



EYFS, KS1 & KS2

Art & Design Sketchbook

Staff CPD

December
2022



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



National
Curriculum

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.

At Arnside National C of E Primary School our aim is...

For, EYFS, KS1 through to the end of KS2 all to have sketchbooks which will be called 'My Art Journal'. These journals will move up through school with the children. They are a great opportunity to show progression and the journey of art skills, in all forms, for each individual child.

Why use sketchbooks?

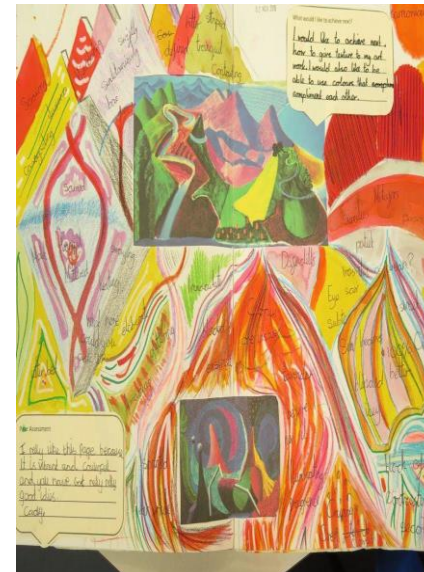
Sketchbooks are a great way to tell the story of the artistic journey the children have taken throughout their project/projects.

Sketchbooks are a place for children to **take in ideas** (magpie), **test out**, and **reflect**.

In the same way, sketchbooks can be used at many different points of the day, not just in Art. Each time of the day offers an opportunity to develop different skills: **Using sketchbooks at the start of the day** can help children transition, and provide an opportunity to focus and open their mind to think creatively.

Using sketchbooks at the end of the day can help provide an opportunity for reflection and absorption of ideas.

Giving learners access to sketchbooks in their free time (lunchtime, at home) can help build a sense of ownership of their own learning.



Where to start with planning an Art Unit?

1) Look at the Art topic for the term does it fit into your /Science/English Unit for that Half Term – can it be linked to the **Art project** or will it be a stand alone topic?

Save the World

Black History

Flowers

Space

Fashion

2) Look at the skills covered within the Art Unit – Use **Art Skills Document** to help. Follow the **pathway link** on the **medium term plan** to gain further detail, ideas and information

3) Research further the **famous Artist/s** or decide which one to focus on within the unit. Add in more specific detail to the **Cultural Capital** section dependent on time restraints at the time.



Armside National C of E Primary School

Art Medium Term Plan
Let all that you do be done in Love Corinthians 1

Fashion Design		
Year C Spring Term Years 3, 4 & 5	Topic: Collaboration & Community Pathway Link: https://www.accessart.org.uk/fashion/	Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.
National Curriculum Objectives (KS2): Pupils should be taught to <ul style="list-style-type: none"> develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history. 		
Enquiry Questions: How can we design fashion in response to a brief? How can we transform 2d to 3d. How can we use pattern and texture?		
Previous Learning (KS1 & possibly Y3 & 4): <ul style="list-style-type: none"> ✓ Explored pattern and colour. ✓ Explored the relationship between 2d and 3d. ✓ Explored how artists and designers often work to a brief, bringing their own personal experience into the project, to make work others will consume. 	Future Learning (KS2): <ul style="list-style-type: none"> ✓ Develop skills in using colour and pattern. ✓ Develop understanding of relationship of 2d to 3d. ✓ Develop awareness of different disciplines within art and articulation skills around purpose and intention. 	
School Values: Happy, Healthy and Secure Confident and Independent Respectful and Caring Inspired and Excited to Learn Teamwork	British Values: The rule of law Individual liberty Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith Democracy	Christian Star Qualities: Love Joy Peace Patience Kindness Gentleness Self Control Faithfulness Goodness

Stages 1-6 – Example summary / approach to map out planning an Art Pathway

Stage	How many lessons?	What will the lesson consist of
1	1 or 2 depending on year group	Drawing Children draw either from life (objects) or from photos using different drawing mediums (pencil, felt pen, pencil crayon, oil pastel, charcoal, soft pastel)
2	2-4 depending on year group and skills planned to develop	Experimenting In this stage the children will have the opportunity to explore different mediums in more depth such as; collage, water-colour, textured paint or surfaces, or combining mediums perhaps example biro and watercolour, watercolour and oil pastel
3	1-3 lessons	Artist Lesson 1 – look at life and work of artist, children could research life and work of artist and make notes Lesson 2 – Look at and discuss artist pieces of work in more depth focusing on use of colour, method, medium etc
4	1-2 lessons	Using Artists style Lesson 3 – Children re-create a part of or a replica of famous artists piece either using the medium the artist has or a different medium but create the same thing for example famous artist may have used watercolour to generate their piece – child uses collage or oil pastel.
5	1 lesson	Compose This is where the children will create their own unique piece that incorporates the elements, they have looked at so far – drawing, colour, artist, compose
6	1 lesson	Evaluate The children will reflect (using post-its) on their own compositions and use the vocabulary from their sketchbooks to help them.

