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**F&G Primary SCITT TRAINING PLAN 2019-2020**

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| DATE: 18/5/20 | VENUE: Online Learning | | | | | STAFF: K Jump | |
| SESSION FOCUS: Art- preparing for planning and delivering art lessons in primary school | | | | | | | |
| TEACHING STANDARDS: 1, 2, 3, 4, 5, 6, 7. | | | | | | | |
| SESSION OUTLINE:   * To consider the place of art in the Primary Curriculum * To have an overview of the key elements of the Art Curriculum * To consider Progression, Scaffolding, Mastery and Assessment – including supporting sub groups​ * Understanding approaches to Planning * To have practical solutions to the challenges of organising an Art session and resourcing * To consider how to explore artworks and learn about artists with children * To have an overview of the history of Western Art * To have the opportunity to work with media | | | | | | | |
| PRE SESSION TASKS:   1. Please print out/ have ready to view all the associated documents for these sessions to refer to as they will be discussed during the presentations 2. Please read ‘Health and safety in art, craft and design for primary schools’ (2013) available at [https://art.hias.hants.gov.uk/course/view.php?id=20 before you watch session 2](https://art.hias.hants.gov.uk/course/view.php?id=20) 3. Obtain an A4 or A3 sketchbook (plain pages,) for example <https://www.bakerross.co.uk/large-scrap-books?&gclid=CjwKCAjw7LX0BRBiEiwA__gNwz3de82pLKWqc1rLDQFWYsK_g5kMcwqeFay7seTCJtCXh5Hlq6F_-BoCXUIQAvD_BwE> before you watch part 4 ‘Working with Media’. You will also need some colouring pencils, an old magazine or scraps of different coloured paper, scissors, glue, crayons, a cheap set of watercolour paints. These will help you get the most out of session 4, so try to get hold of what you can | | | | | | | |
| TEACHING & LEARNING STRATEGIES:  Pre-reading H&S document  Presentations (audio with supporting Powerpoints and documents)  Video on history of art  Video on sketchbook use and modelling  Practical tasks including planning for teaching  Identifying next steps | | | KEY QUESTIONS:  What are the elements of teaching art?  How are they realised in a primary classroom?  How do artistic skills develop over the primary phase?  How do we plan for progression, scaffolding and mastery?  How is art assessed? When is a piece of artwork ‘finished’?  What strategies support discussion of artwork in school?  What techniques should I use to organise art lessons in my classroom? How has art developed during history?  How should I demonstrate techniques to pupils? | | | | |
| BIBLIOGRAPHY (please watch session 4 to hear more about each of these books):  Barbe-Gall, F. (2018) ‘How to talk to Children about art’ (2nd edition) Frances Lincoln, London  Edwards, J (2013) ‘Teaching Primary Art’ Routledge, London Eisner, E. (2004) ‘The arts and the creation of mind’ Yale University press, Yale | | | | |
| RESOURCES TO BE PROVIDED:   * 4 recordings * Associated documents * Art resources needed for session 4 | | | RECOMMENDED READING FOR TRAINEES including subject knowledge where appropriate:  (please watch sessions 4 to hear more about each of these):  Article on the decline of arts in primary school accessed at  <https://fabians.org.uk/wp-content/uploads/2019/01/FS-Primary-Colours-Report-WEB-FINAL.pdf>  Hickman, R. (2005) Why we make art and why it is taught Intellect, Bristol  Key, P. Stillman, J. (2009) ‘Achieving QTS: Teaching Primary Art and Design’ Learning Matters, Exeter  Wenzel, A. (2013) ‘13 Art techniques children should know’ Prestel Verlag, Munich | | | | |
| RECOMMENDED WEBSITE LINKS FOR TRAINEES:   * National Portrait Gallery <https://www.npg.org.uk/collections/> * Tate Britain <https://www.tate.org.uk/visit/tate-britain> * An introduction to Art history <http://www.bbc.com/culture/tags/art-history> | | | | |
| HOW HAVE YOU MADE REFERENCE TO OUR CURRENT SCITT AREAS OF FOCUS?  (PLEASE INDICATE BELOW) | | | | | | | |
| PLANNING including how to address possible pupil misconceptions  Examples of planning and techniques for creating a lesson sequence discussed  Reference to SEN,EAL, High attainers  Resources to support planning signposted | | BEHAVIOUR MANAGEMENT  Practical strategies for organising art lessons discussed  How to engage children who dislike art discussed | | ASSESSMENT  Art assessment discussed  Progression and next steps in art lessons discussed  Resources to support assessment signposted | | | Providing for the needs of pupils including SEND, EAL, G&T, disadvantaged (LAC and FSM)  Barriers to learning discussed  How to cater for G&T artists discussed  Opportunities to enhance experiences for disadvantaged discussed |
| LEARNING OUTCOMES;  *As a result of this session you will*:  Have an overview of what key elements underpin art  Have an understanding of how these translate into the primary classroom through activity, scaffolding, mastery teaching and progression  Have a more developed sense of how to plan, resource and deliver art lessons in primary school  Have an overview of art periods and what artists and techniques may useful to use in your teaching  Have a chance to begin a resource bank for your own practice | | | | | POST SESSION TASKS:   * Continue to add to your sketchbook- by collecting postcards, trying new techniques * When possible, visit an art museum and think about how you would co-ordinate a school visit-what artworks would you focus on and why? (Southampton Art Gallery is free, as is Tate Britain and Tate Modern) | | |