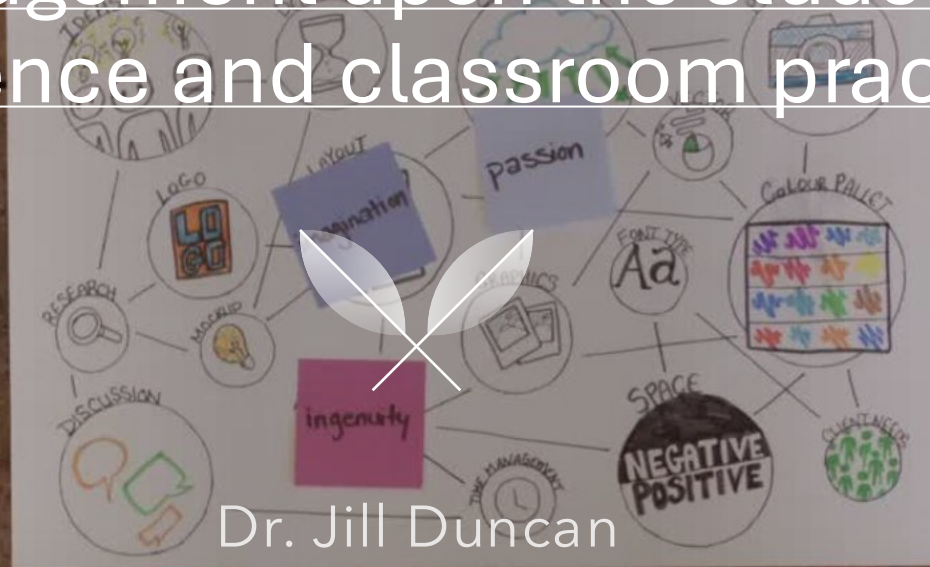


Engagement for all - the impact of gallery engagement upon the student experience and classroom practice.



Dr. Jill Duncan

Northumbria University

Art and Design Lead in Education

Presentation Structure



Introduction and background context



Importance of gallery provision (linking to current policy frameworks)



Partnership development



Student cohort – generalist and specialist



Impact



Recommendations for future practice



Task



Q&A

Introduction and context



The diagram consists of three identical, horizontally aligned, overlapping rectangular boxes. Each box has a thick orange border and a light beige fill. The text is centered within each box. The boxes overlap such that the right side of the first box is behind the left side of the second box, and the right side of the second box is behind the left side of the third box.

My
background

Current role

Personal and
professional
motivations

<https://baltic.art/>

- A former flour mill converted to a contemporary art gallery in 2002.
- Accessible for all.
- In partnership with Northumbria University.
- My involvement began in 2017.



Gallery provision through partnership links

- Links to ITE Curriculum
- Supporting the three domains of knowledge (Ofsted, 2023) - practical, theoretical, and disciplinary.
- Effective partnership activity
- Transferring knowledge and skills from gallery to practice.
- Supporting the student experience and staff development.

Undergraduate student cohort (second year)

- Generalist

- Supporting an inclusive pedagogy (Oleson, 2023) all undergraduate students are offered an opportunity to engage first-hand in gallery provision.
- Attend gallery tours and workshop-style delivery designed to promote the gallery experience as an accessible resource for children.

- Specialist (Enhanced)

- Specialists choosing to enhance their subject knowledge of art and design engage in further gallery experience involving cross discipline collaborative activity.
- They engage in continuing professional development (CPD) through the achievement of the arts award accreditation designed to promote communication, teamwork, creativity and leadership among young people (Trinity College, 2024).

Generalist students: Gallery tour and workshop



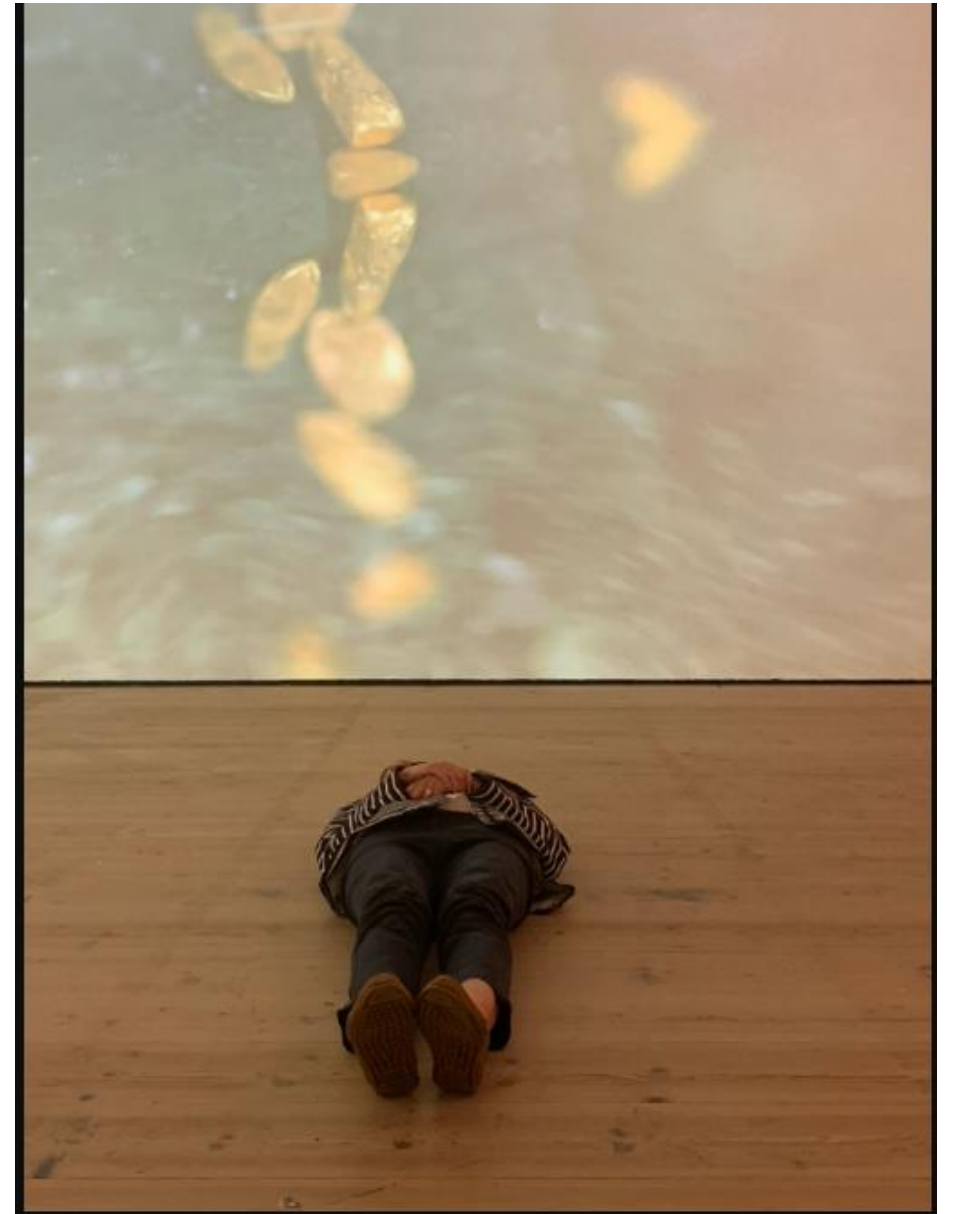
- Introduction to the locality
- Gallery tour
- Follow up workshop
- Implications for practice



