

# Key Sketchbook Concepts

AccessArt advocates the following key sketchbook concepts:

Sketchbooks are an opportunity to put the pupil at the centre of their own learning. Each child should view their sketchbook as a safe place to take creative risks without fear of judgement.

Sketchbooks are an opportunity to “think around”. Sketchbooks should be a place of exploration and discovery, used to gather, experiment, reflect and understand. They are not just a place of open-ended journeying; they also encourage open, inquisitive thinking in other areas of learning.

Teachers should not be afraid if sketchbooks [seem chaotic](#). Artist's sketchbooks are full of personality - some sketchbooks are neat and tidy, others are not. All are valid. Sketchbooks are a place to put unresolved ideas into the world, which can be assimilated later. Sketchbooks are rarely linear and a good sketchbook will raise more questions than answers.

Sketchbook skills can be taught and practised like any other skill.

Sketchbook content should be treated with respect. Creativity is a delicate process. Teachers should not mark directly in the book. Teachers should use one-to-one or small group

discussion to help articulate and understand sketchbook content.

Sketchbooks should equate to momentum. Sketchbook use will drive projects forwards and help all children understand their own learning. Pupils (and teachers) should therefore be discouraged from working in a single sketchbook which lasts a year or even longer. Instead sketchbooks should be filled with energy, enthusiasm and momentum.

Two main things can hold sketchbook success back:

Resistance (in the form of control or fear)

Aiming for Preconceived Ideas and Perfection

Look out for the saboteur!

---

This is a sample of a resource created by UK Charity AccessArt. We have over 1500 resources to help develop and inspire your creative thinking, practice and teaching.

AccessArt welcomes artists, educators, teachers and parents both in the UK and overseas.

We believe everyone has the right to be

creative and by working together and sharing ideas we can enable everyone to reach their creative potential.

---

**What Are Sketchbooks & What Can They Offer Us?**

---

**Making Spaces & Places in a Sketchbook**

---

**Making a Simple Folded Sketchbook**

---

**Making a Hole Punch**

# **Sketchbook**

---

**Making a Backwards Sketchbook**

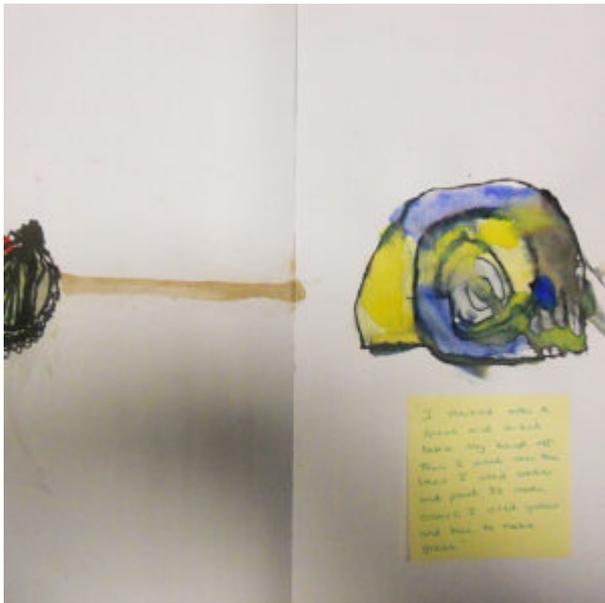
---

**Making Time for Sketchbooks  
in Schools**

---

**Water Soluble Felt-Tips With  
Complementary Colours**

**See How This Resource Is Used  
in Schools...**





**You May Also Like...**

**Pathway: Spirals**



[This resource is in the 'Spirals' pathway.](#)

the drawing journey



**Layered Colour Gestural Drawing**



---

**Messages From Creative  
Adults: How Does Creativity  
Make You Feel?**

---

**Messages From Creative  
Adults: Art School Experience**

---

# Messages From Creative Adults: What Does Creativity Mean To You?

---

## What Shape is Progression

## You May Also Like...

### Assessment & Progression



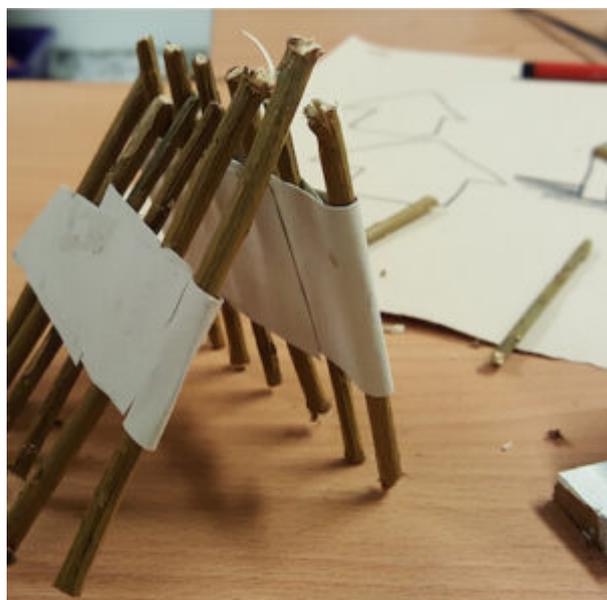
# Knowledge Organisers for Art in Primary Schools

