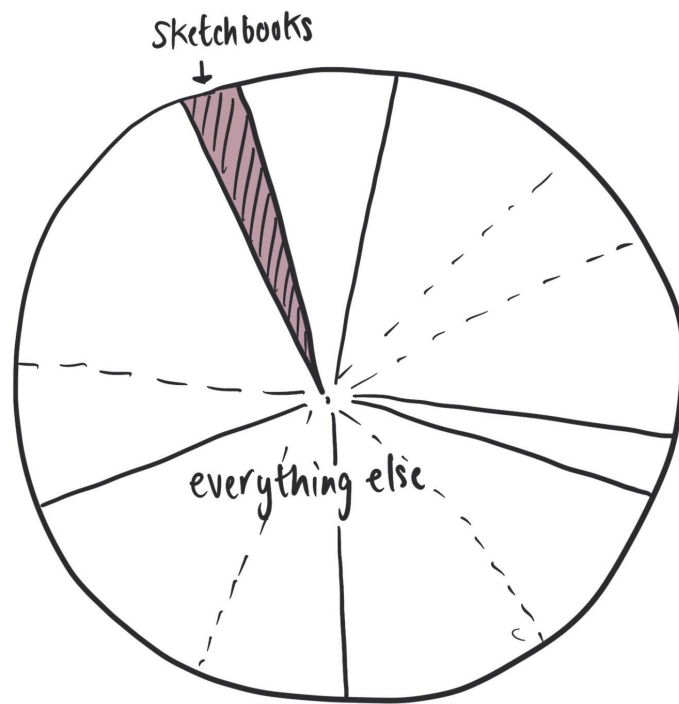
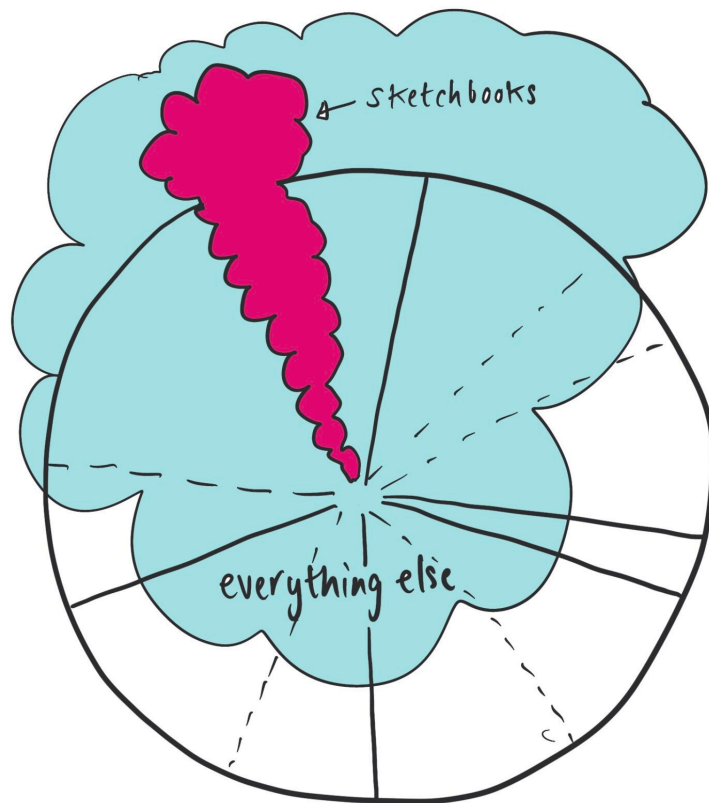