Exploring a gallery exhibition



From a different
angle...



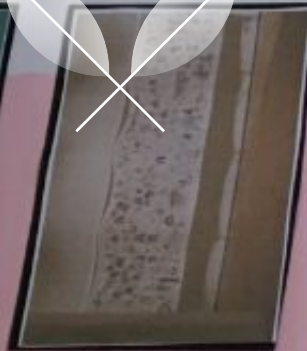
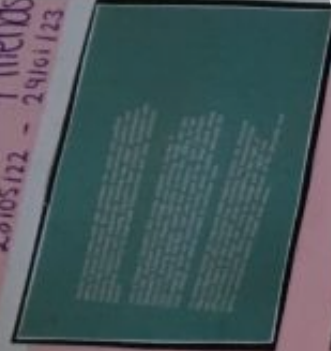
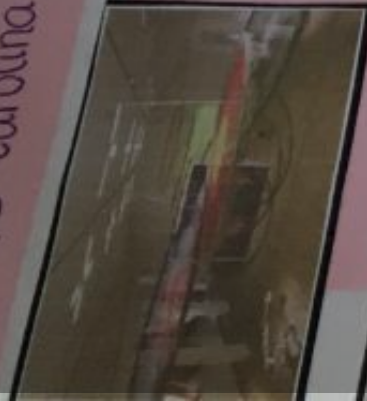
Gallery experience

- Working collaboratively to build 3d structures of bridges following inspiration from art viewed in the gallery and the external environment



DHLIC: Carolina Caycedo - Land of Friends

23/05/22 - 29/06/23



Bridges - Baltic Workshop

NC links in Art and Design:
• Become proficient in different drawing techniques.

• Develop design techniques in using line, shape and form, space.

• Produce creative work, exploring their ideas and recording their evidence.

Links to Design Technology:
• range of tools • Produce work • Build structures • Explore ideas



Research / further Exploration:

- Brücke (Germany)
- Wawrason (Malaysia)
- Seri Wawrason (Brazil)
- Octávio Frias de Oliveira (Netherlands)
- Slaverhoffbrug (Netherlands)
- Bridges around the World:
- Falkirk Wheel (Scotland)
- Nanpu (China)
- Helix (Singapore)
- Twist (Norway)
- Reina Vell (New Zealand)

7
BALTIC
work with a
freelance artist:
£130 - 1/2 day
£250 - full day
L Finance lessons

Brilliant Bridges - Zoe Allen
- Free lance first
- Sculpture + installation using materials from where she lived or has a personal connection to
- interest in why + how people can feel strong emotion towards particular buildings, materials or spaces
- she creates assemblages in which she combines smaller materials, family and shared histories.
- she explores ways in which objects or structures can be vessels to carry memories.

BALTIC + = digital archive of BALTIC exhibitions (1997-2022)

Chris Burden - The Bridges (2022)
- made a scale model of the Tyne Bridge in Newcastle
- Builds in Meccano and Erector set parts
- 110m in size of the actual BALTIC

Blake in Galeshed - Juane Piensa (1996)
- Light beam that reached 2km into the sky
- "No bird soars higher if he soars with his own wings" (William Blake)
- Creative thinking about bridge design and transport.
- Encourages inquiry and adaptation / imagination.



An enhanced student example of follow up...

About this exhibition:

Carolina Caycedo makes work that addresses environmental justice, energy transition and biodiversity. She invites visitors to consider the relationship between growth, urbanisation, and solidarity. Cbalitic.

Lesson ideas

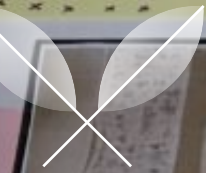
- Feminism
- Water Cycle
- Recycling
- Animals
- Folklore

South America

- Feminism
- Animals
- Abel Rodriguez (Artist in Sp)
- Amazon Rainforest
- Paint Crafts
- Rivers

Lesson sequence ideas

1. Introduction to feminism in the context of South America - visualise and person propaganda, 5. Source and display banners with artists discussion.
2. Feminism in South America - visualise and person propaganda, 5. Source and display banners with artists discussion.
3. Create ideas for banners.



Cross curricular links that the Carolina's exhibition can lead to:

Hannah Fenwick

Further work linked to the exhibit...

