

How I use my Sketchbook as an Illustrator, by Alice Bowsher

In the series '[How Artists Use Their Sketchbooks](#)', we are celebrating the different ways in which artists use their sketchbooks, spanning across a range of disciplines, to open up minds as to what a sketchbook is and can be, from the perspective of practicing artists.

In this video, illustrator [Alice Bowsher](#) shares with us how she uses sketchbooks in a professional capacity, to take notes, write timelines, and generate ideas, as well as also for her own personal practice, as a space to experiment.

[Log in below](#) as a member to watch the full video.

	Please log in here to access full content.	
Username	<input type="text"/>	
Password	<input type="password"/>	
	<input type="button" value="Login"/>	<input checked="" type="checkbox"/> Remember me
	Forgot Password	

To access all content, I would like to

join as...

An Individual



Creative practitioners, educators, teachers, parents, learners...

From £3.50

An Organisation...



Schools, Colleges, Arts Organisations: Single and Multi-Users
From £42

AccessArt is a UK Charity and we believe everyone has the right to be creative. AccessArt provides inspiration to help us all reach our creative potential.

Glimpses and Folds: A Sketchbook Challenge

Adapting AccessArt: Sequence and Story Building

You May Also Like...

3-panel drawing challenge



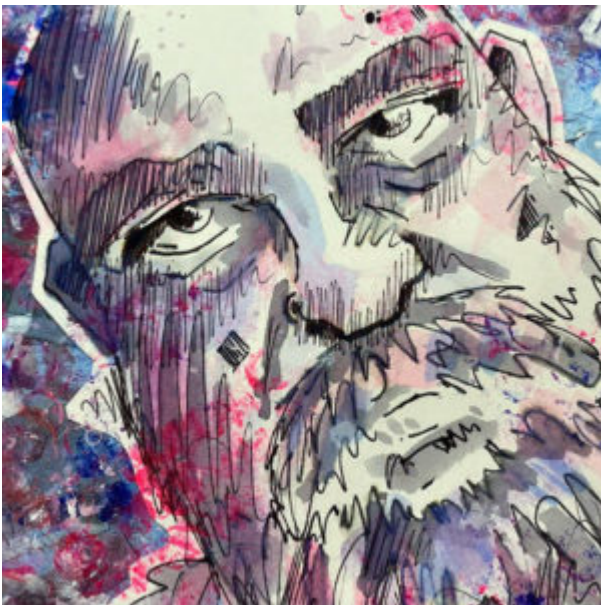
Drawing Stories



Adapting AccessArt: Stories and Faces

You May Also Like...

Making Physical or Digital Layered Portraits



Pathway: Exploring Identity



Quentin Blake's Drawings as Inspiration: Exaggerating to communicate



Session Recording: Creating School Exhibitions & Displays



Finger Palette Portraits



elastic band sketchbook



Improving Outcomes: Gestural Drawing with Charcoal Pathway

Playing With Perspective

You May Also Like...

Other Resources by Joe Gamble



Adapting AccessArt: Colour and Composition



Thoughtful Mark making



Pathway: Exploring Form Through Drawing

Pathway for Years 5 & 6

Disciplines:

Drawing, Sketchbooks

Key Concepts:

- That we use the word form to describe a three-dimensional shape.
- That when we draw on two-dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create an illusion of form, mass or volume.

- That contour marks can help to describe volume and form/mass.
- That we can mix colours and use a range of media to create atmosphere and meaning in drawings.
- That drawing and sculpture share a close relationship, and can inform each other.

This pathway enables pupils to consider how 2 dimensional drawing can convey a sense of form/mass and volume. By looking at the drawings of Sculptors' Henry Moore, and Christo and Jeanne-Claude we can explore the ways in which they portrayed an illusion of form and meaning in their drawings.

Pupils will explore a range of mark-making, taking inspiration from artists' work and will have the opportunity to experiment with a variety of materials.

Medium:

Drawing materials, Loose sheets of paper varying in size, shape and quality.

Artists: Henry Moore, Christo and Jeanne-Claude

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!



Additional Pathway

This pathway is an additional pathway to help you extend, develop or further personalise the [AccessArt Primary Art Curriculum](#).