# Sketchbooks: AccessArt & SP.ACD



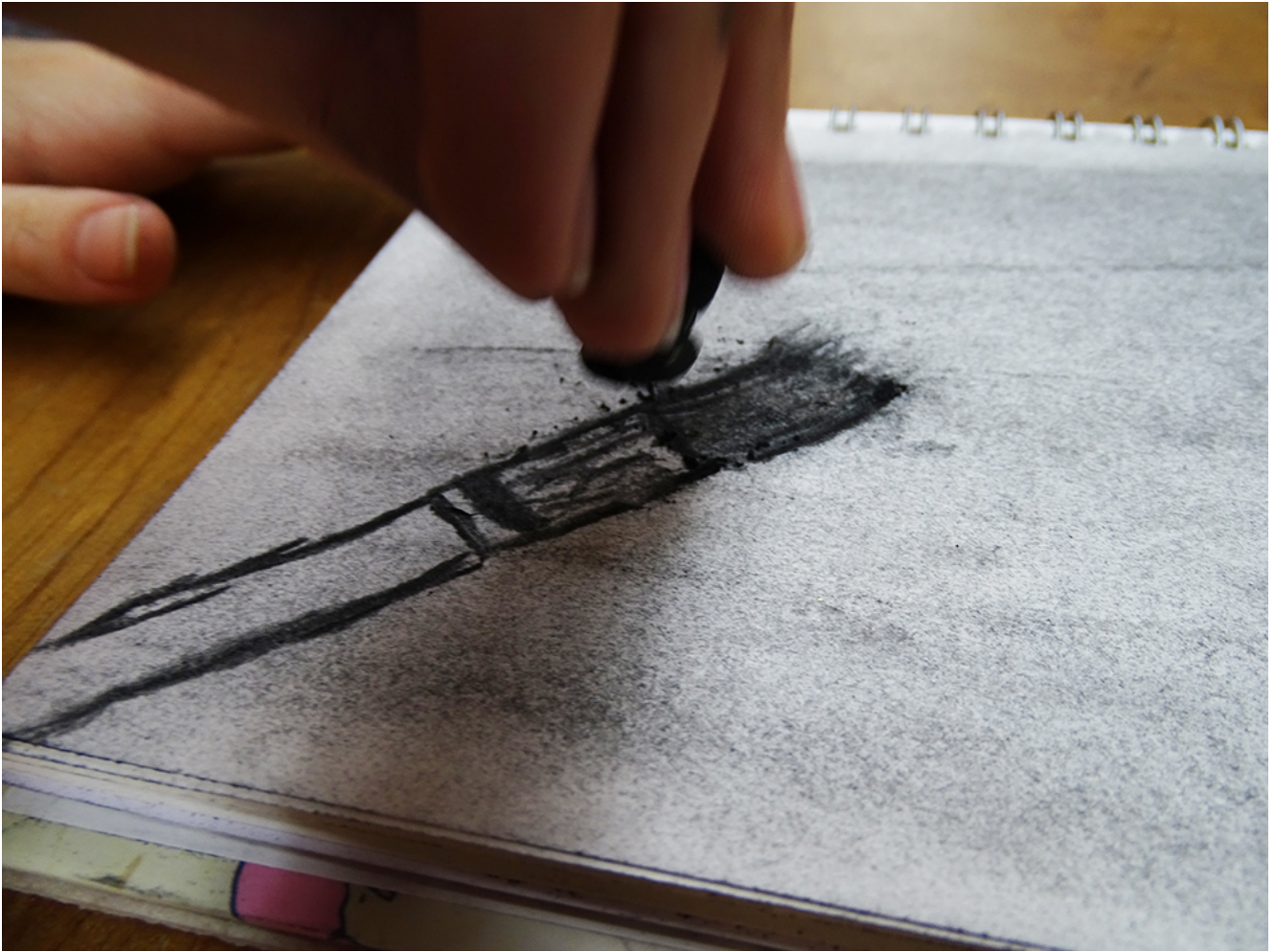


**You DO have permission: from educationalists, creative practitioners, National Curriculum even Ofsted...**

**Sketchbooks as places to practice skills...  
The aim: To build skills through experience**

**And develop personality...**

**Drawing Brushes with Charcoal**



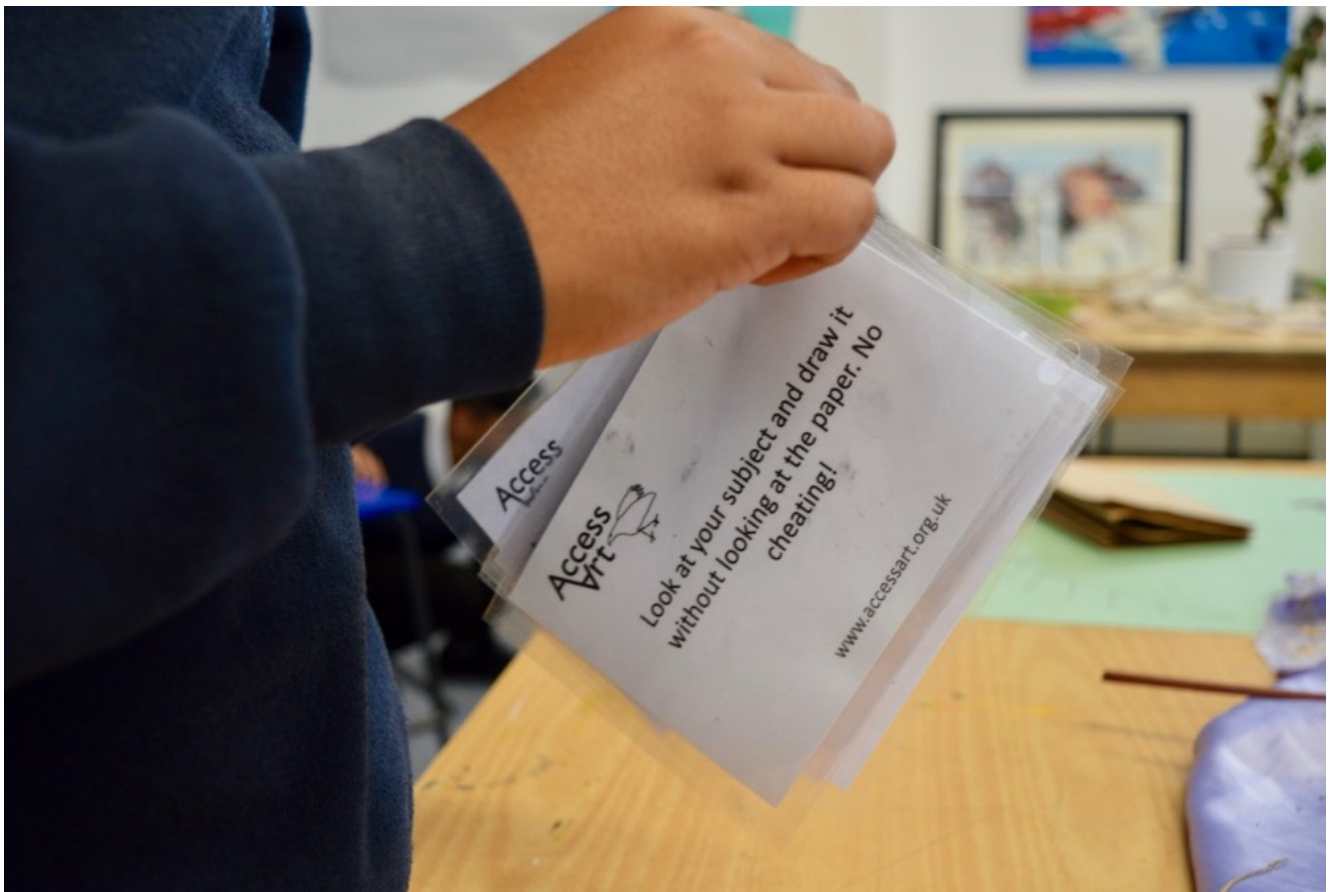
Developing skills one exercise at a time

Ten Minutes Five Times a Week



## Inspirational exercises to repeat over time

### AccessArt Drawing Prompt Cards





## Inspirational exercises to repeat over time

Jo Blaker



## Jo Blaker tells us why she loves Sketchbooks

**“I Don’t Want To Know Where I’m Going...”  
Anna Bjerger, Painter**

**Sketchbooks as places where you can set yourself challenges, and discover...**

**The aim: To build trust in creative process (and your role in that)**

**Sketchbooks are places that can be made “safe” (by not being marked, by validating a variety of ways**

of working in them, by providing a loose structure or framework), so that children feel safe to “not know”.

