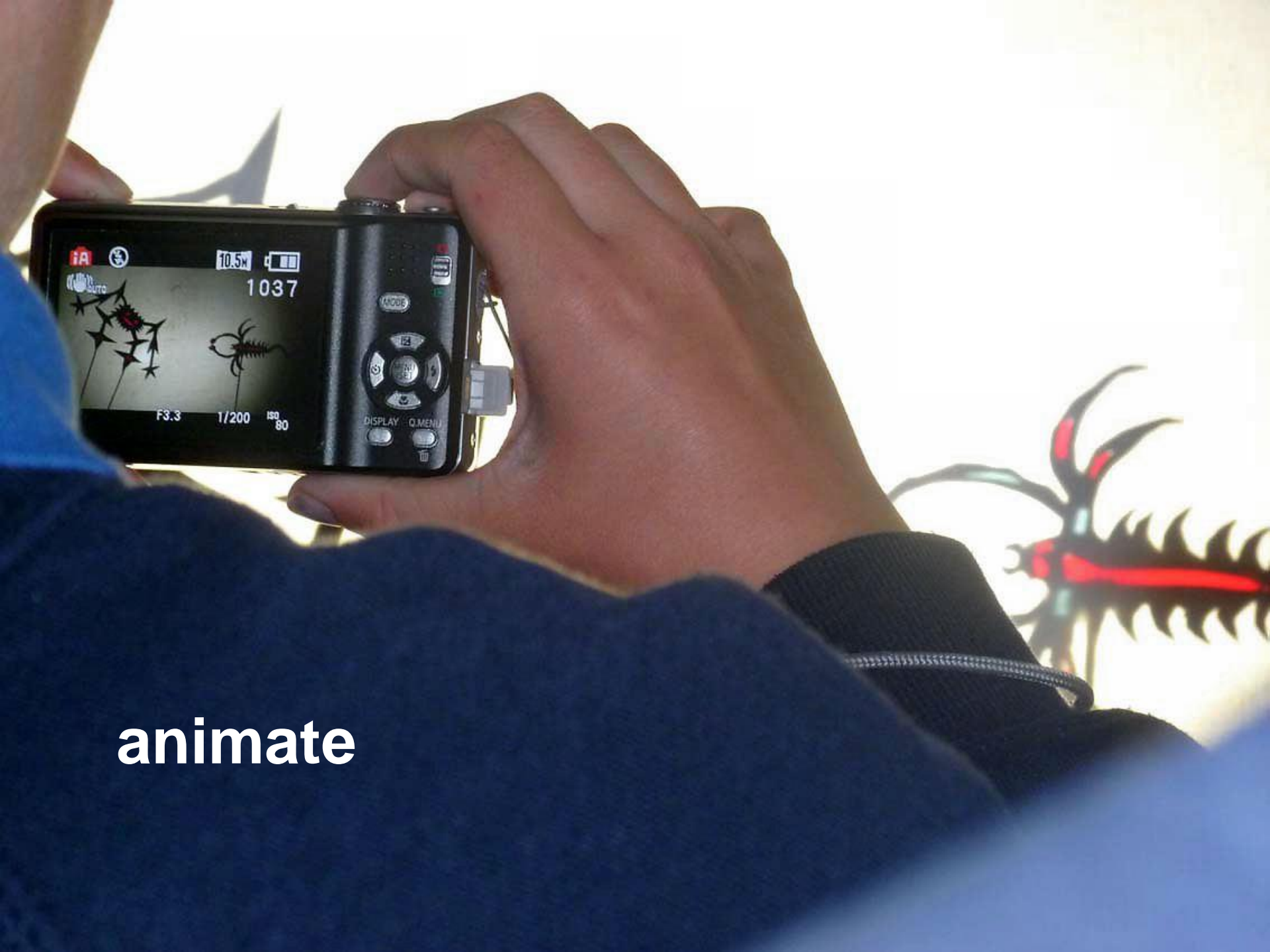
record



compose

illustrate





animate



interpret



imagine

gain confidence

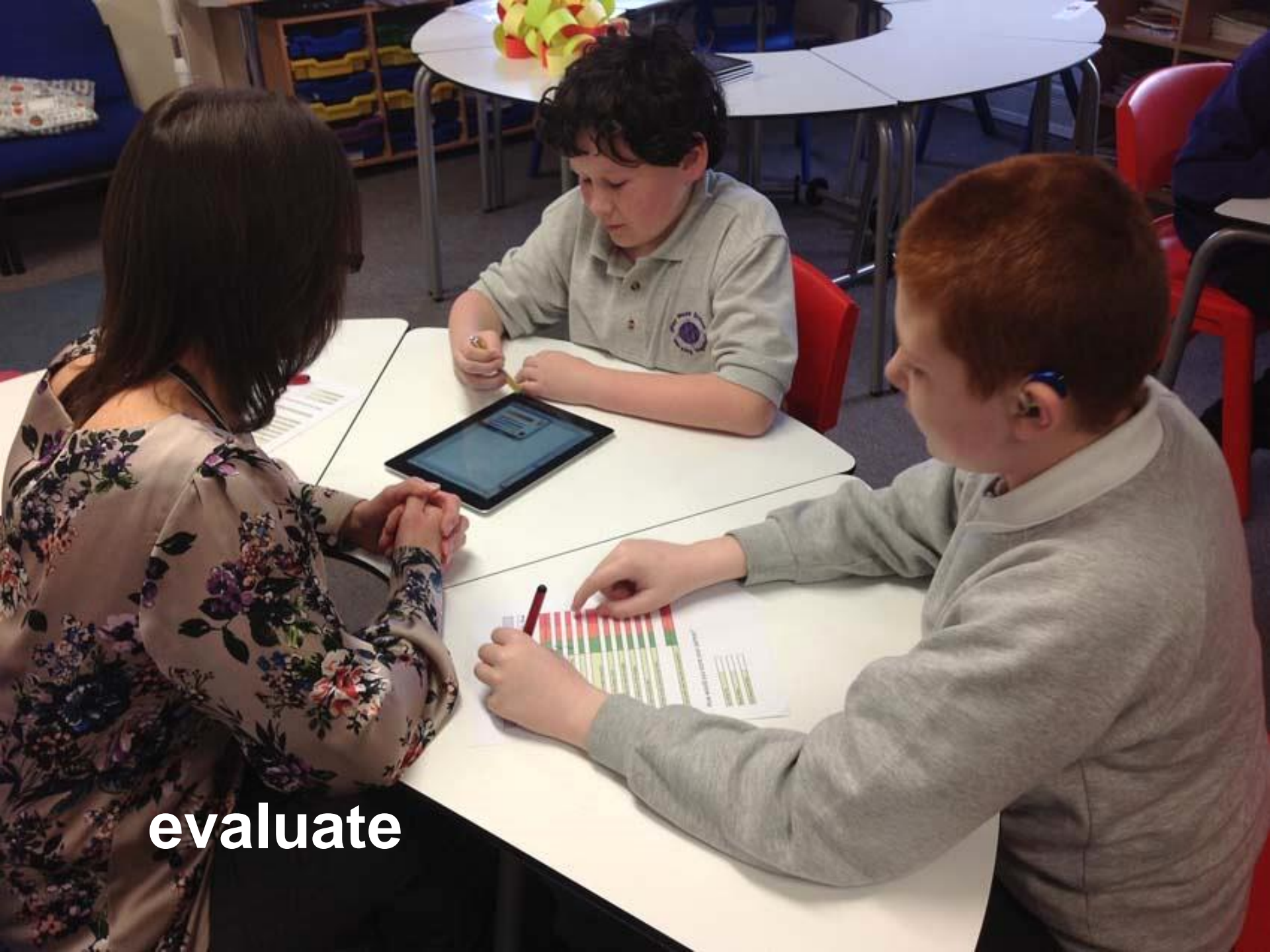




collaborate



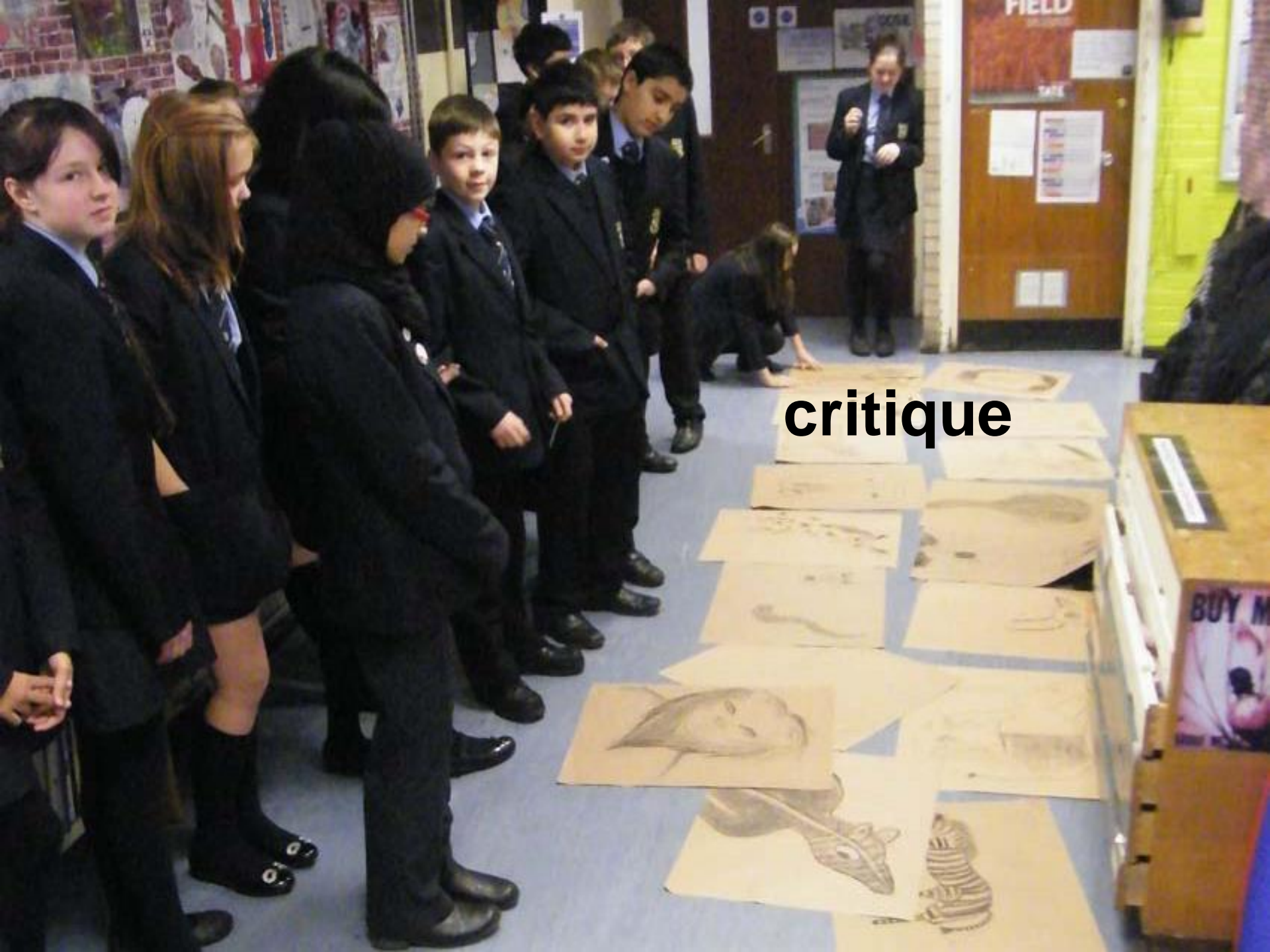
reflect



evaluate

review





critique



HOW?

what do you
make or do?



make a start



make marks



make a mess



make an effort



make mistakes



**make
decisions**



make meaning



make connections

find inspiration



engage



respond



experiment





what is
a drawing?

