

Notes from the Art Teachers Workshop

Focus on Literacy

11th July, The Piggott School,

Melanie Jay, UoR and Brian Murphy, AST

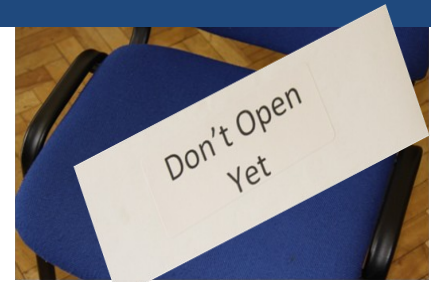


Teacher standards have changed in the requirement to demonstrate literacy. Departments may wish to have a policy with strategies for developing literacy in art.

TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012

Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Brian Murphy,
AST for Art, Piggott School



In the outstanding departments, teachers designed and shared strategies to develop students' knowledge and understanding of art, craft and design and their literacy skills simultaneously.

Melanie Jay
University of Reading

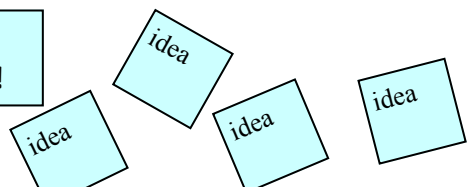
Barrier games, where one participant describes an object they cannot see, (e.g. hidden in a sock), focuses students attention on accurate description and active listening.



**National Strategies
Ped Pack - very useful !**

**Encourage more
focused conversations!**

Students descriptions are recorded and saved in a 'magpie box' which is opened and discussed as a plenary.



Magpie box/board



What level is the writing in art?

Do students make the same effort with their writing as they do in English?

Writing Assessment Guidelines: L4 and 5		Pupil name		Class		Academic Year		
	AF5 – vary sentences for clarity, purpose and effect - a variety of sentence lengths, structures and subjects provides clarity and emphasis <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - wider range of connectives used to clarify relationship between ideas, e.g. <i>although, on the other hand, meanwhile</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - some features of sentence structure used to build up detail or convey shades of meaning, e.g. <i>variation in word order, expansions in verb phrases</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences Across a range of writing - full range of punctuation used accurately to demarcate sentences, including speech punctuation <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - syntax and punctuation within the sentence generally accurate including commas to mark clauses; though some errors occur where ambitious structures are attempted <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events Across a range of writing - material is structured clearly, with sentences organised into appropriate paragraphs <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - development of material is effectively managed across text, e.g. <i>closings refer back to openings</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - overall direction of the text supported by clear links between paragraphs <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	AF4 – construct paragraphs and use cohesion within and between paragraphs Across a range of writing - paragraphs clearly structure main ideas across text to support purpose, e.g. <i>clear chronological or logical links between paragraphs</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - within paragraphs/sections, a range of devices support cohesion, e.g. <i>secure use of pronouns, connectives, references back to text</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - links between paragraphs/sections generally maintained across whole text <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	AF1 – write imaginative, interesting and thoughtful texts Across a range of writing - relevant ideas and material developed with some imaginative detail <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - development of ideas and material appropriately shaped for selected form, e.g. <i>nominalisation for succinctness</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - clear viewpoint established, generally consistent, with some elaboration, e.g. <i>some, uneven, development of individual voice or characterisation in role</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	AF2 – produce texts which are appropriate to task, reader and purpose Across a range of writing - main purpose of writing is clear and consistently maintained <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - features of selected form clearly established with some adaptation to purpose <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - appropriate style clearly established to maintain reader's interest throughout <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	AF7 – select appropriate and effective vocabulary Across a range of writing - vocabulary chosen for effect <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - reasonably wide vocabulary used, though not always appropriately <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	AF8 – use correct spelling Across a range of writing - correct spelling of ~ grammatical function words ~ almost all inflected words ~ most derivational suffixes and prefixes ~ most content/lexical words <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - likely errors ~ occasional phonetically plausible spelling of unstressed syllables in content words ~ double consonants in prefixes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

How do we know this is the best they can do? How does it compare with what they are doing in English? Is it good enough?



What is the purpose of the writing?
 Describe
 Explain
 Analyse
 Argue

What should art teachers expect children to be able to do in art regarding reading and writing?

- Use talk to clarify and present ideas
- Listen actively to understand
- Talk and think together
- Develop research and study skills
- Use writing as a tool for thought

The teaching sequence for writing

1. Establish clear aims
2. Provide examples
3. Explore the features of the text
4. Define the conventions
5. Demonstrate how it is written
6. Compose together
7. Scaffold the first attempts
8. Independent writing
9. Review and proof read
10. Draw out key learning



What to teach

- Sometimes writing can be ephemeral and exploratory. In order to cultivate writing to explore and develop ideas, allow sketchbooks to have crossings out etc.
- How to use mind maps for capturing thoughts and ideas and how to change, cluster and develop these ideas.
- How to use part of the sketchbook as a journal, and how to write regularly to record, question and reflect.

One exercise that has greatly improved our A' Level essays has been based on the Antiques Roadshow idea of 'Basic, Better Best'.



Give students three essays to read and evaluate them against a set of criteria. Which is basic, better and best?

This is most effective when done with work of similar quality because it generates the most discussion. Students are required to justify their judgements with evidence from the text. If you use high quality work, you will raise students' awareness of your expectations.



Clichés go into the cat's litter tray!!



