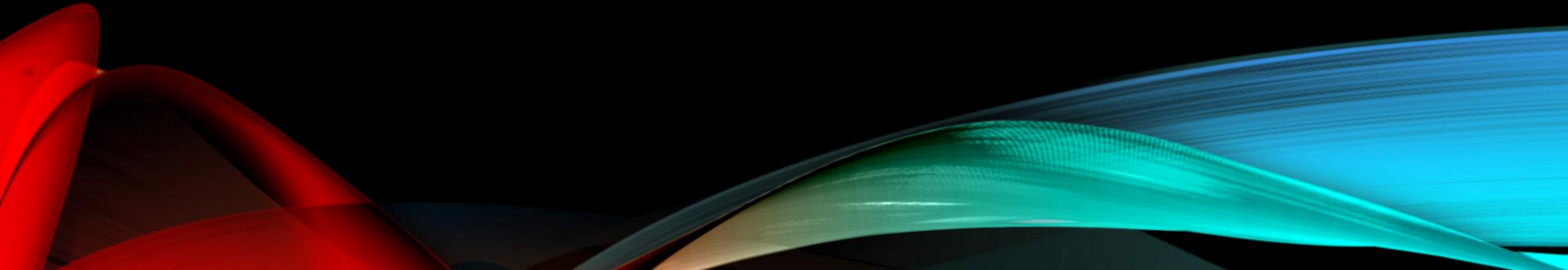




CPD SKETCHING

Wednesday 25th January 2023

WHAT WERE YOUR EXPERIENCES OF ART AT SCHOOL?



NEGATIVITY

'We typically start drawing recognisable schematic objects by the age of four... Mum and Dad are so pleased with these early artistic endeavours that the pictures quickly adorn the kitchen fridge or the office for others to praise. But somewhere around the age of eight, a sort of wall interferes with many children. Suddenly the savvy eight year old realizes that the little house and stick figures aren't really cutting it anymore. They strive for realism in their work and struggle when they can't achieve it. This is the point where many children, and parents, assume there is no artistic talent to emerge and the child moves on to other interests.

We don't expect children to play the piano, study dance, or learn a sport without showing them the basic components of these subjects. Why do we expect them to understand the complexities of drawing on their own?'

Mona Brookes

POSITIVITY

- Create a non-threatening environment
- Never be judgemental about sketches, value sketches as much as drawings
- Teach children how to look, then later teach shading and dimension
- Encourage and praise problem solving
- Foster an environment where mistakes are learnt from
- Discourage use of the rubber (*could use pen rather than pencil*)
- Apply sketching to other curriculum areas e.g. sketch what the character should do, sketch a pictorial representation of the maths problem

So by teaching children to sketch we are increasing their skill set.

When the expectation is not to produce a gallery worthy piece, but something that looks something like the object or scene they see, pride and satisfaction can return.



‘My sketch book is a record of all my many experiences’

“It is looking at things for a long time that ripens you and gives you a deeper meaning.”

Vincent van Gogh



‘No education system can be world class without valuing and integrating creativity.’

Ken Robinson

‘Nothing great was ever achieved without enthusiasm.’

Ralph Waldo Emerson

AIMS

- Why sketch?
- What are the basic principles we need to know if we are going to teach sketching?
- What are the expectations in each key stage?
- What are our golden rules of sketching going to be?



WHY SKETCH?

- Increases our skill set
- See things differently
- Communicate
- Develop ideas and language
- Enjoyment
- Therapy in Creativity
- National Curriculum

STATUTORY REQUIREMENTS EYFS

Characteristics of Learning:-

Play and explore – engagement

Active learners – motivated

Creating and thinking critically

Expressive Art and Design Early Learning Goals

- Children ...safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.

STATUTORY REQUIREMENTS OF NATIONAL CURRICULUM

Pupils should:

- produce creative works, explore their ideas and record their experiences
- become proficient in drawing.

