



Teacher training and AccessArt; Impact on Practice

Maria Vinney



A bit about us...

- 550 UG primary and early years students-180 ish in each cohort (12 hours)
- Choose a subject specialism in their second year so about 40 Art specialists (a further 36 hours)
- 50 FT PG primary students (8 hours)
- Also working with 180 School Direct students, training in school as part of various groups (3 hours)





A bit about me....

- Artist educator, leading Art at University of Winchester for past 6 years
- Previous primary teacher, head teacher three times but have always been the Arts lead in every school I've worked in!

AccessArt offers so much good stuff to help us to work together to support our students in becoming great Art teachers!

Raise Aspiration
Encourage the Question:
What can we really achieve?

Meaningful
Learning &
Richer Experience

Open-ended,
Creative Learning

Skilling Teachers
= Skill the Child

Journey over
Outcome



First year generalist students learning
to teach Art and Design.
Wider curriculum sessions (2x 3 hours)

- Building confidence and skills-
courage!
- Relax and enjoy the session
- Enthusiasm is infectious!
- Playful positive approach
- Remember how good Art feels!
- Art is a universal language-so
powerful!



Let's start here! Watch this short animation
from UK charity AccessArt



<https://www.accessart.org.uk/how-do-non-specialist-teachers-teach-art/>.

What are the key points we want today to be about?! Talk to the person next to you and then share your ideas with the group

TEACHER ↔ PUPILS

EMBRACE EXPLORATION
TOGETHER

WHAT MIGHT HAPPEN IF?

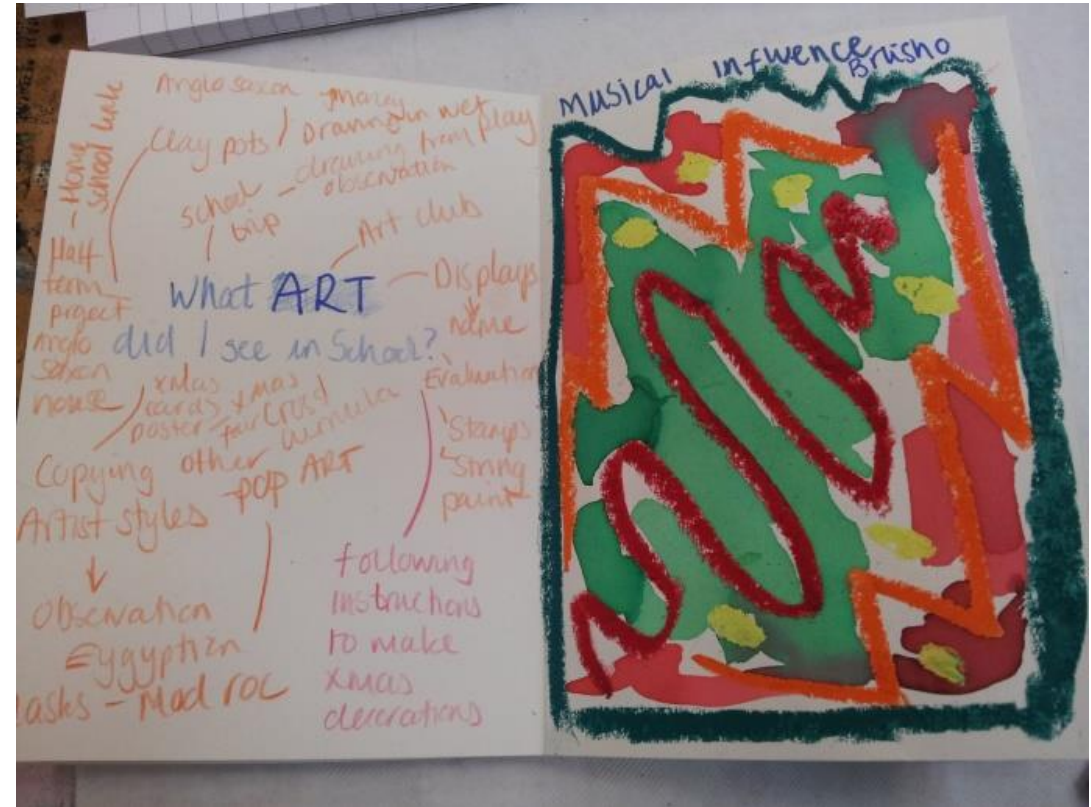
AS YOU EXPLORE, YOU WILL
GAIN EXPERIENCE, WHICH
WILL HELP FEED INTO THE
PROCESS OF BECOMING A
GREAT ART FACILITATOR.