Demonstrate:

How to start a journal which encourages experimentation, collection of images, thoughts and ideas

How to outline your project

How to annotate sketches

How to describe the work of other artists

How to reflect on the development of own art work

How to evaluate strengths and weaknesses of own work

Model How to:

annotate a picture of an artwork so that ideas can be shared:

The form that the piece takes

Subject and content

Material s

Process

Features (formal elements)

Mood

Use sentence starters to generate talk

To challenge this group, I would suggest...



To challenge this group, I would suggest...	I want to see more of...	To improve this painting I would recommend ...
I like the way the artist used ... technique because...	The most effective, (strongest), part of the work is...	To improve, (person's name) could have...
I wish they had used...(technique), because	I enjoyed looking at this piece of work because of the way	The most successful part for me is...because

To improve this painting I would recommend ...

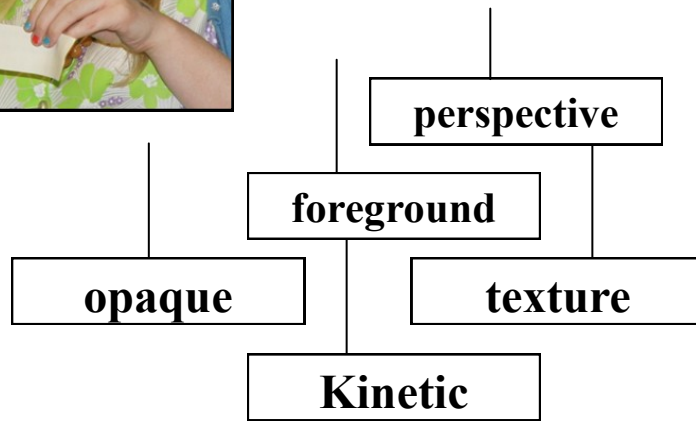


I enjoyed looking at this piece of work because of the way...



Pick a card out of a bag to be your starter

I enjoyed looking at this piece of work because



Laminate key words and phrases to display on the walls and ceiling.

- ART Alphabet**
- A**esthetics
 - B**ackground
 - C**eramic
 - D**igital print
 - E**mbossing
 - F**oreground
 - G**ouache
 - H**ue
 - I**nstallation
 - J**peg
 - K**inetic
 - L**ithography
 - M**ono print
 - N**egative
 - O**paque
 - P**astel
 - R**elief
 - S**cale
 - T**empera
 - U**nique
 - V**anishing Point
 - W**oodcut
 - X** ray
 - Y**ellowing
 - Z**oom lens

The Art Alphabet

Everyone has to name a term or artist beginning with the next letter in the alphabet

A...
Aesthetic



K...
Kinetic



P...
Pastel



Z.....
Zoom Lens!



Talk like an expert:

- Give out a list of expert word that students need to use to describe works of art.
- The teacher models how it is done while the students listen and tick off words as they are mentioned.
- Students work in pairs and rehearse how they will 'talk like an expert'.
- Students are invited to present to the class - everyone ticking off the words as they use them correctly.
- This could be done in role – be Waldemar Januszczak or Picasso



Key Words	Expert 1	Expert 2	Expert 3
perspective			
foreground			
background			
texture			
form			
hue			
superimpose			
conceptualise			
contrast			

In your literacy policy explain that you are developing students' literacy by talking to them about their Art - using subject specific language.

At Bulmershe School, all members of staff carry a laminated post card with key information on how to develop writing.

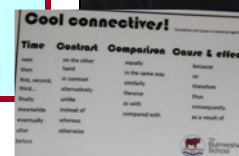


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9. Draw out key learning
10. Review



Steve Davies
Bulmershe School



Cool Connectives!

Time	Contrast	comparison	Cause & Effect
next	on the other hand	equally	because
then	in contrast	in the same way	so
first, second, third	alternatively	similarly	therefore
finally	unlike	likewise	thus
meanwhile	Instead of	As with	consequently
eventually	whereas	compared with	as a result of
after	otherwise		
before			

Have you tried blogging?



Sarah Franklin,
Piggott School

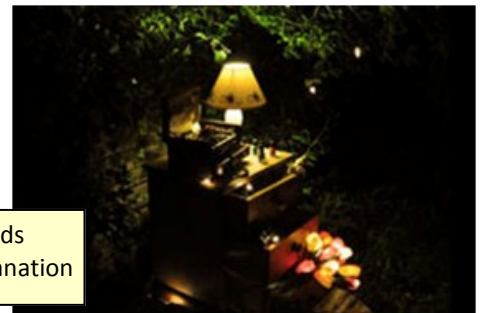
Year 9 students produced work on folding books and used a blog to reflect upon their work. This produced very high quality writing that was personal and perceptive.



Secure blogs can be set up through your school VLE



Conceptual Art demands excellent written explanation



An example of good practice from Ofsted 2012

'In Year 7 the students had evaluated their work using 'Spinney' the spider and its web. Each section of the web encouraged students to note words that described successful or less effective features of their work, against different criteria. As their skills and confidence increased more extended writing was used in the outer parts of the web. More academically able students started to dispense with Spinney by creating their own evaluation structure. By Year 8 the teacher had used a series of prompts, encouraging the students to add to their collection of words by reading reviews where stories about art had been in the news. A change of emphasis in Year 9 used students' experience of evaluating their own work to reflect on and criticise the work of other artists, craftsmakers and designers. By Year 10 and 11 students had internalised these processes, using annotation regularly and building a critical vocabulary systematically.'

In the sixth form teachers used the '4 Rs' framework-react, research respond, reflect-to extend students critical responses further and encourage fluent writing that incorporated accurate and powerful use of technical vocabulary'