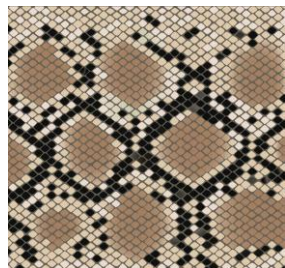
Where to start / resources?

Now that you've looked into the detailed pathway and cross referenced it with the medium term plan look at what resources should I use to get the children started?

Collect photos or collect items related to the subject/topic / Art Unit

Example, Year 1 – Animals / Animal Pattern / The Tiger that came to Tea

**1) Collect/
Use
photographs
as a prompt
for the
children to
use to get
started**



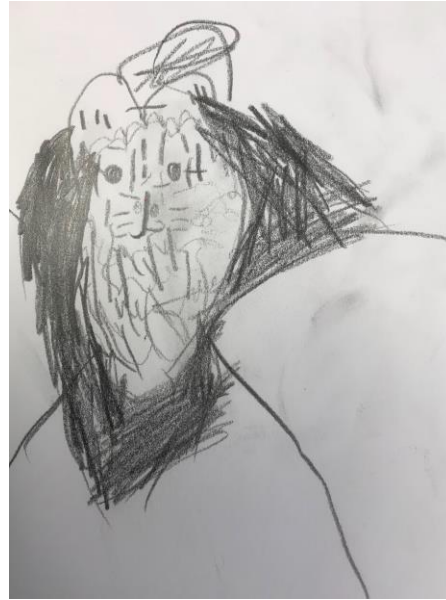
Stage 1 - Drawing

Let the children use the photos of animals to initially draw the animals.

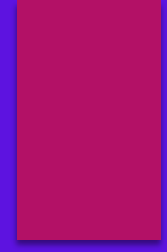
The drawing process doesn't have to just involve a pencil, this could also involve using:

- Soft pastel
- Oil pastel
- Coloured pencils
- Felt pens
- Biro
- Charcoal

It could also include the children drawing on different surfaces such as different colour paper, tissue paper etc. Stick these in their Art Journal.



Stage 2 – Explore and Experiment



Using photos provides the opportunity for the children to experiment using a focused prompt with a range of materials. You may wish to do **stage 2** over a period of several lessons for example;
Stage 2 Lesson 1 – watercolour,
Stage 2 Lesson 2 – Oil Pastel,
Stage 2 Lesson 3 – soft pastel
Stage 2 Lesson 4 – Collage

