

# PRIMARY ART

**K Jump May 2019**



# Learning Outcomes



- To have an awareness of Art's current place in curriculum
- To have an overview of the key elements of the Art curriculum
- To consider Progression, Differentiation and Assessment
- Understanding approaches to Planning
- To have practical solutions to the challenges of organising an Art session and resourcing
- To consider how to explore art works and learn about artists with children

# What is Art?



**Really looking- seeing things differently**

**Creating**

**Making sense of the world- emotional response? (Eisner 2004)**

# How is art created?



Realistic interpretation

Expression of emotion

Use of symbol (Eisner 2004)

# What are the reasons for Art?



Is art Education:

1. Discipline based art education
2. Visual culture
3. Creative problem solving
4. Creative self expression
5. As preparation for work
6. Cognitive consequence and subtlety
7. To promote academic performance
8. Integrated learning opportunity?

# What is the value of Art?



Eisner suggests art experiences help children to

1. Pay attention to relationships
2. Be flexible
3. Use materials
4. Shape form to express
5. Exercise imagination
6. Learn to frame the world from an aesthetic perspective

# KEY ELEMENTS



- Line
- Colour
- Shape
- Form
- tone
- Pattern
- Texture

which looks  
like...

- Drawing
- Painting
- Clay
- Papier mache
- Junk-  
modelling
- Print-making
- Collage
- textiles/  
weaving

# KEY PROCESSES and SKILL



- Perceive
- Develop
- Investigate
- Produce
- Present
- Review
- Discuss

which looks  
like...

- galleries/  
photocopies
- Sketching
- Topic work
- 'Doing their  
own version'
- Making  
something  
'inspired by'
- Work on



# Progression, Differentiation and

## Assessment

- Drawing



# Progression, Differentiation and



## Assessment

- Painting



# Progression, Differentiation and

## Assessment

- Collage



# Progression, Differentiation and



## Assessment

### Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.



# Planning



- Medium term plan- topic links?  
Skills? End outcome?

- **Artwork/artist, final piece (in display cultural context), trial techniques, final piece, display, Evaluation**

Key Stage 2, Upper Phase (Yrs 5 and 6): General Points When Undertaking All Artwork	
Children should be taught to...	<ul style="list-style-type: none"> <li>maintain a sketchbook and use it to show their ideas and interests and to support on-going work</li> <li>plan their work, to research the topic, collect and develop information as experiments, sketches and drawings prior to a final piece of work</li> <li>recognise, define and use the key elements of colour, tone, line, pattern, texture, form, shape and space</li> <li>choose, use, clean and store tools and materials with care</li> <li>fix papers and objects together using a wide range of appropriate tools and materials</li> <li>increase their range of techniques and skills through instruction and experimentation</li> <li>use the computer in support of their work</li> <li>mount their work choosing appropriate methods to enhance the final result</li> <li>work safely with new tools, materials and processes</li> </ul>
Children should experience...	<ul style="list-style-type: none"> <li>planning how the work should be undertaken including identifying the outcome and how it might be evaluated</li> <li>planning the techniques to be used, resourcing them and adapting them to achieve the desired effects</li> <li>planning to work in 2 and 3 dimensions</li> <li>achieving the predicted outcome, amending it whilst working and sustaining the idea through to completion</li> <li>following instructions and working to a range of criteria as defined by the teacher as well as setting their own personal targets</li> <li>taking confidence about their work, explaining how the work was conceived and developed and justifying any decisions made</li> <li>researching the task in hand and showing the outcomes of this in the final work</li> <li>working from first hand experience, including from observation</li> <li>relating the subjects and processes of their work to the work of other artists</li> <li>the work of other artists, craftspeople and designers from a range of times and cultures including those who are represented in the locality</li> <li>constructing displays e.g. of things to work from and also of their work</li> <li>the requirements of AT2 alongside the current work wherever possible</li> <li>working individually, in pairs, groups and as a whole class</li> </ul>
Children should appreciate that...	<ul style="list-style-type: none"> <li>artwork can record how they feel as well as what they have seen, experienced and imagined</li> <li>their artwork is individual to them and can develop in ways that are personal to their ideas</li> <li>other artists have used the same stimulus for their work and by emphasising different aspects have achieved very different end results</li> <li>with practice, their art skills and abilities can and will improve</li> <li>techniques can be adapted to achieve specific effects</li> </ul>
Children should review and evaluate their work and the work of others by...	<ul style="list-style-type: none"> <li>talking to the teacher about their work during its progress and when completed</li> <li>identifying their strengths and areas for development and having strategies for improvement to apply to future work</li> <li>relating their finished work to the criteria as defined by the teacher and by themselves</li> <li>having the opportunity to reflect upon, and talk about, a collection of their work</li> </ul>