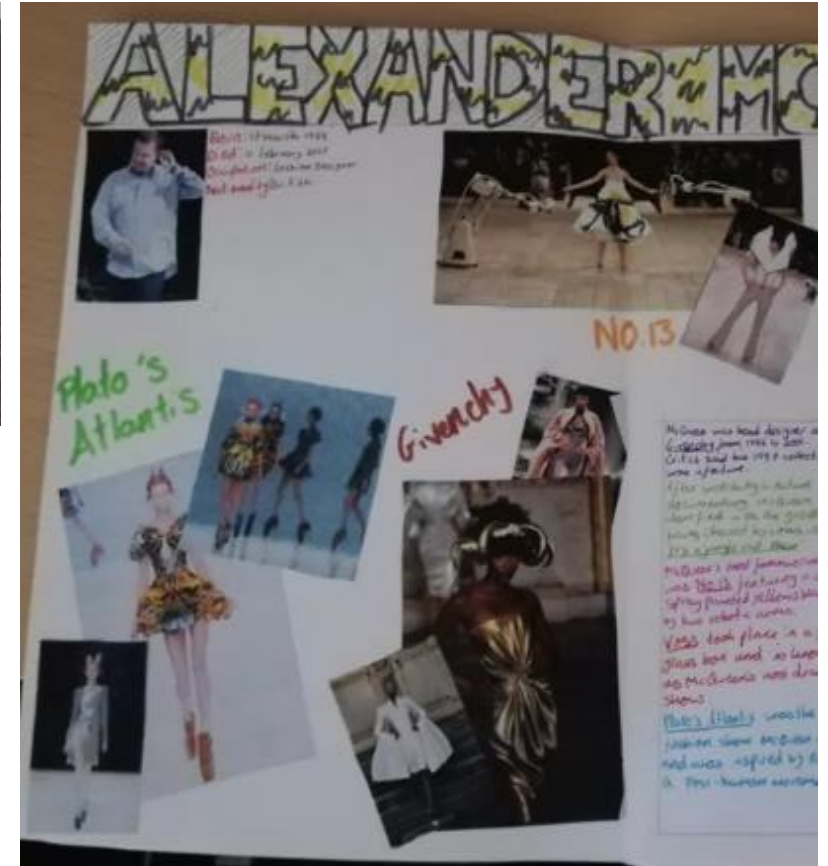
LEAVE THE
HOW TO
EXPLORATION

Let's make your sketchbook!

- Watch this short film from AccessArt and make yourself a folded sketchbook using the large piece of paper on your table
- <https://www.accessart.org.uk/making-sketchbooks/>



Children love having a sketchbook too and once you have made books like this you can use this technique with children for lots of different things!



Sketchbook directed tasks in and out of the session include playful experimentation and artist research. From the very beginning, a focus on being careful about the artists you choose to use, talk about and respond to with children, reflect diversity.

We develop their mark making to complete a final piece, we talk some more about why art is important for children, look at the EYFS and NC, and we begin to use some of the vocabulary for art.



The next time we meet.....

What today looks like!

Busy but fun!

Continuing to build your knowledge and skills for teaching high quality art in school

- Mark making warm up! Drawing as a core skill
- Art in school-what good teachers do to support children's art.
- Printmaking workshop
- Clay work and modelling



I particularly like....

