

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

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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

My
background

Current role

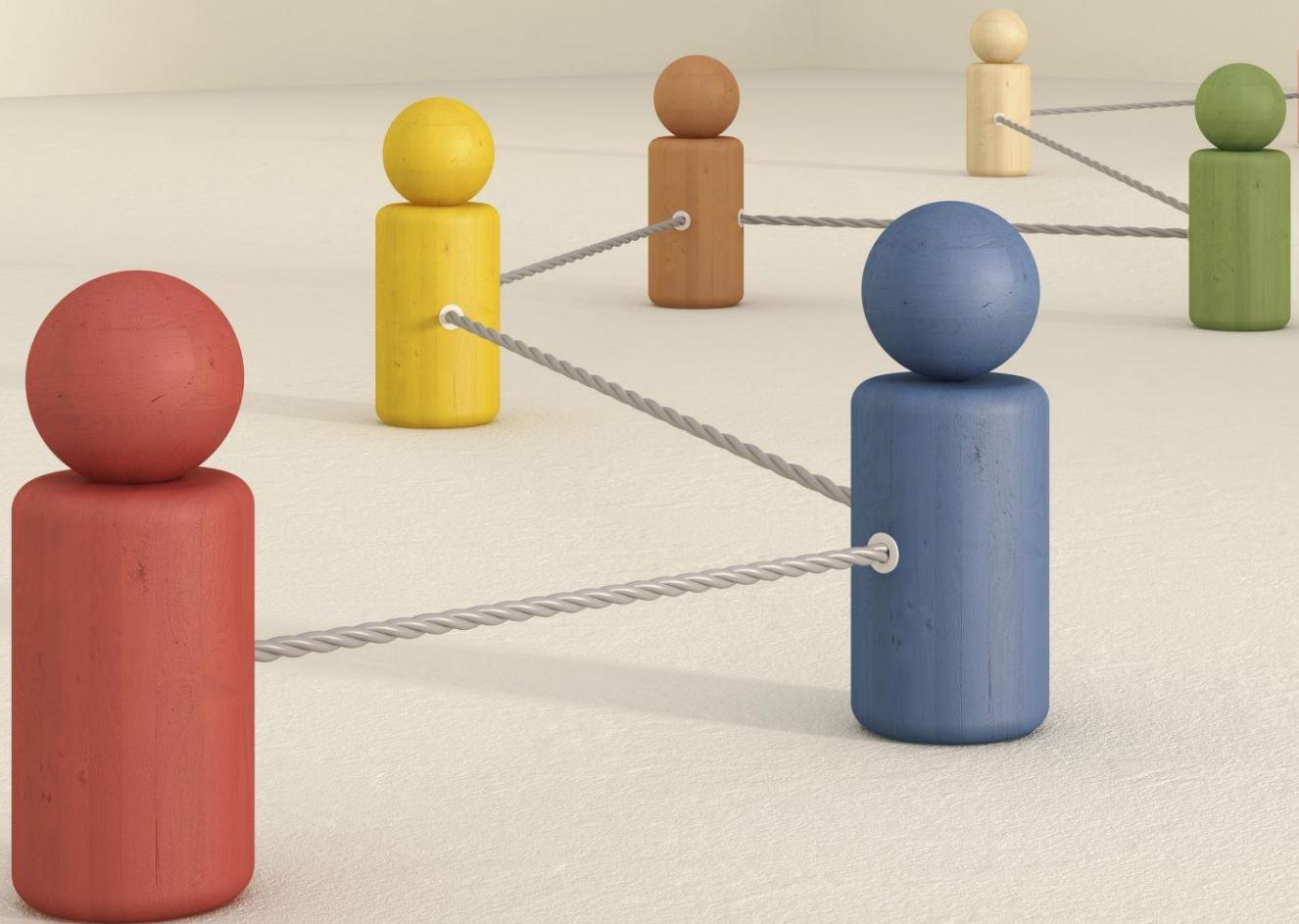
Personal and
professional
motivations

<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).

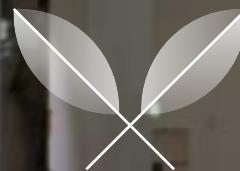
Generalist students: Gallery tour and workshop