## You May Also Like

### Creativity Connects



### Permission to Make



**What did my child make this week?**



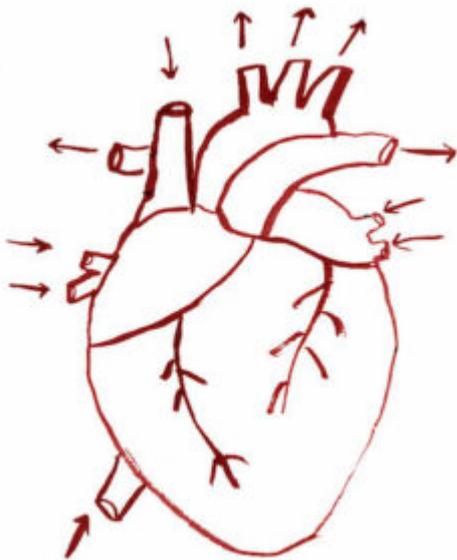
**Visual Arts Planning: Light and Dark**



**Offering to Teachers to ages 4-11**



## Pedagogy in 250 words



---

## Nature Kaleidoscope

How to create a kaleidoscope using found natural objects and mirror card.

---

# Animal Habitats: An Ecological Mural of Planet Earth

Vicki Ostersen visits her local Primary School to create a beautiful large scale mural of animals in their natural habitats.

---

## Raising Aspirations

## You May Also Like...

### Assessment & Progression



---

**How I use my Sketchbook as a  
Painter and Maker, by Rowan  
Briggs Smith: Anatomy  
Sketchbooks**

---

**DrawAble: Making Layered  
Portraits by Mike Barrett  
Part Three**

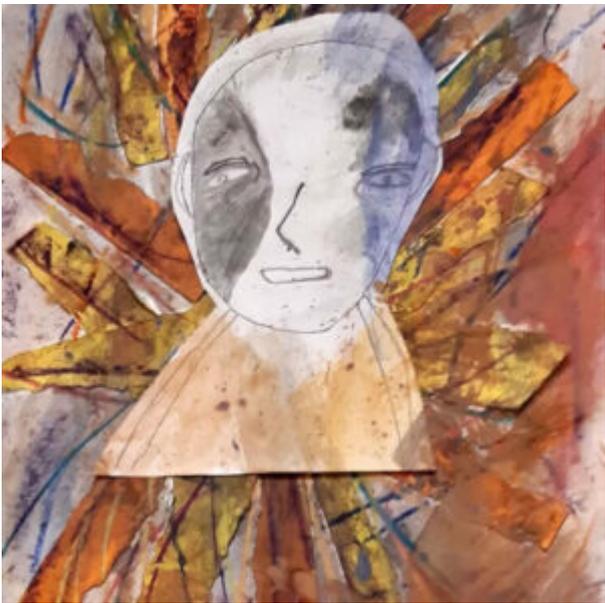
**See This Resource Used In  
Schools...**