We suggest this pathway is used to replace a “Drawing and Sketchbooks” (Orange) Pathway “[Typography and Maps](#)” (Years 5 & 6) or “[2D Drawing to 3D Making](#)” (Years 5 & 6).

You may also like to use the activities in this pathway with a smaller group of children in an after school club or community context.



AGES 9-11

Teaching Notes

Find the MTP for this pathway [here](#).

Curriculum Links

Maths: 2D and 3D shapes, weight, symmetry, angles, mass, volume

Science: Properties of objects, shadows, rocks

PSHE: Collaboration, Peer Discussion

I Can...

I can describe the difference between shape (2d) and form (3d).

- I can explore how artists use their skills to make drawings which capture form.**
- I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.**
- I can use line, mark making, tonal values, colour, shape and/or composition to give my drawings a feeling of form.**
- I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board.**
- I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.**

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Loose sheets of cartridge paper, Handwriting pens, Soft B pencils, Water-soluble graphite, Wax crayon, Watercolours, Ink

Pathway: Exploring Form Through Drawing

A PDF of this pathway can be found [here](#).

• The Aim of the Pathway

This pathway gives pupils the opportunity to explore how we can convey 3-dimensional form through drawing, conveying a sense of mass and volume. Inspired by the work of Sculptors Henry Moore and Christo and Jean-Claude, pupils will make creative responses through a series of drawing exercises on loose paper, resulting in a collection of drawings for a backwards sketchbook.

• Week 1: Introduce an artist

**Introduce Henry Moore's Shelter
Drawings**



Tentoonstelling beeldhouwwerken Sonsbeek Arnhem. Family Group (Henry Moore), Bestanddeelnr 905-1531.jpg

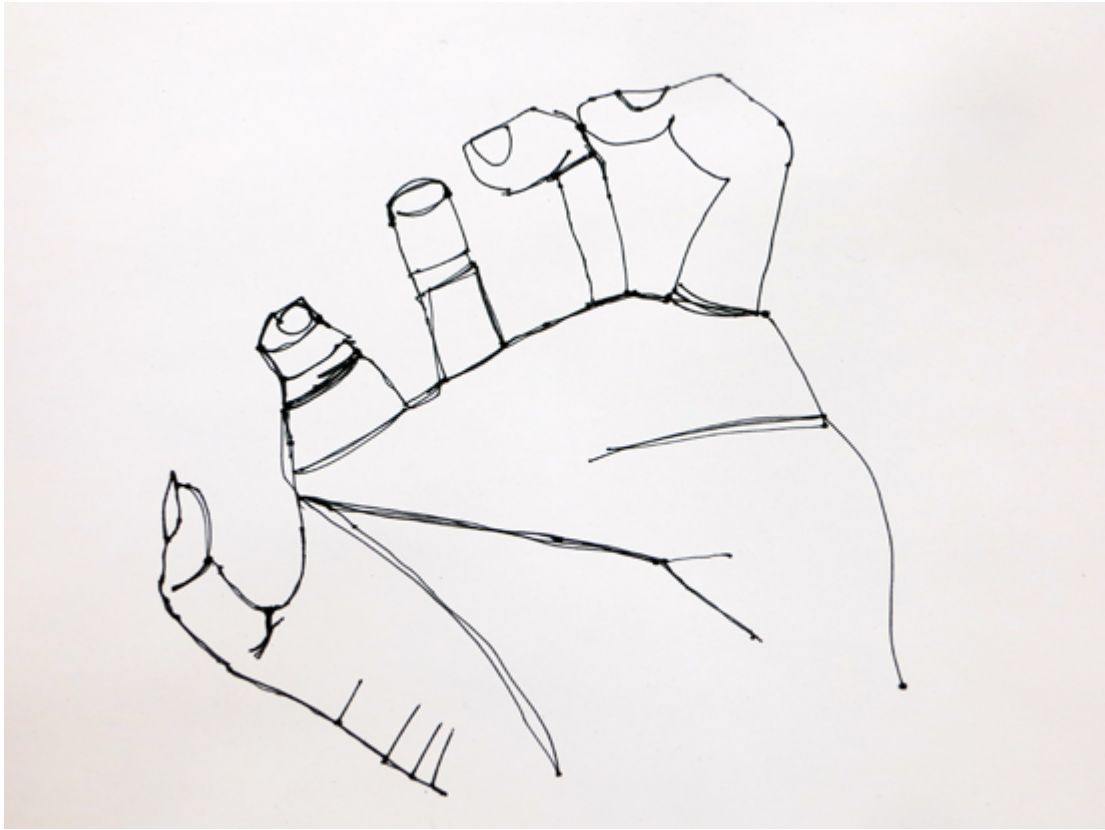
Introduce students to the work of Henry Moore. Find out how Moore's practise as a sculptor impacted his drawing style in this resource exploring "[Henry Moore's Shelter Drawings](#)".

