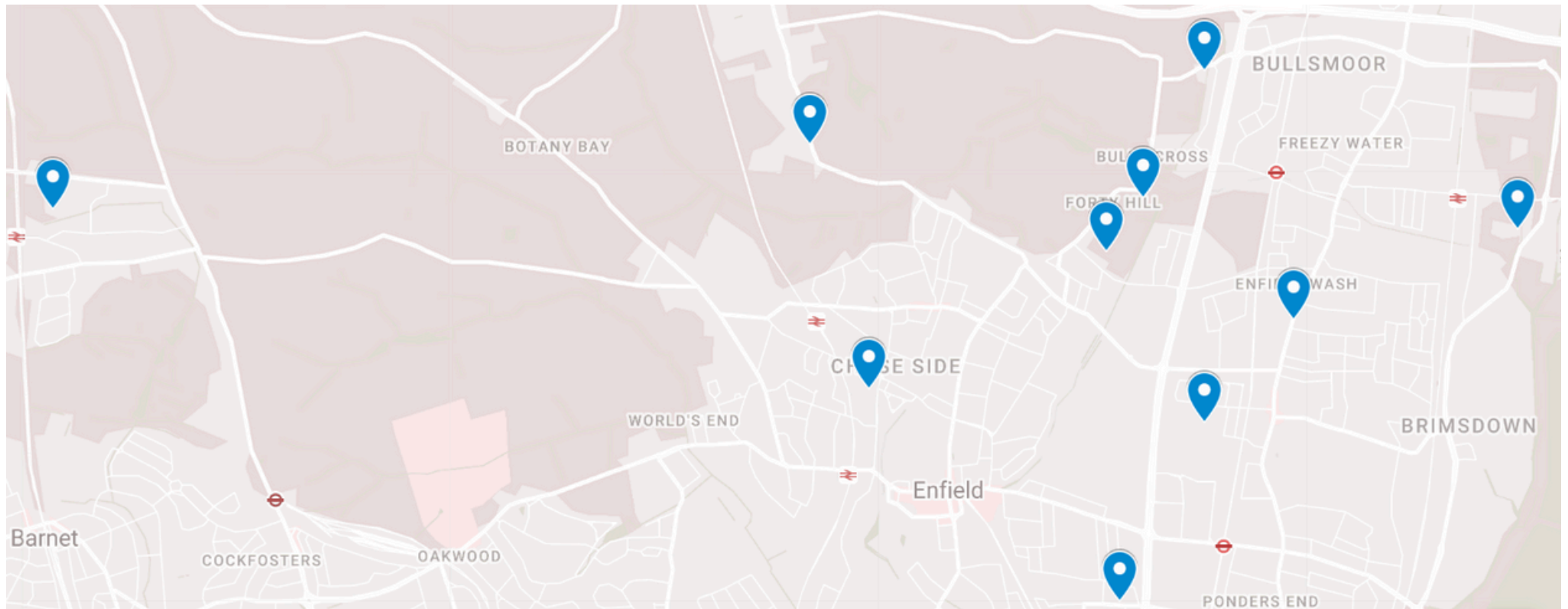




**Making
a Mark
2021-2023**

Making a Mark



Bush Hill Park Primary School

Hadley Wood Primary School

Capel Manor Primary School

Prince of Wales Primary School

Chase Side Primary School

St. John's C.E. Primary School

Enfield Heights Academy (Primary)

Suffolks Primary School

Forty Hill C of E Primary School

Worcesters Primary School

Overview

Bow Arts were approached by Enfield Town Schools' Partnership (ETSP) to partner on a two-year CPD programme, after receiving a grant from the Paul Hamlyn Foundation Teacher Development Fund (TDF).

Together with five artists and ten schools, we delivered the 'Making a Mark – developing Art Specialists in the Classroom' programme. The aim of the programme was to deliver high quality, skills-based artist-led CPD for teachers from ten primary schools in Enfield over two academic years, to support them to become autonomous in their delivery of arts-based learning.

The programme consisted of artist-led CPD sessions for staff, online resources, seminars with PHF and guest speakers, and regular planning and reflection meetings with Bow Arts, ETSP, lead artists and schools.

ETSP is a charity who bring together schools and deliver engaging programmes to enrich learning opportunities and improve educational outcomes for children and young people.

Aims of the programme

- Deliver high quality, skills-based artist-led CPD for teachers
- Develop art specialists in each school
- Build teacher knowledge, skills and confidence in teaching the selected skill
- Develop both art and literacy in a cross-curricular approach to embed art-based approaches across the curriculum
- Enrich pupils' learning opportunities and expand both vocabulary and oracy to support language development
- Support teachers to anticipate, recognise and exploit opportunities to use art across the curriculum
- Equip teachers to share their acquired arts knowledge and experience with school staff and to spread and sustain the use of art across the curriculum
- Develop a sustainable programme of creativity by cascading learning across partner schools



Clay

Esther Neslen worked with Chase Side and Worcesters Primary School to explore clay over the two-year programme. Learning began with by building a solid foundation in clay: upskilling teachers in a variety of skills and techniques first in order to make sure that before delivering anything themselves, teachers were confident in handling the medium they were expected to introduce to their students.

