

## **Art and Design Sketchbook Guidance**

The sketchbook is an important personal record and teachers should model good sketchbook use by having their own sketchbook. This will encourage and reassure children to have a go and not be afraid of making marks in their book. All children in KS1 and 2 should have a sketchbook to record their learning. Each lesson in the Kapow scheme of work has a practical element, which should always be recorded in the sketchbook.

### **How to use Sketchbooks**

#### **Knowledge Organisers**

Each art unit has a 'Knowledge Organiser', which will include prior knowledge children are expected to have, key skills and knowledge they are expected to learn and vocabulary for the unit to support pupil's learning. Teachers should then follow the sequence of lessons and children should complete a self-reflection to complete the unit.

#### **What sketchbooks will look like.**

Sketchbooks are part of the children's creativity and as such sketchbooks should develop personalities - no sketchbook should look the same. This should also be applied to the work the children produce, which should reflect their individual ideas and not be a replica of an artist's work. Sketchbooks should be used to show a journey and progression of an art unit- the Kapow lessons are sequential and this should be evidenced in the books. Where photo evidence has been used, particularly in KS2, children should record what they did. Teachers should not be afraid if sketchbooks seem chaotic, they do not need to be neat and tidy. Children should paint, chalk, oil pastel, collage and print directly into sketchbooks if appropriate (e.g. if not a final piece that will be used on display). Teachers should not mark directly in the sketchbook as it should be treated as a journal of their creative process. Marking can have a negative effect on children's creative confidence.

#### **Assessment (Art: KS1)**

Currently, Kapow does not use assessment quizzes to start or complete a unit of work and as we are promoting the sketchbook as being a personal, artistic space for the children to develop their artistic identity, there should be no teacher marking as we want to treat sketchbook content with respect. Teachers should not mark directly in the sketchbook but can give verbal feedback, as it should be treated as a journal of their creative process. Marking can have a negative effect on children's creative confidence.

Children should be annotating their sketchbook as they record their creative process and at the end of the unit, write a self-reflection on what they have learnt and produced as a result of the process. Children should be encouraged to use some vocabulary they have learnt within their reflection. In KS1, this can be scaffolded where needed and doesn't need to be long. Adults working with the children may also scribe a reflection in the sketchbook for the child.

#### **Assessment (Art: KS2)**

Assessment in art for KS2 will be similar to KS1 but in greater depth. There should be clear evidence of annotations throughout the sketchbook to support the learning journey and a more detailed self-reflection at the end of the unit that uses vocabulary specific to the unit. The teacher can use questions specific to the learning that has taken place to guide the children writing their self-reflections. This does not need to be marked.

In KS1 and 2, when we record assessments in Term 2, 4 and 6 alongside other foundation subjects, teachers should use sketchbooks as an assessment tool as well as the progression documents to make an accurate judgement.