



Rationale for shared teacher guidance in Expressive Arts

This a guide to how we teach Art, DT and Textiles at CAW, in this document you will find the process, strategies, documents and examples of work. Enjoy expressing yourself!

The Leadership of Expressive Arts

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The Teaching of Expressive Arts

To best meet the needs of children in Art and DT, we follow a structure of plan, design, make and evaluate. Our Art & DT learning process begins with a cold task, followed by a series of skill based lessons to lead to a hot task or 'final outcome'. Throughout the skills lessons, children are given opportunities to evaluate their skills and continue to develop these. Our Art & DT lessons are taught as a whole class, scaffolds are used effectively to ensure personal success and our most confident learners are provided with appropriate resources to approach the task independently and demonstrate the taught skills.

When Medium Term Planning for Expressive Arts consider:

Stimuli	Focus/Time	Planning	Publishing
<p>Our most successful Art & DT units have stemmed from a highly engaging stimulus linked to our Paragon, Reading or Writing topics.</p> <p>The Paragon stimulus should be determined by the History or Geography learning from that term and should be used to influence the skills practise. Make sure you check the skills progression where there are examples of outcome ideas!</p>	<p>Each unit will have a skills focus taken from the skills progression. For each Art or DT unit, there will be a number of different skills to develop (in some cases, you may only choose 1 or 2 to focus on).</p> <p>Always think carefully about the time available for Expressive Arts Unit (Art, DT, Textiles, cooking) and how to structure your history/geography lessons to ensure the most objectives possible get hit.</p> <p>During the shorter terms where content is large and time is short, it may be more effective to pick either an Art/DT focus for the term. If so, ensure they are alternated half termly!</p>	<p>When planning your Expressive Arts Unit, consider what the children have previously learnt, how successful this was and what you would like them to develop during this unit. In our most successful units, children have looked back at their evaluation of the skills or outcome and identified targets or a focus to develop next.</p> <p>Ensure your planning takes into account the varied needs and competencies and explore ways to adequately support and challenge children through task design and resources.</p>	<p>Our most successful Publishing units are stemmed from our Writing unit, either linked to Paragon or Reading (KS2).</p> <p>Publishing units should be skills focused and planned around the artistic skill for that half term. If not appropriate, the display must be of the highest standard and display quality work (photos below).</p> <p>During medium term planning staff meetings, collaborate with leaders to organise a structured timetable to allow the application of skills during a 'typical' school week.</p>
SEND Support	<p>When medium term planning for Art and Design teachers consider how to best support all children regardless of attainment. This is done through carefully thought out task design and appropriate scaffolds. Practical scaffolds should also be given when needed.</p> <p>In line with our teaching and learning policy our most effective way to support children with SEND will be through an effective first wave of teaching. For lower attaining SEND learners we support them by modelling the skill clearly and giving them ample time to practise. We also break down key skills into smaller steps to allow all learners the chance to be successful.</p>		





Stimuli:



Paragon topics are a fantastic stimulus to engage pupils when teaching Art and DT. When planning, consider looking into the culture and history of the topic and see if any Art/DT can link to this historic era. For example, Meso-America are well known for their traditional 'Pueblo pottery', therefore in Year 3, they chose to develop their sculpture skill and planned a unit where children had numerous opportunities to develop the skill and evaluate these. Additionally, in Year 1 when teaching Australia, they focused on developing cooking skills and taught the children how to make a Lamington cake, a traditional cake eaten on Australia Day. When using a Paragon topic, consider the style of Art/DT you are going to create and whether it will maintain children's interest over the entire unit.

Don't forget to look on the skills progressions! Here there are many different ideas for each half term.

	Create examples of Mesopotamia patterns – display as tiles or columns – polystyrene/ string prints.	Create clay models linked to Paragon topic on Mayans.	Sketches of plants found in the desert – explore how to display the differing textures.	Watercolour bamboo paintings in traditional Japanese style. Explore traditional fan art.	Landscape drawings/sketches of an arctic landscape. Pencil on white paper/chalk on black paper.	Create collages from waste plastic e.g. plastic bags, bottle caps, food packaging.
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Process:

Cold Task	Skills Practice	Evaluate	Design (if relevant) or more skills practice	Hot Task	Evaluate
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All Art, DT or Textiles units should begin with a cold task. Depending on resourcing and budget, cold tasks could be in a practical format (evidenced in the book through pictures or their practical sheet) or a written format. All cold tasks should be clearly labelled 'Cold Task' and titled their **task**, rather than the LO from the skills progression. Within this task you can use vocabulary from the skills progression, e.g. 'How can you change the colour of fabric with a gradient?'

Photo cold task	Practical cold task	Written cold task

After the skills practice, evaluation and outcome design, children will complete their hot task, or final outcome. Their hot task should be an opportunity for children to use all their skills development, strategies and evaluations to 'show off' their learning. Final outcomes, as with cold tasks, should be labelled 'Hot Task' and titled the **LO** from the skills progression, e.g. 'To be able to use a variety of techniques (printing and dyeing) to create different textural effects'. All final outcomes **must** be evidenced in the books; whether this is the final outcome itself, or a photograph.