Stage 3 – Looking at an Artist



Henri Rousseau

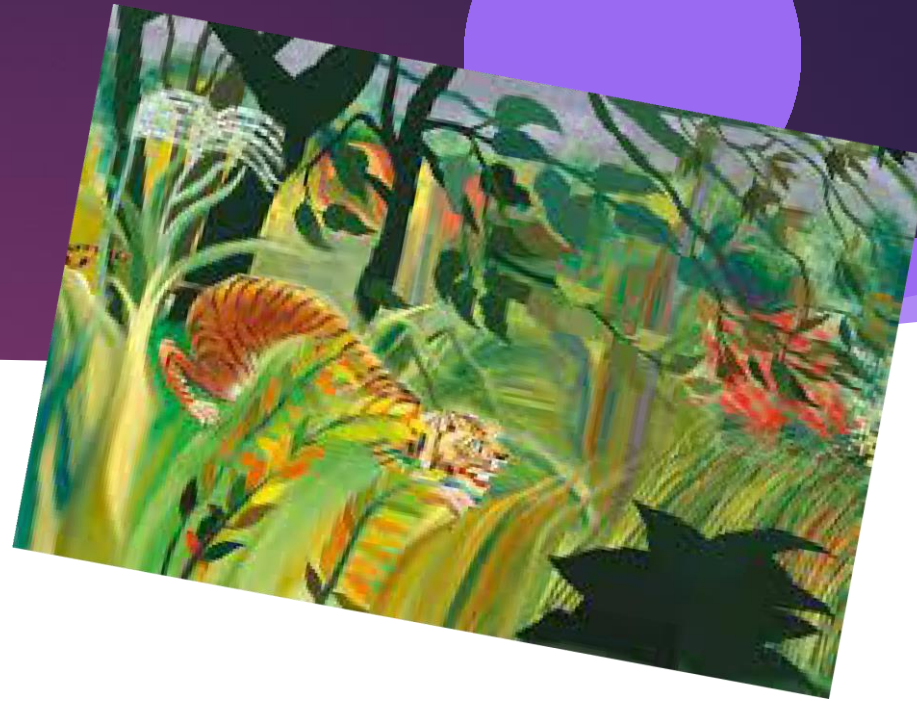
About

Henri Julien Félix Rousseau was a French post-impressionist painter in the Naïve or Primitive manner. He was also known as Le Douanier, a humorous description of his occupation as a toll and tax collector.

Stage 3

Start by making the children familiar with the life and work of the artist you're focusing on
Biography, examples of artists pieces of work, technique, famous pieces, analyze and interpret artist's work

Stage 4



Here are some tropical leaf shapes:



Aralia Leaf



Fern Frond



Split Leaf Philodendron



Fan Palm



Bird of Paradise Leaf



Papyrus frond



Areca Palm



Banana Leaf

Next, give the children the opportunity to re-create the chosen focused artist's work using their technique. In this case, Rousseau used a range of tropical foliage in his pieces – children will use his style to re-create these plants.

Stage 4 re-create famous artists piece using an artist's style / colour pallet or medium

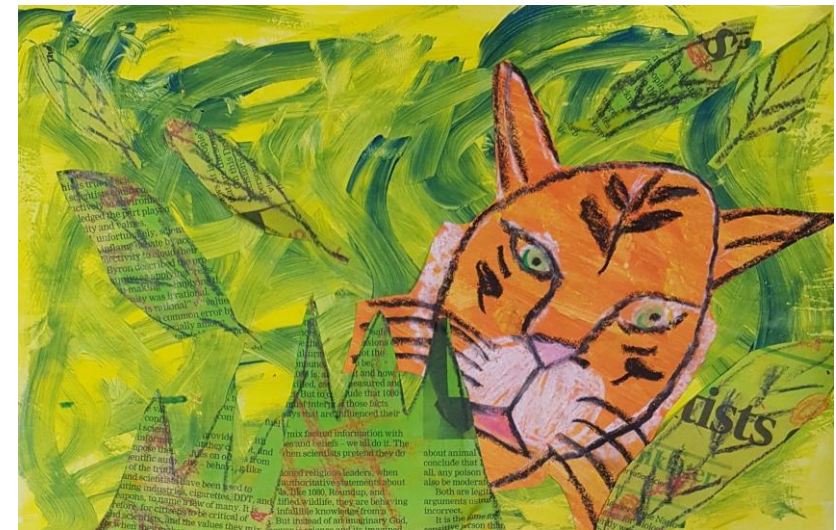
Copied piece using oil pastel and watercolour / poster paint



Copied piece using collage and oil pastel



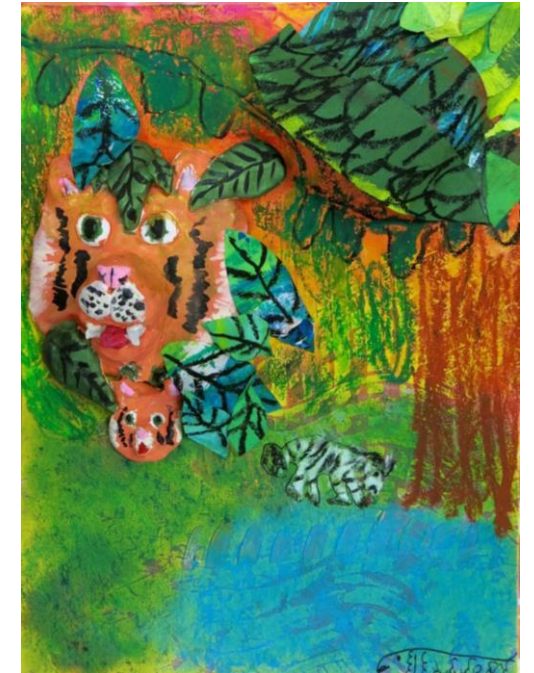
Copy of a section of Rousseau's piece using collage and paint



Stage 5 – Final Piece

Using all elements of exploration from stages 1-4 children should have the opportunity to plan their final piece. This could be a drawing of what they want the final piece to be, or the teacher could model (for younger students) the final piece.