At Key Stage 1 pupils should be taught:

- to use a range of materials creatively
- to use drawing to develop and share ideas
- to develop techniques of using colour, pattern, texture, line, shape, form and space

At Key Stage 2 pupils should be taught:

- to create sketch books to record their observations and use them to review ideas
- to improve their mastery of techniques including drawing

BASIC PRINCIPLES OF SKETCHING

- Tool
- Hold – 3 ways
- Exercise – circles and lines
- Purpose and Preparation : Sketch or drawing? Arranging/Composition

• Look Look Look Look

- Additions : Detail, Shading, Perspective

FOUNDATION



'safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function

... use what they have learnt about media and materials in original ways' EYFS

The focus here is heavily weighted on creativity, letting children experiment rather than copy and keeping in mind that the value of a child's art lies in the 'doing' rather than the final product.

Use phrase 'Tell me about..' rather than 'What is it?'

Provide as many ways for children to make marks from pencils, pens, sticks, including lollipop sticks and feathers to rollers, decorator paintbrushes to name a few.

Give them opportunities to use as many senses as possible to help develop language and contrasting shaped objects e.g. a prickly conker shell alongside a smooth conker, a tall giraffe and a short rabbit.

KEY STAGE 1

'...use a range of materials creatively, use drawing to develop and share ideas, to develop techniques of using colour, pattern, texture, line, shape, form and space.'

The focus here is still on creativity, letting children experiment whilst increasing their vocabulary of artistic terms and their confidence in using tools.

One way to do this is to take the same stimulus or subject and focus on each artistic term. In this way the child becomes confident through practise and the focus can be on the new terminology. The danger is that because the subject matter becomes familiar they stop looking.

Training children to look for line, pattern, texture and shapes will build their confidence in their abilities to represent the world they see.

Examples of stimuli – wheat, peacock feather, tree, flower, musical instrument,

KEY STAGE 2

'...to create sketch books to record their observations and use them to review ideas, to improve their mastery of techniques including drawing.'

It is at Key Stage 2 that sketch books becomes a statutory requirement as the focus moves to making a number of sketches on which future drawings and projects can be based.

Exploration can continue further by increasing the variety of grades of pencil that children can use to show different tones and hatching and cross hatching can be introduced too. The observation of shadows can be explored further, initially by using strong light sources.

At the top end of the key stage children can be given further challenge by making observations of moving stimuli and find ways to communicate movement in their drawings. Representing water and reflections can be explored too.

Inspiration for work can be gained from famous artists, craft makers and designers, and an understanding of the historical and cultural development of the art forms.

Wherever possible the focus should be on drawing real objects and, where appropriate, tasks should take place outdoors as well as in the classroom.

TRAVIS RULES OF SKETCHING

- All children from Y1 upwards to have a sketch book
- Sketch books to be used regularly (minimum once a half term)
- Regular short activities recognised as being most beneficial
- Sketch books should be respected and personal (sometimes chaotic)
- Exercises to be used prior to sketching where time allows
- The use of rubbers is to be discouraged
- Sketch books not to be marked
- Teachers to carefully word verbal feedback - lots of encouragement and structured positive praise to be given. In EYFS use phrase 'tell me about your sketch/drawing'
- Teachers will think carefully about subject matter and use real objects wherever possible
- Correct art terminology to be modelled by staff
- Children to be encouraged to look carefully before sketching
- Children to be taught what to look for – shape, space, pattern, line, colour, texture, light, shade
- Children to be encouraged to use other senses when appropriate
- Sketching to also be used as a home learning task

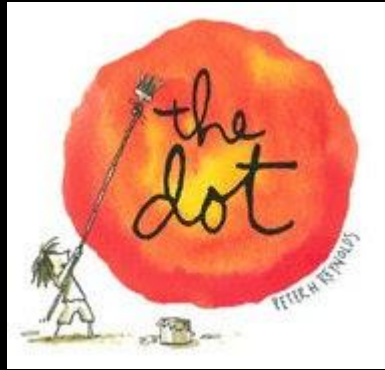
Created by Travis staff 13.2.19

EXAMPLE

- <https://www.tts-group.co.uk/blog/2017/08/08/use-sketchbooks-gomersal-primary-school.html>







‘The dot’ by Peter Reynolds

<https://www.youtube.com/watch?v=Joip5vkRJWQ>



**THANK YOU AND HAPPY
SKETCHING!**