



Mission Statement: Valuing Potential; Creating Opportunities

Using Sketchbooks

at Hartsbourne Primary School



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MONITORED BY:	SENIOR LEADERSHIP TEAM	PUPIL PROGRESS COMMITTEE	

Our Vision

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating **happy memories**.



RATIONALE

All pupils need a meaningful context, a clear purpose and concrete sensory experience in order to learn and progress in art and design. However, art is not only a visual experience. It is no longer confined to traditional disciplines, although these remain important. Contemporary art often combines media in multi-sensory works such as installations. These use the viewer's sense of touch, hearing and movement through space, as well as sight. By extending teaching and learning in art and design to include all the senses, teachers can provide experiences that include all learners.

The sketchbook provides a record of children's learning and progress in art and can be used to develop all the strands of the National Curriculum expectations for art. It should:

- Provide a visual record of children's learning in art that can be used as a resource.
- Be a spontaneous and personal record of points of inspiration, ideas and techniques.
- Help to make children independent and confident artists.

INVESTIGATING AND MAKING

Recording Responses

The sketchbook is used as an initial way of recording responses to various stimuli. The most common form of this is through drawings. The children should be encouraged to think of it as the place to practise, develop and focus their work; a place where it is 'okay to make mistakes'.

The sketchbook will act as a reference source for drawings and a resource for future work. Where appropriate work by the children should be dated and titled to provide a suitable record for both the teacher and the pupils. Drawing in the sketchbook can take many forms:

- ❖ A visual record of observations made from a range of first-hand sources, such as interesting objects, plant forms, buildings, people.
- ❖ Record a personal response to experiences and environment - a way of communicating ideas, feelings and interests.
- ❖ A focus on shape, to practise drawing certain features, and to gather information for use on a larger piece of work.
- ❖ Practise techniques such as shading, perspective and drawing from different viewpoints.
- ❖ Working drawings for ideas of things the children want to make (collage, 3D work).
- ❖ Investigative sketches to gather information of how things are made or work.
- ❖ An 'ideas book' to explore possibilities and alternatives.

Gather resources and materials

Children should be given opportunities to collect visual information and use it as a source material for their art work. By the end of Year 6 children should be selecting their own visual information to collect in order to experiment with ideas suggested to them. The sketchbook can be used as a place to collect:



- Photographs, postcards, pictures from magazines, comics, cards, stamps, calendars.
- Photocopies of art works, other children's work, patterns, landscapes etc.
- Samples of textures, fabrics, paper, and other materials.
- Poems, short stories, vocabulary, music titles, used to stimulate a response.
- Lists of resources that the children might need to produce a piece of art.

Explore and use media

The children can use the sketchbook as a place to keep records of their own, or other children's, exploration of media. Pupils should be encouraged to comment on the media and techniques used, even at a basic level (eg 'smudge it with your fingers'). The sketchbook can include:

- Colour strips from colour mixing.
- Tone bars from tone work.
- Studies of the effects of media on different types of paper, card etc.
- Notes on the use of media e.g. how to mix a certain colour or get a certain effect.
- Rubbings with different media.
- Mark making (Examples of brush strokes, pencil lines, pastel strokes, rubbings etc).
- ICT print-outs and distorted images.

Pupils should be encouraged to practise their drawing skills regularly. They should develop the willingness to make working drawings (in a range of media) and to accept that it is good practice to re-work drawings (without the need for an eraser) as they observe with increasing accuracy and developing understanding. Pupils should be challenged to draw:

- From observation, imagination and experience using their sketchbooks where appropriate;
- At different scales and on different surfaces;
- Using different media
- For different purposes, eg to explore ideas, to explain ideas to themselves and others, to record information about what has been observed.

While it is important to establish and develop the skills of drawing and painting, all pupils will benefit from working in three dimensions and sculpture, using textile and ceramic processes, and working with ICT and video. These media and processes not only teach pupils about tactile qualities, but also help them to understand the concept of space, the use of rhythm, spacing, sound and sequencing. It teaches them how to create and interpret mood and expression, how to use textural layers in materials and sound, and how to set the context. It also gives them the confidence to suggest and echo ideas. These are skills needed for traditional art forms and also for advertising, film making and other art forms such as dance, music and writing.



Review and modify

Pupils can use sketchbooks to record their thoughts on the artwork that they have produced. They can take part in a critical dialogue identifying positive features in their work and ways in which their work could be developed or improved. In its simplest form this could take the form of a list of comments (alongside a photograph or photocopy of the work) saying what they like about the picture and what they would do differently if they did it again.

Whenever children decide they have not drawn something right and to start again, they are reviewing their work. Avoiding erasing or throwing away earlier attempts provides the pupil and teacher with a method of review.

