Settling task

Write down 2–3 subject-specific skills that you teach in Key Stage 2 art e.g. drawing skills.

Think about how these skills are developed throughout the phase you teach in.

Supporting pupils to develop subject-specific skills

Seminar norms

Throughout the seminar please:

- keep your camera on
- mic muted if not talking
- ‘raise your hand’ if you wish to speak

Seminar objectives

By the end of this seminar you will:

- understand why it is important to identify the component parts of a skill
- have explored the differences between novices and expert learners
- know how to use modelling to help pupils develop subject-specific key skills
- know how to use verbal and graphical representations to support progression of skills
- have reflected on your practice and identified areas for development

ECF statements

Subject and curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.

3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.

Classroom practice (Standard 4 – Plan and teach well structured lessons)

4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.

4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.

Plan effective lessons, by:

- *Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.*

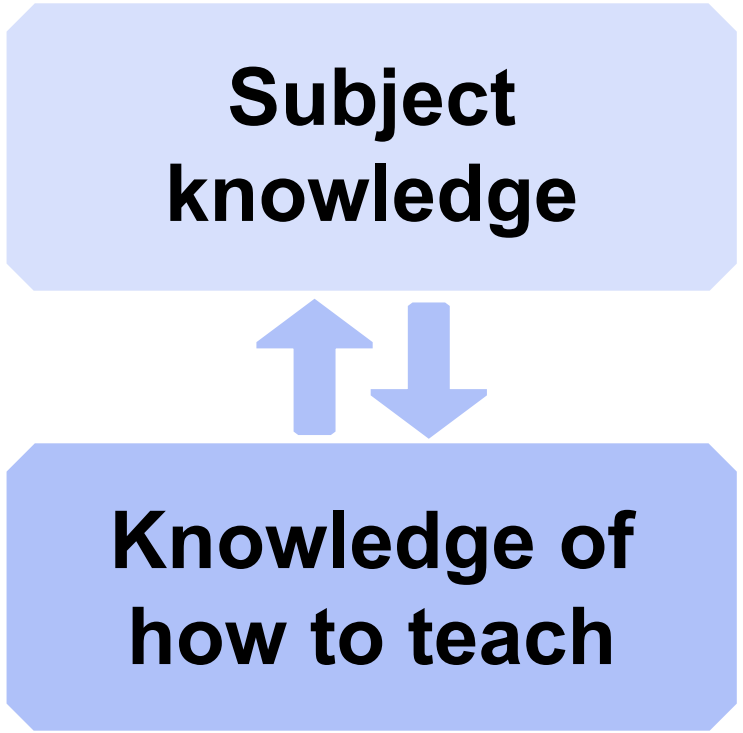
Make good use of expositions, by:

- *Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.*

Model effectively, by:

- *Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).*

Why teach subject-specific skills?



- Know what the component parts of the skill are.
- Identify which part you'll focus on.

Learning about great artists, architects and designers in history

Evaluate and analyse creative works using the language of art, craft and design – developing knowledge and skills

Evaluate and analyse creative works using the language of art, craft and design

Developing key skills:

- Key skills should be developed throughout the phases.
- Identify the component parts and decide which part to focus on.

- Explore the work of an identified artist, architect or designer.
- Know and **explain how** the artist's work reflects or shapes our history; how the artist's work contributes to culture, creativity and the wealth of our nation.
- **Comment on** the artist's work **using the language of art, craft and design**.
- **Think critically** to **evaluate** and **analyse** creative works, **using the language of art, craft and design**.

The curse of knowledge

- Experts have more knowledge and they can much more easily retrieve this knowledge.
- Experts should not assume that others have the same level of knowledge.
- New knowledge must relate to and build on existing knowledge.

Think of a subject-specific skill that you have taught.

What prior knowledge would pupils need to have to perform the skill?

Teaching key skills

ECF: Plan effective lessons, by *using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.*

ECF: 4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.

Novices

- Need support to develop mental models
- Need a structured approach to tasks
- Use ‘thinking power’

Experts

- Have well-developed, complex and organised mental models
- Can be hindered by instruction
- Use knowledge

Supporting pupils as they develop expertise

- Instructional procedures that work for novices can have a negative impact on experts.
- Removing scaffolds supports pupils as they develop proficiency in a skill.

Can you think of a time when you haven't provided enough structure when teaching a key skill?

What was the impact?