an expression of what
the artist is feeling
or thinking
about

question



plan together



select



concentrate



translate

fantasise





hypothesise



**solve
problems**



use tools



use machinery



use wet media



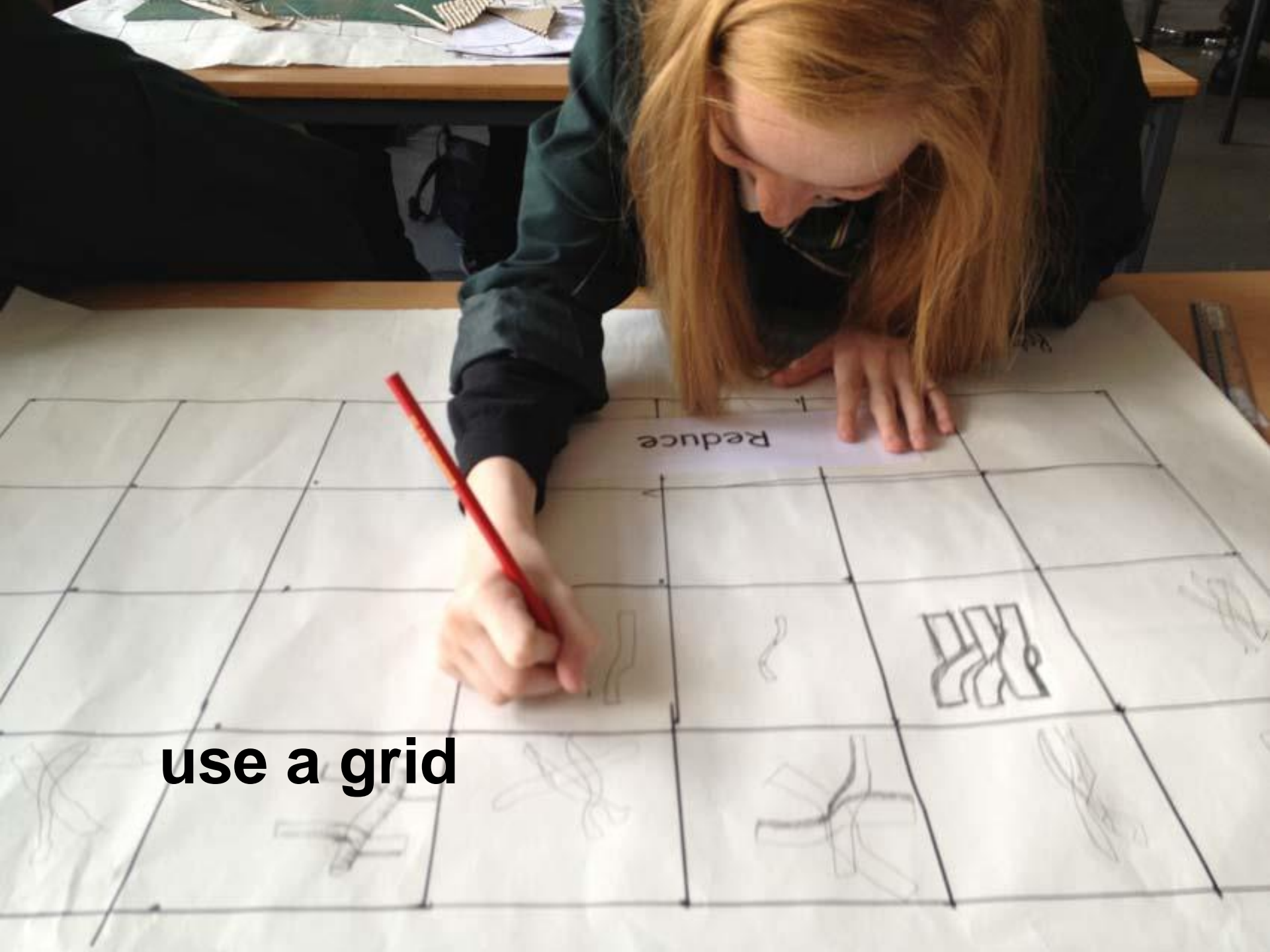
**use dry
media**



use paper

