

## Drawing

### Typical progression

### How to support?



Scribbles just made of lines.



Scribbles made of lines and enclosed shapes.



Marks including simple pre-writing shapes.



Over-simplified representations of people.



Marks including more complex pre-writing shapes.

Practitioners have a crucial role to play in supporting children's drawing experiences. They need to:

- Plan meaningful activities and experiences that build on the children's knowledge, understanding and interests
- Have a good grasp of child development in relation to early mark-making in order to plan suitable experiences.
- Provide children with open-ended opportunities to try out different resources in different environments
- Introduce new media and different ways of using known media
- Allow the children the time and space to immerse themselves in these experiences
- Value children's individual creativity.

To create an enabling environment in which children's drawing can flourish, settings should aim to provide:

- Opportunities both indoors and outside, with the provision of free flow between both environments wherever possible. Many children, especially boys, often make greater use of drawing and mark-making opportunities outside where they can engage using large-scale whole-body movements.
- A range of resources and materials to facilitate mark-making opportunities.
- A wide range and variety of materials and surfaces from which children can choose, as self-selection is important to young children's learning. These can conventional drawing tools of different widths (from thin charcoal sticks to fat coloured chalks) and natural materials like twigs and branches, and conventional materials, from paper and card to light boxes and sand from a beach.



More detailed representations of people.



Detailed pictures of other objects using shapes.



More detailed representations of multiple objects.