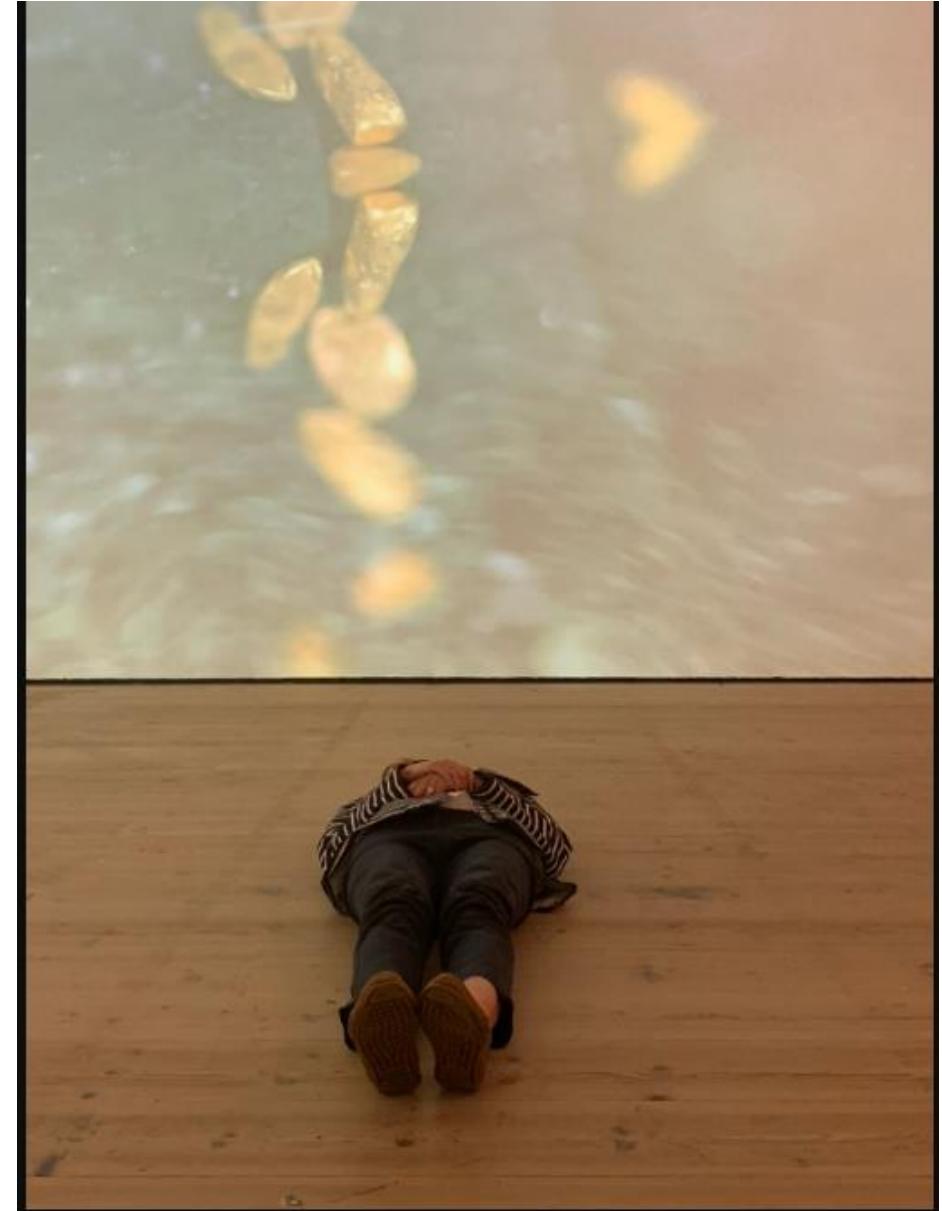
- Introduction to the locality
- Gallery tour
- Follow up workshop
- Implications for practice



Exploring a gallery exhibition



From a different
angle...



Gallery experience

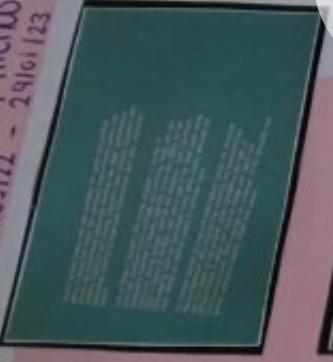
- Working collaboratively to build 3d structures of bridges following inspiration from art viewed in the gallery and the external environment



DHLIC.CA

cedo - Land of Friends
28/05/22 - 25/

200 - Land of Friends
28/05/22 - 2021



An enhanced student example of follow up...

About this exhibition
Carolina Coated makes
environmental justice, education,
biodiversity, and movies
of grain, oil, and solid waste.

An A tude of f

→ South American Ideas

1. Feminism → introduction to feminism in the Amazon to defend the rights of women with their husbands - visualize and reflect proposals, draw a capital, 5. Source an supply names with CAMES

2. Animals → Amazon Rainforest → Rukt Crafts → Rivers

3. Abel Rodriguez (Artist in SP)

4. Rukt Crafts

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:
 - Design, produce work
 - range of tools
 - Explore ideas
 - Build structures

Brilliant Bridges - Zoe Allen
-freelance writer

- Sculpture : installation work, sculpture too, and need a personal connection too
- interest in why + how people can feel strong emotion towards particular buildings, materials or spaces
- site specific, site based, family and shared histories.
- explore ways in which objects or structures can be vehicles to carry memories.

BALTIC - digital archive of BALTIC exhibitions (1987-)

Chris Burden - The Bridges (2002)



Endorsements

Research / Further Exploration	Follow Wheel (Scilance)
Brücke (Germany)	Follow (Oma)
Brücke (Malaysia)	Naspu (Singapore)
Lego	Heys (Norway)
Wawasan Chevena (Brazil)	Twist (New Zealand)
Seri Tias de Oviedo (Netherlands)	Reco Reco (Netherlands)
De Oviedo Burg (Netherlands)	De Oviedo Burg (Netherlands)

A small, framed photograph of a person in a patterned dress, mounted on a pink card. The photograph is oriented vertically and shows a person from the waist up, wearing a dark top and a patterned skirt. The card has a pink border and is mounted on a larger, light-colored card.

10

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

Further work linked to the exhibit...