- **DIP YOUR TOES INTO PRINTMAKING!**
- Explore these sample resources to help introduce printmaking to your learners
- <https://www.accessart.org.uk/printmaking/> printing techniques but also links to different artists
- <https://www.accessart.org.uk/curriculum-planning-printmaking/> Highly accessible resources to support a range of printmaking techniques

And we begin to look at the AccessArt pathways in relation to what we've been doing, reinforcing that these are **suggested** stepping stones so teachers are encouraged to adapt and try things out.

<https://www.accessart.org.uk/all-accessart-primary-art-curriculum-pathways/>

<https://www.accessart.org.uk/simple-printmaking/>



Every session includes sign posting to further support and AccessArt is always top of my list!

Organisations and resources to support your Art teaching

AccessArt www.accessart.org.uk over 1500 resources to help develop and inspire your creative thinking, practice and teaching. AccessArt welcomes artists, educators, teachers and parents both in the UK and overseas. 'We believe everyone has the right to be creative and by working together and sharing ideas we can enable everyone to reach their creative potential.' Amazing planning in the AccessArt Primary Art curriculum!

NSEAD The National Society for the Education of Art and Design
<http://www.nsead.org/home/index.aspx> a leading voice for art, craft and design education across all phases. Extensive resources to support your Art teaching.

<https://www.tate.org.uk/kids> great resources, films about a wide range of artists and creative projects for children

<https://www.bbc.co.uk/bitesize/subjects/zmyvcxs> art ideas and animations to support your teaching

<https://teachers.thenational.academy/subjects/art/key-stages/key-stage-2> art planning for all key stages

<http://www.campaignfordrawing.org/home/index.aspx> Campaign for Drawing and Big Draw Events