The final piece (using this unit as an example) could be the children's interpretation of Rousseau's piece, using their own plants in the piece, or perhaps the focus could perhaps be their own interpretation of a tiger.



Stage 6 – Evaluating final piece

KS1 My Sketchbook Word Bank

Colour & Tone	Line & Texture	
bright	bold	rubbery
bold	soft	wrinkly
vivid	smooth	translucent
cool	rough	transparent
warm	glossy	opaque

Use the word bank worksheets stuck in Art Journals to help with vocabulary

Questions

What?	How?	Why?
What have you done?	How did you do it?	Why did you do it?
What have you learnt?	How well did it work?	Why is it effective?
What would you do differently?	How could you improve it?	Why would this improve it?

Sentence Starters

The materials I have used are...
I have used these materials to show...
The successful aspects of this piece are... because...
The areas to develop are...
I now aim to...
I was inspired by... because...
Through creating this piece, I have learnt...

KS2 My Sketchbook Word Bank

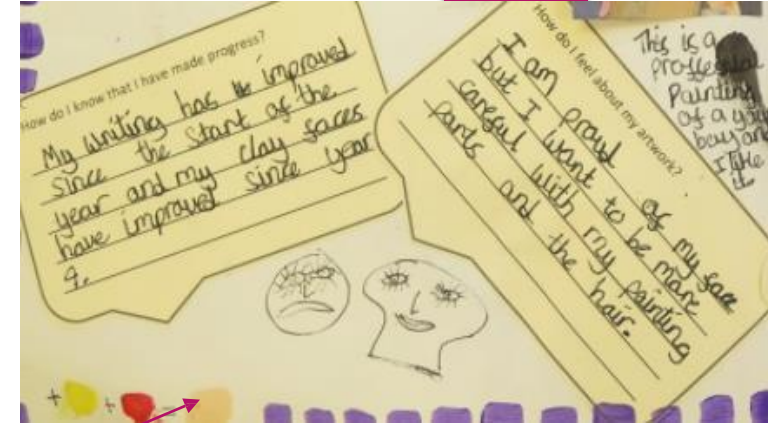
Colour & Tone	Line & Texture	
primary	bold	Contrast
bold	soft	Texture
vivid	flowing	blend
cool	rough	perspective
warm	broken	reflection
complementary	faint	Outline
monochrome	smooth	Shadow
harmonious	glossy	Cross hatch
dramatic	dark	horizon

Questions

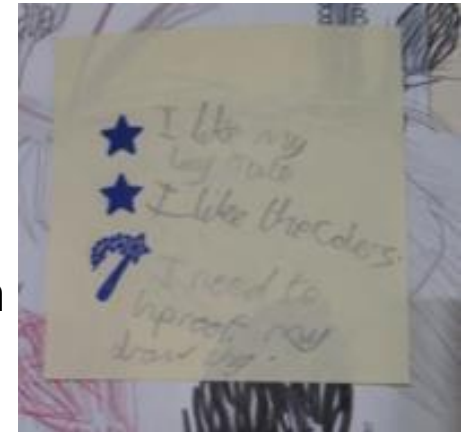
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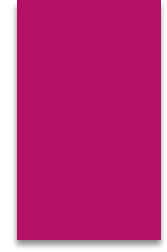


Children then use post-it notes to comment/make suggestions on each other or own pieces

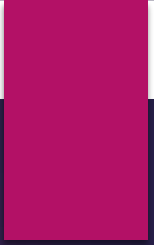


Arnside National C of E School advocates for conversation-based assessment in art which takes place on an ongoing basis. The conversations might take place as a class, as a group, or one to one and will feed into processes of reflection and evaluation. These are not activities which should just take place at the end of projects, but throughout the creative process. This makes assessment meaningful, and not a tick-list process which bears no use or relevance to the child. This kind of assessment requires that the teacher is actively involved in each learning journey of every child. We believe this type of assessment underpins good teaching and leads to better outcomes, especially in such a sensitive area as nurturing a child's creativity.

Re-Cap



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Good Luck with your first new Art topic using the Art Journals 😊

I hope this has been helpful. Remember nothing is set in stone and can be changed,
including the topic units. Please just come and see me to talk through it 😊