Teaching key skills

Modelling – Think Aloud with demonstrations or worked examples

Explicit demonstration of a skill, task or procedure

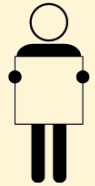
Combining verbal and graphical representations

Combines a verbal explanation with a relevant diagram or visual representation

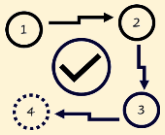
Modelling

- Explicitly modelling cognitive strategies helps to identify the steps needed to complete the skill.
- Pupils should have opportunities to practise the skill.

Think aloud



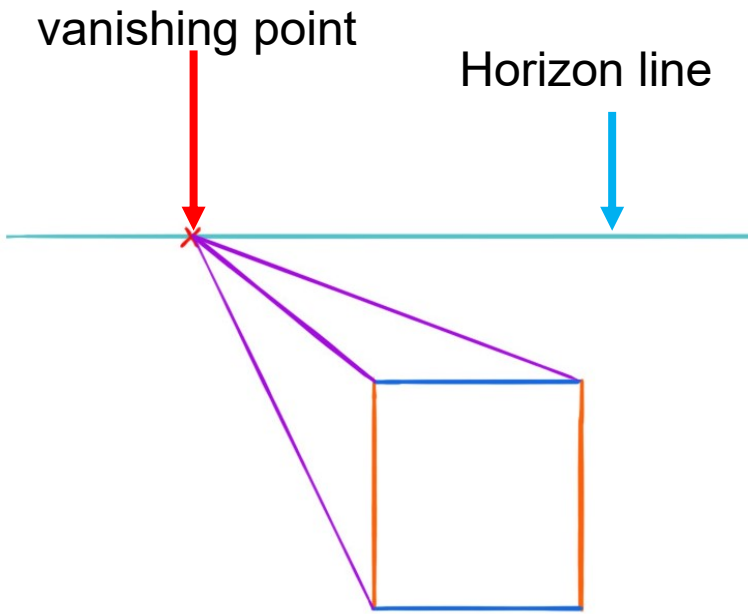
Demonstration



Worked or partially completed examples

Drawing: Using simple perspective

- Show an awareness of objects having a third dimension.
- **Understand and use the vanishing point and horizon.**
- Begin to use simple perspective, using a single focal point or horizon.
- Use simple perspective.



Vanishing points and horizon lines

Example A

"To start, I need to draw the horizon line. First I need to find two-thirds of the way up my sheet. *Teacher demonstrates and continues:* one third, two thirds, ah there! Now I need to draw a line length-wise across the sheet. *The teacher demonstrates this step. While demonstrating the teacher continues:* I need to press really lightly with my pencil so that I can rub my pencil lines out later. My hand is relaxed (not tense) and I am using loose lines so I can ensure my sketching is accurate.

Now I need to find my vanishing point. All my buildings will go back to the vanishing point; this is what makes the buildings look smaller in the background. For this image I want my vanishing point to be in the middle of the page so the first thing I need to do is find the middle of my horizon line *teacher demonstrates* ah there it is! Now I need to draw a dot to show the vanishing point. *Teacher demonstrates and continues:* again I need to make sure I'm pressing lightly so that I can rub my pencil out later.

Next, I need to draw lines extending from my vanishing point, this will help me to know where to draw my buildings. I will draw two lines extending from the vanishing point to indicate the bottom of the buildings *teacher demonstrates drawing and continues:* They need to extend from the vanishing point on an angle out towards the bottom corners of my page.

Now I need to do the same to indicate where to put the top of my buildings. *Teacher begins demonstrating this step.* I will start at the vanishing point again and this time extend out towards the top corner of my page. And now I will do the same for the other side. I need to remember to keep my pencil lines light so I can rub them out later."

- How has expert thinking been made visible?
- How has the skill been structured and sequenced?
- What might be the impact on pupils?

Vanishing point and horizon line

Example B

"The first thing I need to do when using perspective is to draw the horizon line and the vanishing point. Watch me as I do this. I'm pressing really lightly with my pencil so that I can rub my pencil lines out later. My hand is relaxed (not tense) and I am using loose lines so I can ensure my sketching is accurate. I'm not using a ruler but am sketching it freehand: if I used a ruler, my drawing would look box-like and wouldn't look realistic.

Next, I need to draw lines extending from my vanishing point, watch carefully as I do this. This will help me with drawing my buildings in the right place in the next step.

