



Art & Design Staff meeting

Using Sketchbooks

What does the Art and Design National Curriculum say about sketchbooks?

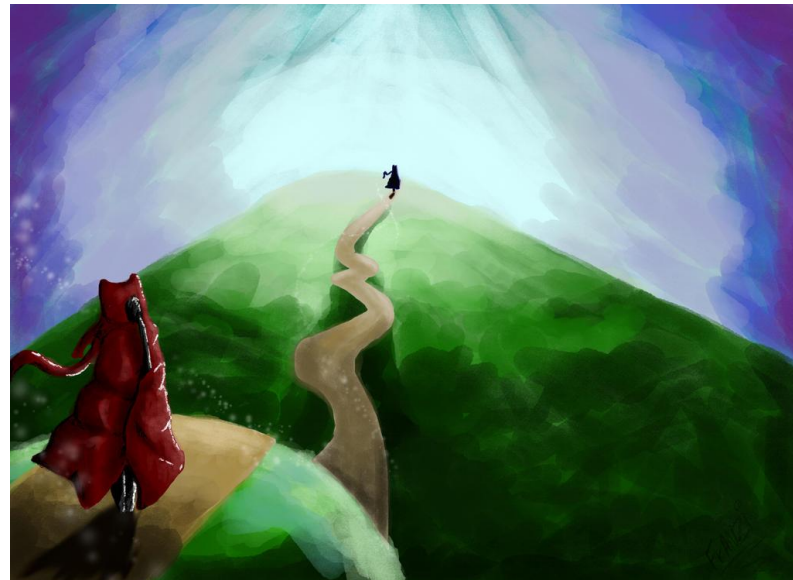
In the National Curriculum (England), sketchbooks are only mentioned in Key Stage 2. The guidance states that children should **‘create sketchbooks to record their observations and use them to review and revisit ideas.’** This doesn’t mean they are exclusive to Key Stage 2 and many schools use them in all key stages.

Starting from September children in years 1 - 6 are going to be given a new sketchbook that will move up through school with them. This will be great to show the progression of art skills in all forms for each child.

When we move too quickly towards a preconceived outcome (a painting, sculpture, drawing etc.) we deprive ourselves of an exciting journey. Sketchbooks provide us with the opportunity to develop our journeying skills (exploration, testing, reflecting, understanding), which in turn offers us the potential of arriving at an exciting end result, alongside greater understanding and development of skills.

Sketchbooks provide the space for children to play, explore, try, and wonder. They also provide a safe space in which to fail, struggle and get lost, all of which bring growth in vital skills.

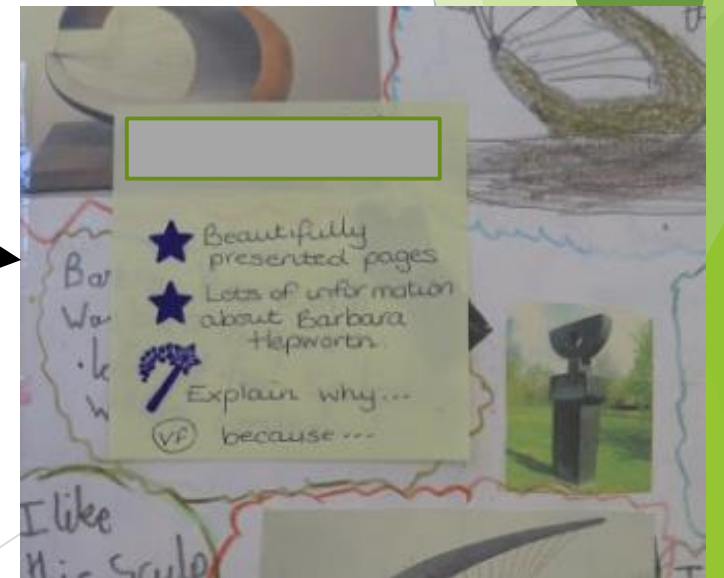
When used well, sketchbooks allow children to go on their own journeys, and make their own choices about what and how they explore, and so build confidence.