Science <ul style="list-style-type: none"> Biodiversity Animals Minerals Rivers Space/ Satellites Elements Water Climate Change 	History <ul style="list-style-type: none"> Colonialism South America Cultural history Suffragettes Feminism Indigenous 	English <ul style="list-style-type: none"> Stories News accounts Creative writing Folktales Factfiles Debates Looking into language
Religious Education <ul style="list-style-type: none"> Gods Beliefs Social Justice 	PSHE <ul style="list-style-type: none"> Community Feminism Political Change Humanity as a whole Feelings 	Art and Design <ul style="list-style-type: none"> Portraits Textures Sketchbook usage
Physical Education <ul style="list-style-type: none"> Movement Dance Gymnastics 	Design Technology <ul style="list-style-type: none"> River Snaker Construction of cloth/ uniform structure within the classroom 	Computing <ul style="list-style-type: none"> Creation of video Coding
	Music <ul style="list-style-type: none"> River noises South American songs Folklore songs Experimentation with musical instruments 	Mathematics <ul style="list-style-type: none"> Shapes Measurements Coordinates Distance

Creation of a satellite portrait of the school as a class collaborative project

Links to National Curriculum

Hannah Fenwick

Aims: produce creative work, exploring their ideas and recording their experiences
Art:
 KS1: to use a range of materials creatively to design and make products
 KS2: 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)
English:
 Writing narratives about personal experiences and those of others (real and fictional)

Lesson idea:
Art- After visiting the exhibition, students will gather relevant mixed medium materials that they need to create a satellite image of their own school. The students will be divided into groups to encourage collaborative thinking and work. Similarly, to how Carolina's artwork is presented, the satellite will be separated into several sections to ensure that the children have a piece each. By doing so, it also allows Differentiation in the mediums that the students use. The satellite image can easily be accessed from Google Maps. This could also link into a lessons surrounding space in Science.

English- Once their artwork has been completed, the students will individually write a piece of creative writing reflecting on the perspective of a bird. The link to nature reflects on Carolina's work as it investigates the industrialisation of destruction of habitat. KS1 students will describe what they can see as the bird whilst KS2 students can describe the difference in the environment. The students will then read their pieces to the class or in groups.



The exhibition description:



Visit the Carolina's exhibition and be inspired by her work. Learn to create your own artwork, inspired by her work. The exhibition is a celebration of her work and the impact it has on the world. It is a chance to see her work and to learn from it. The exhibition is a celebration of her work and the impact it has on the world. It is a chance to see her work and to learn from it.

The National Curriculum in England

The National Curriculum in England is a framework for the school curriculum. It sets out the content and standards for all state-funded schools in England. The curriculum is divided into four main areas: English, Mathematics, Science, and History. Each area has a set of objectives and standards that schools must follow. The curriculum is designed to ensure that all children receive a high quality education and are prepared for life in the 21st century.

The Inclusion Agenda

The Inclusion Agenda is a framework for schools to ensure that all children are included in the curriculum. It is based on the principle that all children have the right to a high quality education and that schools should work to ensure that all children are able to access the curriculum. The Inclusion Agenda is a framework for schools to ensure that all children are included in the curriculum. It is based on the principle that all children have the right to a high quality education and that schools should work to ensure that all children are able to access the curriculum.



Link to the national curriculum:
 KS1: to use a range of materials creatively to design and make products
 KS2: 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)
English:
 Writing narratives about personal experiences and those of others (real and fictional)

Link to the national curriculum:
 KS1: to use a range of materials creatively to design and make products
 KS2: 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)
English:
 Writing narratives about personal experiences and those of others (real and fictional)

To create a patterned transfer and create a class piece, inspired by Carolina Caycedo

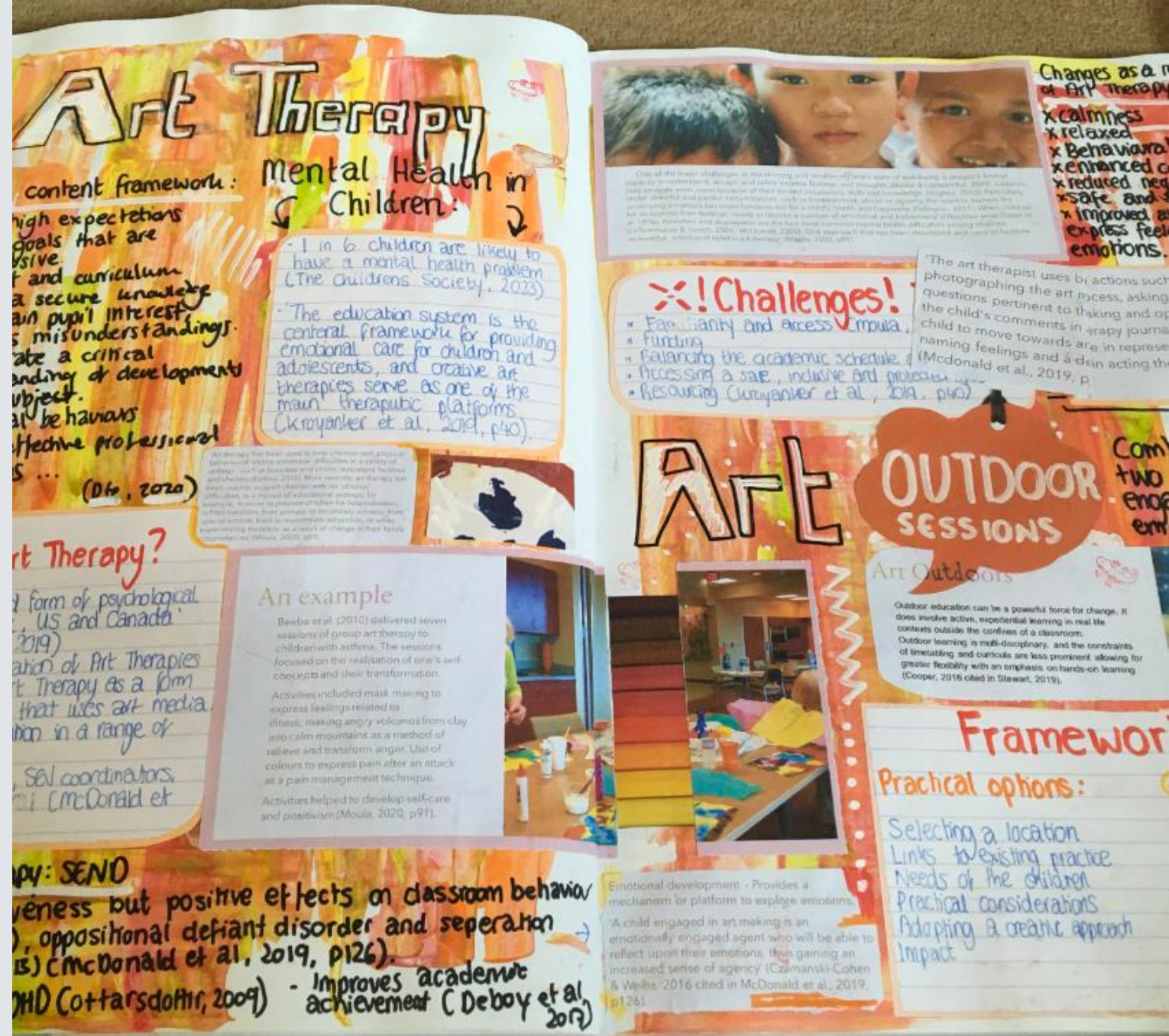
Lesson idea:
Art- After visiting the exhibition, students will gather relevant mixed medium materials that they need to create a patterned transfer and create a class piece. The students will be divided into groups to encourage collaborative thinking and work. Similarly, to how Carolina's artwork is presented, the class piece will be separated into several sections to ensure that the children have a piece each. By doing so, it also allows Differentiation in the mediums that the students use. The class piece can easily be accessed from Google Maps. This could also link into a lessons surrounding space in Science.