## Scarlett Rebecca



[Printmaker Scarlett Rebecca shares how she uses sketchbooks to record, practise, devise and develop...](#)

## Feathers & Mark Making



[Develop skills and explore media](#)

**Mark Making & Sound**



## Think outside the box in terms of inspiration for drawing skills

**Sketchbooks as places to nurture ownership of learning**

**The Aim: To engage & enable children to find their own way**

**Children need to be given permission to “own” their sketchbooks. Sketchbooks should put children right at their centre of their own learning.**

**Places & Spaces**





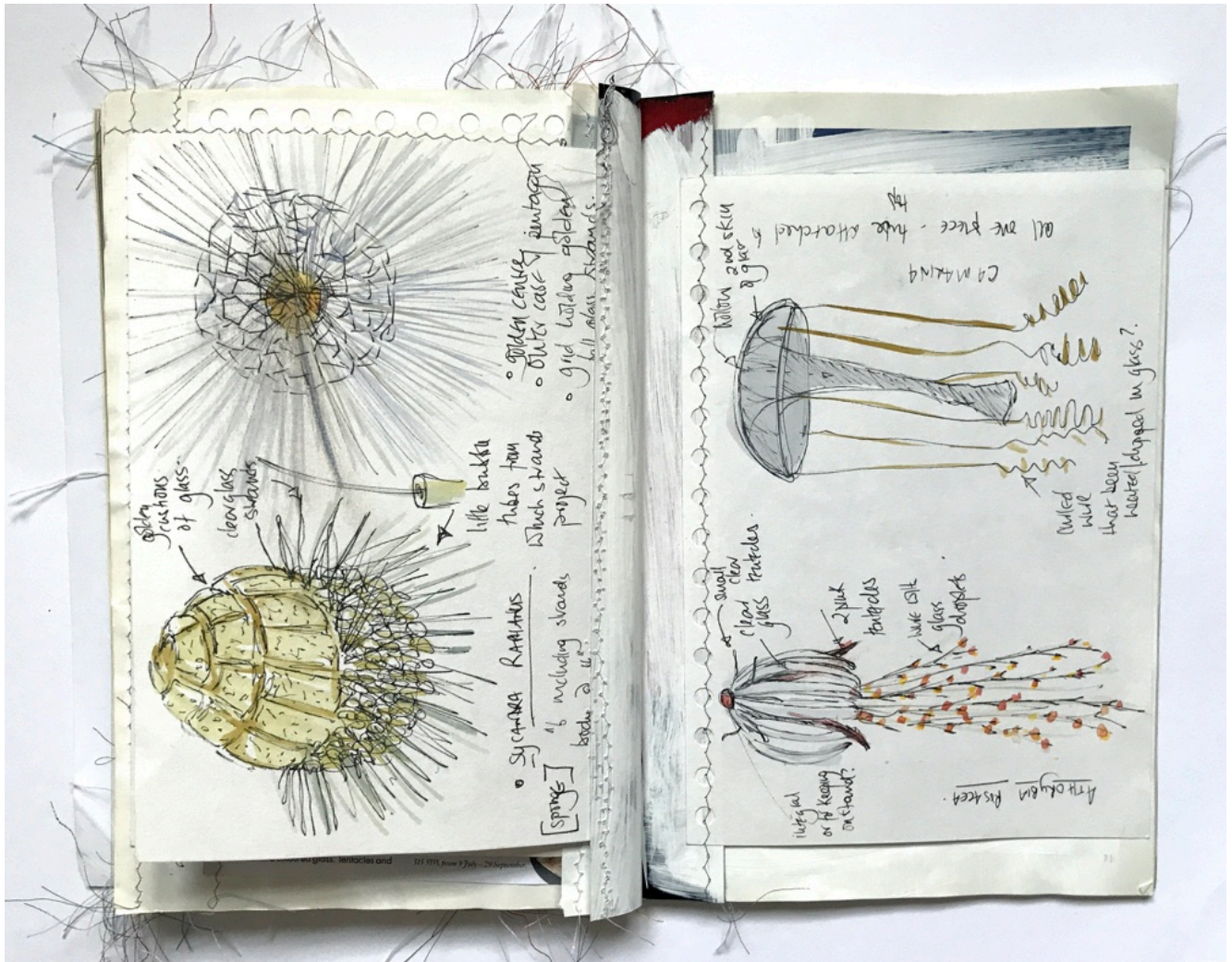