Using sketchbooks

Because sketchbooks need to tell the story of the artistic journey the children have taken throughout their project, they are a place for children to **take in ideas** (magpie), **test out**, **compose** and **reflect**.

- No date or learning objective- title page
- No teacher marking- feedback should be mainly verbal or a post it note stuck in.
- Final pieces to be stuck into sketchbook or a photograph of the final piece for children to reflect and evaluation.

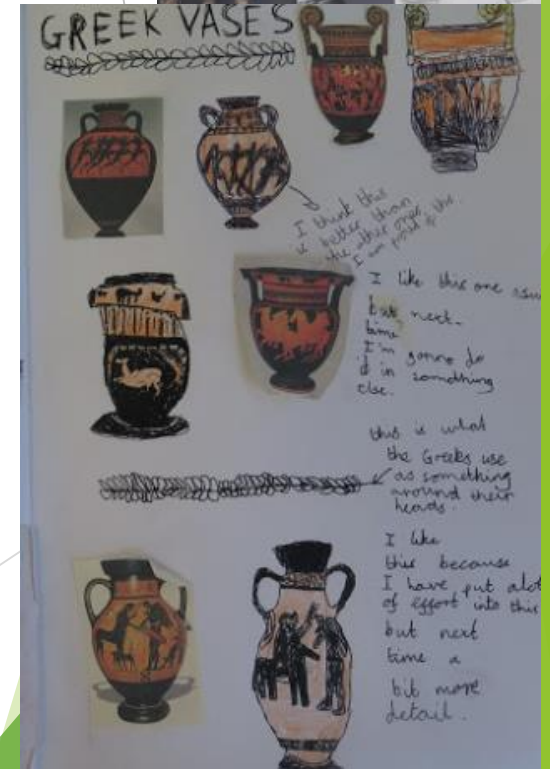
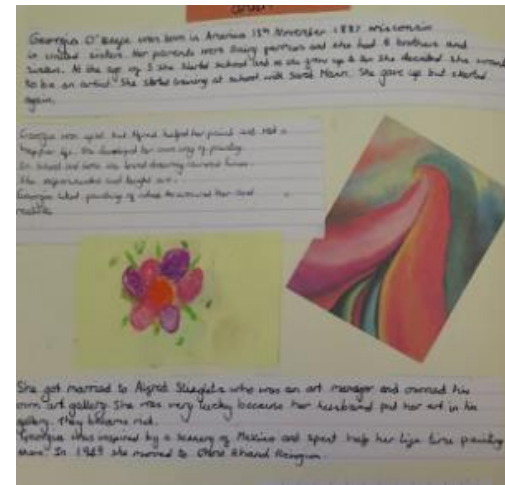
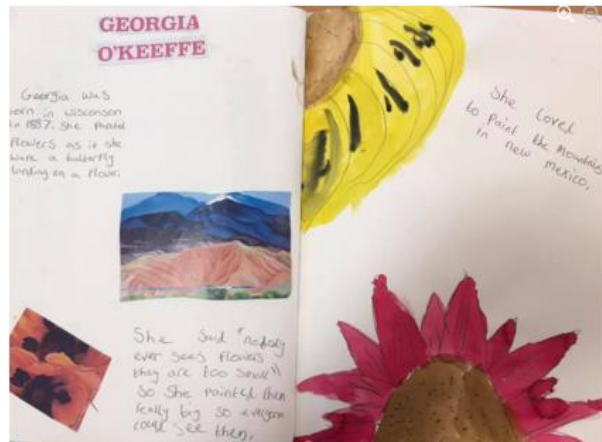




Taking in ideas (be a magpie)

Collect visual information to use as a source material for their own work.

