

Sketchbook Policy - Art and Design



Aims:

- To provide a record of learning and progression across all four areas in Art and Design – Investigating and Making, Exploring and Using Media, Reviewing and Modifying and Knowledge and Understanding
- To enable children to learn and develop skills, explore techniques and media and become more independent, knowledgeable and confident artists

Investigating and Making

Recording responses

The sketchbook is to be used as a way of recording responses to various stimuli including children's own ideas and as such may or not be the place for a final "polished" piece of work. It should show a journey and is therefore a place for the children to practise, develop and refine their work - a place where it is okay to make mistakes. In fact, mistakes should not be rubbed out or removed from the book as they form part of the learning process. It acts as a reference of what the child has learned through their art work and/or annotation and as a reference for future work.

Examples of drawing in the sketchbook:

- Focus on the Formal Elements of art – line, shape, tone, texture, pattern and colour
- practice drawing certain features, gather information for a larger piece of work
- Record details about work for future reference
- Designs - sketches or working drawings for things the children want to make in art

If appropriate, sketchbooks may be taken on trips or visits to record what is seen there or if deemed impractical, separate sheets of paper may be used that can be stuck in later.

Gathering resources and materials

The end of Y4 expectation is that children collect visual information to use as source material for their own work. By the end of Y6 children should be self-selecting visual information in order to experiment with ideas suggested to them. In order for this to be achieved, the gathering of resources and materials should be encouraged as early as possible in order for it to routine.

Examples of what to collect:

- Photographs
- Photocopies of artworks (those of artists and of other children)
- Pictures from magazines, comics, cards, calendars, stamps, labels etc.
- Samples of textures, fabrics and other materials
- Titles of music, poems or stories used as a stimulus
- Lists of resources needed to produce a piece of art

Exploring and using media

Children can keep a record of explorations with different media. However, much exploration will occur outside the sketchbook (such as painting on different types of paper or other materials, use of 3D resources, or experimenting on a large scale). Photos of these explorations could be stuck into the sketchbook.



Examples of explorations to keep:

- Colour strips from colour mixing
- Tone bars (e.g. warm and cool colours)
- Studies on the effect of media on different types of paper
- Comments / notes on the use of different media e.g. how to mix a certain colour or how to achieve a certain effect.

Children should be encouraged to comment on the media and techniques used. This can be very basic at first e.g. “yellow and pink makes peach” or “you smudge it with your fingers” to more complex for older children e.g. “Use a broad brush and add more water every 3 strokes to make a graduated colour wash using watercolour”

Reviewing and modifying

Children should evaluate their own artwork, whether this work be directly in their sketchbooks or a photograph. Comments should include both positive features and ways in which it could be improved. Children should be given time to review work and add improvements or where they deem appropriate begin again. Erasers should be avoided and initial attempts should be kept as these provide evidence of progression. Comments from teachers should mainly be verbal and should not express personal feelings but rather be focussed on skills. If an adult feels it necessary to write a comment, for example when they have not had the opportunity to have a discussion with a child, it should be written on a post-it note rather than directly in the sketchbook. This ensures the child has total ownership of their sketch book.

Knowledge and Understanding

It is important that children gain knowledge and understanding of how artists go about their work. Children should be exposed to the work of real artists and some of this information should be recorded in sketchbooks.

Developing Understanding

In comparing the work of artists, children could stick in reproductions of works of art around which may be written information or comments. Prompt questions or stem sentences may be used to begin with until the children are used to the types of responses expected. These may be factual but should also include the children’s personal reactions.

Responding and Evaluating

Children should be encouraged to record their responses to ideas, methods and approaches of artists. They should learn to compare approaches. This may include descriptions of the processes they have used and what worked well etc.

Children should know that in art there are no “wrong answers” and everyone is creative!