Use the "[Making Visual Notes](#)" resource to help record on loose paper.

▪ Drawing

Exercise

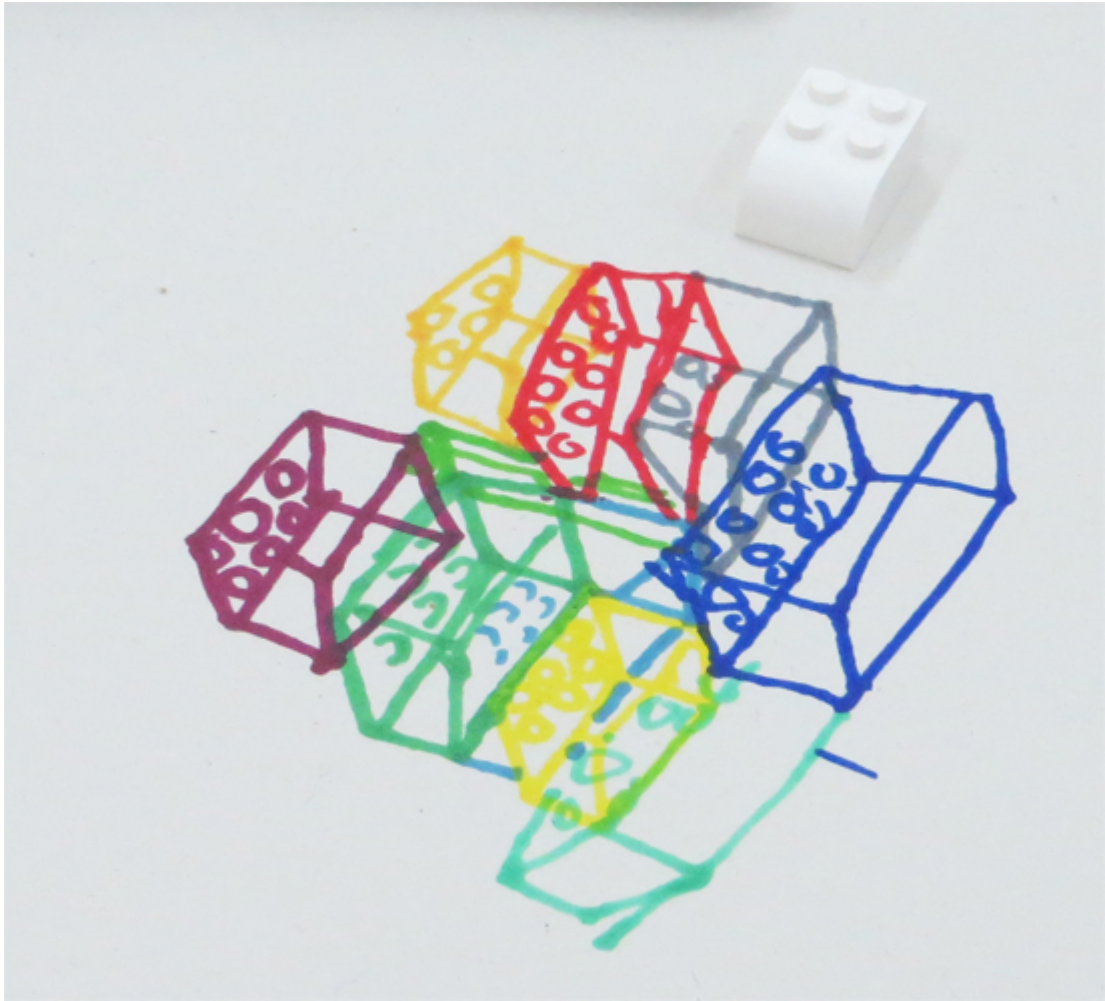
Drawing Hands



Create continuous line drawings of cupped hands to explore the word 'concave' and what this means in relation to form. Use the "[Drawing Hands](#)" resource to run this guided session. Create the drawings on loose sheets of paper.