## Making a sketchbook your own

### Wall Paper Sketchbooks



## Getting round white space

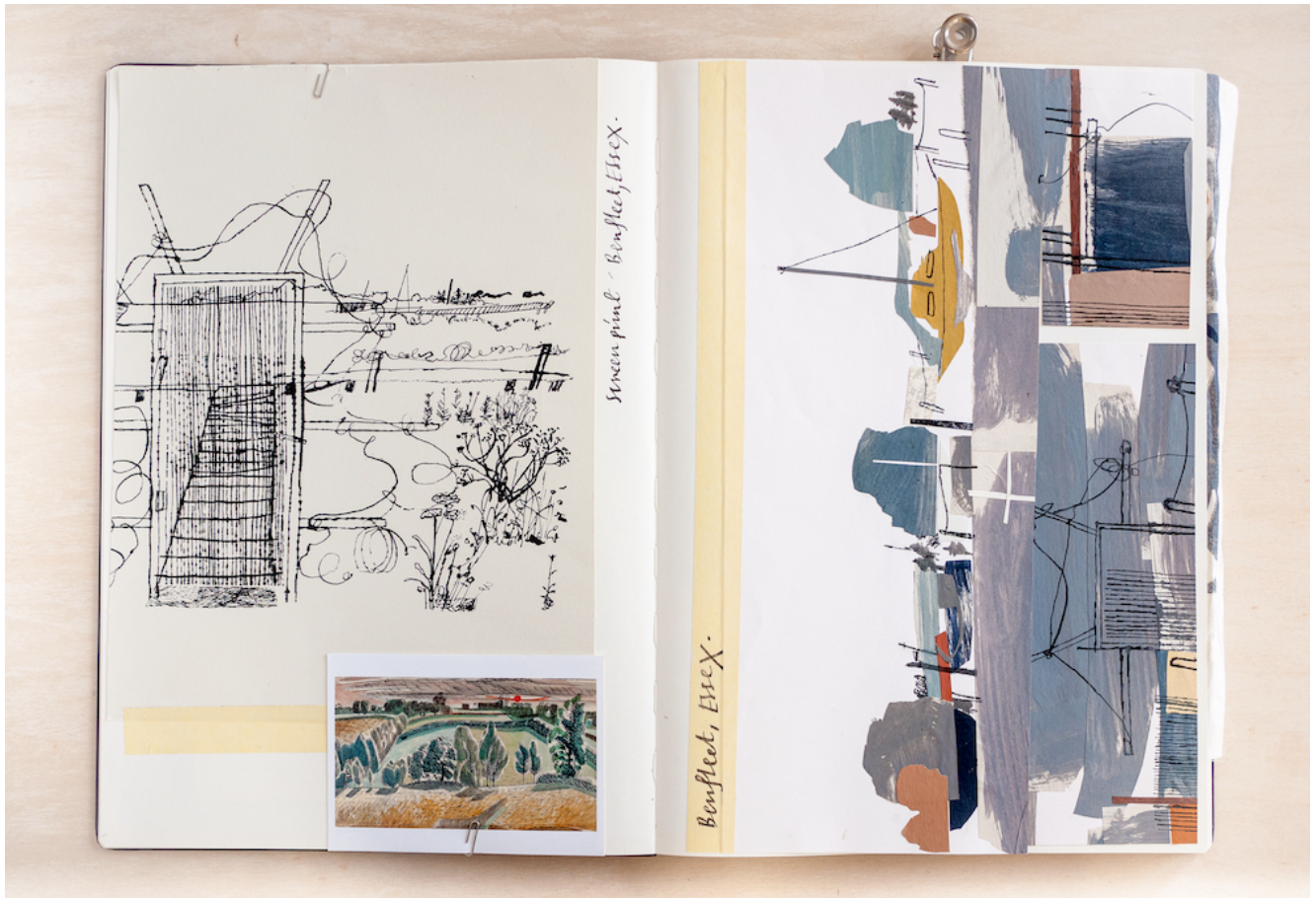
Andrea Butler



## Personalising a sketchbook and discovering mark making

Claire Harrup





## Claire Harrup shares how she uses her sketchbooks as “scrap books”

Sketchbooks as places in which to explore and experiment

The Aim: To feel comfortably taking creative risks

Sketchbooks should be places where children feel they can fail, and are ok with that, OR discover something which wasn't the intention of the teacher...

Elizabeth Dagger