"Now, I need to start to draw my buildings in. There's lots of buildings in my image as LS Lowry liked to draw urban landscapes and developed areas. Urban landscapes are cities and towns. Okay, watch me as I do this." *(Teacher draws the side of the house - a square shape with a triangular shape on top for the roof).* Finally, I need to carefully rub out the lines that go to my vanishing point that are in the background that I don't need."

Discuss:

- What makes this example less effective?
- What might be the impact on pupils?
- How would you improve it?

Developing expertise

Skills progression

Lesson 1

Teacher-led, with lots of ‘Think Aloud’ and ‘demonstration’ modelling drawing the horizon line and vanishing.

Pupils practice drawing the horizon and vanishing line.

Pupils refer back to teacher’s example as a scaffold.

Lesson 2

Teacher models using the horizon line and vanishing to create an image.

Pupils use the skills from the teacher-led, scaffolded Seminar and apply these to independently create their own image.

Pupils may refer back to scaffold (teacher’s example) to support them.

Lesson 3

Pupils apply skill by taking inspiration from an artist who used perspective, and work to create an image in the style of that artist.

Reflection

Think about an upcoming skill you need to teach:

- What is the skill?
- How would you break the skill down into its component parts?
- How could you use Think Aloud with a demonstration or worked example to model the skill?

Combining verbal and graphical representations

When combining verbal and graphical representations, effective practices may include:

Auditory and visual information is presented at the same time

Can reduce load on the working memory

a) Matching verbal and visual information.

b) Sharing verbal and visual information simultaneously.

c) Including detailed text to support pupil understanding.

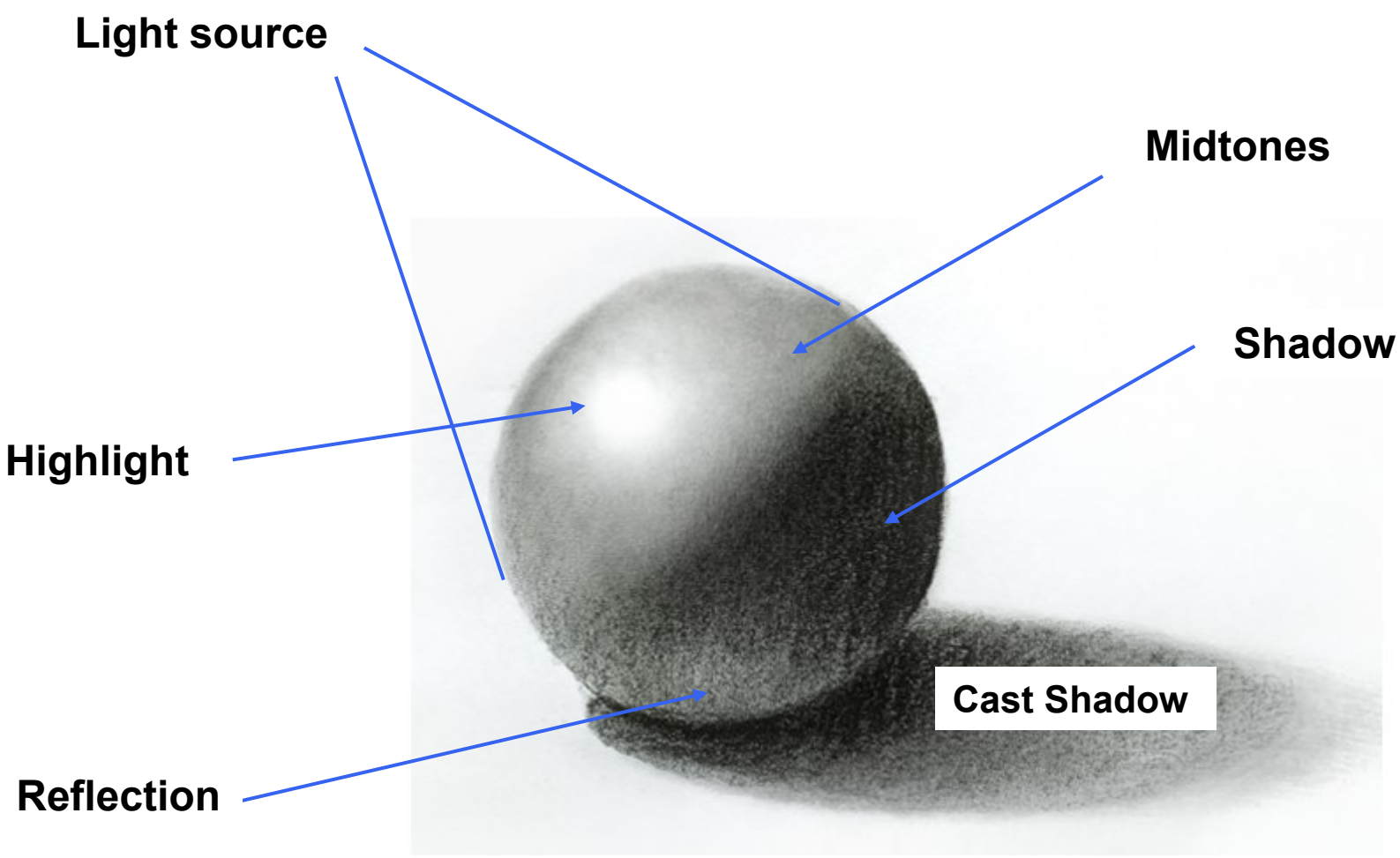
d) Removing any unnecessary and irrelevant information.