- Science
 - Biodiversity
 - Animals
 - Minerals
 - Rivers
 - Space/Satellites
 - Elements
 - Water
 - Climate Change
- History
 - Timeline
 - South America
 - Climate change
- English
 - Stories
 - News accounts
 - Creative writing
 - Folktales
 - Factfiles
 - Debates
 - Looking into language
- Religious Education
 - Gods
 - Beliefs
 - Social Justice
- Art and Design
 - Community
 - Feminism
 - Political Change
 - Humanity as a whole
 - Feelings
- Computing
 - Creation of video
 - Coding
- Physical Education
 - Movement
 - Dance
 - Gymnastics
- Design Technology
 - River Snakr
 - Construction of cloth/ uniform structure within the classroom
- Music
 - River noises
 - South American songs
 - Folklore songs
 - Experimentation with musical instruments
- Mathematics
 - Shapes
 - Measurements
 - Coordinates
 - Distance

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

CAROLINA CAYCEDO

LAND OF FRIENDS

2008 MAST 200.022 - 200.300 200.300

The exhibition description:



Qualifying Companies are institutions or entities based in the Republic, such as: Governmental entities, foundations and associations, which are not for profit, and which are not for the purpose of personal enrichment, based in the Republic, the purpose of which is to promote and develop culture, sports, art, science, education, health, and other areas.

The National Curriculum in England



The Inclusion Agenda

14.4 multi-page appendix, discuss the following:
- participants' responses
- participants' responses to the intervention
- participants' responses to the control intervention
- participants' responses to the intervention and control interventions
- participants' responses to the intervention and control interventions
- participants' responses to the intervention and control interventions



Activists



1600-1601

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

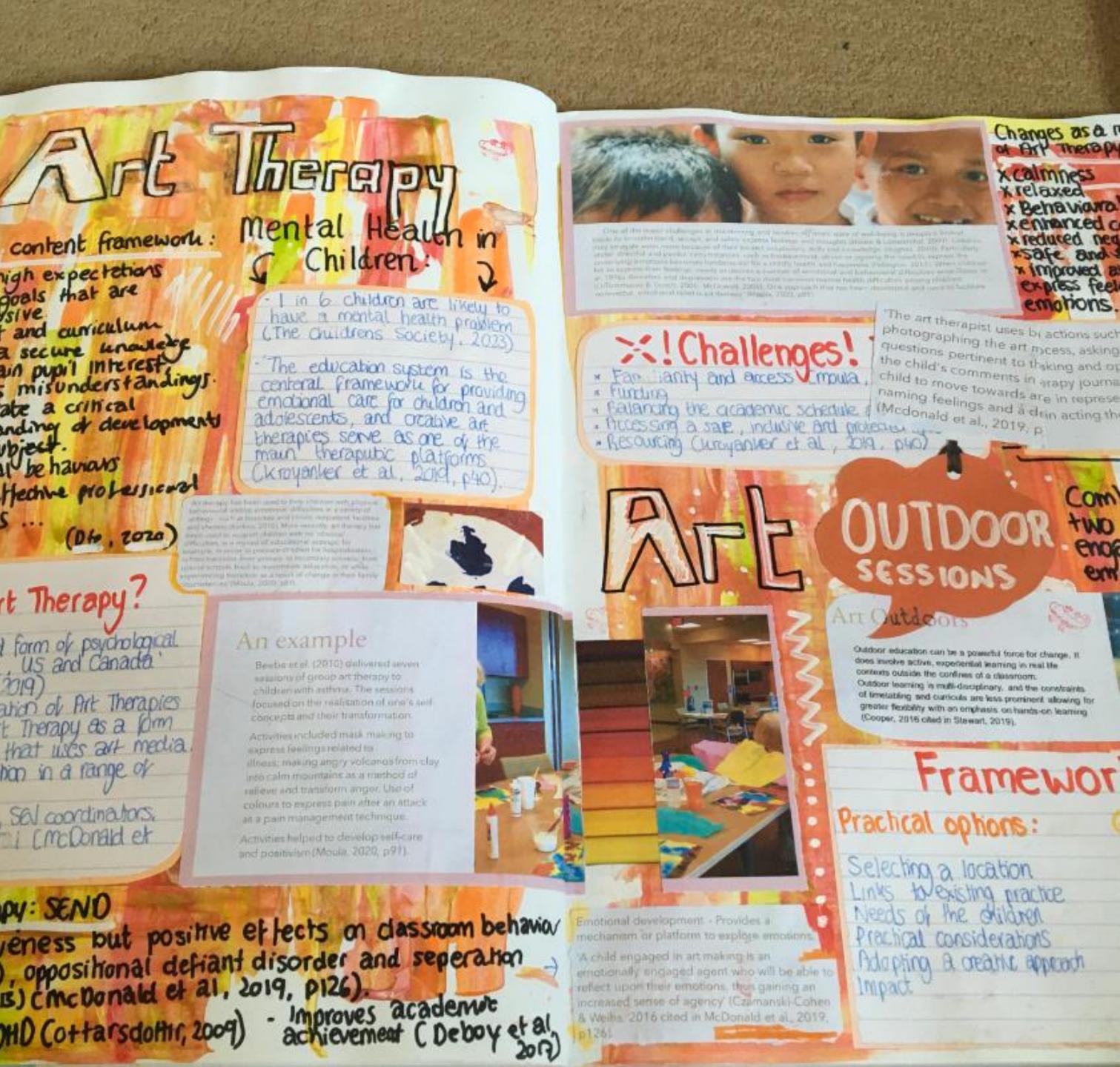
- National Curriculum
 - GCSE: to develop a wide range of art and design techniques in using colour, pattern, texture, form, shape, tone and space
 - GCSE: to create match books to record their creative process and use them to explore and test ideas



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

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.