use sketchbooks





Reduce

use a grid

**use
technical
skills**

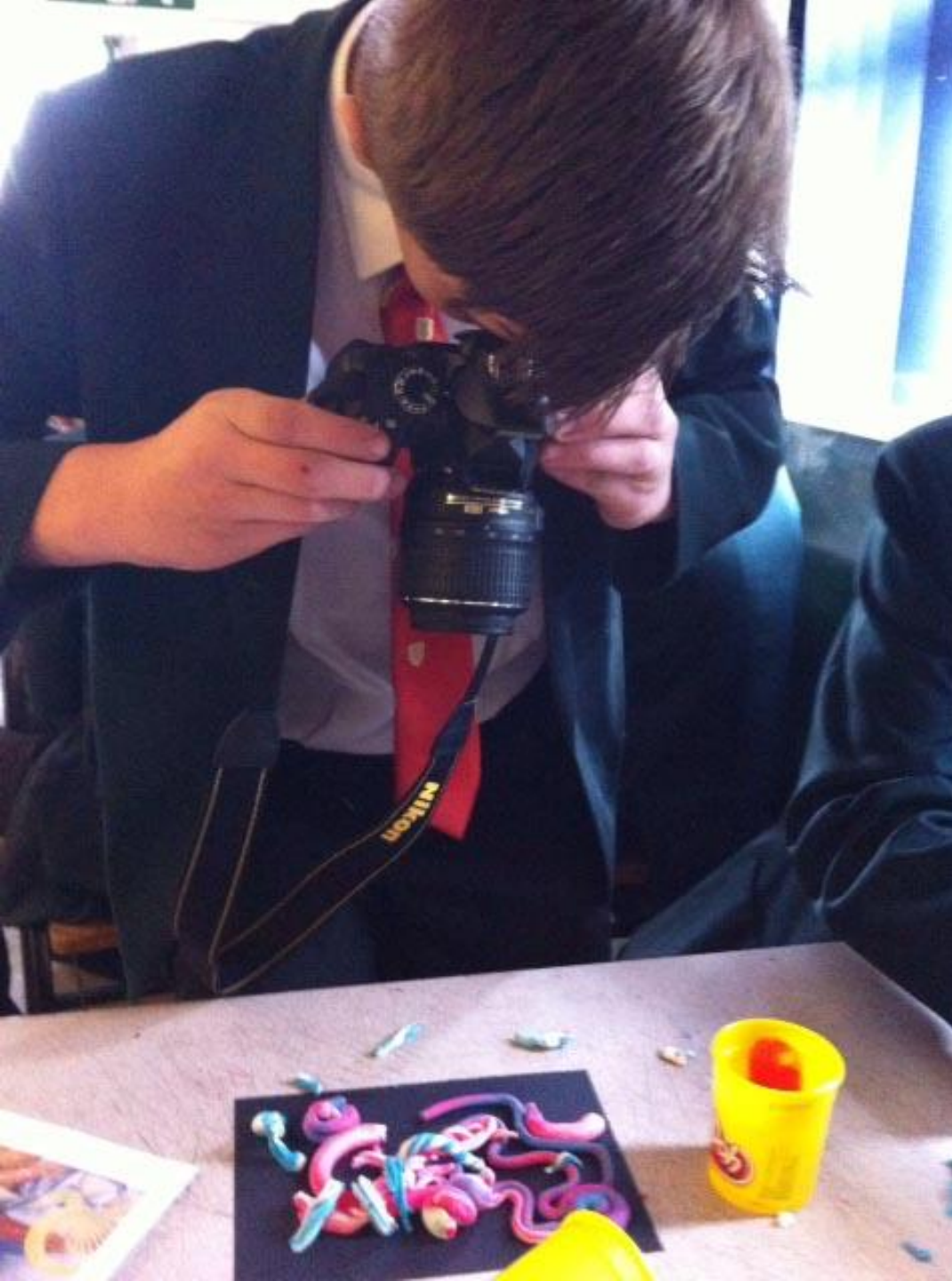




use digital
technology

**manipulate
images**

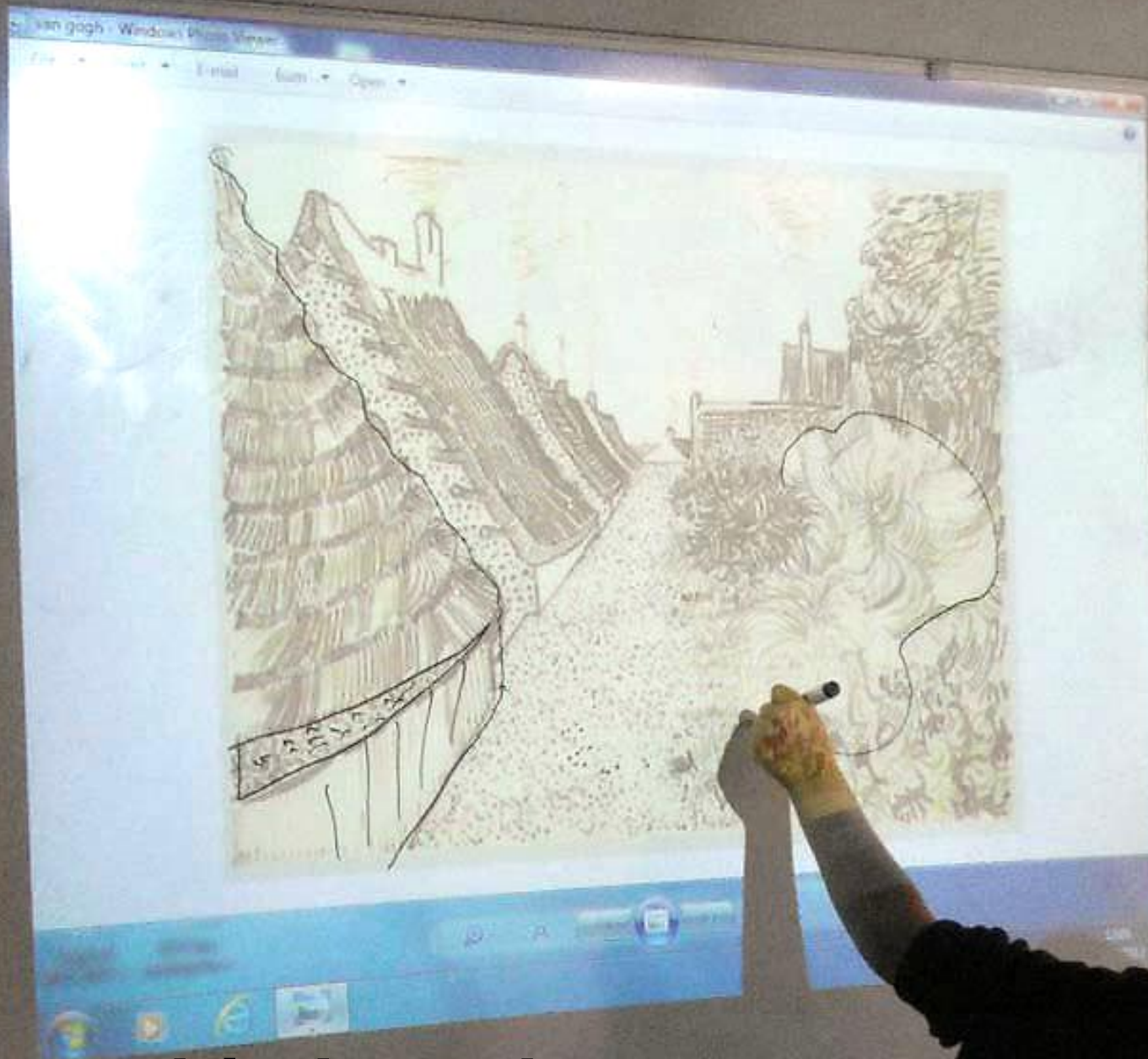




use photography

use photo
reference





Learning
Objective: I will
be able to.....

