

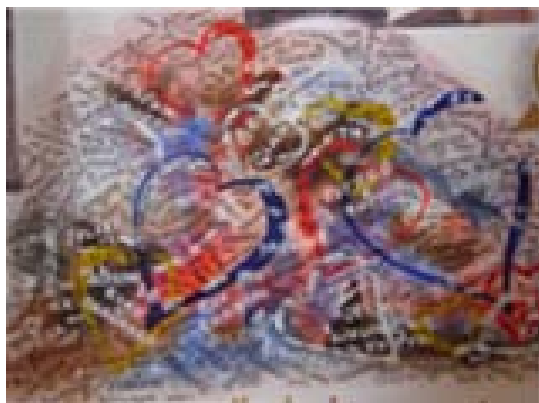
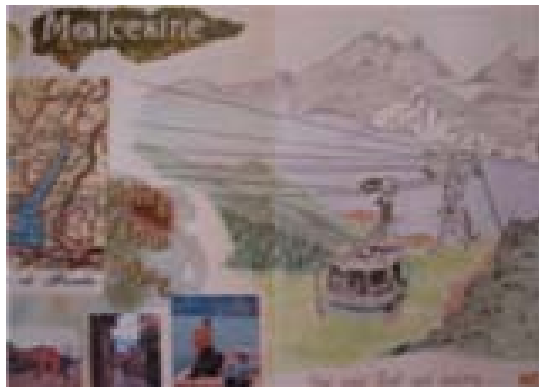
Year 6 journals – Grange Junior School

Area of development in school

Keeping visual journals to record learning journeys

Year 6 children will create a record of their final year at the Grange Junior School: *My final journey at Grange*.

Initially, I shared my own and other teachers' visual learning journals on Japan, Italy and materials/ideas from Art Support Groups with the children so that they could see what a journal looks like and experience a variety of ways of presenting information. I also shared a range of journaling books with the children.

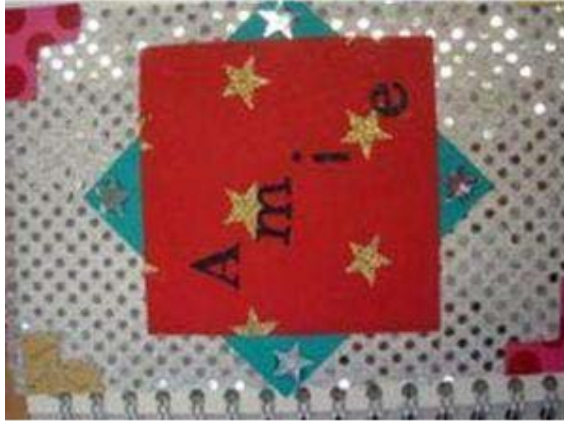


I ordered a range of resources that the children had not used before or had little experience of using, such as jewelled stickers, lettering stickers, stencils, stamps, a huge range of hand-made decorated papers, borders, etc.

The process began with a series of lessons which taught the children a range of techniques for keeping their own journal: lettering and use of text, preparing pages and backgrounds, layering and the use of photographs, objects, memorabilia, etc.



The first task for the children was to create a cover for their art journal that either reflected something about themselves or just used the range of materials in an effective and decorative way. The children and I were really proud of the results!



The children were extremely eager to begin their journals and I was surprised at how easily they adopted this different approach to working. The range of exciting resources definitely fired their imaginations!



As well as the children learning the skills and processes involved in keeping a visual learning journal, they are also learning a wide variety of other skills. Carrying out this work really opened my eyes to how creative some of the children's ideas were but their ability to be able to put these ideas into practice hindered them. For example, I have worked quite closely with one child who is able to articulate what he wants to do but requires help to achieve the desired results, *"How do I cut these two papers so that they overlap? How can I make pollen to show that I can smell the flowers outside? How can I make a really small version of my exercise book because it won't fit?"*



After a few initial lessons the children began to work more independently working in a range of different ways. They created mini versions of their exercise books, scrolls of work they had produced, and even created woven pages!



This work has also increased the use of ICT with art in our school. The children are freely using skills in ICT to create backgrounds on paint packages, type text in different sizes and fonts, find information on the Internet and use photographs.



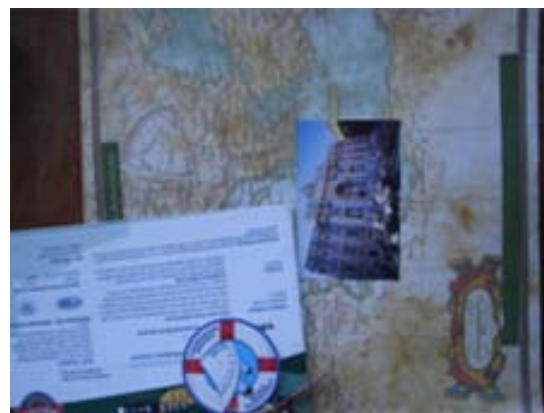
It has also encouraged us to make use of our school grounds as the children created a page based on a sensory journey around the school grounds. They worked with art materials as well as with things found on their journey.



examples of her books and talked through the techniques that she uses with the children. As the children had been working on their journals for several weeks this talk really refocused them and made them reflect on what they are doing well and how they could improve further.



It was great for the children to see that this is how people work outside of the school setting and many were inspired to continue this work, "I am going to do one about my secondary school when I get there." And, "I am going to keep a journal during the summer holidays!" In fact, one child in my class has already begun to work at home on her own journals and has made one which documents her recent Caribbean cruise and one about her scout journal.



We arranged for somebody who creates *memory books* as a hobby to come in and talk to the children about how she works. She brought along



Some members of staff have also started to keep journals! Our resources manager is documenting her life in her 50th year. She regularly goes into classes to share her ideas and ways of working with the children. This is invaluable as it gives the children an opportunity to see the different ways in which people work.

The other Year 6 teachers and learning support assistants are also keeping their own journals alongside the children and sharing the ways in which they work.

This has been an enjoyable and rewarding learning experience for everyone.

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