Cross curricular links that the Carolina's exhibition can lead to:

Science <ul style="list-style-type: none"> Biodiversity Animals Minerals Rivers Space/ Satellites Elements Water Climate Change 	History <ul style="list-style-type: none"> Colonialism South America Cultural history Suffragettes Feminism Indigenous 	English <ul style="list-style-type: none"> Stories News accounts Creative writing Folktales Factfiles Debates Looking into language
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	Music <ul style="list-style-type: none"> River noises South American songs Folklore songs Experimentation with musical instruments 	Mathematics <ul style="list-style-type: none"> Shapes Measurements Coordinates Distance

Art Therapy

- An option available to all undergraduate students during conference week



Generalist student feedback...

- Really enjoyed it. I sometimes find contemporary art a little intimidating, but this session **enabled me to see how something so abstract can inspire and enhance children's learning**.
- I enjoyed the experience it made me **feel open to art rather than opposed to it**.
- An amazing experience, that shows how easy it can be to teach art and that **you don't need to be good at drawing to be good at art!**
- I really enjoyed this morning's session at the Baltic with Jill. The session was run as if we were taking around a class of children. The exhibition was fascinating, and we talked about how we can link this into delivering art lessons as well as some **issues we might face as teachers bringing children here**.
- It was very interesting as **I never normally go into art galleries**, but it has given me lots of ideas for art teaching.
- I found it to be very enjoyable and interesting. The tour was helpful to **get an insight on each piece that I would not have known about on my own**.
- I really enjoy the afternoon, I feel like I have learnt a lot from it and **feel a lot more confident** in teaching art.
- Very beneficial and informative. Amazing to **look in true depth at an artist's work** and take a tour.
- It made me realise there is more forms of art than just drawings and **how they are used to tell a story or get a message across**. Found the exhibit interesting and different.

Staff feedback...



KEY BENEFITS INCLUDE HIGH LEVELS OF ENGAGEMENT, IMPROVED CONFIDENCE AND THE DESIRE TO INCORPORATE GALLERY PROVISION WITHIN FUTURE PRACTICE DEMONSTRATING A CLEAR IMPACT.



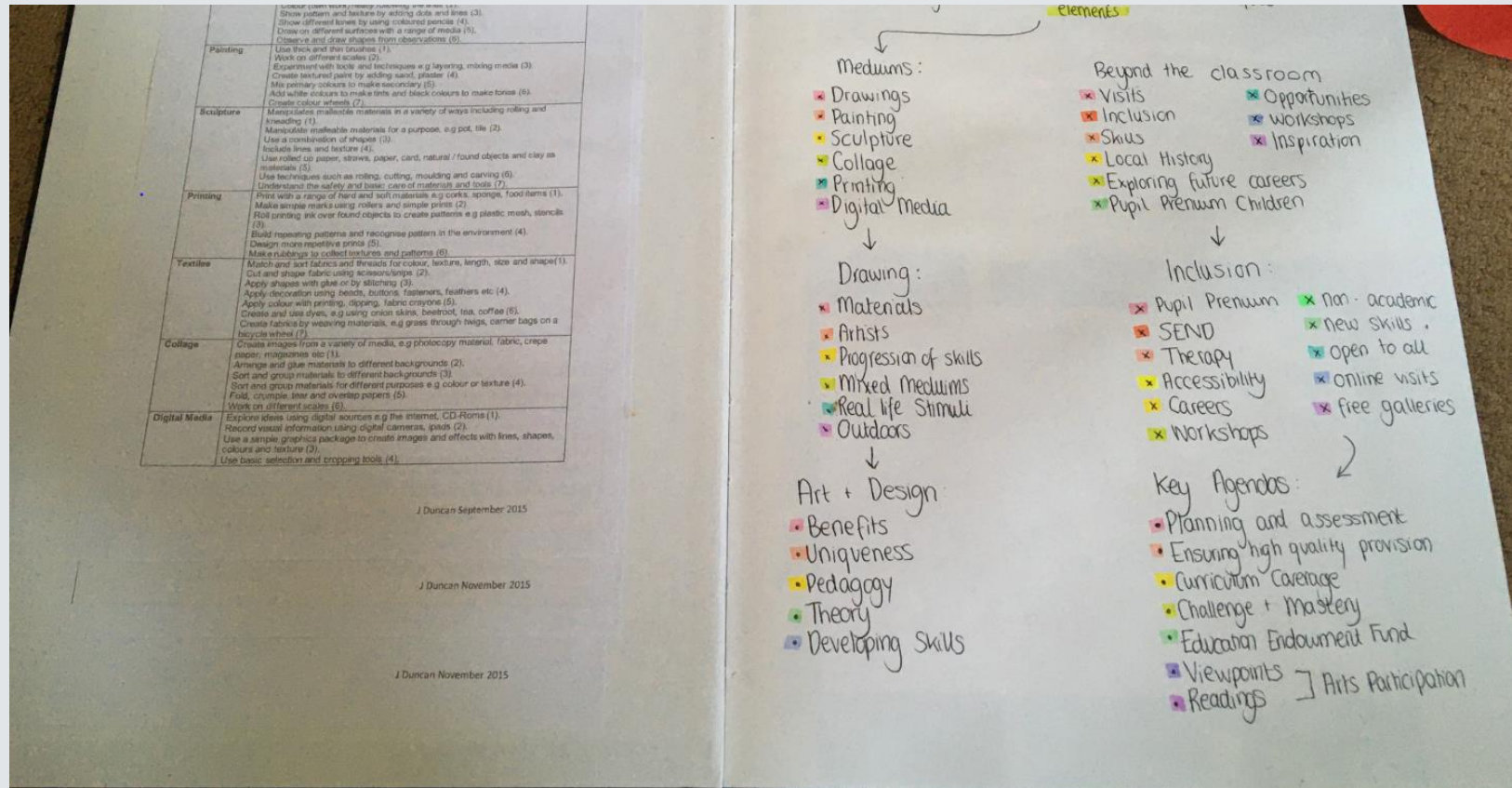
TAKING STUDENTS OUT OF THEIR COMFORT ZONE...IN A SUPPORTIVE MANNER HAD REAL BENEFITS LINKED TO ENJOYMENT, LEVELS OF MOTIVATION AND FEELING COMFORTABLE WITH ORGANISING A GALLERY VISIT.

