

How do we use sketchbooks at St Michael's CE Primary School?

Throughout their time at St Michael's Primary, our children have access to a rich and varied creative curriculum and are taught using a variety of methods. One of the main elements of our art provision is the way we use sketchbooks. They are at the heart of our art curriculum and allow our children to develop their ability to be individual and creative artists. Children are encouraged to be independent and creative, developing their curiosity of the artistic world.

The sketchbook will show evidence of:

- **Gathering inspiration**
- **Exploring art media**
- **Developing understanding**
- **Recording responses**
- **Reviewing artwork**
- **Making modifications**
- **Evaluating**

Use of sketchbooks:

- The sketchbooks should show the art process displaying the knowledge, skills and vocabulary.
- Although we have specific learning objectives for our art lessons, we do not write a date or title in our sketchbooks.
- We expect children to write and annotate around their work using the key art vocabulary specific to their learning.
- Instead of formal marking, constructive feedback should be given to encourage the children to reflect on their work.
- In the first lesson of a unit, children will research the life and work of their artist to learn about their techniques and style. We try not to copy the work of others, but study their techniques to allow our children to build up a toolkit to eventually find and develop their own style. The artist study can be completed on a double-page spread with children being creative and using their pages as they wish with minimal teacher intervention.
- During this lesson, the children can watch videos and presentations. The children should have access to artist information, photocopies of their art style and a range of different media such as pictures from magazines, postcards, photographs, cuttings and artefacts. They will then use their sketchbook pages to write about the artist and create their own work in response to the artist. Children will explore their artist and style through exploration and discovery. A list of key art vocabulary should be shared with the children so they can include it in their annotations. The list should be attached to their artist study page to ensure all words are spelt correctly. Neat handwriting is also encouraged.
- Sketchbooks should be used to inform assessment of the children's progress and understanding of key knowledge and skills.
- Sketchbooks are also used to recap their learning.

- Children use their sketchbooks to make independently, informed decisions about their own final pieces of art as part of their learning journey and development of skills and knowledge.
- Sketchbooks should be a space where children are encouraged to explore and create without inhibitions and restrictions.
- Staples, hole punches, tying with various string and thread can be used to attach any work and to document the learning journey in their books.
- In UKS2, the annotations are more detailed, key vocabulary is evident and the children are able to analyse their own artwork and the artwork of others.
- They are able to talk about which artists they like and how the work of others influences their own style. Sketchbook pages also allow children to gather together a glossary of terms which they can look back on in future lessons.
- Pages are filled with ideas, concepts, exploration, annotations and the testing of materials. By Y6, children are adopting a much more independent artistic style.
- Teachers should have their own sketchbook to model in.

A useful webpage to look at:

<https://www.accessart.org.uk/sketchbook-journey-understand/>