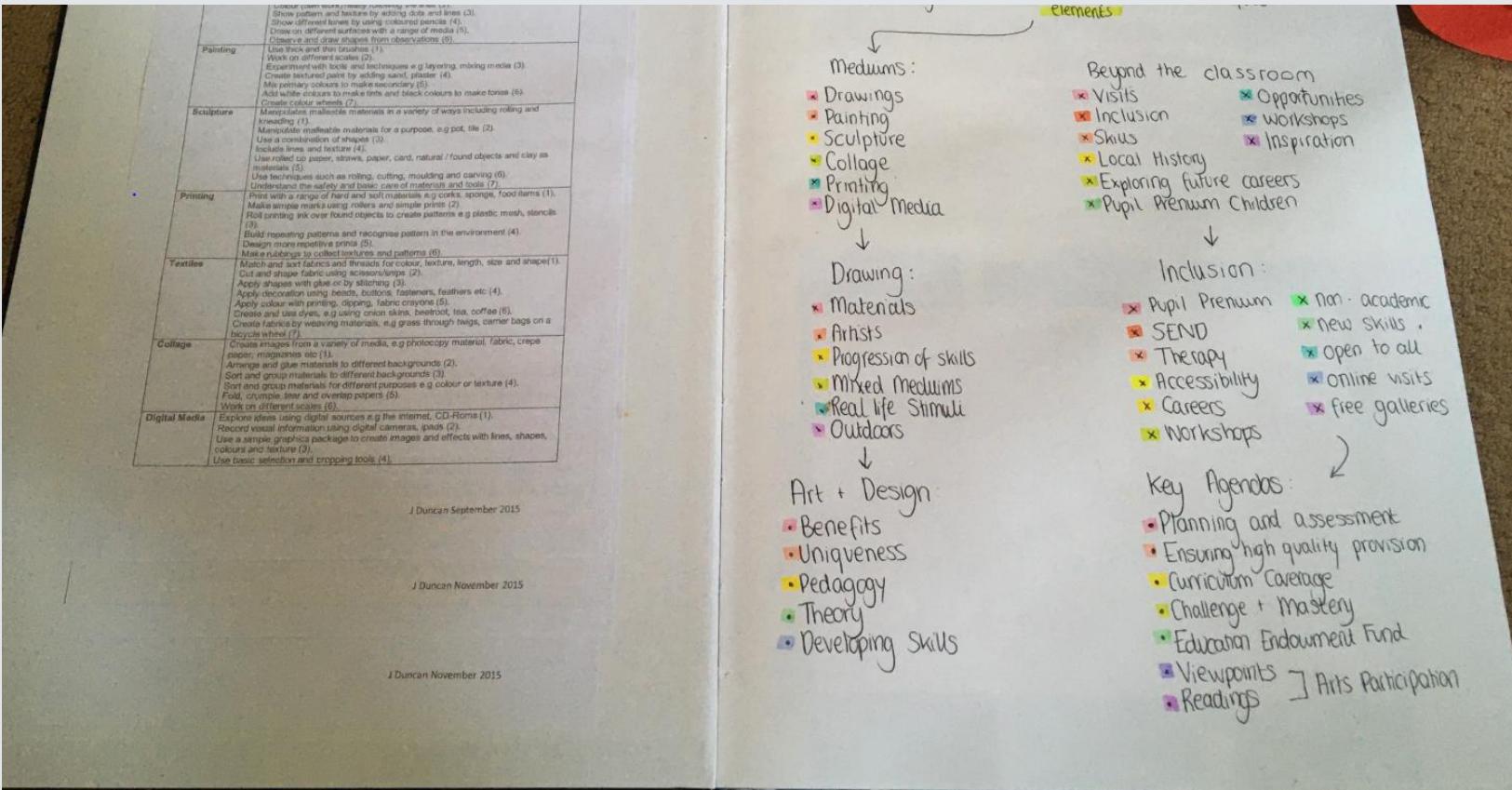
TAKING STUDENTS OUT OF THEIR COMFORT ZONE...IN A SUPPORTIVE MANNER HAD REAL BENEFITS LINKED TO ENJOYMENT, LEVELS OF MOTIVATION AND FEELING COMFORTABLE WITH ORGANISING A GALLERY VISIT.

Enhanced students

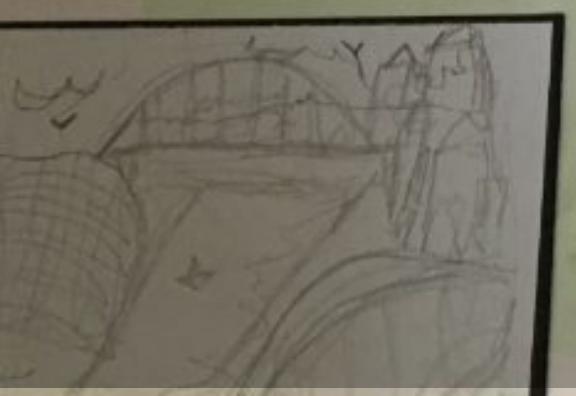
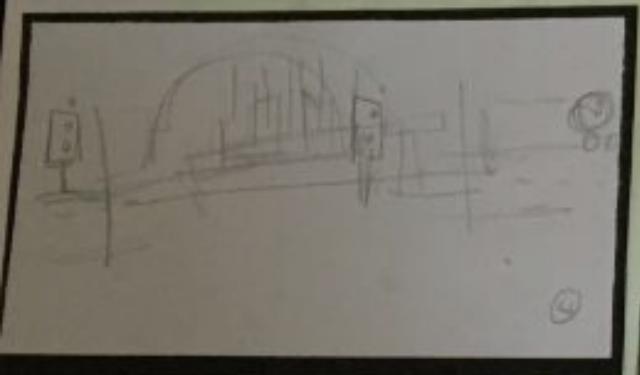
- Specialist input
- Collaborative opportunities
- Sketch book record
- Independent activity (linked to practice)
- Arts Award