# ORGANISING ART LESSONS



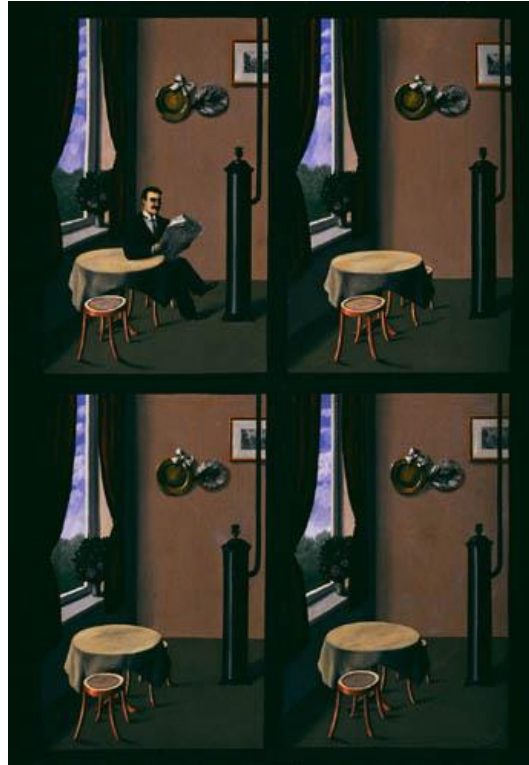
- Demonstrations and examples
- Art lessons/ illustrations in other lessons
- Preparation
- Health and safety
- Resourcing
- Tidying up



# Exploring Artworks



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# Exploring Artworks

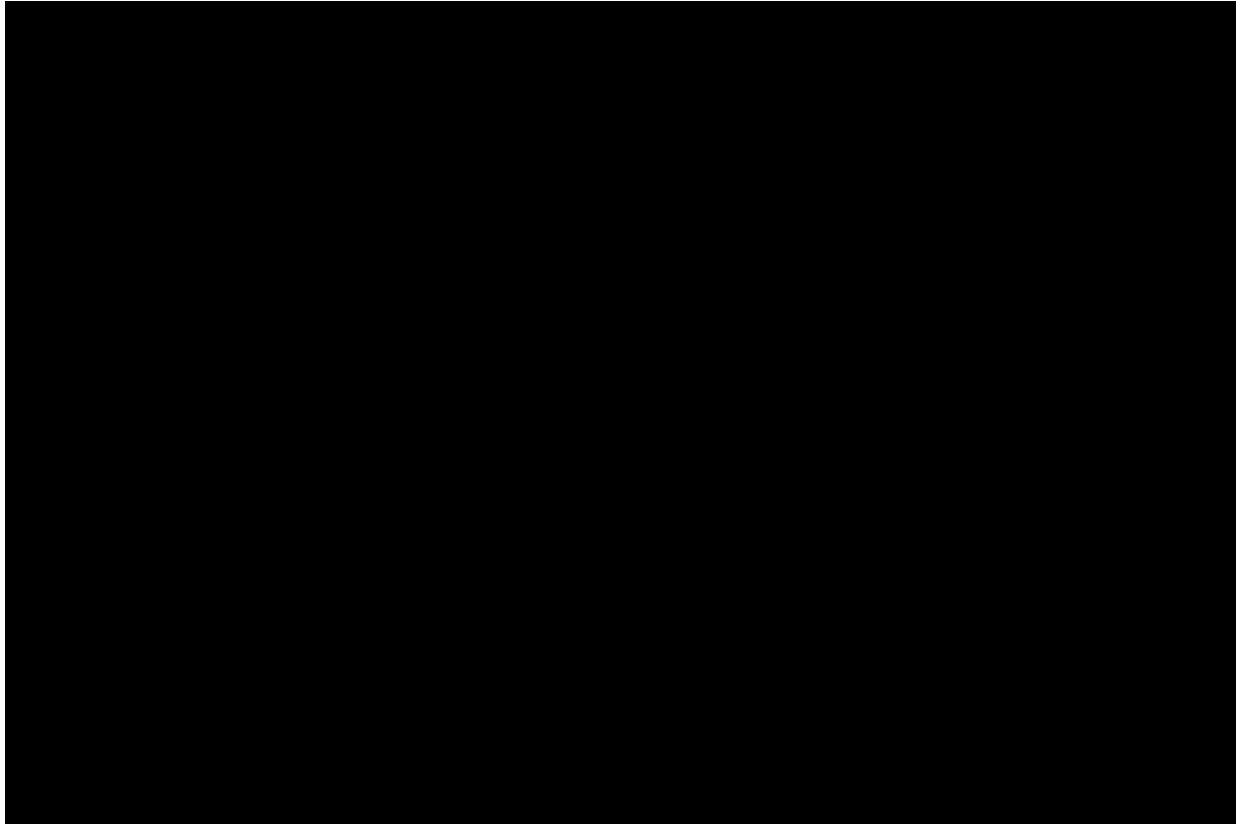


- Do your research but avoid cliches
- Don't oversimplify the meaning behind a painting- it is better to say nothing
- The first question should always be 'What can you see?'
- Be aware of children's reality...and yours
- Think about what you want the children to gain/ do- try and match your media to the style

# Break



# A (very) Brief History Of Art



# Practical tasks-building a sketchbook



- Be disciplined- put it all in your sketchbook
- Keep one for children's work too
- Don't be embarrassed- children are impressed by everything you do



- Work your way round the tasks, creating a double page for each technique
- Leave some space to add to the scrapbook
- Something you haven't tried before? Something

# Bibliography



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