Make marks
to record
texture

H/W —

use a whiteboard

use a tablet





use words

edit



plan



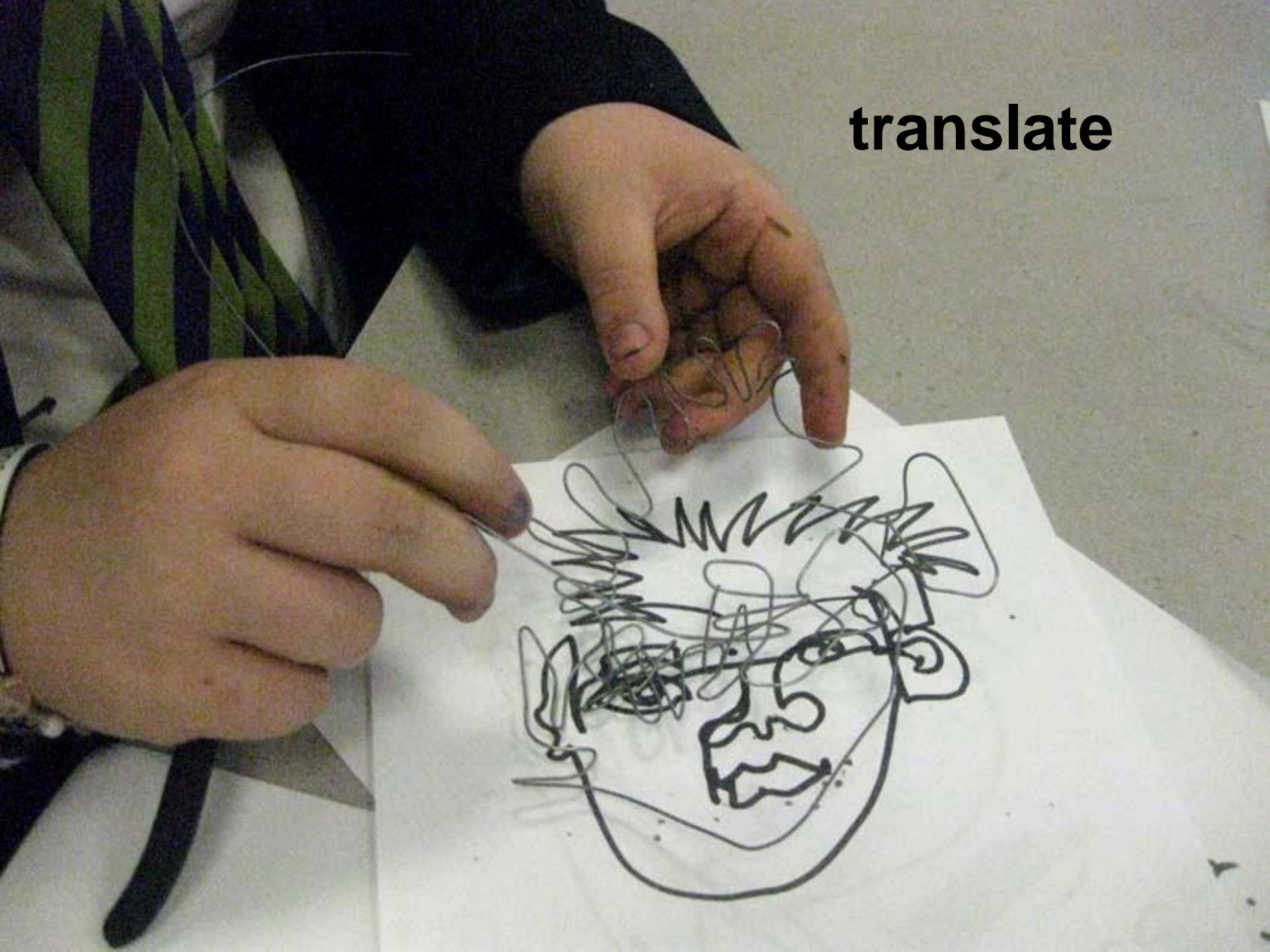


print

A group of students in a classroom are working on a project. In the foreground, a student is focused on constructing a model using dark, branching materials, possibly sticks or wire, and is holding a small wooden stick. The table is cluttered with various materials, including green and red paper, a pair of orange-handled scissors, and a circular piece of paper with a drawing. In the background, other students are also working on similar projects, and a teacher or adult is visible on the right side of the frame. The word "construct" is overlaid in white text on the left side of the image.