Enhanced students

- Specialist input
- Collaborative opportunities
- Sketch book record
- Independent activity (linked to practice)
- Arts Award



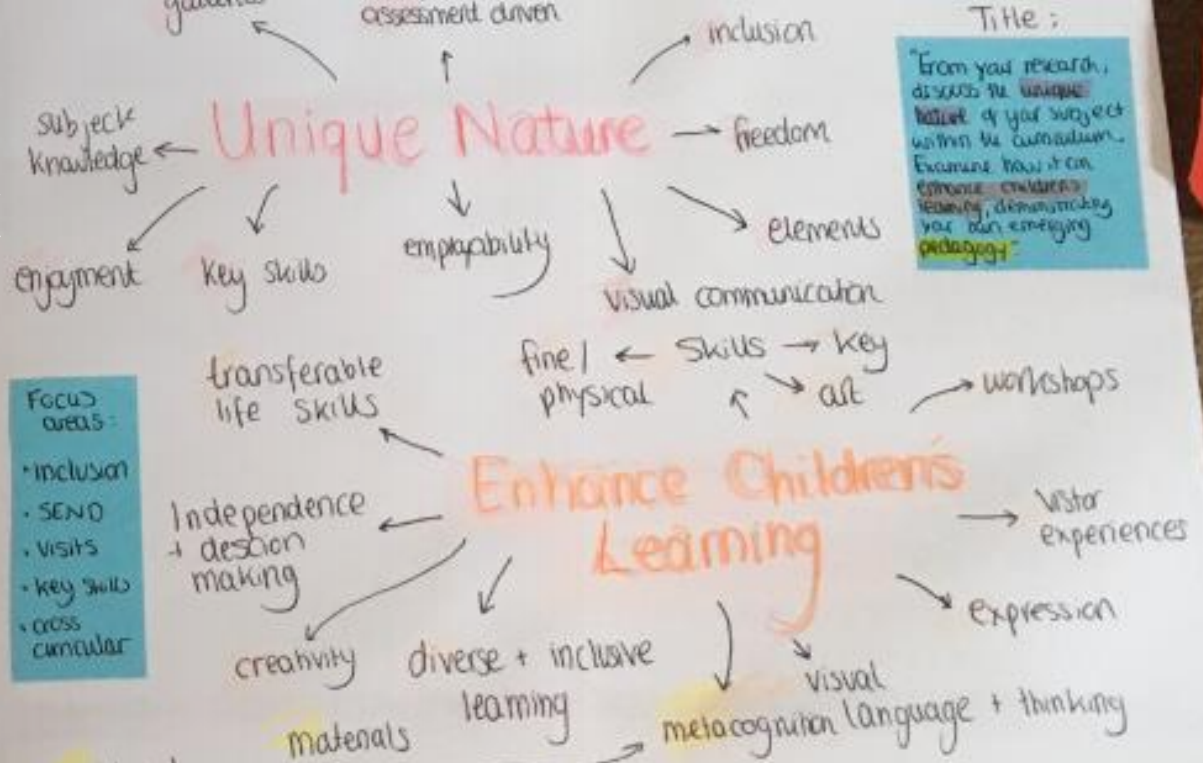
Building a picture through sketch book use...



Using sketch book material and a gallery visit to support a module assessment



Sketches are a great starter / plenary depending on the lesson. They provide children with skills needed in art, such as pencil usage, mark making and creativity.



Title: "From your research, discuss the unique nature of your subject within the curriculum. Examine how it can enhance children's learning, demonstrating your own emerging pedagogy."

Child led
Scaffold ← Pedagogy

Husbands + Pearce 2012

What makes great pedagogy?

- ① Pupils voice
- ② behaviour, knowledge + understanding
- ③ involves clear long term learning + short term goals
- ④ Prior learning + experience
- ⑤ Scaffolding
- ⑥ Range of techniques + individual / group work

Structure:
Intro }
Para 1 }
Para 2 }
Para 3 }
Conclusion }
References }

Initial ideas - assignment

- Inclusion
- Negatives
- not assessed
- Cross curricular
- Art therapy
- SEND
- Elements
- freedom

Pedagogical Approaches

Constructivist - actively involved

Collaborative - two or more - learn together

Inquiry-based - active learning starts w/ questions / scenario / issues

Interdisciplinary - intertwining lessons across

Teaching Printing to Year 1:

06/03/23

National Curriculum links:

- to use a range of materials to creatively design and make products
- to develop a range of art techniques in using colour, pattern, texture, line, shape, form and space

The students started the lesson by watching a video by the artist Emma Majury. In the video, Emma explains the history of printing and how to create your own using potatoes. Due to safety reasons Year 1 was not allowed to use potatoes but printing sponges that were in the class.