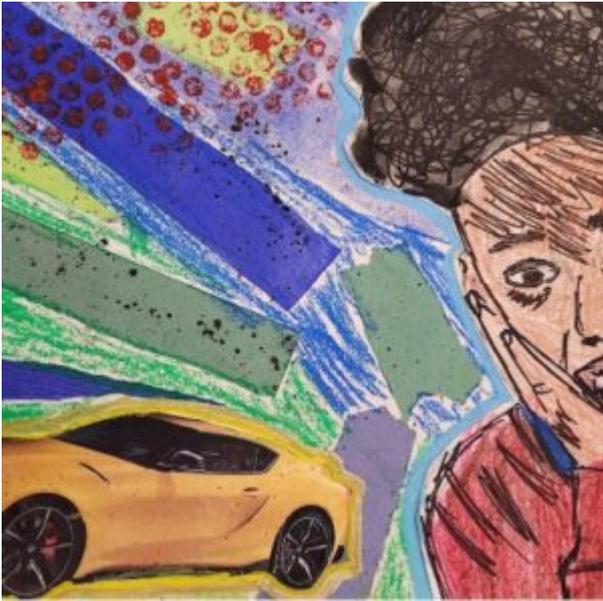






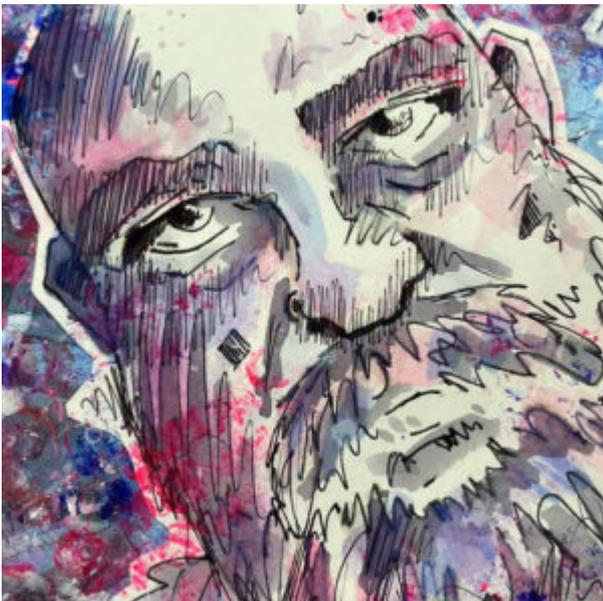






## You May Also Like...

**Pathway: Exploring Identity**



[This is featured in the 'Exploring Identity' pathway](#)

**Talking Points: Njideka Akunyili Crosby**



## Talking Points: Yinka Shonibare



---

**DrawAble: Making Layered Portraits by Mike Barrett**

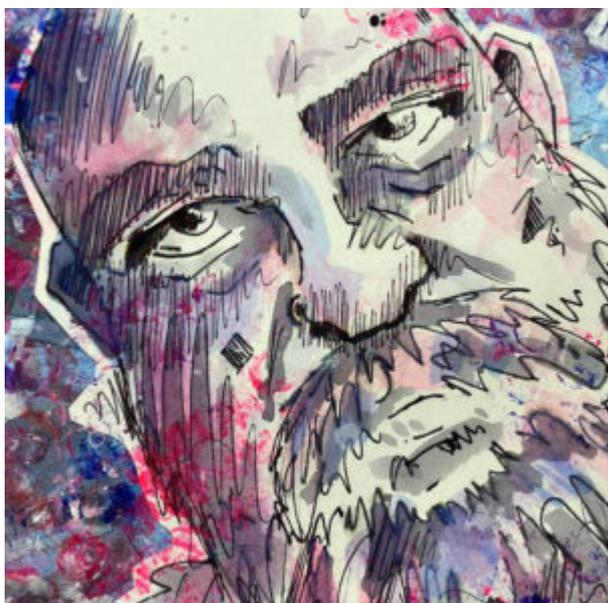
## Part Two

See This Resource Used In Schools...



You May Also Like...

Pathway: Exploring Identity



[This is featured in the 'Exploring Identity' pathway](#)

**Talking Points: Njideka Akunyili Crosby**



---

**DrawAble: Making Layered Portraits by Mike Barrett Part One**

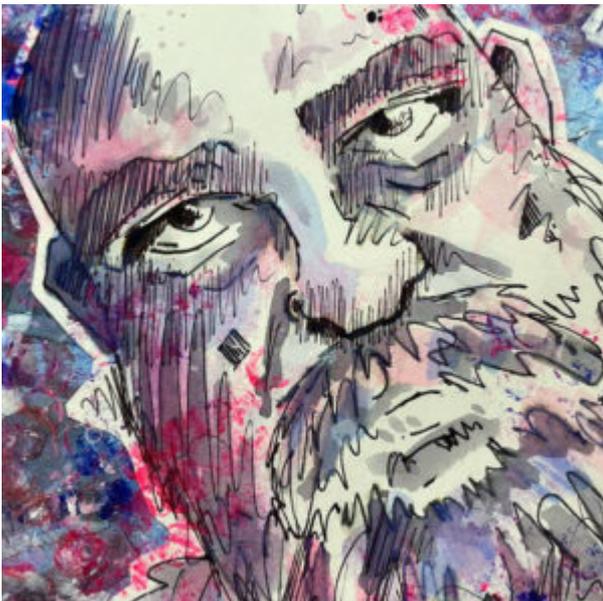
**See This Resource Used In Schools...**





## **You May Also Like...**

**Pathway: Exploring Identity**



**[This is featured in the 'Exploring Identity' pathway](#)**

**Talking Points: Njideka Akunyili Crosby**