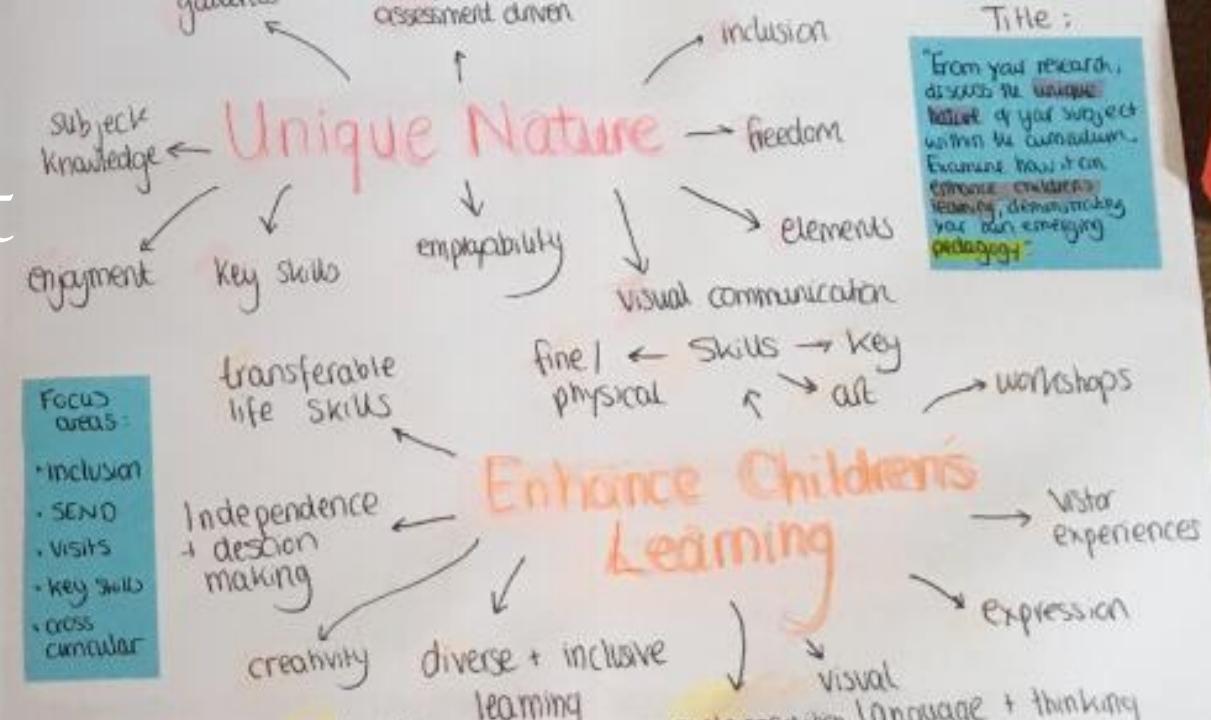
Building a picture through sketch book use...



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.



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:
 1.000 →
 Part 1 →
 Part 2 →
 Part 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 / scenarios / issues

Integrative - interlinking lessons across

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."

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

Teaching Printing to Year 1:

06/03/123

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

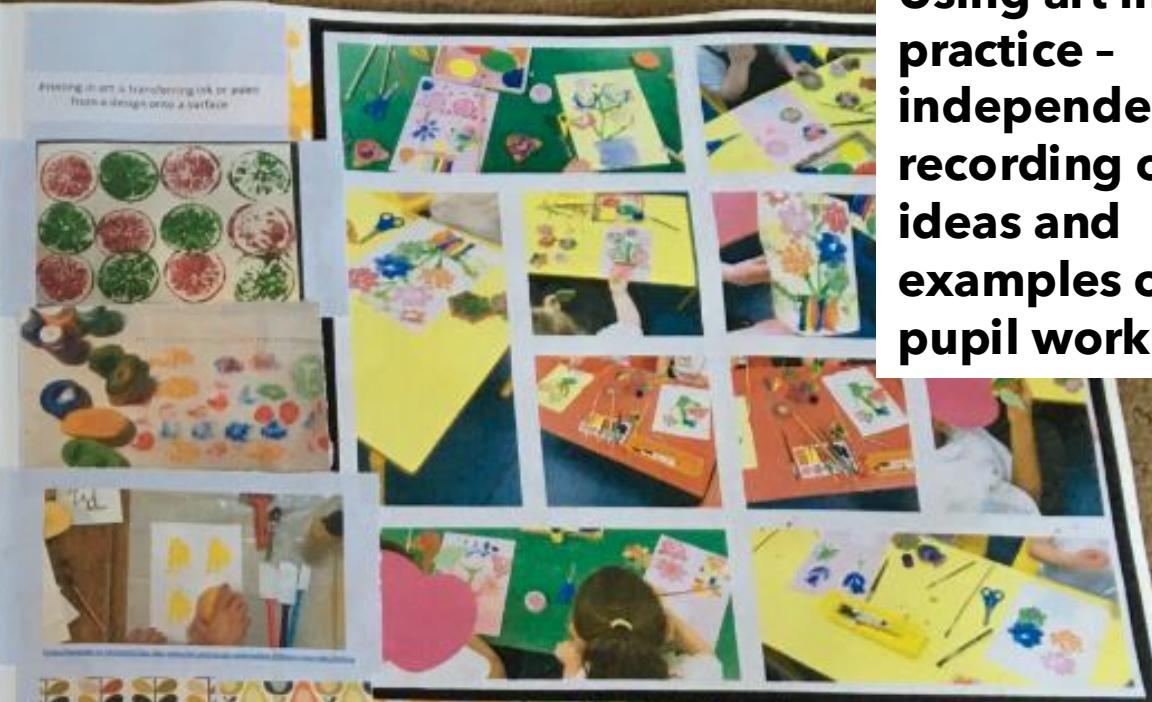
The students started the lesson by watching a video by the artist Emma Majury. In the video, Emma explains the history of printing and how to create your own using potatoes. Due to safety reasons, Year 1 was not allowed to use potatoes but printing sponges that were in the class.