# **Ink in a Concertina Sketchbook**

**Elizabeth Dagger**

**Sketchbook Painting Process**

**What is a Drawing Tool?**



**[Push materials further](#)**

**Drawing in the Dark**





## Drawing from film or tv

## Drawing in response to surface and object



## Making a Folded Book

Sketchbooks as places to understand other people's work, and make your own creative response...

The Aim: To interpret

Sketchbooks should empower children to reinvent – with the belief/knowledge that what they invent/create/contribute is every bit as valuable as the source of inspiration...

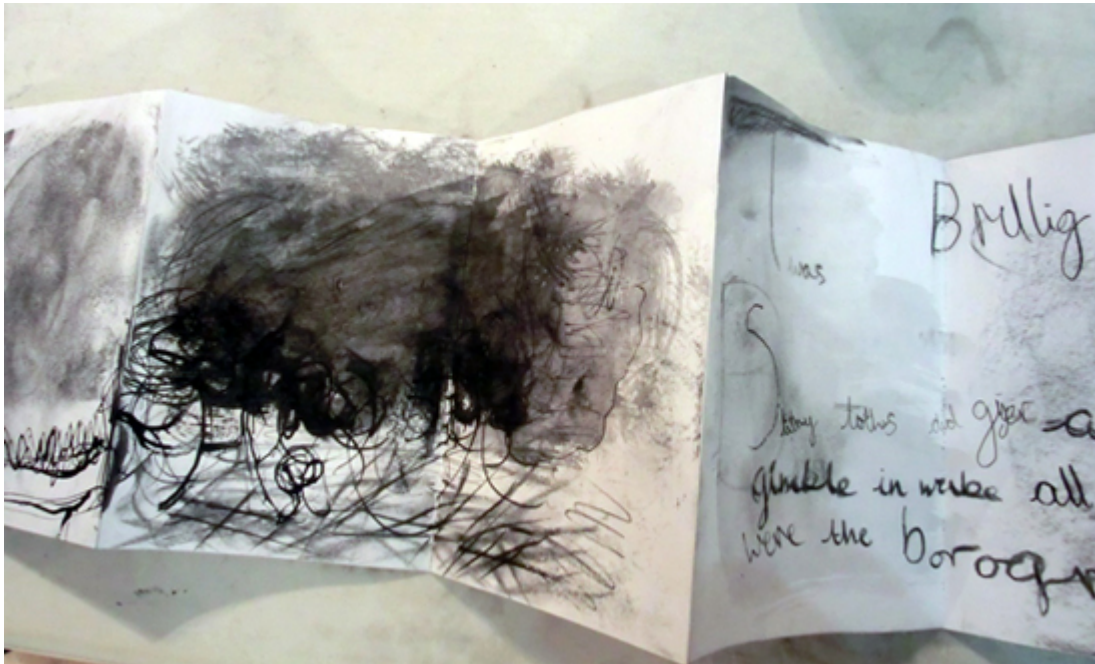
Inbal Leitner



Illustrator Inbal Leitner shares her sketchbooks and shows how she uses imagery to explore text