▪ Week 2: Draw and Collage

Explore 3 Dimensions using Lego



Invite pupils to create simple drawings of lego blocks on sheets of paper, considering angle and perspective. Use the “[Explore 3 Dimensions using Lego](#)” resource to help you guide this session. Work on loose sheets.

▪ Week 3: Ink and Pen Drawings

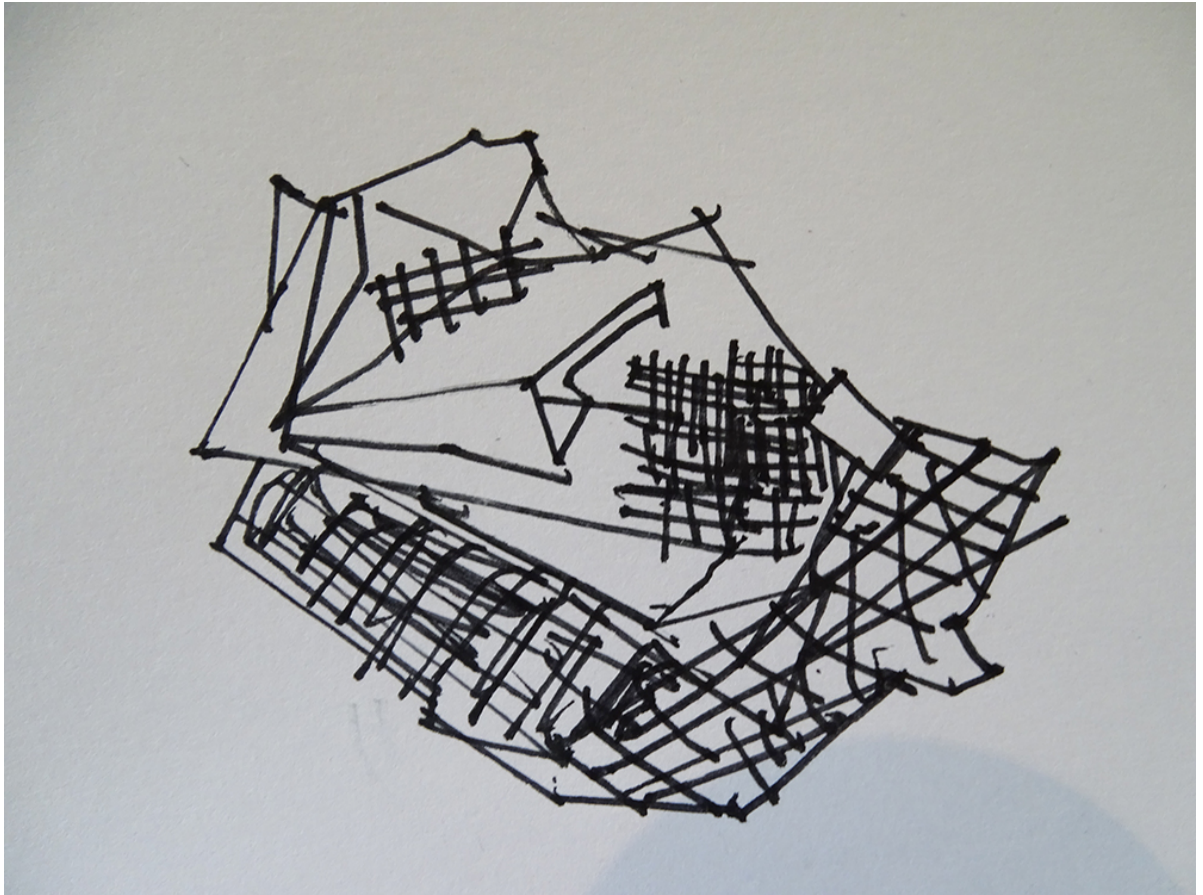
See Three Shapes



Explore outline, form and shadow using the simple “[See Three Shapes](#)” exercise. Create drawings on loose sheets of paper.