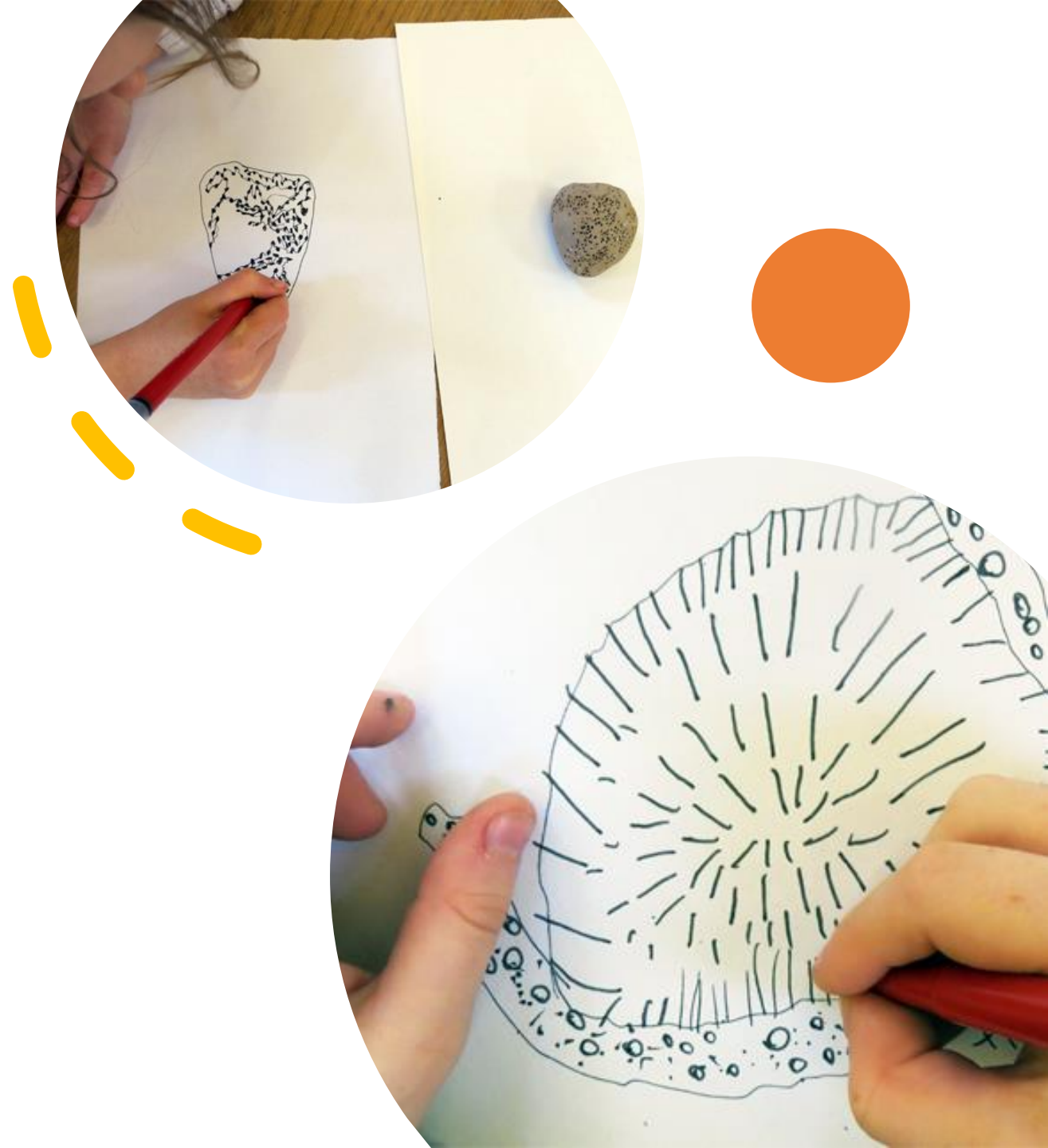


New Art specialists

Getting to know each other, having fun together, building trust and collaboration

What can we do to build children's skills and confidence with drawing? How can we help them to be brave and just 'have a go'?

- Let's have a look at these helpful drawing prompts from AccessArt
- <https://www.accessart.org.uk/accessart-drawing-prompt-cards/>
- Choose a natural object and let's give some of these a try!
- Check out these other drawing resources from Access Art too <https://www.accessart.org.uk/thoughtful-mark-making/>



Drawing prompts-can you add to them?!



Drawing journey resources

<https://www.accessart.org.uk/drawing-journey-children-understand/>

WHAT IS DRAWING?



Expand your understanding of what drawing is and can be.

WHAT IS THE PURPOSE OF DRAWING?



By remembering that drawing serves many purposes, we can make sure drawing remains useful and enjoyable.

WHAT ARE DRAWING SKILLS?



Drawing skills go far beyond formal skills like line, shape, form, tone, perspective, composition, and proportion.



Drawing battles!

- Exciting conversations in mark making, third year Art specialists thinking about, talking about strategies to build children's confidence and courage in drawing.
- <https://www.accessart.org.uk/teachers-battle-it-out-in-conversation-with-marks-on-paper/>

Art subject specialists, what else have we looked at?