As with other media across the programme, teachers found unexpected success in incorporating clay elsewhere in the curriculum, outside of art lessons. The concrete experience of fabricating the parts of the heart in a biology lesson augmented understanding and retention, while as the stimulus for a creative writing exercise about mythical beasts, teachers found that having students model their creations first assisted greatly in getting students to write in a rich and detailed way.

Teachers often already have a picture in their head about what a project should look like but this is helping them see as a student seeing how the project goes. Some children get too used to being directed that they lose their creativity.

- Teacher, Chase Side





Art outside art lessons

The project aimed to support teachers to anticipate, recognise and exploit opportunities to use art across the curriculum.

One teacher successfully applied the skills he had learned in the clay CPD sessions to delivering a science lesson on the function of the heart, noting how the act of manually constructing each atrium and ventricle assisted with understanding how the pieces fitted together, as well as facilitating retention of vocabulary as each individual piece was discussed.

There were also other benefits in this approach, including the building of resilience:

Using clay has been really good for pupils with low resilience. If it didn't go well they could start again.

Year 6 have also enjoyed getting mucky; there are fewer opportunities to do this in upper key stage 2.

Successes: exploiting opportunities to use art across the curriculum

Nurturing resilience became something of a theme as practices were embedded across the curriculum. Using anothotype photography in a biology lesson, pupils gained a valuable lesson in perseverance:

The prep for anothotypes was important for children – learning from mistakes, learning about the process involved, that it was not as instant or reliable as a digital photograph.

Elsewhere, pupils used their new-found photography skills to sequence story boards in creative writing exercises:

There's a real buzz about the sessions. Pupils are constantly asking us 'When can we use the cameras?'

It has added another layer to our curriculum; it's a USP that other schools don't have.

Drawing

Jasmin Bhanji worked with Capel Manor and Hadley Wood with a focus on drawing. It was quickly established that the project would need to begin with a period of 'un-learning', stripping things back to their constituent parts and rediscovering what is actually meant by 'drawing', and working together to come to a consensus amongst teachers on what they defined drawing to be.

Teachers worked with Jasmin to draw up their own manifesto for drawing in their schools, and explored methods of interweaving drawing skills throughout the curriculum beyond art – as a warm-up exercise to a creative writing lesson, as an observational tool in biology, as a tool for relaxation, and so on. Pleasingly, early feedback included one teacher's observation that the work had made them significantly question their pedagogy and reframe their attitudes to the teaching of art.

The project has given us so many fantastic ideas; it has been a real gift. I thought I was confident already and didn't realise I had barriers but it has opened and expanded my mind about how to approach Art.

- Teacher, Capel Manor







The power of sustained engagement and 'top-down buy-in'

Allowing artists to work with small groups of teachers over a two-year period meant they could embed themselves within schools, truly getting to know teachers and **building up effective relationships built on trust**. Sessions were bespoke, and tailored to the particular needs of individual teachers and unique school environments.

Projects could not have been so impactful without a proper 'buy-in' from school leaders. Where CPD sessions took place during teaching hours, funding was provided for teacher cover. This ringfenced teachers' time on the project, enabling them to participate without distractions or conflicting commitments - a rarity in the teaching environment.

Many teachers reported the simultaneous therapeutic benefit of the sessions - seeing the time as enjoyable as well as valuable.

Successes: developing art specialists

Teachers reported as particularly effective:

Having a professional artist to work with and being able to 'pick' their brains and ask questions.

Seeing the teaching of art from a different perspective; the collaborative working approach.

Having the 'protected' time to be able to have such valuable CPD in such a small group, enabling us all to have the chance to talk about ideas and have the chance to experiment and 'play' with new materials and tools.

Being given an art journal to note down our skills and experiences - it is good for our wellbeing - the CPD will benefit our whole school moving forward.



Painting

Daniel Wallis worked with St John's Primary and Prince of Wales Primary school across the two-year programme, as well as Enfield Heights Primary Academy in the first year. The schools chose to focus on painting and Daniel facilitated this through a whole school INSET, practical and discussion-based activity, team teaching and curriculum planning sessions.

Daniel started with the basics of painting, looking at tint, tone, shade and demonstrated how to create colour wheels. The teachers began looking at how painting can be incorporated across the curriculum and linked with a range of topics. They explored types of paint, how they can be used in the classroom and adapted for different year groups.

