



Art and Design Sketchbook Policy

National Curriculum Art and Design Objectives:

- Use sketchbooks to collect, record and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with various materials
- Learn about great artists, architects & designers

Purpose of sketchbooks

A sketchbook is an important personal record used:

- To gather, collect, experiment and reflect
- To assess children's skills and progression in art and design
- As a way for children to express themselves and their creativity

How to use sketchbooks

- Sketchbooks should be owned by the pupils. As such, sketchbooks should be individual and develop personality, therefore a class of sketchbooks should not look the same.
- Sketchbooks should be used to show a journey of progression of an art unit. There should be clear development and build of skills/knowledge/techniques that lead to a final outcome/piece of art.
- Sketchbooks do not have to be used in every art lesson. Sometimes it is not appropriate to use sketchbooks in an art lesson, for instance; sculpture/3D art, display work or when you need a bigger canvas than A4.
- Where practical work is done, photo evidence can be stuck into the sketchbooks. Children can write about what they did, the skills they used, what they enjoyed and any feedback they shared with you. This can effectively demonstrate the 'evaluate' and 'reflect' part of art and design.
- Sketchbooks should continue with the child throughout school in order to show progression of skills throughout their school journey.

What sketchbooks should look like

- Sketchbooks should be individual and personal to each child. They should be a collection of ideas and feelings.
- It is a place for children to practise, develop and refine their work. Mistakes should be encouraged to not be rubbed out or removed, but instead be seen as part of the learning process.
- Children should take pride in their sketchbooks but they do not have to be beautifully neat and tidy. It should be considered a working document and some pieces of work may appear messy or even chaotic. What may appear messy to us could be that child's best effort.
- Children should paint, chalk, oil pastel, collage and print directly into the sketchbooks unless a bigger canvas than A4 is required. If a final piece is required for display, then a photo of the final piece should be evidenced in their sketchbooks.
- Sketchbook content should be treated with respect. Teachers do not need to mark directly into their books (*see 'Marking Sketchbooks' below*). Children should be taught and encouraged to treat their own and other children's work with respect.
- Sketchbooks can be used as a place to collect:
 - Photographs
 - Photocopies of art work
 - Pictures from magazines, cards, calendars etc.
 - Samples of fabric, textures and materials.
 - Poems or stories that may have been used to stimulate a response

- Any form of stimuli used to generate a response

Marking Sketchbooks

- Marking should not comment on how good the work is. Marking should be positive and constructive and link to the key skills/techniques being taught.

Examples of effective marking in sketchbooks:

"Great use of shading here, I like the way you've made the object look 3D"

"The colours you have used here are really effective"

- Teachers do not need to mark directly into sketchbooks. They should use discussion to provide verbal feedback, or mark on a post it note/paper and attach to work.
- Teachers do not have to mark every piece of art work in sketchbooks but should use their own judgements to decide if verbal or written feedback is appropriate.

Remember! In art there are no "wrong answers".
It is about the process, not the end product.