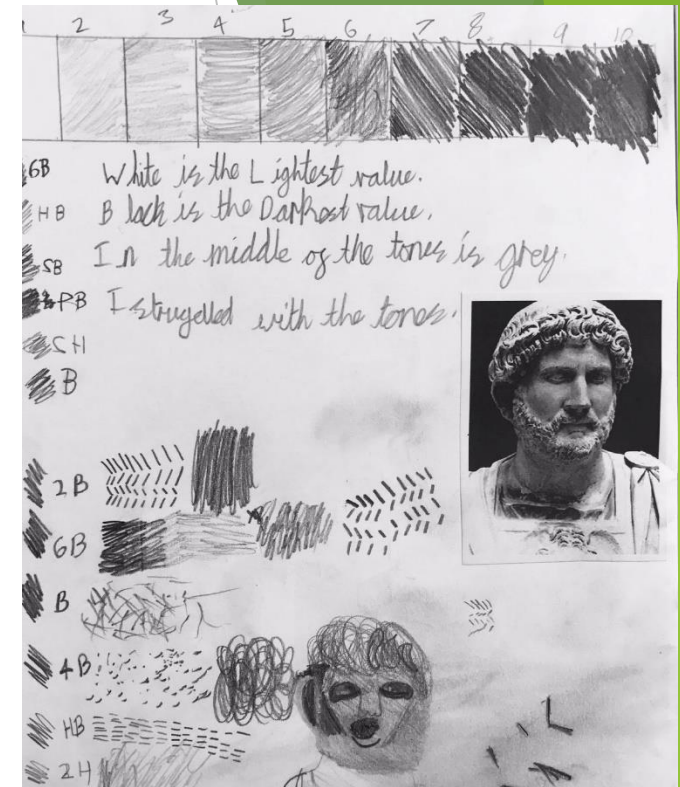
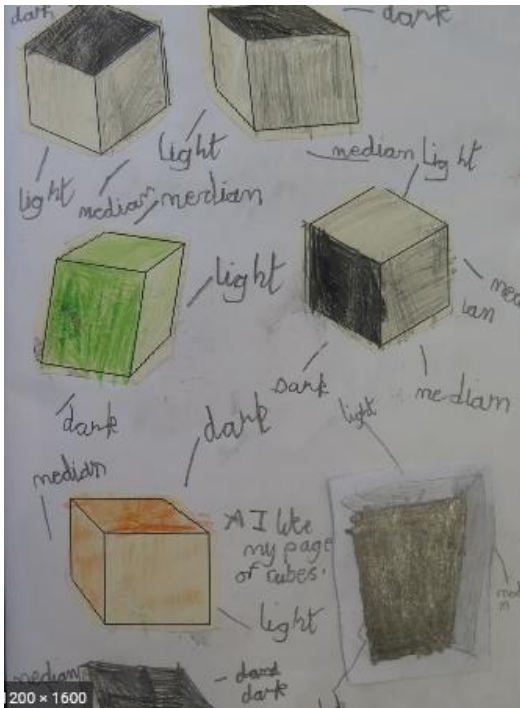
- Facts about your focus artist and their work
- Cuttings and drawings of artists work
- Annotate - what do I like and why? (thoughts and opinions)



Testing out

DRAWING

- Practice drawing techniques such as drawing different lines and shapes, shading, perspective etc. linked to your final piece.
- Experiment with different materials- pencil, charcoal, pastels, linked to year group overviews.
- Annotate- Record details about the item being drawn for future reference (Art vocabulary)



PAINTING

- Practise colour mixing- primary/secondary/tertiary/tints/shades
- Warm and cold colours
- Colour wheel
- Explore different types of paint- powder, watercolour, poster, acrylic....again use year group overviews to inform materials used.



SCULPTURE

- Draw before making
- Colour mixing e.g. skin tones

COLLAGE

- Cut and stick different materials
Annotate- which will work best and why?