They were introduced to the artist Orla Keily and created artwork inspired by her.

The images are from the first lesson, which was to create a pattern inspired by an artist.



Generic Lesson Plan - Key Stage 1/2			
Name: Hannah Fennell		Date: 06/03/23	
Placement: BAZ Assesed	Class: Year 1	School: [REDACTED] Primary	
Subject: Art and Design	Time of lesson: 14:10	Number of children: 28	
My targets: focus on feedback from previous lessons:	• Time management		
Assessment of prior learning related to this lesson: how to use paint responsibly, printing			
Learning Objectives/Intention:	<ul style="list-style-type: none"> • To create a pattern using printing • To develop printing skills 		

Printing is art - transferring ink or paint from a design onto a surface



Artist: Orla Keily
- using artist pieces as modelling & scaffolds
← Lesson plan (brief)

Differentiation & Groupings	Marking independently: all the class are good at art, some more so than others. All children can work independently in art and design lessons.
How will I organise the lesson to ensure all children make progress?	Support and modelling will be given
Assessment	Questioning
What strategies will you use to monitor and support learning during the lesson?	The most creative and closest to the reference image
Key vocabulary that I want children to use during the lesson	Printing, artists, landscape, portrait
Resources required for the lesson (including use of other adults)	Paint, Support



This was a lesson with a small group of Year 1 and they made 'bouquets' for Mothers' Day by printing



Using art in practice - independent recording of ideas and examples of pupil work

03.10.23 Pedagogy, Policy + Practice

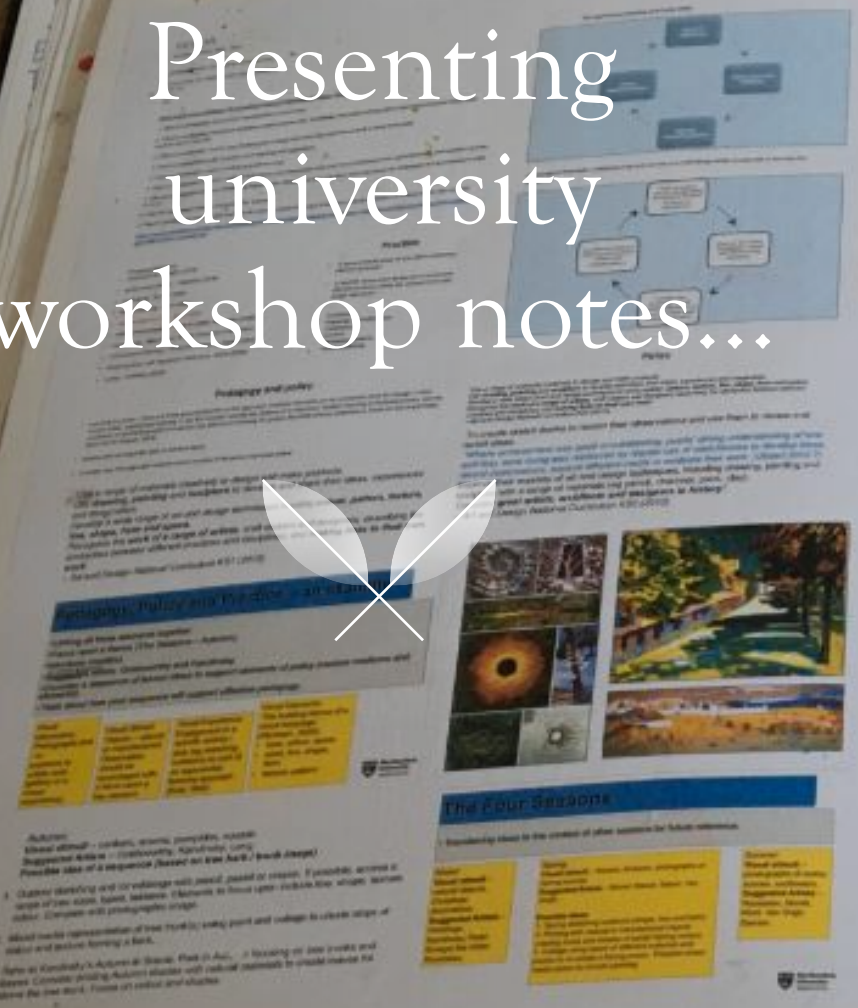
Presenting university workshop notes...

Problem

Pedagogy and policy

Autism

The Four Seasons



FOCUS:

1min



Shape and colour

5min



material: oil pastels + crayons - all ages



FOCUS:
Perspective
- KS2



Beginning the arts award preparation

Teaching digital art to Year 1.

14/04/23

Whilst on placement I taught the Year 1 class how to create digital art. It was cross curricular with their computing lessons. Most of the children at the start of the lesson had never used a computer before. The first lesson was to create an abstract piece by exploring the tools.

2nd lesson: Continuation of exploring the tools and techniques.
3rd lesson: Create a scene background of your favorite place.



1st lesson - investigating tools and exploring

ARTS AWARD :

10/05/23

What is the 'Arts Award'?

The Arts Award is a recognized qualification that children and young people can explore and undergo. The award allows the student to take leadership roles, discover their potential as artists and make connects. It consists of five levels. I took part in gaining my bronze award.

To achieve this award, I:

- partook in an art activity
- got inspired by an artist
- experienced an art event
- shared my experience with others (freely)

What does it help to achieve?

- Build professional skills for life
- Build communication skills
- Build creativity skills which can be implemented in life

What are you going to do to complete this award?

For the enhancement week, we will spend a week at the Baltic and a week in a school.