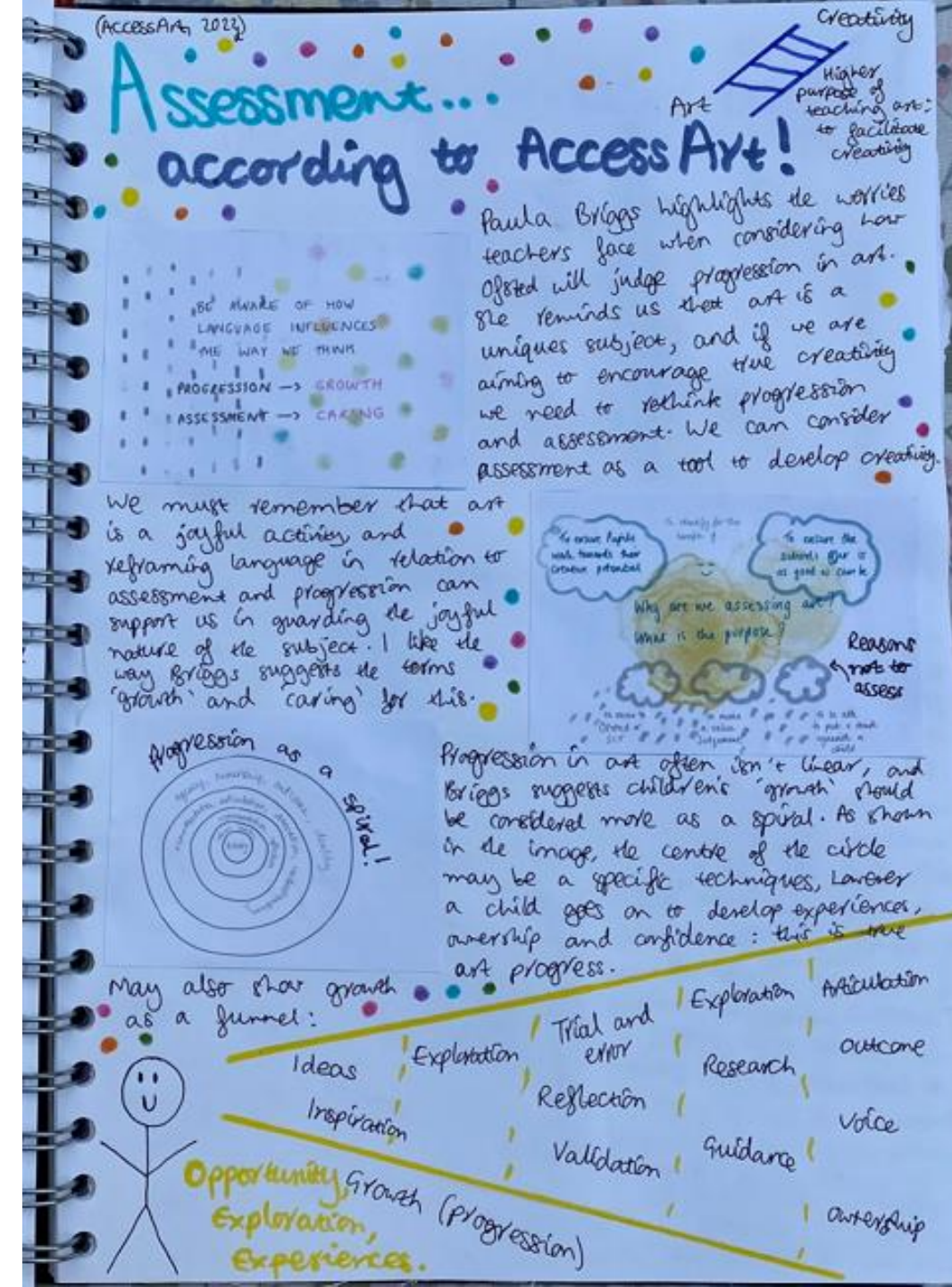
- Mind the Gap!
<https://www.accessart.org.uk/mind-the-gap-between-the-national-curriculum-in-art-for-primary-schools-ofsted/>
- What does success look like? Assessment and Art
<https://www.accessart.org.uk/rethinking-our-approach-to-assessment-progression-in-primary-school/>
- Special Educational Needs and disability
<https://www.accessart.org.uk/adapting-accessart-making-birds-pathway-sen/>
- Movement and Art
<https://www.accessart.org.uk/spirals/>



Assignment expectations

‘Explain how you could use AccessArt to support your teaching and help you to promote the arts in your school.’

One of a series of sketchbook directed tasks which support the assessment in year 3, an online presentation



What do students think?

Access Art

AccessArt has released a new Primary Art Curriculum with a holistic approach. Their website describes aims of the curriculum as nurturing children's creative thinking skills to encourage learning not only about, but through art. They argue that the purpose of art in schools goes beyond creating to thinking about how art can help us connect to the past, present and future. This reflects requirements of the National Curriculum, which requires pupils to learn about the great artists in history and grow an awareness of different kinds of art, craft and design. Ultimately, the curriculum is designed to help schools deliver a rich and exciting art education through the growth of teachers' understanding.

The new Curriculum reflects the lack of National Standards held in primary Art and Design, advocating for generic and on-going assessment based on conversation. This is to encourage understanding of children's intentions and understanding as well as final outcomes.

