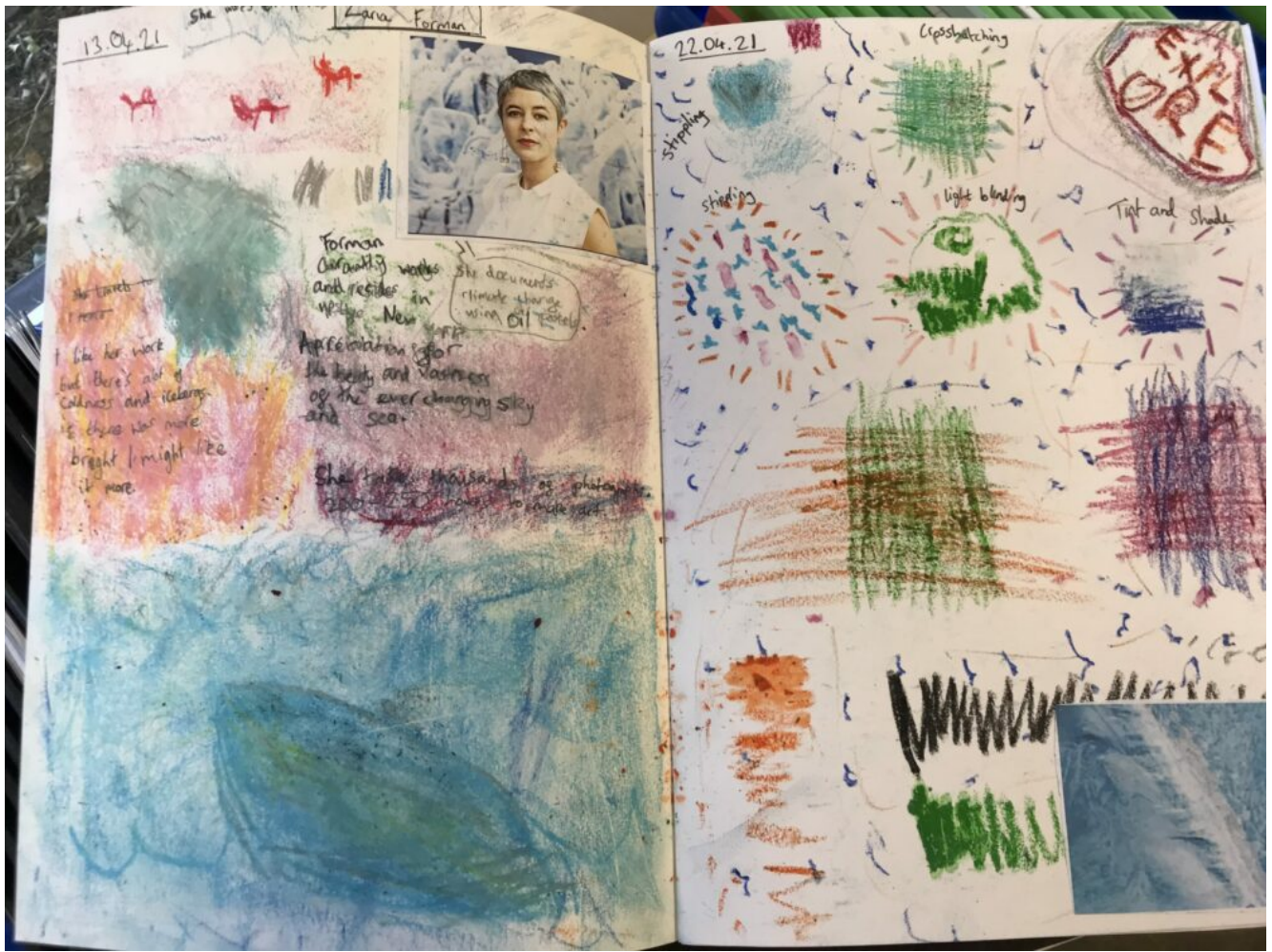


# Sketchbooks Should Be...

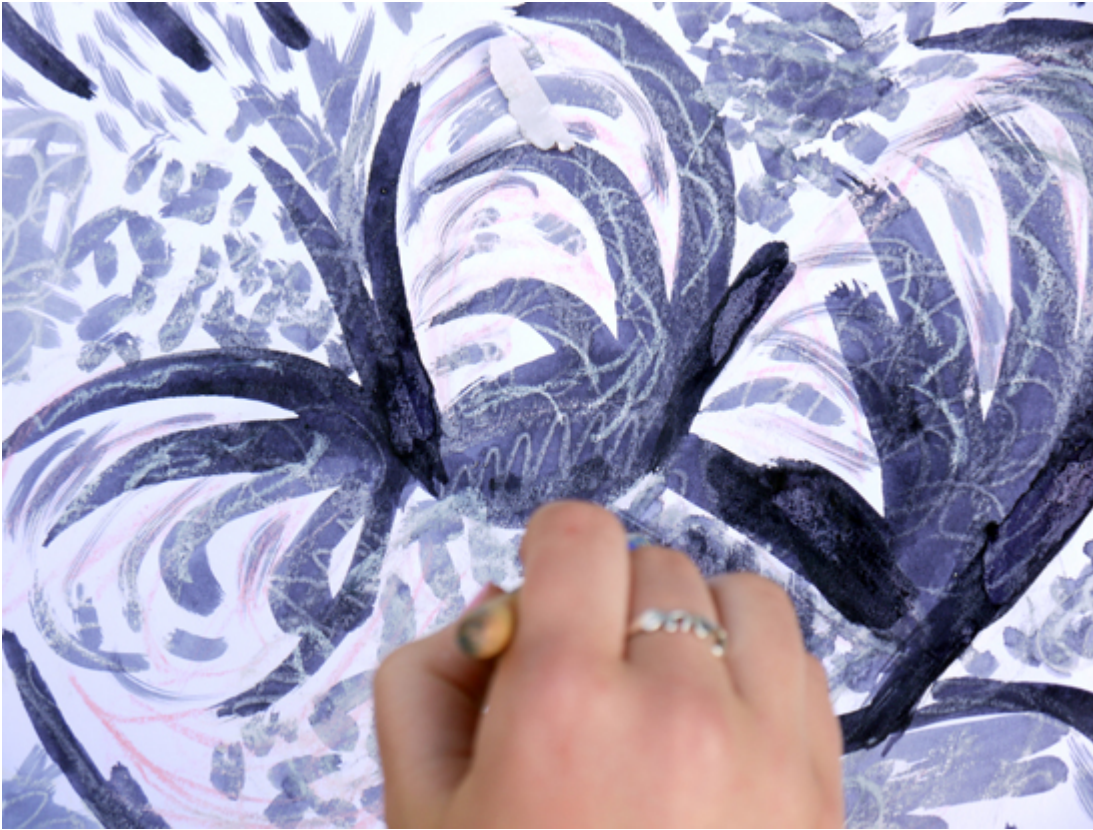
During the first [Sketchbook Meet Up](#) to help support teachers on their [Sketchbook Journey](#), we asked participants what they wanted pupils (and teachers) to gain from using sketchbooks. We put the answers through a word cloud tool so that we can see what is important. Although the larger words are vital, there are also clues in the smaller words which came up less often - but which also offer insight into what kind of place a sketchbook might be.





## The Sketchbook Journey

Explore the [AccessArt Sketchbook Journey](#) to grow your understanding about what sketchbooks are and how they might be used.



## The AccessArt Network

[Join our network](#) on facebook and continue the conversation, share and support.

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**Download an Editable Version  
of the AccessArt 2020  
Progression Plan**

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# **Curtis Holder: Art & Education**

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## **Scaffolding Projects**

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**Thoughts About  
the Art &  
Design  
Curriculum by  
Paul Carney**

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**Taking Stock:**

**What a Game of  
Snakes &  
Ladders Made Me  
Think About Art  
Education**

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**Be Consistent**

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**Be Mindful Of  
Hidden  
Assessment**

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**Make Assessment  
Inclusive**

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**Attainment And  
Progress Are  
Two Very  
Different  
Things**

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**Make Assessment  
a Classroom  
Tool For  
Improvement**

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**Assess a Broad  
Range of Art**

# Abilities Over Time, Linked To Your Curriculum

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Know Your  
Pupils'  
Starting Points

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**Identify What  
It Is You Want  
To Assess**

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**A Sketchbook  
Pathway Step 5:**

# **Keep The Sketchbook Handy**

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**A Sketchbook  
Pathway Step 4:  
Celebrate**

# **Individual Journey & Personal Discovery**

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**A Sketchbook  
Pathway 3: Let**



# **Open Out & Give Permission**

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**Pupil Led Arts  
Council At  
Gomersal  
Primary School**

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**What Shape is  
Progression**

**You May Also  
Like...**

**Assessment &  
Progression**

