



St Barnabas

Church of England Primary Academy

A member of **CDARI**

Art Sketchbook Policy

The sketchbook is an important personal record for children to express their creativity and artistic ideas. It is a place for children to generate ideas, experiment with their 'making skills' and allow them to develop and refine their own work without judgement. It is also a place where children can discuss and evaluate their own or others Artwork.

Purpose of Sketchbooks:

- to enable children to produce creative work, exploring their ideas and recording their experiences (NC)
- to become proficient in 'making skills' such as drawing, painting, printing and other techniques (NC)
- to demonstrate children's skills and progression
- to evaluate and analyse their own and others creative works using the language of art, craft and design (NC)

How Sketchbooks should be used:

- Sketchbooks are owned by the pupils and should be at the centre of their creativity. As such, sketchbooks should allow children to develop and explore their own style and personality as an artist (a class of 30 sketchbooks should not look alike!)
- Sketchbooks should be used to show progression through an art unit- there should be a clear starting point where the relevant Kapow knowledge organisers are stuck in at the beginning of each unit and discussed with the children. Children should then be able to refer to their knowledge organisers during each unit for key information and vocabulary linked to their work
- Children should be given time within a taught unit to experiment with making skills or the formal elements of Art and should use their sketchbooks as part of this process. They should be given time to practise, edit, make observations, analyse and evaluate their own and other's Art work
- Sketchbooks **do not** have to be used in every single art lesson- sometimes it is not appropriate to use sketchbooks during an art lesson, e.g. sculpture/3D art, canvas work, printing. Where practical art work is done, teachers can create pic collages of the Art work which should then be uploaded to the school website with the Art & Design tag.
- Teachers also have their own large sketchbooks which can be used to model making skills/formal elements of Art – it is always good for the children to see that Art doesn't need to be 'perfect' – but is an individual expression of creativity

What sketchbooks should look like:

- Sketchbooks should be dated for each lesson they are used and a clear underlined title – these can be taken from the Kapow lesson titles, e.g. Formal Elements – Exploring line
- Teachers should not be afraid if sketchbooks seem chaotic. Sketchbooks should be a collection of feelings and ideas that can be tested out. They can be tweaked and adjusted each lesson. Sketchbooks do not need to be beautifully neat, but at the same time children should take pride in their books and treat them as their Artist portfolios (you could show the children some examples of genuine Artist sketchbooks online to support this idea)
- Children should paint, chalk, oil pastel, collage and print directly into sketchbooks if appropriate (final pieces can be used for school displays or can be stuck into books)

Don't be afraid of using 'messy' materials in sketchbooks.

They can be used as a place to collect:

- Photographs
- Photocopies of art work/other's work
- Pictures from magazines, comics, cards, calendars, stamps etc
- Samples of textures, fabrics, wallpaper and other materials
- Artist information

Marking sketchbooks:

- Verbal feedback is best when children are working in their sketchbooks
- Teachers can use 1:1, small group or whole class discussions to help articulate sketchbook content or address any misconceptions/next steps
- Teachers do not have to respond to every single piece of work in sketchbooks but may use their own judgement to decide where feedback is needed
- Feedback should be positive and constructive and should link to the Artist/making skills/techniques being taught as well as the learning objective. Feedback may be a 'next step' so that the children can improve their technique or build upon this next time

Example: 'Great toning skills used here. I like the way you've shown light and dark'

'You've made excellent use of your pencil to show gradient'

'How could you make this piece more vibrant?'

'What could you do to make this appear more 3D?'

'What do you like about your sketch?'