AccessArt places an emphasis on how their Curriculum supports teachers whether they have more or less experience. Not only do they provide a thorough and flexible Curriculum, but also additional support such as Zoom Cams to develop teachers' confidence and understanding. The Curriculum offers a more in-depth look at Primary Art and Design which aims to ensure teachers through demonstrating some of the best ways to teach visual arts.

THE NEW ACCESSART CURRICULUM

The AccessArt Curriculum is summarised as an opening to what art is, giving pupils rich and broad opportunities to experiment with different media, techniques and artists. This is because children are more likely to engage with art and design if they find an area relevant to them. The curriculum suggests ways of including drawing, print, colour and collage, paint, collaboration in both two and three dimensional ways.

AccessArt studies advise children can learn from, not just copy in a flexible and evolving way.

(AccessArt, 2022)

The new curriculum is composed of 36 pathways for Year 1 to Year 6. This structure follows a repeating rhythm which allows shared and ample time for children to try new skills, work alone and collaboratively and experience both quiet and dynamic practice. These are flexible and allow schools to make adaptations for their own needs, including mixed year groups and split curriculums.

KEY STAGE ONE

Drawing is a physical activity that we can control. We can draw from observation and imagination in grey-scale or colour. Sketchbooks are for exploration.

DRAWING AND SKETCHBOOK

When we draw, we can use gesture and expressive marks to add drama to artwork. We can look at negative space to enhance our artwork as well as mark making, tonal value and composition.

We can make plates for print and there is a positive/negative relationship between them. Children can use things they find for prints. Prints can be used to explore line, shape, texture, colour and multiples.

PRINT COLOUR COLLAGES

Print is a useful tool for artists as it allows them to duplicate their message. Pattern can be created in lots of ways including through folding, cutting and collage, and using ideas of positive and negative space.

Children should explore sculptural work and be vocal about their opinions. They should explore what happens when two materials are joined and be encouraged to take risks.

WORKING IN THREE DIMENSIONS

We can remake our work in different mediums - reinterpreting and reinventing. Qualities can be conveyed through form, texture, material and construction. Children could explore set making and design, perhaps inspired by literature.

AccessArt suggests children in KS1 should explore water colour, emphasising benefits of surprise and accident when making art. Children should also develop their work by refining and adding to their work, which can also be done collaboratively.

PAINT SURFACE TEXTURE

Children can explore still life in lots of different mediums including collage. Combining media is a good way of exploring texture, and sketchbooks are a good place to do this. Children can explore effects of layering and juxtaposition.

There is a relationship between 2D and 3D art and we can turn one into the other. Children can start from the same starting point and produce different outcomes. Working in 3D twice gives children opportunity for repeated practice.

WORKING IN THREE DIMENSIONS

Architecture is a form of artwork which also involves a great level of creativity. Links to computing can be created through creating animations of children's work.

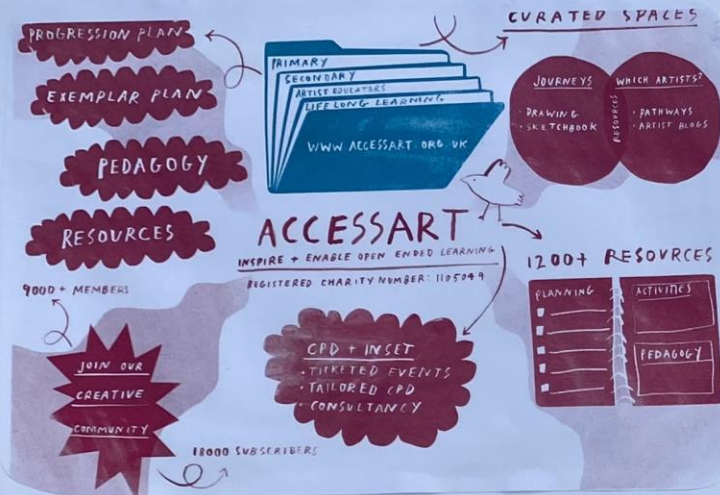
Children can create individual artwork which can be brought together to make a shared piece of work. AccessArt suggests collaborating with music, dance for cross-curricular work.