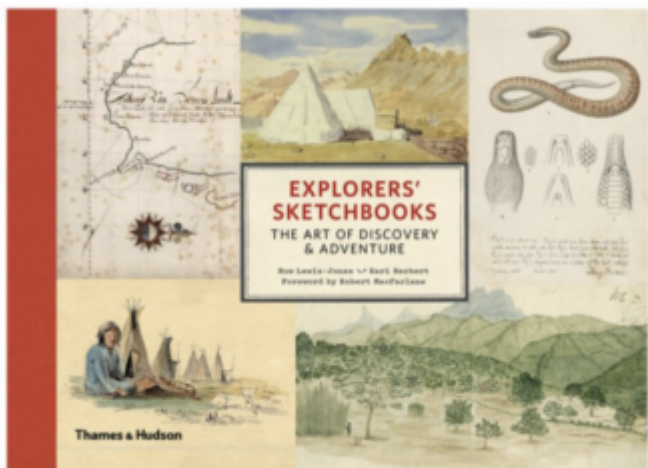
# Illustrating the Jaberwocky

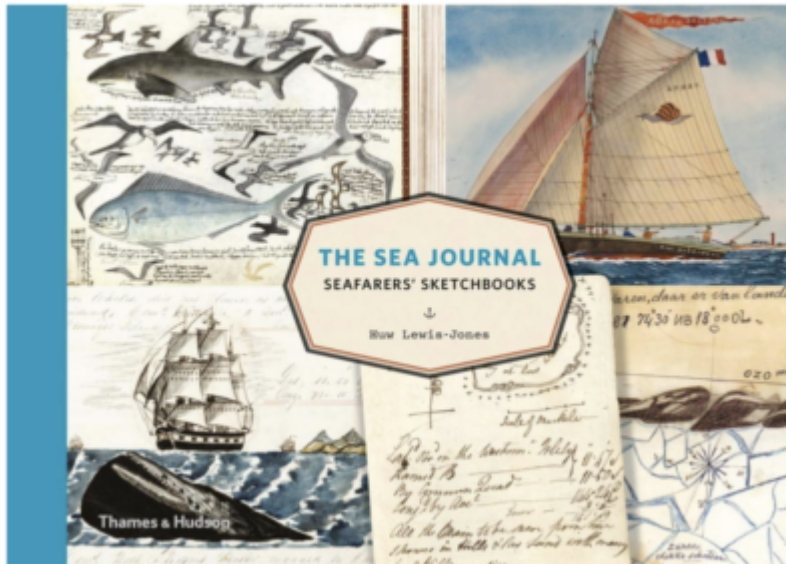


## Using poetry to inspire a creative response

Sketchbooks as tools through which you can explore your space

The Aim: To encourage curiosity, engagement and confidence in creative response





Sketchbooks can give pupils and teachers the opportunity to share perceptions and experiences and come together...