THE BAL TIC :

week of building skills for class

Artist: Hew Locke

Exhibition: The Procession



Background information:

- Originally commissioned by Tate and presented in Tate Britain in 2022, Locke investigated the history of sugar refinery and slavery.
- The 'Procession' allows the audience to explore the history of power, influence, finance, cultures and people. The figures hold historical baggage or which they carry through the parade, allowing the history to be remembered, whether that is a positive or negative factor.
- The statues (standing from 3-10ft) reflect on Locke's own childhood when he moved to Guyana as it became independent and free from violent colonization by the British Empire.



son plan for lesson 2.
made a Valentine's day card



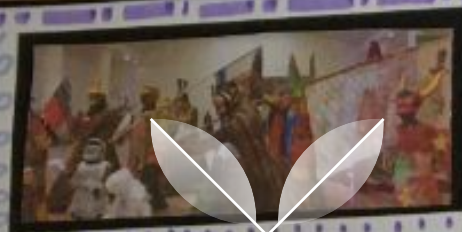
Artist's workshop
in action

Images from
- Hew Locke's
Exhibition at
The Baltic -
May 2023

Hew Locke

Whilst exploring
this exhibition,
we were taught
about the deeper
meanings and history
behind each piece
and how it correlates to Locke

Learning from an artist's workshop



These (no statue)
were my favourite
in the exhibition
due to their design
and how impactful
the meaning behind them
are.



Paul Merrick

Whilst at the Baltic, we participated
in an artist workshop with Paul Merrick.
The skills we used at placement were learnt
here.

Paul Merrick Workshop

THE SKILLS



observational
(apple)
5 minutes



Continuous line
(dog statue)
5 minutes
(added shading)



We used these skills to study Hew Locke's exhibition and to plan the introduction lessons to our sequence for art. We were introduced to various objects on the table. We chose an object to draw. The first drawing was a detailed observational piece. This was to include shading, lighting and artistic ability. The second drawing was a continuous line piece, where you cannot remove your drawing lines from the page. Thirdly, was the blind drawing. In this section, we could not look at our paper when drawing. The focus was on the object in front of us. This gave mixed reactions however after a few more times of practice, the abstract technique became a favourite amongst us as the images were unique and purely focused on the basic structure for art rather than minimalist detail in our previous artwork.



Transferring learning into practice

Placement

Year 6 - the following is five lessons in art and design for Year 6 based around the 'Lockdown Processions' and re-skills learnt in Paul Inemick's workshop.

Generating Ideas

The theme 'Wonder and The Community' from Hew Locke's exhibition 'The Procession' tied closely with the theme of perception. For this lesson sequence, we focused to carry out activities which allowed the students to embrace their identities in a unique, non-judgmental way.

One of the assets this placement allows us to do, is to share. This allowed us to meet the requirement of section D in the Arts Award criteria, as we are teaching new skills, techniques through a workshop.

The focus of perception in this workshop linked well with the children's current topic 'identity' through the class reading book 'Wonder' by R. J. Palacio.

Visit 'The Procession' 'Wonder'. The children to look at the processions draw the front cover of 'Wonder' with on the BALTIC website their own faces. And identify key themes.

Year 6: Gather materials identified 'The Procession' to design their own mask.
Lesson 2: Draw 3 images of the mask.

Lessons

Look at various cultures.

Make masks with materials and paper mache inspired by Hew Locke.

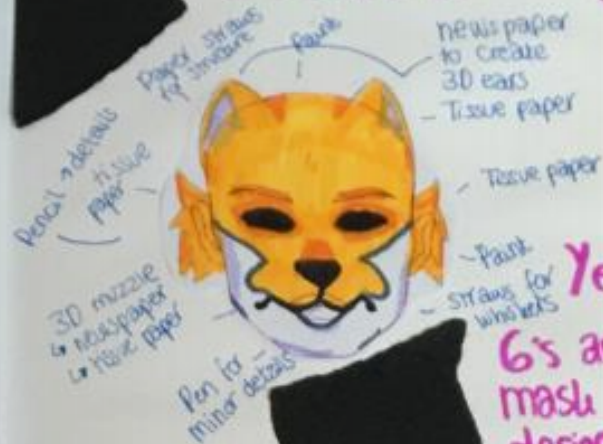
Make animal masks inspired by their favourite animal and their personality trait.

Lesson 1: drawing

In lesson one, we created a mark making workshop.

Firstly, the class created observational drawings of themselves. We focused on techniques such as shading, crosshatching and strippling. This allowed us to assess their prior knowledge, understanding and technique. Next, we used modelling to inform our next activity: 'about me'. This involved the children illustrating different aspects about themselves and their identity. This activity was very effective, especially for

Lesson 2: designing the mask



In lesson 2, we discussed drawing and how they represent us as individuals. This allowed reflective conversations about the idea of identity and place.

Year 6's animal mask designs



Let the children outline a scaffold mask template for their animal design. They will label their design with materials which they would like to use for their mask.

Lesson 3: designing and creating the mask

In lesson 3, the children used their mask design as a scaffold to create a three dimensional piece.

This allowed them to engage in precision and fine motor development whilst creating their mask. We focused on the idea of proportion.



Lesson 4 and Lesson 5

Lesson 4-

Lesson ideas continued...

- In lesson four, the children were asked to create a mask and a costume. We discussed some of the main ideas of the artist and discussed the materials used by the artist from the images.
- We then had a whole class procession outside.
- The children wrote a reflective statement about their mask and costume of dancing and creating their mask. The reflective statements were written on the following slide.



The Year 6 children visited classrooms around the school. They were all proud to tell the other students that they were recreating 'The Procession' by Hew Locke! They responded to questions from the peers and teachers around the school.

Reflective statements from the year 6 children

- ❖ "I preferred my observational drawing, because the detail and shading made it look the most realistic!"
- ❖ "The continuous line drawing made my self-portrait look free and the process was exciting."
- ❖ "I enjoyed the blind drawing as it was a new skill I have learnt, and I will practice



"making the masks was a really cool experience!"

"I loved how we chose animals that represented our personality!"

"My cobra"

Art Award (Bronze Level)

KEY INFORMATION REGARDING PLACEMENT:
Placement Location: Bede Community Primary School

Address:
Bede Community Primary School
Old Fold Road,
Gateshead
Tyne and Wear
NE10 0Q1

Website: <http://www.bedeschool.org.uk/>
Contact: Tel: 0191 433 4155
Email: bedecommunityprimaryschool@gateshead.gov.uk



The placement in school will take place, during the week beginning 15th May. Please see the completed timetable below for additional information.