COLLABORATION AND COMMUNITY

We can create shared artwork by combining our individual work or by collaborating on one piece. We can use things such as musical notes from our local environment to work on community drama pieces. We can be used to generate shared experiences.



Access Art - new primary curriculum



"The new Access Art Curriculum is broad, rich, contemporary and diverse" (Access Art, 2022)

The new Primary Art Curriculum is designed to...

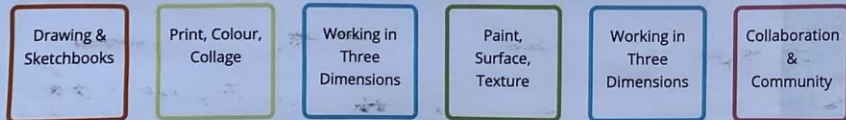
Help primary schools deliver a rich and exciting visual arts curriculum which meets the needs of the current National Curriculum for Art.

Enable teachers to grow in understanding, experience and confidence when teaching art, by supporting staff in how best to teach visual arts.

Set a bench mark for excellence in art teaching, so schools can be proud of their creative curriculum, and pupils and teachers can enjoy the journey and outcomes.

The new Access Art Curriculum launched in May 2022, promoting 'journeyful teaching and learning' which opens up art to children. Not only is the planning full of art skills, knowledge and progression, it also emphasises building learning through the 'layering and revisiting of experiences'.

The new curriculum consists of 36 pathways, which all follow the theme patterns coloured below:



(Access Art, 2022)

THE FULL ACCESSART CURRICULUM



THE SPLIT ACCESSART CURRICULUM



"MIXED YEAR GROUP" CURRICULUM



LINKING TO OTHER CURRICULUM AREAS



The new primary art curriculum has been designed into different plans to suit individual schools, such as mixed year groups and cross curricular planning.

Diverse and Contemporary Artists, Designers and Craftspeople...

Access Art have ensured to include a wide range of resources for teachers to use in their series of 'Talking Paints', enabling both teachers and pupils to explore a range of artists, designers and craftspeople from around the world. Both traditional and contemporary artists are featured for children to experience and explore a vast variety of work, and respond to this in unique ways.



"We study artists, designers and craftspeople not so we can make copies or pastiches of their style, but so we can learn from the way they see the world."



THE NEW ACCESSART CURRICULUM IN YEAR 4/5



Details on
Heather Small's
upcoming 2022
UK tour can
be found online

The new AccessArt Curriculum separates the year into six blocks and suggests a range of activities for each half-term - for example Year 5 encompasses architecture, fashion design and set design. I feel using this as a start-point in school would be really beneficial in ensuring children are experiencing a range of tools, materials and mediums. However, as my school worked on a rotating Curriculum due to the mixed year groups I would most likely refer to their rolling Curriculum. Due to the layout of AccessArt's Curriculum, by referring to this a school can be assured that not only are children reaching each aspect of the Curriculum over two years, but in each academic year. For example, across year 3/4 drawing is visited one year with charcoal, and one with story.

the game's first foul. Against Mark Tinkler, for heading the ball.

On Se2 I was in a year 4/5 mixed class with 10 year 4's and 20 year 5's. This was an unusual mix I hadn't seen or experienced before. As the KS2 Art Curriculum is not positioned into upper/lower years, the school art co-ordinator explained it was manageable to make shared objectives for the class. However, I have found many resources including AccessArt don't consider a 4/5 mix.

in my school, I would encourage using the rolling Curriculum as a start-point for ensuring children are getting a broad experience of Art and Design.

By following the repeating rhythm, children will experience a range of techniques and styles of learning even if a school does not follow the exact activities.