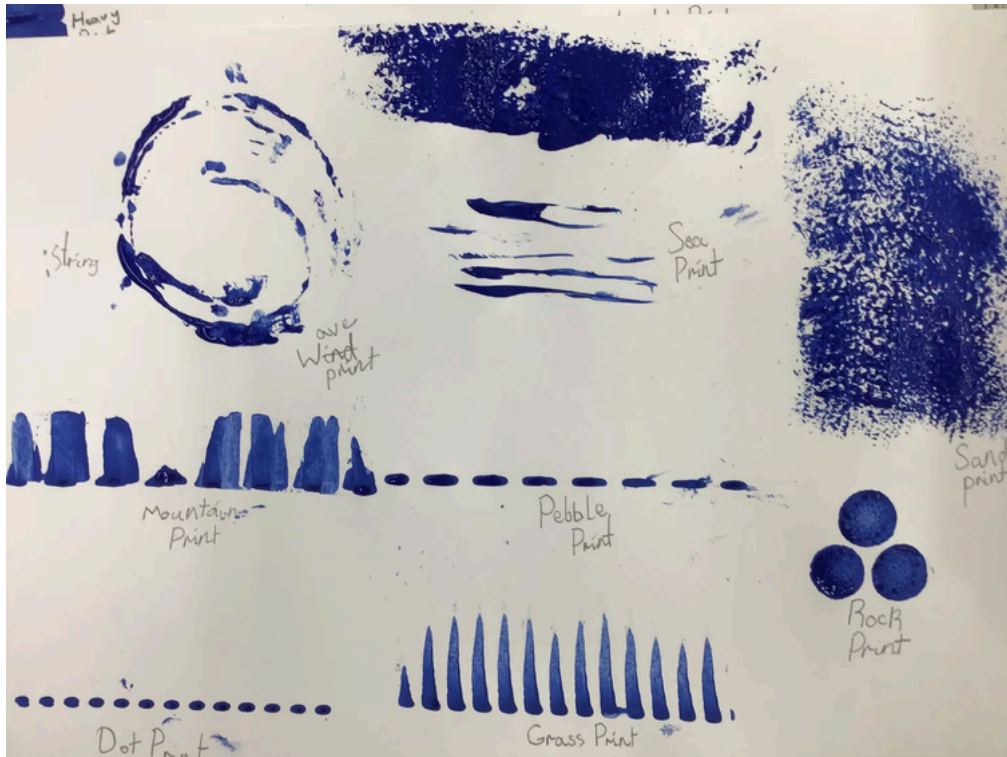
The SLT enthusiasm and understanding of the project meant it was integrated across the school.

- Artist

Staff now know which resources are most appropriate to use, the project has allowed me to take a step back in my role as art lead, now teachers come to me with options or solutions and just want some clarification.

- Teacher, Prince of Wales





Successes: expanding vocabulary and oracy to support language development

The project aimed to enrich pupils' learning opportunities and expand both vocabulary and oracy to support language development.

Some of the ways this was explored throughout the programme were:

- Introducing subject specific terminology associated with new processes or materials being used
- Encouraging children to talk about what they have made and describe the process
- Adding to existing methods of vocabulary development in schools, e.g. the use of Knowledge organisers, Sentence Starters, etc.
- Exploring how to talk about art (both in a gallery space and in school)

We've changed and now ask 'what could we draw to tell this part of the story?' It has had the effect of opening up the pupils' vocabulary. They are also more willing to change their writing (in response to constructive feedback)

- Teacher

I have learnt words like flood and ink and print. I enjoyed cutting the shapes and flooding. I learnt words that are squeegee, medium, palette knife, composition and pull.

- Year 3 pupil

This (clay) is a social tool as well that you can play with, play and talk about stuff. And it's a very easy way to talk about what you're doing, or how it's gone, or anything. So, it's been very productive.

- Artist

Children are learning camera terminology and labelling different parts of a camera.