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

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



General Lesson Plan - Key Stage 1/2	
Name: Hannah Ferrier	Date: 06/03/23
Document: B&2 Assessed	Class: Year 1
Subject: Art and design	School: [REDACTED]
My Target: Focus based on feedback from previous lessons:	Time of lesson: 14:10 Number of children: 28
Assessment of prior learning related to this lesson: How to use paint responsibly, printing.	
Learning Objectives/Outcomes:	<ul style="list-style-type: none"> To create a pattern using printing To develop printing skills



Artist: Orla Kiely
- using artist pieces as modelling + scaffolds
- Lesson plan + brief

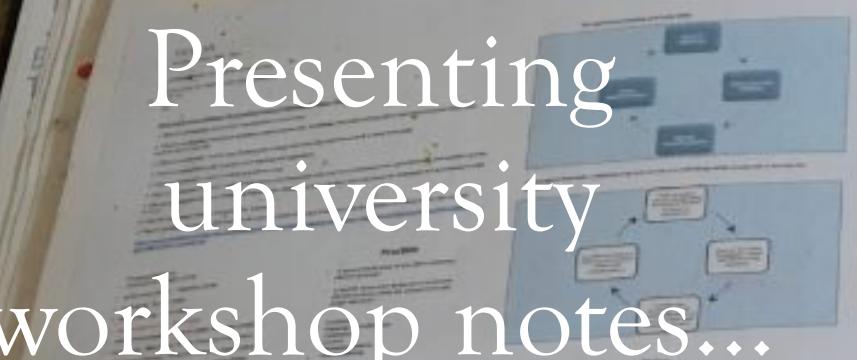
Differentiation & Grouping	
Working independently - all the children are good at art, some more than others. All children can work independently in art and design lessons.	
How will I organise the lesson to ensure all children make progress?	
Support and modelling will be given.	
Assessment	
What strategies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



Presenting university workshop notes...



03.10.23 Pedagogy, Policy + Practice



A collage of images from a university website. At the top left is a large white 'X' logo. Below it is a section titled 'Academic subjects and Education' with a blue header. The main content area contains several yellow boxes with text, including 'Autumn', 'Autumn animals - contracts, animals, pumpkins, autumn', 'Autumnal equinox - (autumnal, equinox, autumn)', 'Provide value of a sequence (based on how Aut. 1 (breakthrough))', 'Gather identifying and organizing skills needed to create', 'Provide a series of new ideas, lessons, (lessons to follow after include fine art, sketch, fashion, and media with photographs orange)', and 'Autumn animals - contracts, animals, pumpkins, autumn'. To the right is a section titled 'The Four Seasons' with a blue header. It features a collage of images related to the seasons: autumn leaves, a sun, a landscape, and a landscape with a path. Below these are four yellow boxes with text: 'Autumn', 'Autumn animals - contracts, animals, pumpkins, autumn', 'Autumnal equinox - (autumnal, equinox, autumn)', and 'Provide value of a sequence (based on how Aut. 1 (breakthrough))'.



FOCUS:

1 min



Shape and colour

5 min



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 for 3rd lesson: Create a scene, background or your favourite place



1st lesson - investigating tools and exploring



plan for lesson 2
make a Valentine's day card
make a Valentine's day card
make a Valentine's day card

ARTS AWARD:

what is the 'Arts Award'?

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

To achieve this award, I:

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

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 BALTIC:

week of building suits 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 Sunar refinery and slavery.
- ▶ The Procession allows the audience to explore the history of power, influence, finance, cultures and people. The figures hold historical baggage of which they carry through the parade, reflecting their 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 colonisation by the British Empire.
- ▶ The people are from various backgrounds reflecting the holistic idea of freedom, empowerment and a sense of being trapped inside your own country's greed and control. These backgrounds include

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 correlated to Locke.

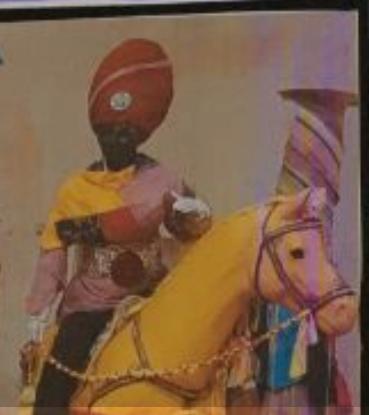
Learning from an artist's workshop



These two statues were my favourite in the exhibition due to their detail.



