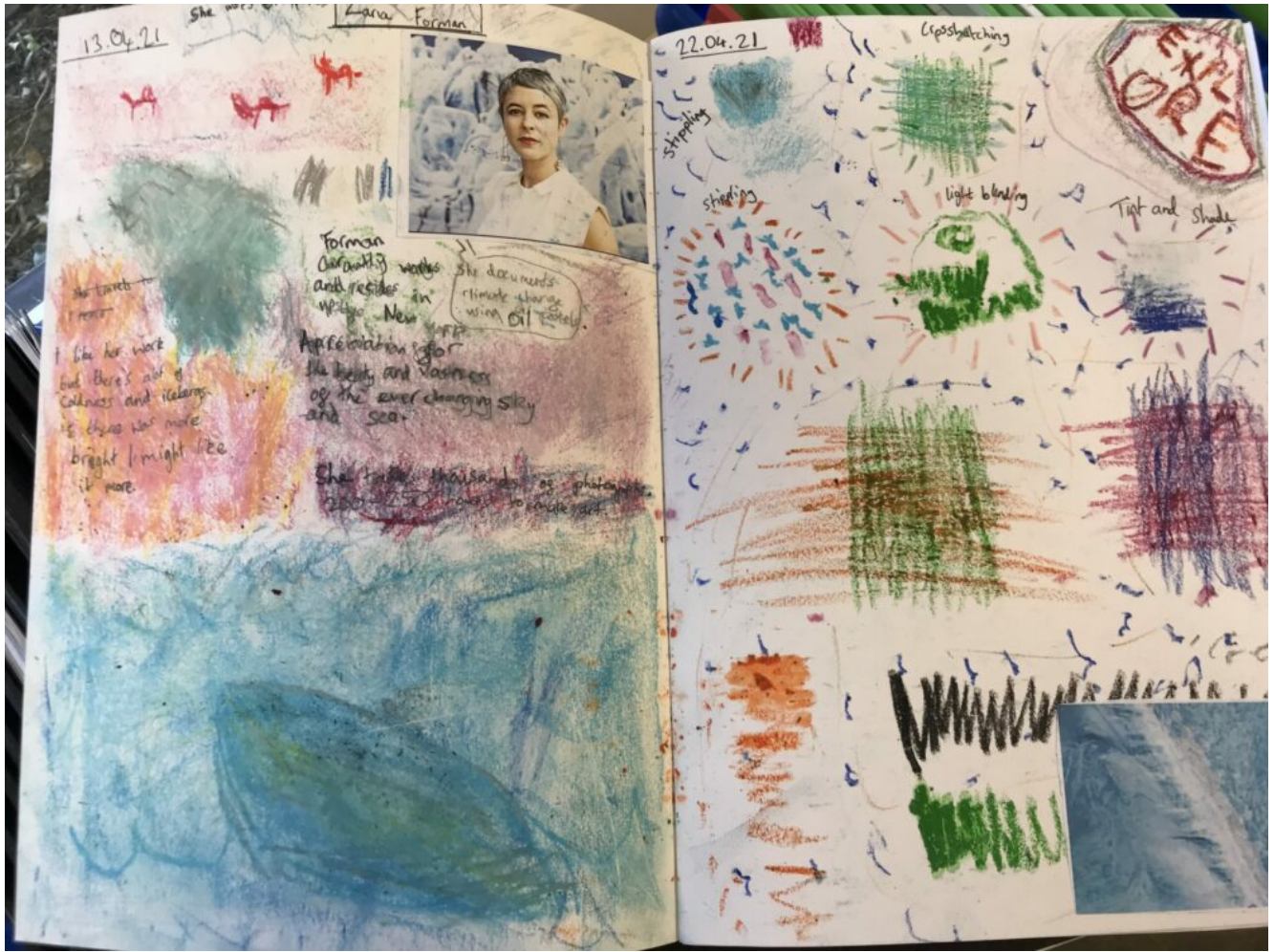


# Sketchbooks Should Be...

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.



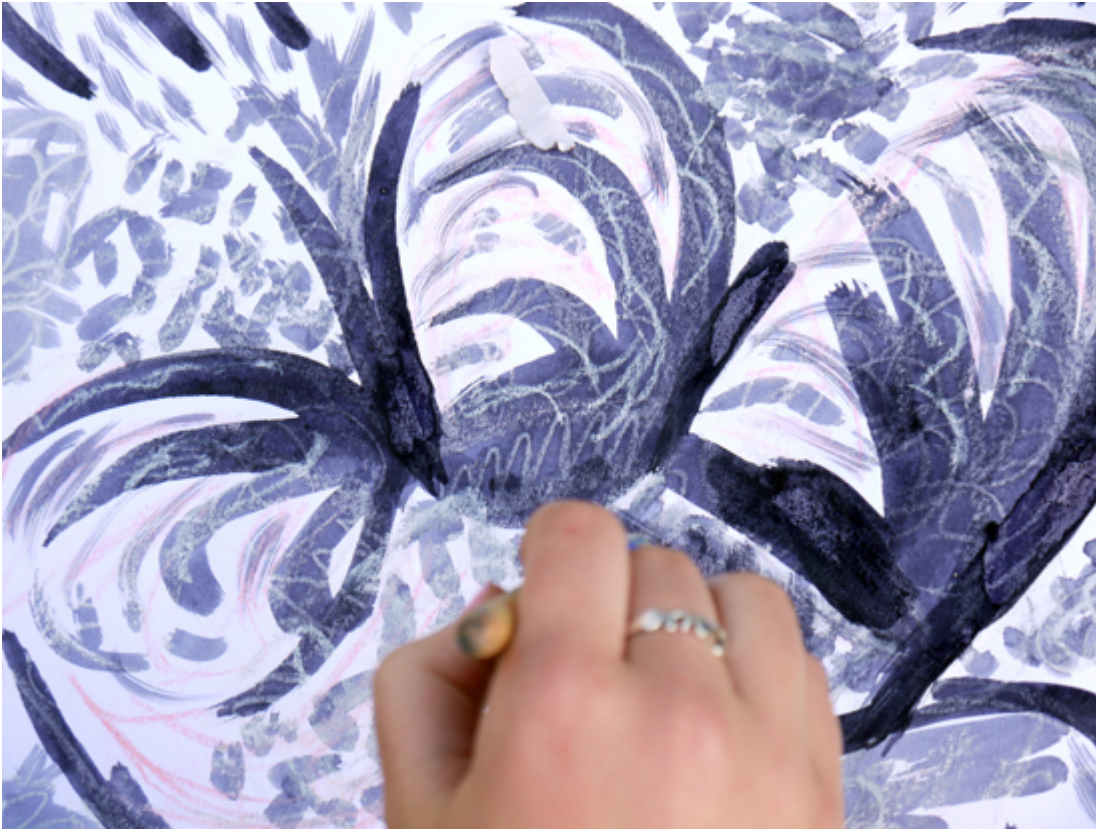
## You Might Also Like...



## 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 Progression Plan

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# **Curtis Holder: Art & Education**

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# **Art & Design Curriculum by Paul Carney**

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

**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**



**Assess a Broad  
Range of Art  
Abilities Over  
Time, Linked To  
Your Curriculum**

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**Know Your Pupils'  
Starting Points**

---

**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**

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# **Pathway 3: Let Go Of Expectations & Let Things Collide**

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**A Sketchbook  
Pathway Step 1:  
Open Out & Give  
Permission**

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