

# Britannia Primary School and Nursery



## Sketch Book Policy

**‘Developing responsible citizens, confident individuals, and independent learners’**

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<i>Adopted by Governors on</i>	<b>Summer Term 23</b>
<i>Committee</i>	<b>Full Governing Body</b>
<i>Signed by Chair of Committee</i>	<b>J Rogers</b>
<i>Policy Number</i>	<b>AB25</b>
<i>Review Date:</i>	<b>Summer Term 26</b>

### **National Curriculum Art and Design Objectives:**

Every child from Year 1 to Year 6 has a sketch book to record own experiences and develop new ideas, both within classrooms and outside the classroom. A sketch book shows the process taken in each unit to produce a final piece of artwork.

At Britannia, children in KS1 and KS2 use the sketchbooks during art and some cross curricular lessons.

The sketchbook follows the school's presentation and marking policy. Children are inspired to take pride in their sketchbooks as this is a representation of their own development of key skills and creativity. Sketch books are an essential record of an individual child's experiences and ideas throughout the year and key stages; they will be seen as evidence for assessment and showing a clear progression of skills throughout their school journey.

### **Purpose of sketchbooks**

A sketchbook is an important personal record of:

- Experimentation with a wide range of media and techniques.
- What has been seen.
- Preparatory studies for further work.
- Observations seen outside the classroom, which will be used as reference material for further work, for example on a school visit.
- A child's voice and observations; clarifying visions and thoughts.
- The development of ideas for further study.
- Basic skills development.
- Trying something out, asking questions and evaluating, moving onto new ideas and solutions.

### **What should be included in a sketch book**

- Learning Objective, art concepts and date.
- Knowledge organisers as an introduction of a new unit of work.
- Evidence of use of different media and materials.
- Photo of the practical work or final artwork.
- In KS2 written work about great artists, architects, and designers in history.

### **How to use sketchbooks**

- They are used as part of the process of making art and learning about aspects of the subject.
- They are the place to practice and help develop skills.
- Sketch books should be used for cross curricular work where drawing or writing about artefacts, artists.
- Sketchbooks should be used to show a journey of progression within an art unit. There should be clear development, build of skills, knowledge and techniques that lead to a final 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 or 3D art but a photo of the final artwork should be kept.
- Sketch books can be used outside of regular art lessons e.g., home learning or other non-classroom opportunities that might arise.

- Mistakes should be acknowledged and not to be rubbed out or removed but to be used as a learning point and evidence of learning progression.
- 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.

### **Marking Sketchbooks and Feedback**

- All marking should be completed in red pen and highlight the success criteria in the green and orange for next steps.
- In writing pieces teachers should highlight in green words linked to learning objectives met in the lesson.
- Teachers should stamp every piece of artwork in sketchbooks.

### **New Sketch books**

When children change year groups the sketch book should be passed to the next year group and to continue using it. This will ensure continuity and progression over time.  
Replace the books with a new one as and when required but it is valuable to keep using a partially filled sketch book as the children move through the school.

### **Monitoring**

It is very important that the Art subject leaders should carry out a monitoring scrutiny of sketch books, to assess how they are being used and to provide guidance and feedback on their use to their colleagues.

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