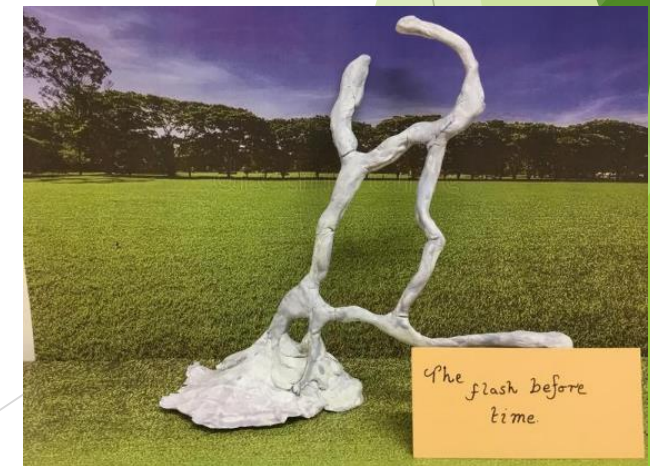
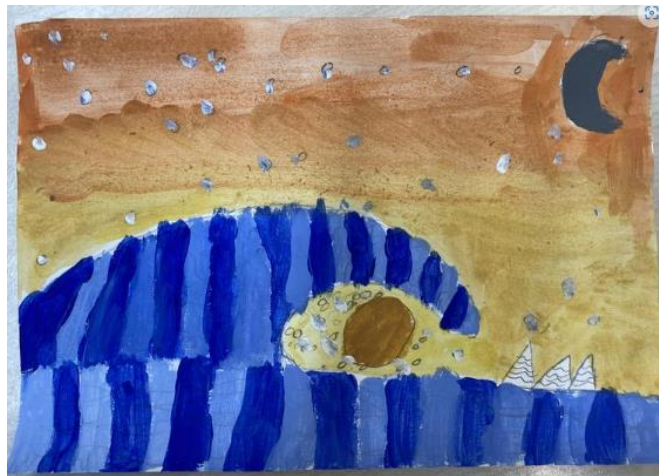
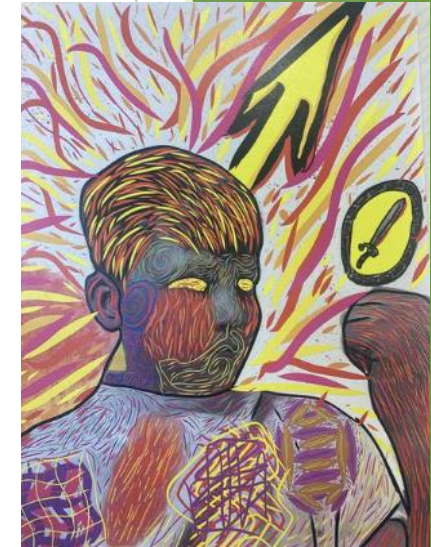
PRINTING

- Test out printing techniques and different colours straight into sketchbook before creating the final piece.



Compose - Final Piece

The final piece will most probably not be in the sketchbook. Instead, this can be created and then photographed (3-D) or photocopied(2-D) for children to evaluate.



Reflecting / Evaluating

Children should then be given time to reflect and evaluate their own art work.

Evaluation questions.

What do I like about my work and why?