.

Drawing with a Ruler



Challenge children to create observational “[Drawings with a Ruler](#)”. Consider how mark making can be used to contour, giving mass and form to the drawing. See “[Ruler Drawings](#)” created using more spherical subject matter and see how the drawings change.

Ask pupils to consider their favourite exercise from the session, which did they prefer and why?

▪ Week 4 & 5: Introduce an Artist

Introduce Christo and Jeanne-Claude

Introduce pupils to the work of Christo and Jeanne-Claude using “[Talking Points: Christo and Jeanne-Claude](#)”. Explore their drawings of wrapped monuments to see the first stages of their concepts.

▪ Drawing and Painting

Drawings With Mass



Bring in a physical subject matter, in this case potatoes and pebbles, and combine with the mark-making skills learnt previously, to explore how we can create a sense of form and 3d shape through line. Use the “[Drawings with Mass](#)” resource here. Work on loose sheets of paper.

What kinds of lines might they use to make a drawing of an object which feels heavy and solid? Where is the shadow? Where is the light? How can they make it feel rounded?

Backwards Sketchbook



Invite students to create a “[Backwards Sketchbook](#)” filled with loose works created throughout the pathway.

▪ Share & Celebrate

Share, Reflect, Discuss



Time to see the work which has been made, talk about intention and outcome.

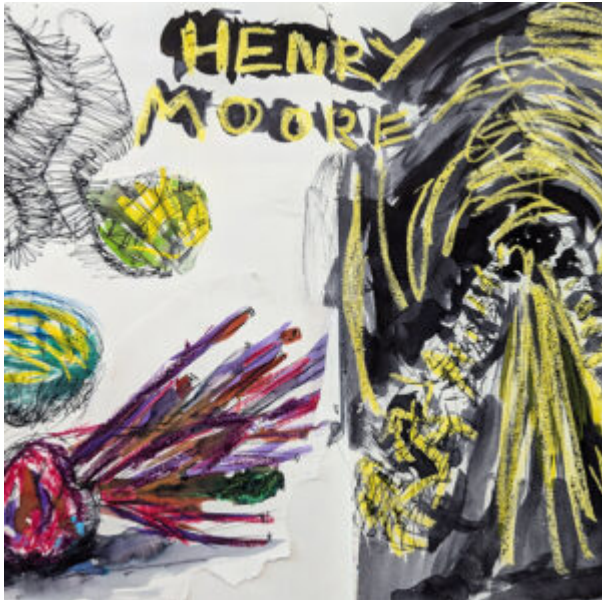
Invite children to display the work in a clear space and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hard work.

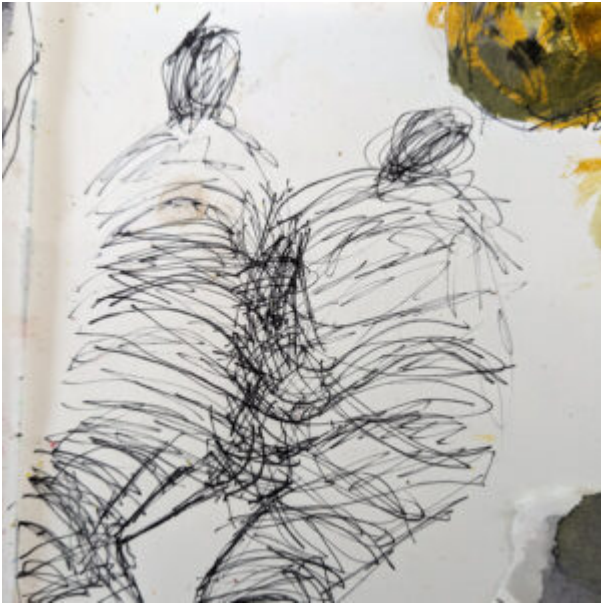
If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.

[Use the resource here to help you run a class "crit" to finish the project.](#)

See the Pathway Used in

Schools...





