


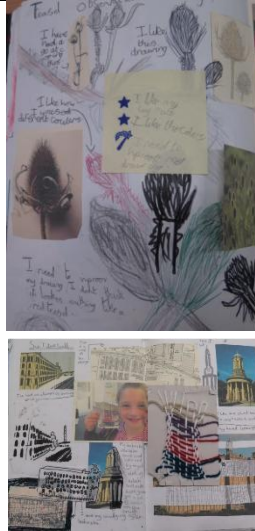

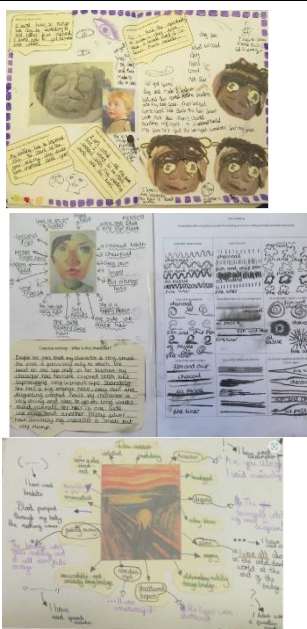



Sketchbook Expectations & Progression

- All books to be labelled for current class/year group e.g. class, child's name, sketchbook
- New front cover each year e.g. Year 3 Art
- Short date and learning objective to be stuck in for each lesson.
- No physical teacher marking required.

Sketchbooks are a valuable tool in our curriculum, allowing children to document their design process, experiment with different materials and techniques, and reflect on their progress and learning. Using sketchbooks, children can refine their designs, troubleshoot problems and make changes to create a final product and bring the 6 C's to life. Below are some examples:

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
						

Purple = Substantive Knowledge	Orange = Annotations			Green = Implicit Knowledge / Skills		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To introduce what a floorbook is for and you understand that it is used by the class to showcase Art.</p> <p>Explore mark making.</p> <p>Pictures, marks and initial words to show responses to art.</p> <p>Adult scribe to capture pupil voice</p>	<p>Continue to develop children's understanding and contributions to class floorbook.</p> <p>Understand it is owned by the pupils for experimentation and exploration.</p> <p>Use floorbook to:</p> <p>Explore mark making</p> <p>Test out printmaking ideas</p> <p>Develop experience of primary and secondary colours</p> <p>Practice observational drawing</p> <p>Use simple words and labels e.g. blue paint, circle, pattern</p> <p>Adult prompt may support reflections.</p> <p>Begin to use art vocabulary e.g. line, shape.</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</p> <p>Understand that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each person's sketchbook looks is unique to them.</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Explore colour and colour mixing.</p> <p>Make visual notes about artists studied using artistic vocabulary and THEAL sentence stems.</p> <p>Begin to use art vocabulary e.g. line, shape.</p> <p>Compare pieces of artwork e.g. this one is darker</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each person's sketchbook looks is unique to them.</p> <p>Work in sketchbooks to:</p> <p>Develop mark making skills</p> <p>Practise drawing skills.</p> <p>Explore the qualities of different media.</p> <p>Make visual observations using artistic vocabulary and THEAL sentence stems to support.</p> <p>Share annotations using art related terminology.</p> <p>Specific terminology through annotations to describe techniques and effects.</p> <p>Begin to reflect on what went well and what could be improved.</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Use sketchbooks to:</p> <p>Practise drawing skills.</p> <p>Make observations to record ideas and processes discovered through looking at other artists.</p> <p>Share annotations using art related terminology.</p> <p>Test and experiment with materials.</p> <p>Brainstorm pattern, colour, line and shape.</p> <p>increasing use of subject specific vocabulary e.g. tone, proportion, contrast</p> <p>Reflect on influences from artist studied.</p>	<p>Use sketchbooks to:</p> <p>Develop mark making.</p> <p>Make annotations to capture, consolidate and reflect upon the artists studied.</p> <p>Explore ideas relating to design, exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p> <p>Experiment with colour mixing and pattern.</p> <p>Reflective annotations linking process, purpose and effect.</p> <p>Use art vocabulary confidently and begin to express personal opinions.</p>	<p>Use sketchbooks to:</p> <p>Develop Mark Making</p> <p>Make annotations to capture, consolidate and reflect upon the artists studied.</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>Explore combinations and layering of media.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Annotation that shows critical reflection e.g. What worked well, what could be developed and alternative approaches.</p> <p>Confidently reference techniques, media and artistic influences.</p>