Design

When planning DT units, teachers need to consider the **purpose** of what the kids are making and who their **target audience** is. It is important for the task to be set like: 'Design a kite that children can fly at a Japanese festival', so children can unpick who the audience is and what the purpose of it is. This should stimulate lots of discussion about how to design something fit for this audience and purpose. If possible, ensure children have a range of resources to look at and choose from, discussing the pros and cons of each.

Lesson Structure:

Effective lesson structures							Art/DT lesson structures
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Evaluate and Demonstrate	 <p>This is the most effective lesson structure when teaching Art and DT. During the 'Teacher Led Phase' teachers are to ensure children are aware of the skill they are learning and the smaller techniques required to be successful. Careful modelling and explicit instruction should be used to show children techniques and set the high expectation of everyone to produce their best quality work. During the independent learning time (where children will be practising their skills) the teacher will assess children's progress towards the skills and ensure verbal feedback is given where appropriate.</p>
Immediate Engagement	Independent Learning Time	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Reflect and Perfect	Evaluate and Demonstrate	
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate	
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Evaluate and Demonstrate	
Immediate Engagement	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate	
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate	
 <p>During the 'Reflect and Perfect' stage, encourage children to look back on any skills practise and evaluations completed to ensure they know what their focus is.</p>							

Skills Focus:

In our most successful units the main learning objective from the skills progression is broken down into smaller techniques. This allows children to understand the different techniques they need to think about in order to be successful. Children are given the opportunity to practise these skills, evaluate these methods and develop these skills further throughout the unit.





Monday 9th December 2019

I M H

To be able to manipulate clay in a variety of ways including rolling, pinching and kneading



Wednesday 5th February 2020

H M I

To be able to include increased detail within work to develop texture

My sketching skills:			
I can apply different amounts of pressure to create lighter and darker areas			
I can draw the outline first and then add the main features			
I can fill the whole appropriate amount of space			
I can think carefully about the size and proportion			
I can copy the direction of lines and sketched in one direction			

Evaluations are completed a number of times throughout the unit; after any skills practise and the final outcome. The evaluations should allow children to evaluate their effectiveness of the **skill** (not good, it was ok, really good), and use these to identify their areas of development for next time. When children are discussing what went well and what they need to improve for next time, they should be referring to the **specific skills** taught in their checklist, rather than how they perceive their final outcome.

Thursday 17th October 2019

To be able to evaluate my skills and progress in sketching

How do I feel about the progress I made in sketching?

What was I successful doing?

Looking back on my old work, what techniques and skills did I improve on?

Wednesday 5th February 2020

H M I

To be able to include increased detail within work to develop texture

Evaluation of my artistic sketching skills:			
I applied different amounts of pressure to create lighter and darker areas			
I drew the outline first and then added main features			
I filled the whole appropriate amount of space			
I thought carefully about the size and proportion			
I copied the direction of lines and sketched in one direction			
What went well? What are you proud of?			
What do you need to improve for next time?			

These skill evaluations should be photocopied and filed into an individual folder for each child. As children go up the school, these folders will go with them and should be used and referred to when beginning a new unit. Teachers should look at the previous skills taught in the year before and develop and build on these. For example, a Year 3 skills sketching checklist should look very different to Year 6: Year 3's method could be 'I can apply different amounts of pressure to create lighter and darker areas' compared to 'I can use a range of techniques (cross hatching, stifling) and pencil gradients to develop shade'.

Cold Task	Skills Practice	Evaluation	Design OR more skills practice	Hot Task	Evaluation





Differentiation

Outcome	In order for all children to achieve their personal level of excellence, it is important to have an understanding of the classes artistic abilities and therefore differ your expectation for what each child can achieve. For example, in sculpture you might expect smooth, neat surfaces and shapes sculpted by your higher minority, but would expect your lower minority to have had a go at creating the shape.
Scaffolding	Consider different ways to scaffold activities in order to support learners. During units that may seem harder to differentiate (dye, textiles) you can scaffold using different levels of teacher support. In other units such as sketching, you can support your lower minority by giving them scaffolds on the paper like an outline shape, or tracing paper to use with an image.
Resources	Resources are an effective way to differentiate for all abilities in your class. You may decide for a unit like painting, to differentiate by giving different sizes of paintbrushes. Or for units like stitching, you may allow some children to use needles or thinner thread, compared to fingers and support boards.
Enhanced Modelling	During the modelling phase children are able to see the high expectation of standards of work. Whilst you are modelling the task to children, show different methods and techniques for children to have a go at practising. You may decide to do a split input, where you keep a group behind and model further.

In the case of a PKS KS2 learner, for example, we want to showcase their personal excellence in Writing, so the activities can be suitably scaffolded to ensure the highest quality product. This is exactly the same principle to Art and DT, children should receive appropriate scaffolding and support in order for each child to succeed.