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)



Lesson 4 and Lesson 5

Lesson 4-

- In lesson four, the children had the opportunity to recreate some of the main scenes of the 'Procession' using some of 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 the process of creating their mask. The reflective statements will be used to evaluate the following week.



"Making the masks was a really cool experience!"

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 their 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 it more."

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

"My cobra"

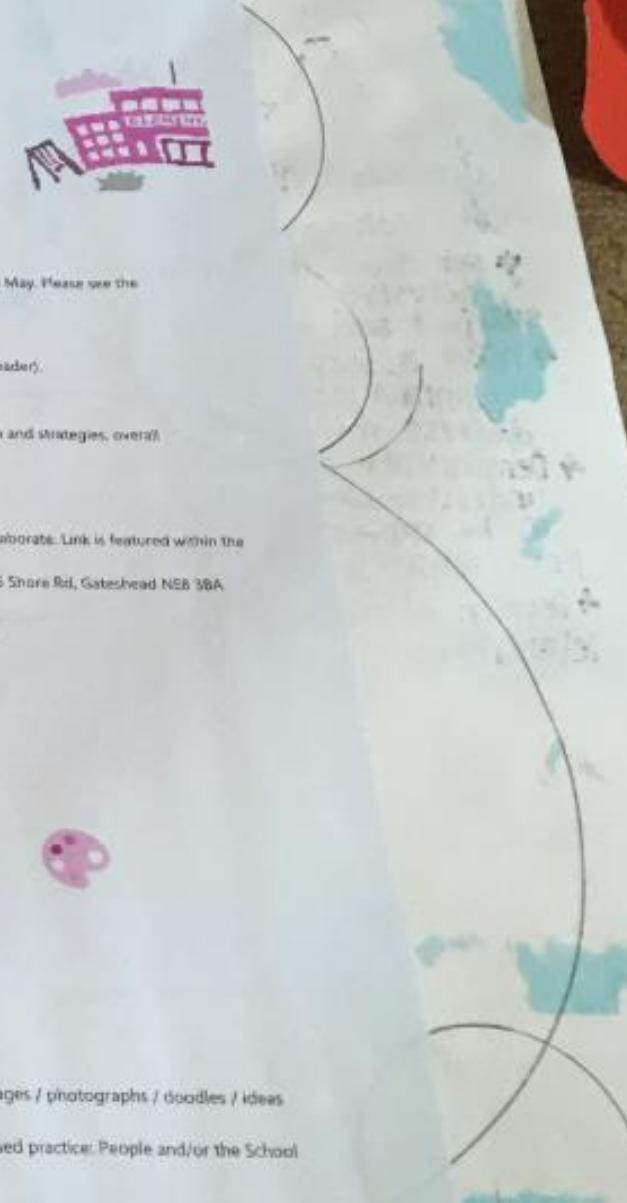
Art Award (Bronze Level)

KEY INFORMATION REGARDING PLACEMENT

Placement Location: Bede Community Primary School

Address:
Bede Community Primary School
Old Fallow Road,
Gateshead
Tyne and Wear
NE10 0SU

Website: <http://www.bedeschools.org.uk/>
Contact Tel: 0191 453 4135
Email: bedecommunityprimary@nclts.dgs.nclts.nclts.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 A: 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-9:30pm

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.



Impact Statements from Partnership Schools (Arts Award)

- 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

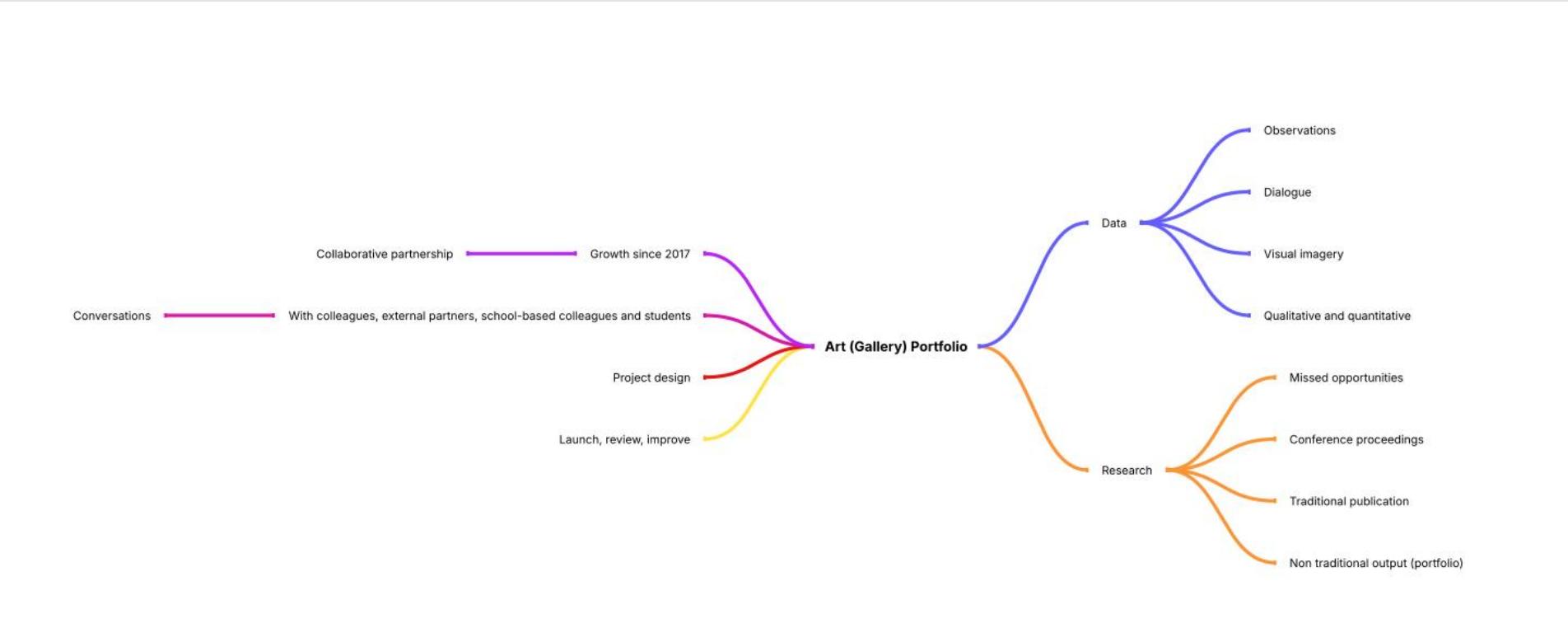
Continue to build the Baltic partnership.