Join our Facebook Group



[Join the AccessArt Network group on Facebook and ask questions of others using our resources](#)

Share and Tag



[Share photos of work made by tagging us on social media](#)

**Adapting AccessArt: Monoprint
and Painting: The Great Fire
of London**

**See This Resource Used In
Schools**



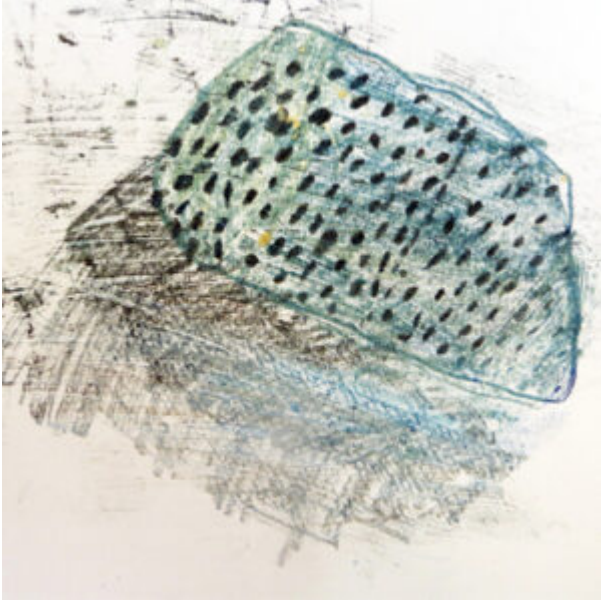


You May Also Like

7 & 8 Year Olds Explore MonoPrinting & Oil Painting



Monoprinting with Oil Pastel and Carbon Copy Paper



Adapting AccessArt: Woodland Creatures

You May Also Like

Session Recording: Adapting AccessArt



Drawing Fish with Pen, Pencil and Watercolour



the geometry of chickens



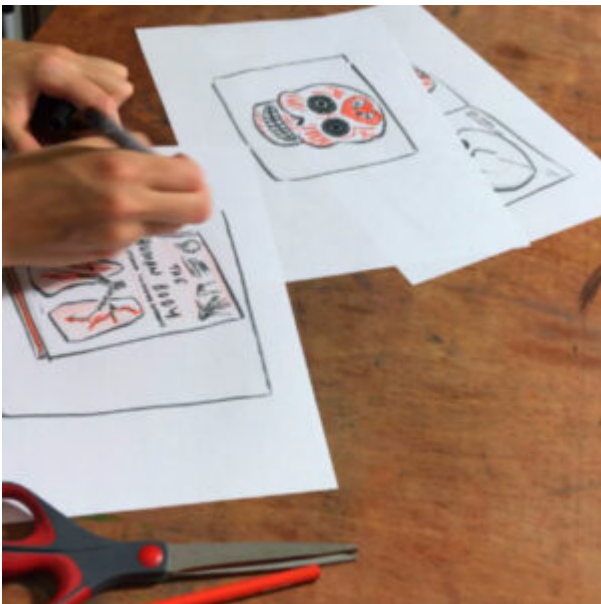
Adapting AccessArt: Telling Stories

You May Also Like

Session Recording: Adapting AccessArt



3 panel challenge



Creating Comics inspired by museum collections



Painted and Sculptural Plant Pots

You Might Also Like...

Drawing and Making Flowers



Painting on Plaster Inspired by Vincent Van Gogh



Cut Paper Collage Still Life



Alternative Fashion

You Might Also Like...

2d and 3d Fashion Designs using Painted Paper



Barbie and Ken Transformation



Puppets Inspired by Historical Paintings



Coat-hanger Shells

You Might Also Like...

Drawing and Making Flowers



Painted and Sculptural Plant Pots



Drawing Insects with Wire



Deconstructing to Help You See

You May Also Like

ten minutes, five times a week



the drawing journey



all drawing resources



CPD Recording: Drawing Figures

You May Also Like...

**pathway: telling stories through drawing
and making**



visual arts planning: life drawing



Modelling Monsters

You May Also Like

fruit and veg head



clay pens



articulated beasts



Introduction to Colour Pencils

Exploring A Midsummer Night's Dream: Recounting the Story

Exploring A Midsummer Night's

Dream: Making Magic Spells

Exploring A Midsummer Night's Dream: Costume Design for Bottom

See This Resource Used in Schools...