Natsko Seki





## [Making Broadway Market](#)

Travel Book Natsko Seki

Hear how Natsko finds inspiration as she walks around London

Architecture According to Pigeons

See Natsko's illustrations in this

animation

## Urban Sketching

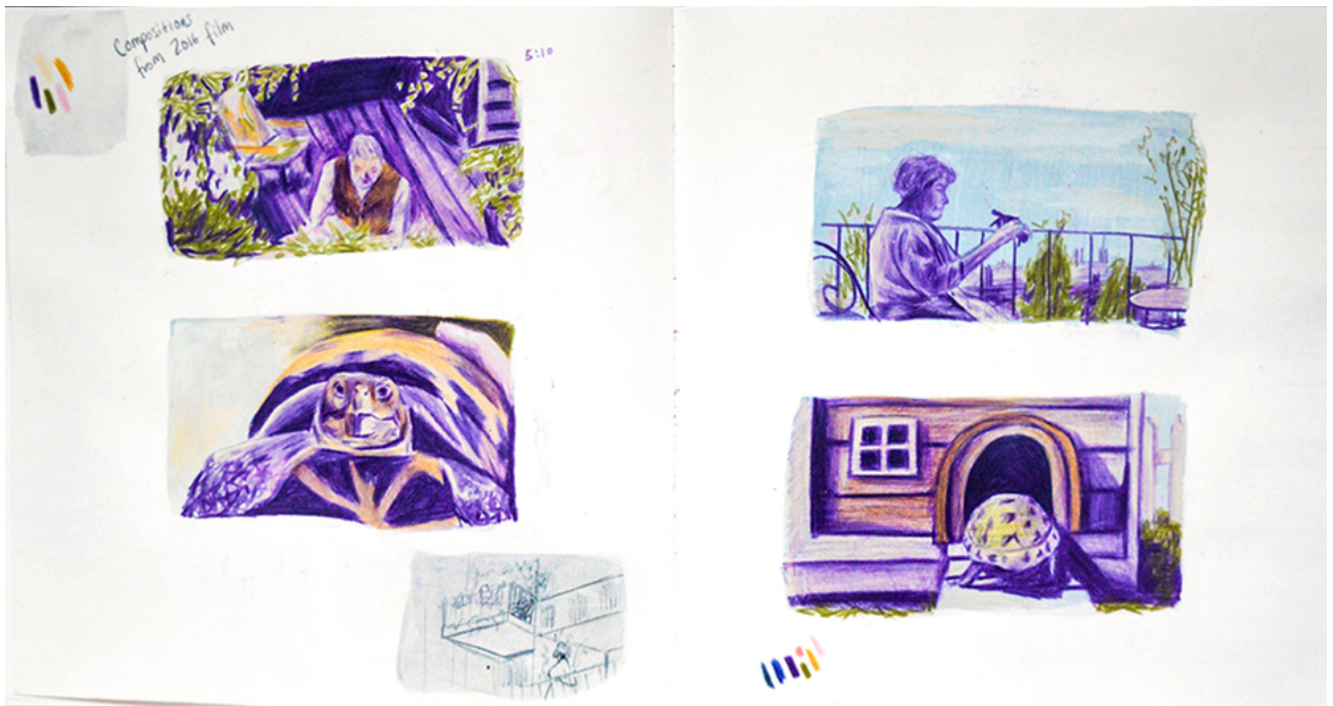
How “urban sketching” works

Sketchbooks as “project places” to hold diverse elements together...

The Aim: To nurture divergent thinking

Sketchbooks should be full of energy and momentum... Think “Sketchbook Day” to see just how much can be generated in one session, and how engaging nurtures outcome.

Rosie Hurley



Artist Rosie Hurley shares how she uses sketchbooks to help develop ideas



# Project Sketchbooks



## [Videos showing how to make sketchbooks](#)

**Sketchbooks as places for reflection**

**The Aim: To understand your own processes and thinking**

**Sketchbooks as tools to develop thinking skills – BUT: Enjoy and embrace the idiosyncratic nature of the language which emerges...**

**Louise Fletcher**

# Abstract Painter Louise Fletcher talks us through how she uses her sketchbooks to develop ideas for paintings

## Developing Thinking Skills



## Explore key questions to encourage learners to ask as they work in their sketchbooks

## AccessArt Progression Plan

Year 3- Generating Ideas		
Through Sketchbooks	By Looking & Talking	Through Making
<p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a <i>sense of ownership</i> about the sketchbook, which means allowing every child to work at <i>own pace</i>, following own exploration</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response [walking, seeing, holding, hearing], including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"><li>• What do I see?</li><li>• What do I like/dislike?</li><li>• What do I think the artist's intention was?</li><li>• Why did they do it like that?</li><li>• How does it make me feel?</li><li>• How might it inspire me?</li></ul>	<p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.</p> <p>Explore how ideas translate and develop through different medium [i.e. a drawing in pencil or a drawing in charcoal].</p>



See how sketchbook use feeds into progression

Be Inspired by...

Merlin Evans



Merlin Evans shares how she sees drawing as “radical listening”

## Rachel Parker



Artist Rachel Parker shares the role of her sketchbooks to her finished work

Watch these videos with your pupils whenever you need a reminder about why sketchbooks are such useful creative tools...

Jo Blaker Secret Powers





## [Jo Blaker describes the Secret powers of Sketchbooks!](#)

### The AccessArt Sketchbook Journey...





**Find more sketchbook resources at**  
**[www.accessart.org.uk](http://www.accessart.org.uk)**