

Statements to encourage student learning:

- Now, *you* are going to visually communicate information about some objects
- Here's an example of the sort of scale your sketches can be
- Make direct observations from the object
- Does it help if you create the form first?
- That's one minute gone, turn the object and sketch it from a different viewpoint
- What mode are you drawing in? Isometric, oblique, perspective – do they all do the same job?
- Sum up the 3D form and try to get the proportions about right
- Put that eraser away! You don't need it for this
- Work quickly and don't worry if it doesn't look quite right'
- You are learning lots about the object and visually communicating what you are observing
- Let's change media; pick up that pen and sketch with it
- Yes, I know you can't rub that mistake out! It doesn't matter
- Are your sketches telling us a lot about the 3D form"
- What else can we focus on? How is the lid fixed to the body?
- What type of sketch is that? Yes, explorative
- No, you can't have more paper, there's space on that piece
- And so on....