



Art

The importance of Sketch-books

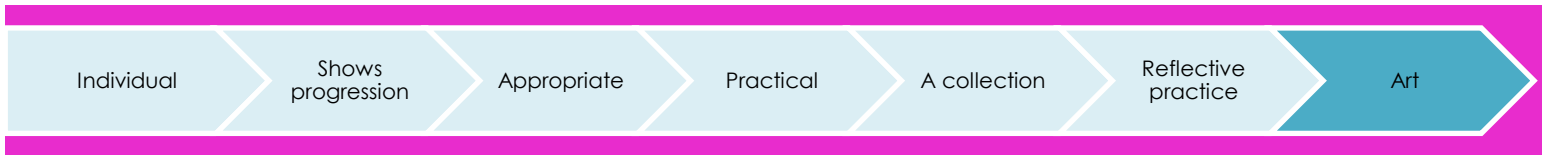
The sketchbook is an important personal record



Providing a record of ideas, collections and reflections



A respected document to record progression of skills throughout school



Aims	Our practice
Sketch-books have a purpose	<p>Our sketch-books are used to:</p> <ul style="list-style-type: none"> gather, collect, experiment and reflect. assess children's skills and progression. reporting and sharing with parents and governors. continue with the child throughout the school in order to show their progression of skills throughout their school journey. a way for children to express themselves and their creativity
Individual	Sketchbooks should be owned by the pupils, and should be placed at the centre of pupils' creativity. As such sketchbooks should develop personalities (a class of 30 sketchbooks should not look alike).
Progression	Sketchbooks should be used to show a journey and progression of an art unit- there should be a clear development and build-up of skills/techniques that lead to a final outcome/piece of art shown through the sketchbooks.
Appropriate use	Sketchbooks do not have to be used every single art lesson- Sometimes it is not appropriate to use sketchbooks in an art lesson e.g. doing sculpture/3D art work, display or when you need a bigger canvas than A4. Where practical art work is done teachers have the option to stick photo evidence in sketchbooks. Older children may like to stick photos in and write about what they did, the skills they used, what they enjoyed and the feedback they shared with you.
Practical	Children should paint, chalk, oil pastel, collage and print directly into sketchbooks if appropriate (e.g. if not a final piece that will be used on display) Teachers should not be afraid of using 'messy' materials in sketchbooks.
A collection	<p>The sketchbook can be used as a place to collect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Photographs <input type="checkbox"/> Photocopies of art works – even of other children's work <input type="checkbox"/> Pictures from magazines, comics, cards, calendars, stamps etc <input type="checkbox"/> Samples of textures, fabrics, and other materials <input type="checkbox"/> Titles of music used to stimulate a response <input type="checkbox"/> Poem or stories that were used to stimulate a response <input type="checkbox"/> Lists of resources that the children might need to produce a piece of art
Feedback	Marking should not comment on how good/nice the work is as this can damage children's self-esteem. Marking should be positive and constructive and should link to the key skills/techniques being taught as well as the learning objective. Marking should have a next step so that the children can improve the technique or build upon next time. 'Great toning skills used here. I like the way you caught the shadow'. 'You've made excellent use of your pencil to show gradient'