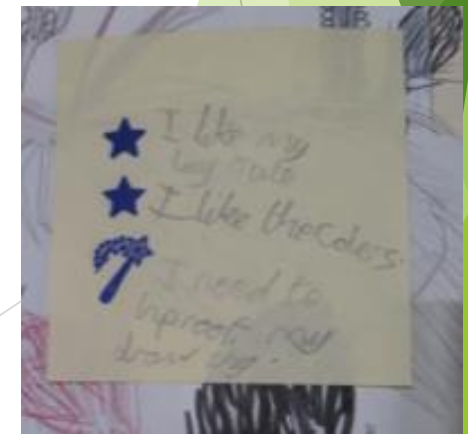
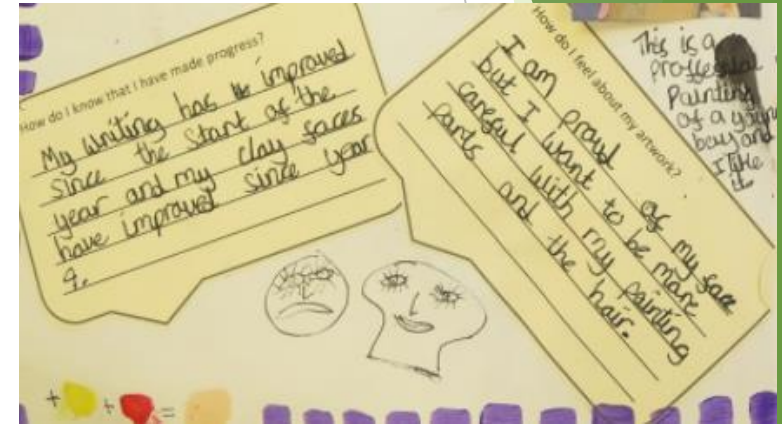
What worked less well and why?

What would I do differently next time?

(Use stem sentences or key questions to support)

Peer assessment- give children opportunities to discuss their work with a partner.

Post it note saying what they like about their partners work.



Art Sketchbook Annotation

On-going assessment

<p>Shape, form, space Closed Open Distorted Flat Organic Deep Flat Positive Negative Foreground Background Composition Curvaceous Elongated Large Small 2D 3D</p>	<p>Tone Bright Dark Faded Smooth Harsh Contrasting Intense Sombre Grey Strong Powerful Feint Light Medium Dark Dramatic Large Small</p>	<p>Pattern and Texture Repeated Uniform Geometric Random Symmetrical Soft Irregular Coarse Bold Uneven Bumpy Rough Smooth Uneven Spiky Broken Furry Fine Flat Grid</p>	<p>Line Fluent Free Rough Controlled Powerful Strong Geometric Angular Light Delicate Flowing Simple Thick Thin Horizontal Broken Interrupted Rounded Overlapping Broken Faint</p>	<p>Colour Bright Bold Primary Secondary Tertiary Radiant Dull Muted Contrasting Deep Vivid Monochrome Harmonious Complementary Natural Earthy Subtle Pale Cool Warm Saturated Luminous Strong</p>
--	--	---	---	--

<p>On-going</p> <p>Y1</p> <ul style="list-style-type: none"> • Tell me about what you are making? • What might you do next? • Tell me about what you have made. • 	<p>Y2</p> <ul style="list-style-type: none"> • Tell me about what you are making? • What might you do next? • Which materials might you use? • What have you discovered? • Tell me about what you have made • What would you like to explore more of?
---	--

<p>On-going</p> <p>Y3</p> <ul style="list-style-type: none"> • Tell me about what you are making and what inspired you. • Tell me about the materials and techniques you are using. • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get around them? • Tell me about things you really liked or enjoyed. • What would you like to explore more of? <p>Y4</p> <ul style="list-style-type: none"> • Tell me about what you are making and what inspired you. • What might you do next? • Tell me about the materials and techniques you are using. • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed. • What would you like to explore more of? 	<p>On-going</p> <p>Y5/6</p> <ul style="list-style-type: none"> • Tell me about what you are making and what inspired you. • What might you do next? • Tell me about the materials and techniques you are using. • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed. • What would you like to explore more of? <ul style="list-style-type: none"> • Tell me about what you are making and what inspired you. • What might you do next? • Tell me about the materials and techniques you are using. • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really enjoyed.
--	---

Basic, simple, solid, loud, quiet, bright, realistic, stylised, observed, busy, vibrant, strange, interesting, balanced, lively, negative, recognisable, abstract, tactile, meaningful, symbolic, depressing, unique, emotive, hidden, textural, dynamic, disturbed, sophisticated, puzzling, optimistic, powerful, intentional, concealed, subtle,

Sentence Starter Ideas.....