e) Limiting the amount of information shared.

Drawing the effects of light

- Experimenting with pencils – shading
- Create light medium and dark tones
- **Observing the effects of light on an object**
- Drawing the effects of light

Observing the effects of light

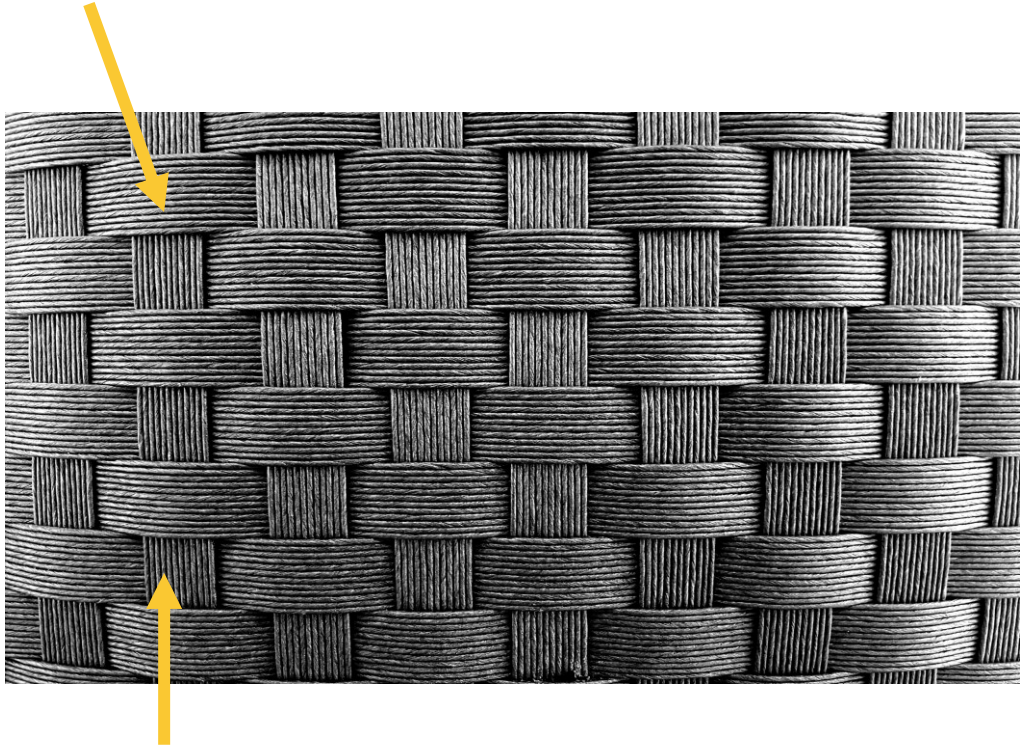


How does the example:

- Match verbal and visual information?
- Share verbal and visual information simultaneously?
- Remove extraneous information?
- Limit the amount of information shared?

Breakout activity

Weft – Horizontal



Warp - Vertical

Discuss:

- What makes this graphical representation less effective?
- What might be the impact on pupils?
- What could you do to improve the graphical representation?

Reflection

Think about the most recent skill you taught where you used graphical representation:

- Were all pupils successful in this skill?
- How did you combine the graphic with your verbal explanation?
- How could you have improved its use further?

Networks and resources

- Access Art
- TF Networks e.g. The Primary Collective

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Thank you.

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