construct

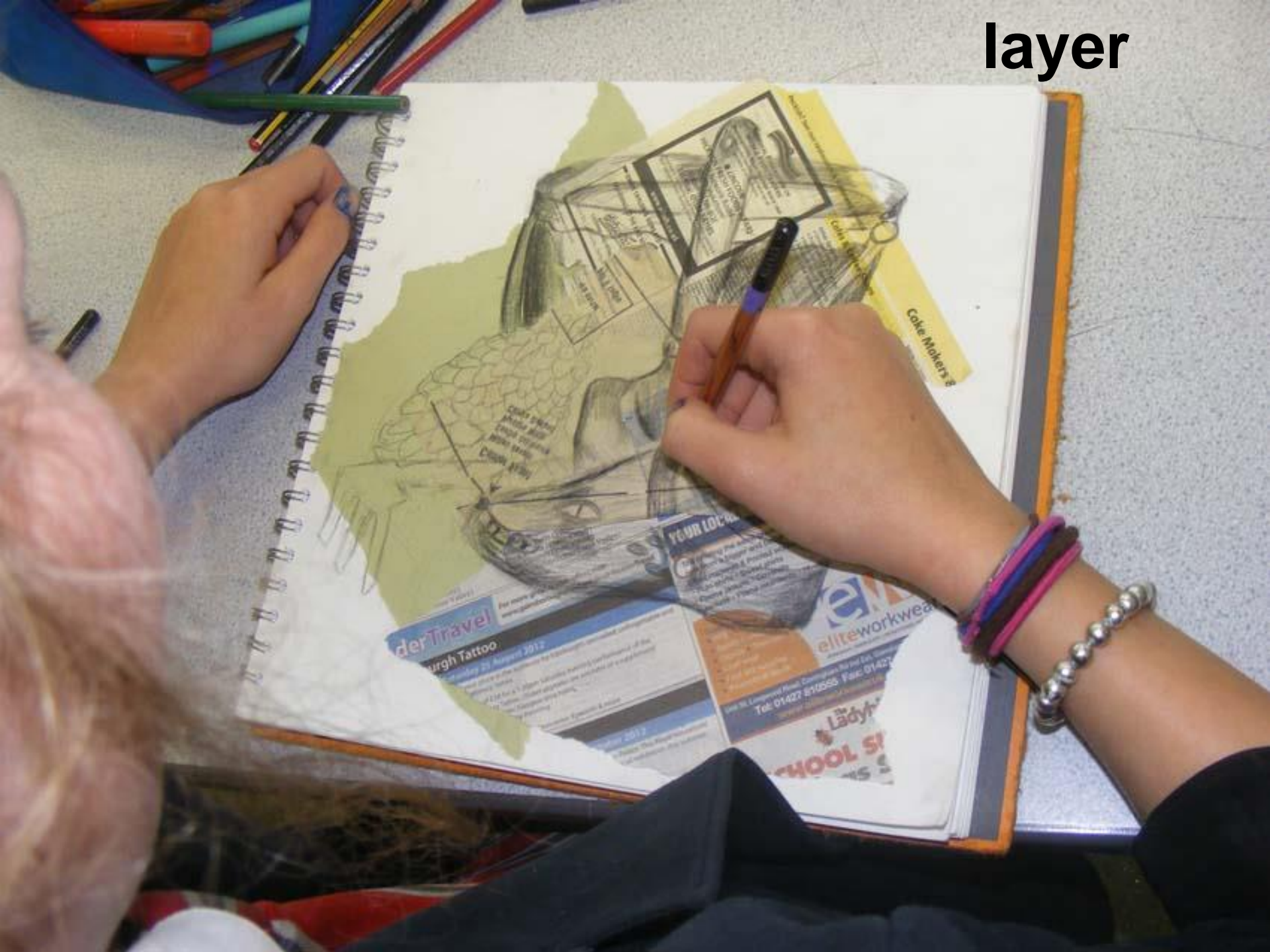
translate





transform

layer





elaborate



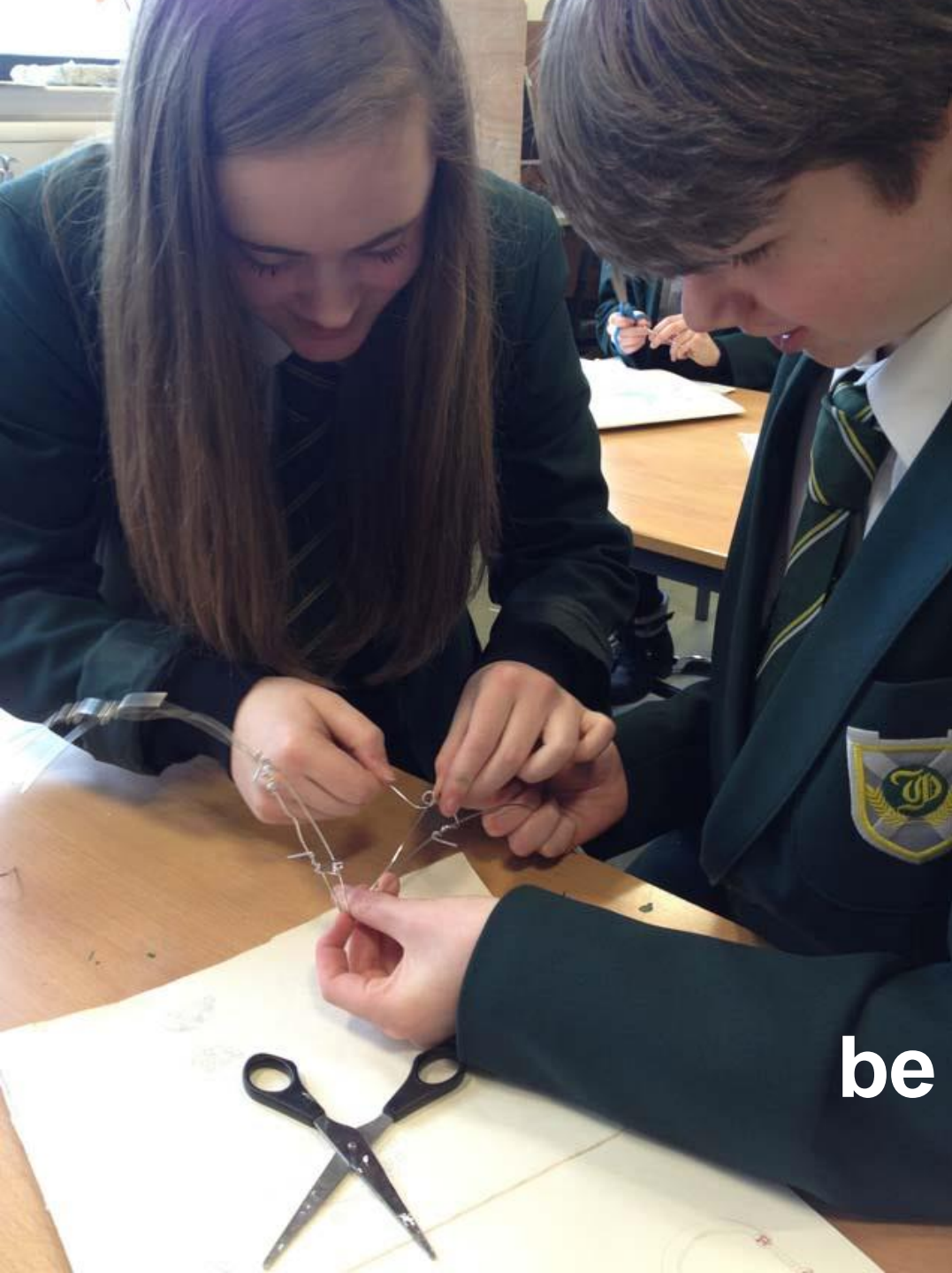
scale-up



bleach out

be precise





be careful



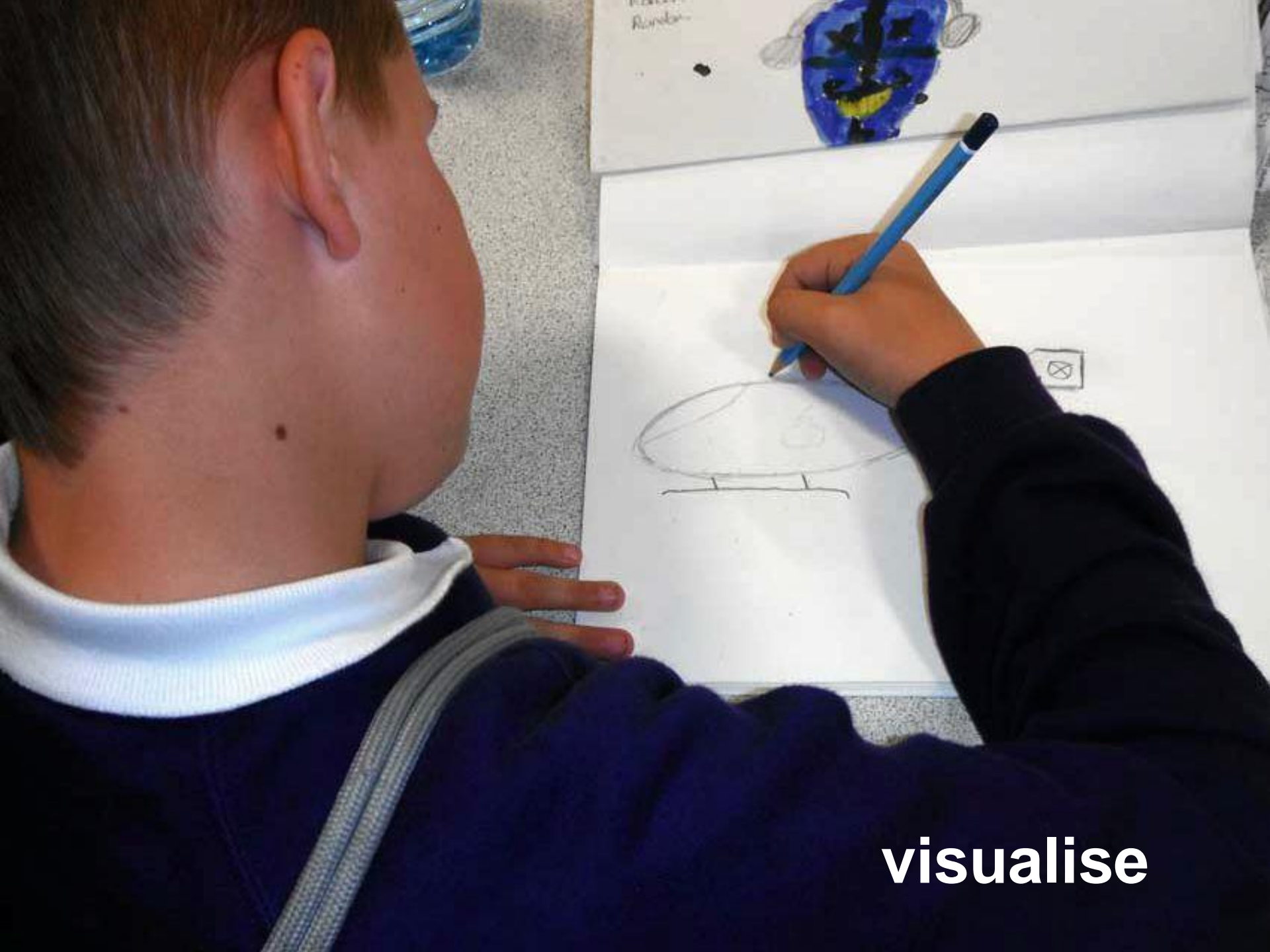
improvise



adapt



trace



visualise

invent

"Better get moving," his grandfather said, and Ben felt what his grandfather's voice did along his mother's skin, the little scraping, the shove the last moment—it skipped once, twice—and ran back up the beach. He altered this as blowing over this skin of his, the late sun and the wind. As he ran he felt under fingers behind, the opposite of shadows, little glimmers he seemed to feel out, like light brushing off a knot.