Knowledge and Understanding

It is important for children to gain knowledge and understanding of how artists and craftspeople go about their work and some of this information is recorded in the sketchbook.

Develop understanding

Postcards of other artists' work can be stuck in and annotated with information or comments. Laying tracing paper over the picture and writing in detail about particular parts or aspects can be a useful exercise as well as brainstorming particular vocabulary.

Respond to and Evaluate

The children can record their responses to the ideas, methods and approaches of artists and other children in their sketchbooks. The sketchbook could be a place to compare different approaches. The sketchbook might include:

- ❖ Description of things that the children have made and notes on the actual technical processes involved.
- ❖ Annotations, labels and descriptions of materials and methods to be used.
- ❖ Evaluations of ideas, methods and plans.
- ❖ Reflecting, reviewing and identifying progress.
- ❖ Particular works that interest them in school and on visits to museums, galleries and exhibitions.
- ❖ Analysis of methods and techniques used by different artists, craftspeople and designers.



Sketchbook entry; Georgia O'Keefe



EXAMPLES OF SKETCHBOOK ACTIVITIES

COLOUR

- ❖ Experiment with the primary colours (red, yellow, blue) what kind of greens, oranges and violets can be made using paint, pastels, chalks and crayons.
- ❖ Use decorator's colour cards cut into strips and arranged in a design to show shades.
- ❖ Make patches of colour with coloured pencils, wax or oil pastels, overlapping colours and patches. Use cool and warm colours.
- ❖ Place a cardboard viewfinder over part of a painting (abstract or impressionist works well) and copy that section.
- ❖ Draw a 5 x 5 grid (or smaller), match a colour from a chosen painting in each square.
- ❖ Choose a colour or theme (eg autumn, seaside, park) and collect small pieces of coloured paper, fabrics, feathers, ribbons etc to make a design in the sketchbook.
- ❖ Collect leaves and record their colours. Press a few leaves and stick in sketchbook (under sticky tape or sticky backed plastic).
- ❖ Copy the markings from animals, birds, insects and fish. Fill the page with part of a flower or object so that it is 'abstract.'
- ❖ Practise water-colour washes. Draw with a wax crayon (abstract or pattern). Cover the paper with a colour wash (different colours, same colours, different tones).

PATTERN

- ❖ Collect pictures from magazines that show patterns. Divide the page into sections and fill each section with a different pattern.
- ❖ Make patterns with different media (mark making); divide the page into boxes. Explore and reproduce patterns from different cultures.
- ❖ Use a viewfinder to highlight an area of pattern; reproduce using biro, rollerball, pen and ink, coloured pencils.

TEXTURE

- ❖ Make a list of words that describe texture.
- ❖ Experiment with different media to represent texture (rough, smooth, furry, feathery).



- ❖ Cut out pictures that show textures, stick in sketchbook with annotations.
- ❖ Make rubbings with different media of different textures; use to make a small collage.

TONE

- ❖ Add white or black to a primary colour and experiment with lighter and darker tones.
- ❖ Cut up copies of pictures into small squares (black and white, colour). Ask pupils to group them into dark, medium and light tones and stick into sketchbook.
- ❖ Experiment patches of tone using different grades of pencil: 2H, HB, 2B and 4B, graphite.
- ❖ Put some objects on a visualiser and draw the shape outlines. Block in the shapes with different shades of grey. Use darker tones where the shadows overlap.
- ❖ Set up a monochromatic still life, lit to form strong shadows. Photograph/draw/paint.
- ❖ Use newsprint or magazine pictures and cut out the individual shapes from a still life and make a small collage.
- ❖ Paint pieces of A5 paper with different shades of one colour. When dry, weave together.

MARK MAKING AND LINES

- ❖ Use a grid and fill with different kinds of lines and marks, using different media.
- ❖ Give pupils a photocopy of a small section of an artist's drawing. Glue into sketchbook and extend the lines of the drawing using ink, pen or pencil.
- ❖ Reproduce the different marks that artists' use in their work.
- ❖ Draw different lines to represent water and reflections.
- ❖ Give one child a postcard reproduction. They describe it to a partner who draws what they hear, using line and marks.

STARTING POINTS FOR ABSTRACT COMPOSITIONS

ORIGINAL PAINTING TITLES	IMAGINERY TITLES
Green Grass Rising	Sounds in the long grass
Blue Poles	Interrupted rhythm
Shadow Spirits of the Forest	The echo of rising islands
Broadway Boogie-Woogie	Converging screams
Dance to the Music of Time	Ricochet
Table of Silence	Floating over deep edges
Green and Blue Music	The torn abyss
Happenings in Six Parts	Fallen totem