Extend

Extend the school partnership further.

Gather

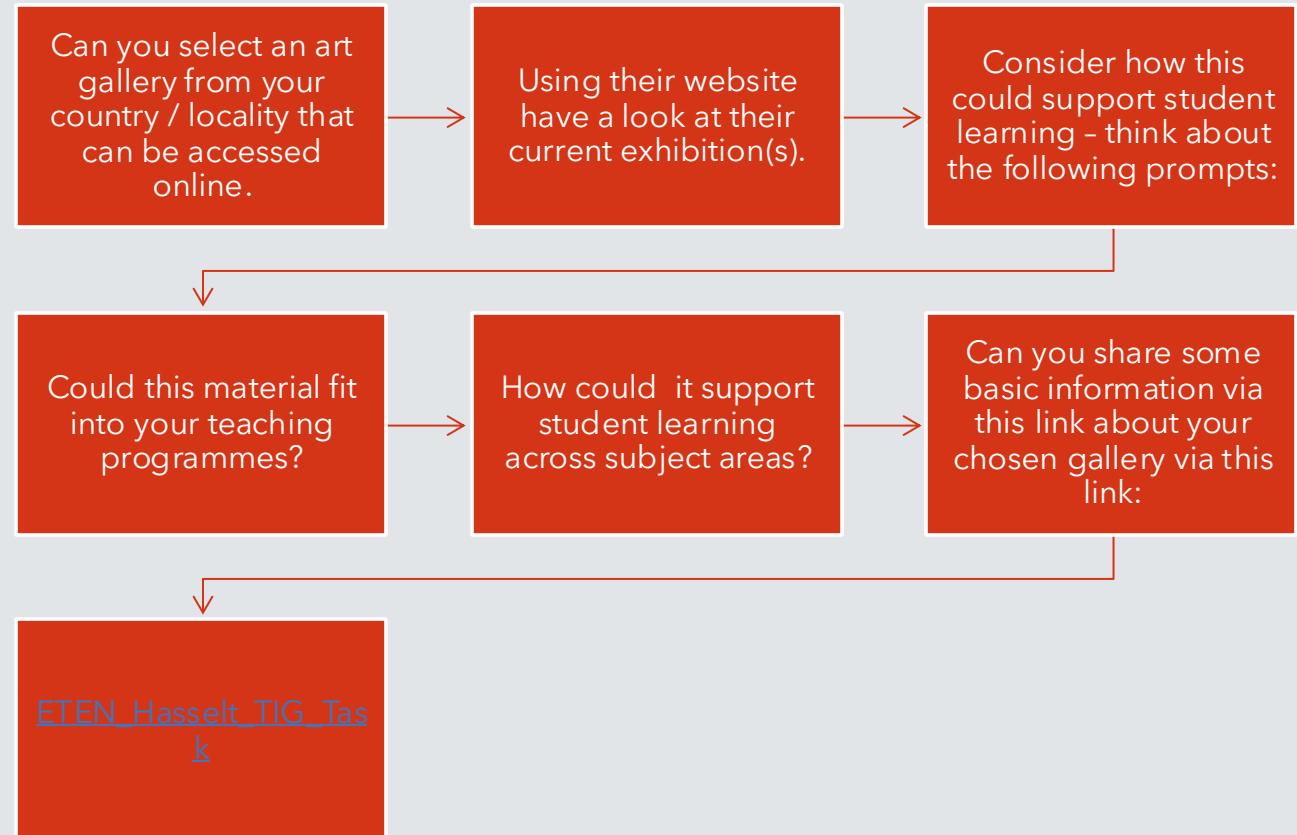
Gather evidence of pupil work across the school partnership.



Research Implications

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

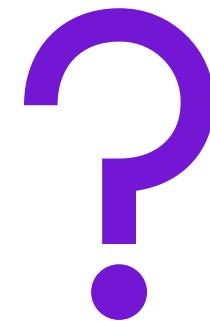
TIG Task



Q&A / Discussion



Any thoughts or feedback?



Any questions?