4th May

Student training at Northumbria University

- Part 3: Pedagogical Enhancements with Dr. Julia Lawrence (Module Leader),

4th May

Student training at Northumbria University

- Overview of the enhancement project for art, Introduction, approach and strategies, overall expectations with Jill Duncan (Senior Lecturer in Education for Art).

Prior to the 10th May

Julie Neville (Trinity College, London) – Arts Award Overview via collaborate. Link is featured within the blackboard document in Art and Design.

10th to 12th May (3 days) The Baltic Centre for Contemporary Art, 5 Shore Rd, Gateshead NE8 3BA
10am-3:30pm

Essential: please bring a new sketch book for arts award purposes.

Wednesday 10th May

(Meet Amanda and Alice at (9:55am prompt outside The Baltic)

- Welcome and introduction to Arts Award (bring sketch books)
- Part B: Audience: tours and self-led study

Thursday 11th May

(Meet in Level 2 Studio at (10:00am prompt)

- Part A – Artist Workshop (Paul Merrick)
- Part C: Self-led study



Friday 12th May

Meet Alice at 10:00am

- Part D: Skill Share
- Review and plan placement ideas

Sketch Book Portfolio: Add material / notes / sketches / images / photographs / doodles / ideas throughout all aspects of each day at the Baltic.

Suggested broad theme for Baltic planning and school-based practice: People and/or the School Community.

A top-down view of children drawing on a large sheet of paper. The central drawing is a red brick school building with a clock tower. Surrounding it are various school-related items: a globe, a palette, a backpack, a calculator, a glue bottle, a compass, a ruler, a pair of scissors, a kite, a bell, and a computer monitor. Several colored pencils and pens are scattered around the drawing.

- It was an absolute pleasure to welcome your fantastic trainees to our school. They have completed a wonderful art enhancement project. They can all be proud of their achievements (School A).
- This all looks fabulous Jill. We are really keen to take part (School B).
- The students supported the children to produce some interesting pieces of work. The children were highly engaged and the whole week helped to support levels of confidence, wellbeing and enjoyment (School B).
- The artwork produced was of high quality and is currently on display in the main entrance. The chosen theme of 'communities' worked well in our setting, it allowed for lots of different links to be made and enabled lots of expression to take place (School C).

Recommendations for future practice

Continue

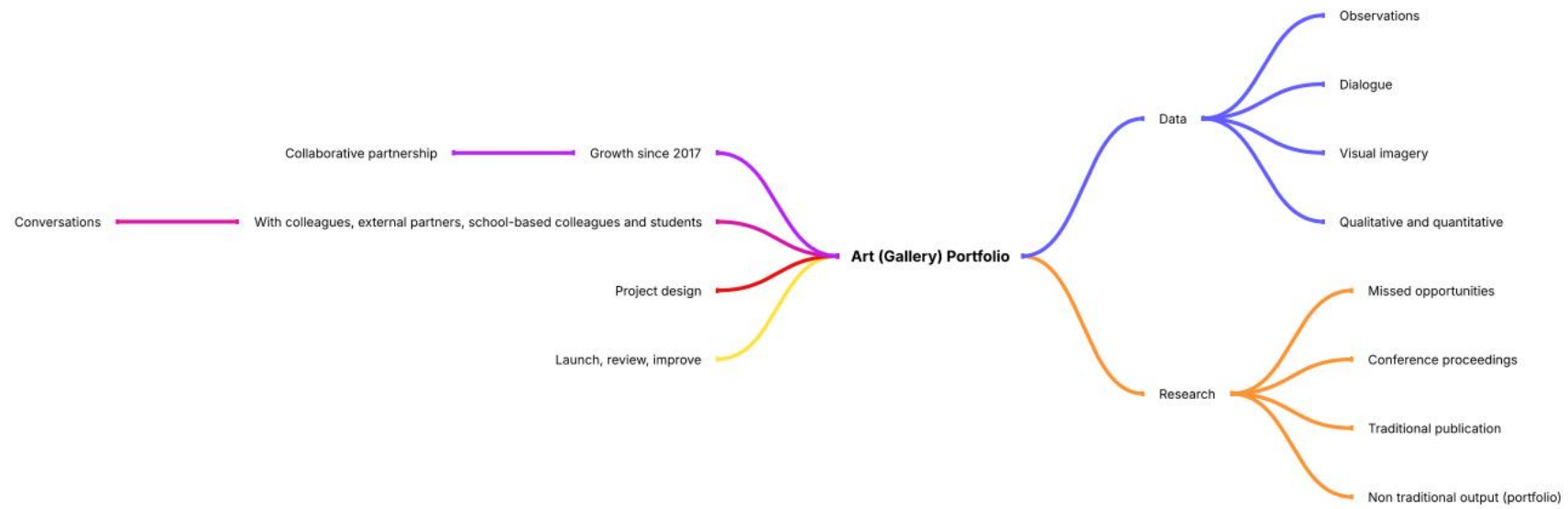
Continue to build the Baltic partnership.

Extend

Extend the school partnership further.



Gather

Gather evidence of pupil work across the school partnership.





Research Implications

- Pilot portfolio group
 - JETEN
 - Invitation to become involved – acknowledged in the portfolio (TIG task) or potential future collaborative writing.
- 
- 

TIG Task



Can you select an art gallery from your country / locality that can be accessed online.

Using their website have a look at their current exhibition(s).

Consider how this could support student learning - think about the following prompts:

Could this material fit into your teaching programmes?

How could it support student learning across subject areas?

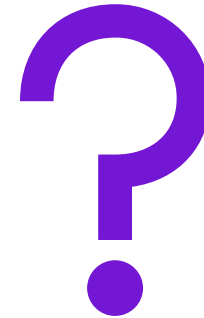
Can you share some basic information via this link about your chosen gallery via this link:

[ETEN_Hasselt_TIG_Task](#)

Q&A / Discussion



Any thoughts or feedback?



Any questions?