Knowing he'd be worth something, he was pushing the heavy Magda wheel back.

Remembering her cat kept leaving scratches, like patches of fur along and apart, he took a look when glare of her so

And at the time he knew this

She looked from Ben back into the water, gave him some

than the last

said, "Ma, I know, I know," did

plied to be no advice

that that, along with several things

nothing, not from him or from anybody. She was

and defiantly, extra

"I" the beach. He

he needed to explain

self Magda had a long

thought of her sometime

colours

"That beach" of his

where it all came from

She snapped her purse shut, pulled it over her

thing with that seemed to excite her

little demonstration of it

the pleasant little world

a world that needed function powers of judgment and restraint.

"You always careful," Ben said, in exactly the spite he would

layout





organize ideas

develop ideas



refine ideas



discuss ideas





persevere

present





learn through

teamwork



learn independently



take pride



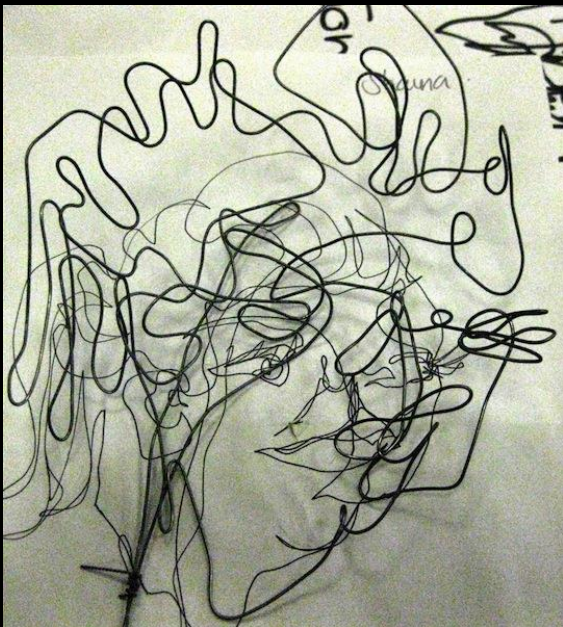
think!

celebrate!





**enjoy
drawing!**



students draw

Eileen Adams

TEA: a programme initiated by The Campaign for Drawing in collaboration with NSEAD and NADFAS