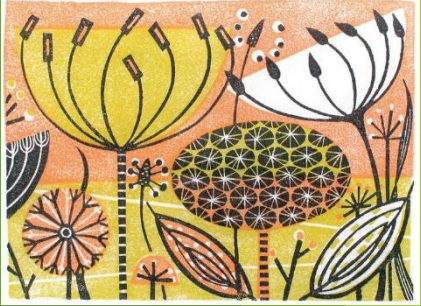
- In this piece I have...
- The materials I have used are...
- The technique I have used is...
- Through working in this way, I have learnt how to...
- I have shown... in the style of...
- This piece could develop further by including...
- The artist..... has influenced my designs because...
- To develop this piece further I could...
- I think using... worked really well because...
- I am particularly pleased with... and I now aim to....

Review Example

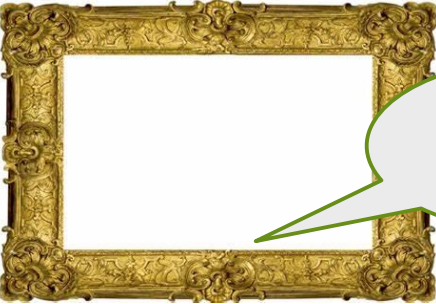
I have created this piece using watercolours, coloured pencil and oil pastel. I have learnt how to blend the watercolours to show different tones and use oil pastels to show the darkest tones and add texture. The piece shows strong shapes and vivid colours. I have added coloured pencils to show some areas in more detail and focus. The artist Georgia O'Keeffe has inspired my piece. In her work she uses bright, bold colours to show close up views of flowers with a range of dark to light tones. I aim to further develop my piece by using other materials. I could do this by experimenting with block prints on watercolour back grounds or possibly try painting onto fabric to then stitch into to show more detail.

Theme: Plants
Artist: Angie Lewin

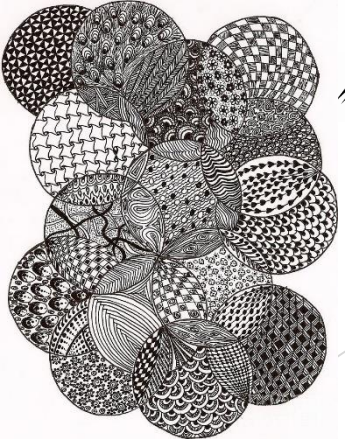
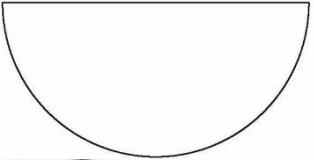
Alliums and Fennel



The artistic Journey



Evaluate
(Self / Peer)





Lacewood Curriculum

Our art curriculum is both knowledge and skills-based. Each unit of work is linked to a key theme or focus artist. This provides a 'hook' into learning for our children and enables them to make links between subjects.

Children have opportunities to:

- Research
- Experiment (practicing linked techniques)
- Review and improve (including annotations)
- Produce a final piece of work
- Evaluate

We are not looking for children to just 'replicate' a piece of artwork. Instead, we want our children to be 'inspired' by works of art.



Welcome to your Sketchbook!

This is a place for you to be creative, expressive and explore your ideas.

This is YOUR Sketchbook, it belongs to you and no grown ups will write in them or mark the pages.

Here is some Sketchbook Guidance to help you make the most of these special books;

- Try to use the whole page, you can fill it with as many ideas and attempts at technique as you like.
 - Experiment with different media; pencils, graphite, chalk, pastels, etc
- Try, when you can, to annotate your ideas. This will help your thought process.
- Look back often, you will remember the techniques and strategies you have used before.
 - Your Art is NEVER WRONG.

You are an artist.

Every child is an artist.
— PABLO PICASSO —