



Sketchbooks help to **develop critical thinking skills and are very important in tracking progress and the development of both thinking and ideas, and the mastery of techniques.** We can often learn much more about a child's progress in art through looking at their pages than we can with an isolated final outcome.

Children have their own individual A4 sized sketchbooks from EYFS to Year Six.

The paper in each is cartridge paper of good quality/thickness.

The purpose of the sketch book is to provide a place for children to:

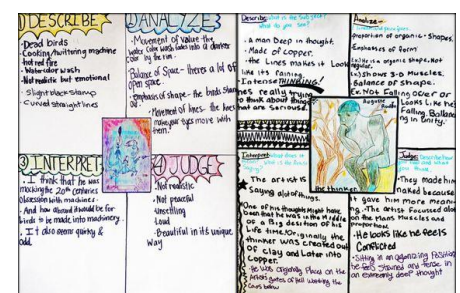
- store ideas and notes and selected materials for reference
- transfer/translate visual information
- refer back to as they develop ideas
- work out ideas plans and designs
- work on techniques and skills
- keep an on-going record of their learning and achievement which can be used to further their ideas and understanding



Children should develop a range of approaches to using their sketch book.

These might include:

- to keep a visual record of their observations made from first hand sources such as interesting objects, plan form, buildings and people
- a place to develop and practise the skill of drawing from observation on a regular basis, so that they can increase and sustain their concentration
- to record personal responses to their experiences and their environment – a way of communicating ideas, feelings and interests
- as an ideas book where they explore possibilities and alternatives based on their own ideas and imagination - these may be quirky, odd or impossible and may not necessarily be realised
- to analyse the methods and techniques used by different artists, craftspeople, and designers
- for visual and other notes, including personal comments about artists, craftspeople and designers about their particular works that interest them that they study in school and on visits to museums and galleries and exhibitions



Key Points for Marking and Feedback

- Don't treat the sketchbook in the same way that you treat an exercise book.
- Marking and feedback should be in response to the creative activities of drawing, putting down ideas and carrying out design work rather than writing.
- Sketchbooks should be exciting to look at, touch and feel, and are central to good practice. As the work is predominantly visual, there are no right or wrong answers.
- In this subject, children do learn from mistakes and those should be valued as part of the working process.
- Don't be tempted to mark in the usual way; the sketchbooks should be respected as a child's personal thinking space, although they should be encouraged to share their ideas and work with other children if they feel comfortable doing so.
- You might want to point out a spelling mistake but don't get the red pen out and if you want to leave comments, do it with a post it note and not by invading their space with your writing.
- For the children, sketchbooks should be fun and enjoyable, free and individual, bursting with visual goodness and prompts, and literally a visual diary of ideas and experimentation.

Key Points for Presentation in Sketchbooks

All staff should ensure the following are included in children's sketchbooks for each sequence of learning:

- Key Learning for the unit is stuck in at the beginning – this provides an overview of the key learning to be covered throughout the unit and should also outline key vocabulary that will be taught.
- Children should write the short date at the top of the page each time they work in their sketchbook. Learning Intentions are not required as it should be clear from the children's work which of the key learning statements in the initial overview it relates to.
- Where possible all stages of the creative process should be included in the sketchbook – please add photographs of large-scale pieces, collaborative work, final outcomes e.g. printing blocks, clay models, etc.
- Evaluations and annotations should be on-going and **NOT** just an end of unit activity.



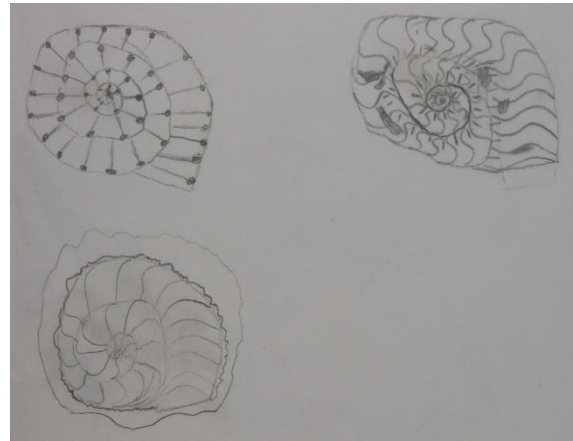
*When creating displays for the classroom or around school please include sketchbook examples where possible to exemplify and give value to the **process of learning** not just the products.*

Examples of good practice in using sketchbooks at Mossgate

My Learning Journey in Art...

I will be learning:

- to use different media when drawing
- to use a range of lines in my drawings to add detail and texture
- to use my sketchbook as a place for exploring & experimenting with different media & lines
- to use my sketchbook to try out more than one idea
- to make notes next to my lines/drawings/ideas/prints to describe them/say what I like & don't like & say which I'm choosing & why
- to look at the work of a printmaker and use something they do in my own print work



Friday 28th September 2019

Today we explored using different media to make different lines, thick, thin, straight, curved etc.

The children had a range of shells, fossils and rocks to observe and draw whilst focusing on their use of lines.

This artist has used different lines to print the picture. I like how there's different lines.

My Learning Journey



The piece of artwork is a landscape painting of the countryside. In the foreground I can see sheep and a lake. In the background I can see blurry mountains and trees. It's summer I think. There's soft lines and colors because of the texture. I can see a lake and some sheep. It makes me think about Poland. The best part of this work is the mountains.