MORE ORGANISATIONS
TO SUPPORT ART TEACHING
AND PROMOTE
ART IN
SCHOOLS

ARTS PROFESSIONAL

Arts Professional is an organisation which covers news stories and is relevant to those working in the arts sector. Their stories cover government policy, ways of good practice, current news in the arts and much more, including space for professionals to share their planning, learning and opinions.

ARTS COUNCIL ENGLAND

They are the national development agency for creativity and culture. They conduct research and give advice to help develop the cultural sector. They have a particular focus on diversity, working with local authorities, health and wellbeing, and, importantly for teaching, children and young people. They run several projects with schools to support children/teachers in delivering a cultural and creative curriculum. This work with schools includes work in music, drama and art and design and can provide funds for schools.

CULTURAL LEARNING ALLIANCE

The Cultural Learning Alliance includes for equality in access to arts and culture for children, demonstrating why cultural learning is so important by working education, youth and cultural sectors. They do this by analysing policy, lobbying and advocacy and providing opportunities for disadvantaged children.


to participate in the arts. They believe this is important because children's access to arts and culture is declining - a worrying trend because there is a wealth of evidence that studying the arts fosters creativity, empathy and resilience as well as benefits economic prosperity.

I feel these resources will be highly beneficial for my art teaching not only in terms of resources, inspiration and funding, but also by increasing my awareness of current issues within the arts and how to meet them.

Access Art - example planning

Year 3

Each term focuses on a specific art form (eg. drawing) highlighted by the colour coded boxes (see schemes on previous page)

AUTUMN TERM 1  Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance. See the Pathway	AUTUMN TERM 2  Working with Shape and Colour "Painting with Scissors": Collage and stencil in response to looking at artwork. See the Pathway	SPRING TERM 1  Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms - in this case how we make sculpture inspired by literature and film. See the Pathway	SPRING TERM 2  Cloth, Thread, Paint Explore how artists combine media to create work in response to landscapes. Use acrylic and thread to make a painted and stitched piece. See the Pathway	SUMMER TERM 1  Making Animated Drawings Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets. See the Pathway	SUMMER TERM 2  Using Natural Materials to Make Images Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype. See the Pathway
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Pathway for Years 3 & 4

Disciplines:
Painting, Sewing, Drawing, Sketchbooks

Key Concepts:

- That artists can combine art and craft using painting and sewing together to make art.
- That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.
- That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.
- That we don't have to use materials in traditional ways - it is up to us to reinvent how we use materials and techniques to make art.

In this pathway children are introduced to artists that combine paint and sewing, art and craft, to make work.

Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes).

Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds.

Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.

Whilst exploring the new Access Art curriculum I looked into the various planning pathways suggested for different year groups. The plans are detailed yet easy to follow, such as the example on this page: Year 3 Spring 2 cloth, Thread, Paint. The pathways all begin by outlining key concepts covered, as well as resources needed and a proposed time frame.



Cloth, Thread, Paint is a pathway that takes 6 weeks to complete, with an hour art session per week. However, Access Art highlights how this time frame can be reduced or extended depending on time available and individual class needs. Each set of planning highlights 'I can...' statements which should hopefully be achieved (written in a positive way as opposed to

I Can...

- I have explored how artists combine media and use them in unusual ways to make art.
- I can share my response to their work.
- I can use my sketchbook to make visual notes capturing ideas that interest me.
- I can use my sketchbook to test ideas and explore colour and mark making.
- I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.
- I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.
- I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard.
- I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work.

Access Art highlights various cross curricular links to different subjects for each pathway



a list of learning objectives that must be achieved). Cloth, Thread, Paint highlights artists to share in lessons, and details how the class could progress each week towards a final product.

Geography: Adapt your focus to create sewn landscapes/oceans according to topic.

History: Create a sewn scene inspired by a local history event.

Science: Explore habitats, Local environment, materials.

Maths: Pattern, measuring.



The planning supports the teacher in producing class work: for this pathway there is option to decide to focus on land or water as a class, before creating individual canvases which are then added to in order to create texture. (Access Art, 2022c)

Thanks
everyone and
thankyou
AccessArt!

Maria.vinney@winchester.ac.uk