Publishing



Publishing should be based on your stimulus used for your Writing unit; this could be linked to Paragon or Reading. During your publishing week and in accordance with leaders to organise a timetable for the week, children can publish their writing in the mornings and complete their final outcomes for display in the afternoon. **All outcomes** should be of the **highest possible quality** with teachers ensuring that the process is scaffolded appropriately for all children.

Examples of publishing displays linked to Art/DT skills:

Year 6	Year 3	Year 1
		
Weaving skill used for the sail Sculpture skills used for the longship Paragon link	Textiles dyeing skill used for fabric Printing art skill used for leaves Paragon link	Art skill printing used for Mr Men Writing link





Examples of publishing displays NOT linked to Art/DT skills:

Year 1	Year 6

Cooking

Cooking units should be integrated into Paragon or Science lessons where possible, spanning across no more than two lessons in the twice-yearly coverage. As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. It is vital that during these lessons, children should have the opportunity to **design, practise cooking skills, make and evaluate**. In our most successful cooking units, children are expected to practise and develop cooking skills such as cutting (claw grip and bridge hold), peeling, sifting, mashing and kneading. Similarly to Art and DT, the main skill should be broken down into a number of smaller techniques. Rise assessments can be found in Staff Shared (T)/Risk Assessments and should be accessed and read in the planning phase.






Example of main skill broken into smaller techniques	
Main skill from skills progression	Smaller techniques
Begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife	<ul style="list-style-type: none">• Hold the vegetable down (pressure) so it's stable• Hold the vegetable in either grip further down from where you are cutting• Index finger putting pressure on the knife• Apply more pressure when you cut through the vegetable• Stop when you touch the bottom• Put the flattest part of the vegetable down (stops it rolling)• Tuck fingers in• Hold the knife in your writing hand• Move knife back and forth (like a saw) <div><p>Our cutting skills are:</p><p>I can peel with a peeler </p><p>I can use a claw grip to cut soft foods </p><p>I can use a bridge hold to cut hard foods </p><p>I can cut food into even pieces </p></div>

The 'smaller techniques' is what you should see being discussed in the children's evaluations. Ensure children are evaluating their progress towards the skills and technique, rather than the food/cooking itself.





Lesson structure process:

Design	Skills practice	Evaluate skills	Make	Evaluate
Depending on budget and resources, it might be more realistic to design a meal as a whole class. This allows teachers to have control over items included and strategically lead the design to what you want!	<p>This is the most vital part of the process. Children should be aware of the cooking skill they are learning taken directly from the skills progression.</p> <p>Consider creative ways to practise these skills with different resources other than food if possible!</p> <p>(E.g. To be able to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife.)</p>	Just like Art and DT, children should be given the opportunity to evaluate their progress towards the cooking skills . Their evaluation should be referred to and used when children are completing the 'final outcome'.	<p>In our most successful cooking units, a shared meal was designed and made by the whole class.</p> <p>All children have the opportunity to put the skills learnt into practice.</p> <p>During the cooking skill, children should look at their previous evaluations and ensure they have a 'target' for their second try.</p>	<p>Ensure children are evaluating the effectiveness of the skills they learnt.</p> <p>This would be a good opportunity to also evaluate the health and nutrition aspect of cooking.</p>
 				





Feedback and marking

	Marking and Assessment					
	Cold Task	Skills Practice	Evaluate	Design/More skills	Hot Task	Evaluate
Written Feedback	Acknowledge they completed the CT Reassess planning if children achievement level is too high or low	Praise them using Growth Mindset phrases Identify any next steps if very key	Feedback only if children are not evaluating their skills (e.g. I really like my drawing') To extend pupils, ask 'How will you achieve this?'	Give one technique from the skills they have done really well Give one 'Next Step' or area for improvement	Acknowledge they have completed Using Growth Mindset phrases, praise children for the skills shown and their perseverance	To extend pupils, ask 'How will you achieve this?'
Verbal Feedback		Whilst children are completing skills practise, ensure you give verbal feedback to as many children as possible. This will help their evaluation.		Whilst children are completing skills practise, ensure you give verbal feedback to as many children as possible. This will help their evaluation.		
Self/Peer assessment		Skills practices can be put on show and children can give each other feedback. Children can write these on post-its using the 'Peer Pens'.			In the most successful units, when all final outcomes are completed they are put on show. Children go round with post-its, using one colour for their achievement, and another for their next step.	





Growth Mindset

The most successful Art and DT lessons taught have stemmed from growth mindset. Often, when children are told they are going to do Art, there are moans and children say 'But I'm rubbish at Art!' At CAW, teachers should approach Art and DT with a growth mindset at the beginning of the unit, explaining that Art, as with Maths and Writing, is a skill to be taught and with practise, effort and perseverance, children will continue to improve!

Learning Objectives

Tuesday 3rd December 2019

H M I



COLD TASK: How can you change the colour of fabric with a gradient?

Wednesday 5th February 2020

H M I



HOT TASK: To be able to include increased detail within work to develop texture