- Teacher

Photography

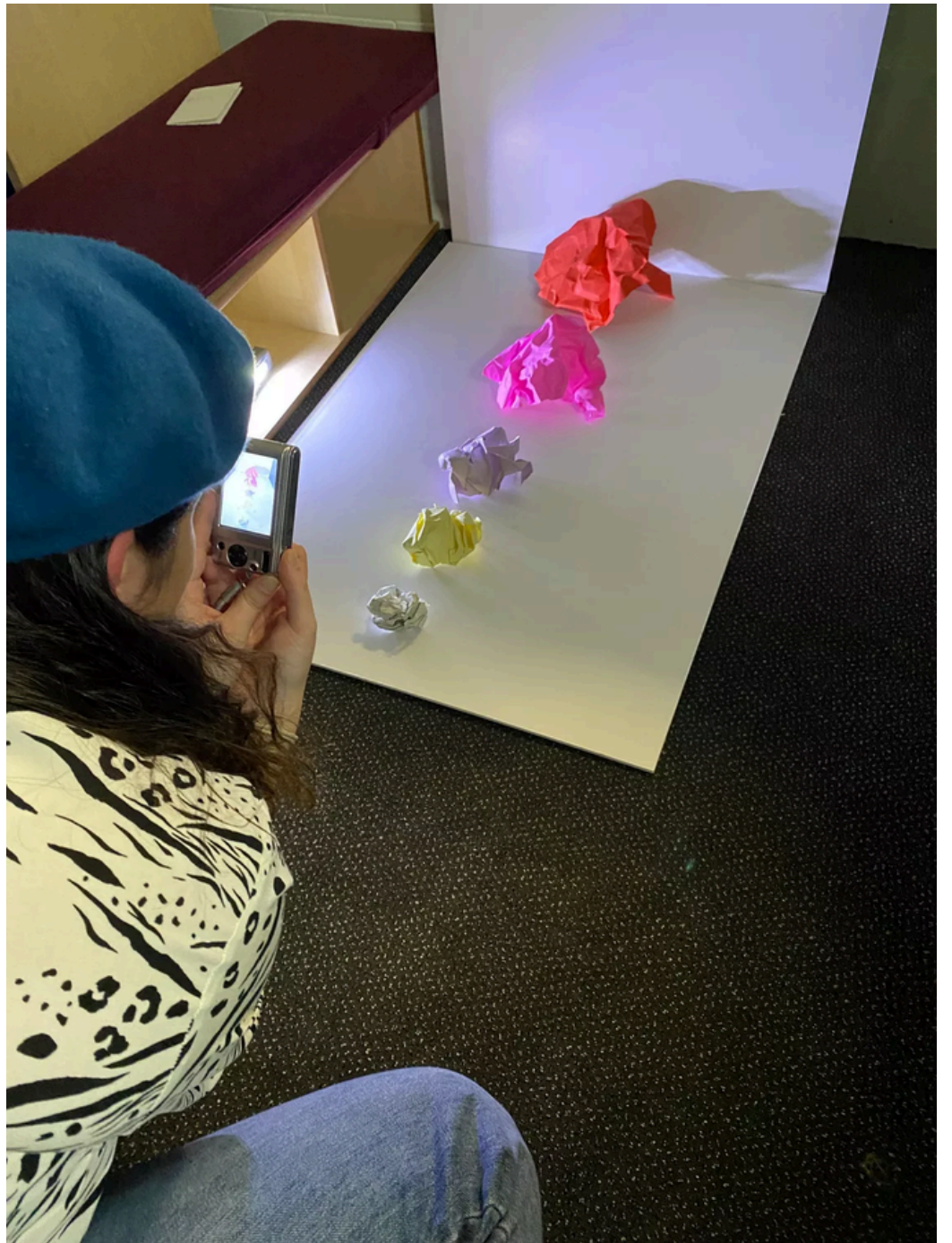
Sara Heywood worked with Bush Hill Park Primary and Suffolk Primary School to explore photography through digital and analogue techniques. The aims were to upskill and inspire staff members, create confidence in teaching photography in the classroom and identify areas to embed it within the school's existing curriculum. Sara worked directly with the select teachers in skills based CPDs and also took part in team teaching with pupils in the classroom.

The participants explored basic digital photography and the vocabulary associated with it, before experimenting with some editing processes. They looked at storytelling through photography, as a way to improve oracy and make cross-curricular links. The final term had a focus on cameraless photography approaches including cyanotypes and anotypes.

Sara has given us so much knowledge, I wouldn't have thought about using photography in art, or how meaningful it can be.

- Teacher, Suffolks Primary







A shift in pedagogy

One concept discussed was the nature of pupil confidence. Why is that a reception child might throw themselves into an activity with great enthusiasm, when a Y6 child clams up and becomes self-conscious to the point of refusing to engage with the task?

Why is it so difficult to build up confidence, but so easy to destroy it?

How do you respond when someone tells you they tell you they 'can't draw'?

How we can mitigate against this reluctance to share that stifles creativity and outputs as children become more self-aware?

In some instances, teachers experimented with **deliberately removing the modelling stage**, or including demonstration of a process only when absolutely necessary. This removed pressure on teachers who may themselves have once been reluctant artists, and meant that **pupil outcomes became more original, richer, and more varied**.

Successes: building teacher knowledge, skills and confidence

Historically, we would have modelled all of this, and they would have just copied it. But this time I modelled everything through questioning, 'what do we think this should look like? What do we need to include?'

Results were much better, and I felt less pressure as a result, because I didn't have to worry about my own modelling, I just did it verbally and we talked about what we wanted to see.

Not having to prepare an 'end product' in advance led to much more variation and creativity from the pupils. The outcomes were amazing.

Children are 'freer' and more enthusiastic. They're engaging longer with activities.

- Teacher, Capel Manor



Printmaking

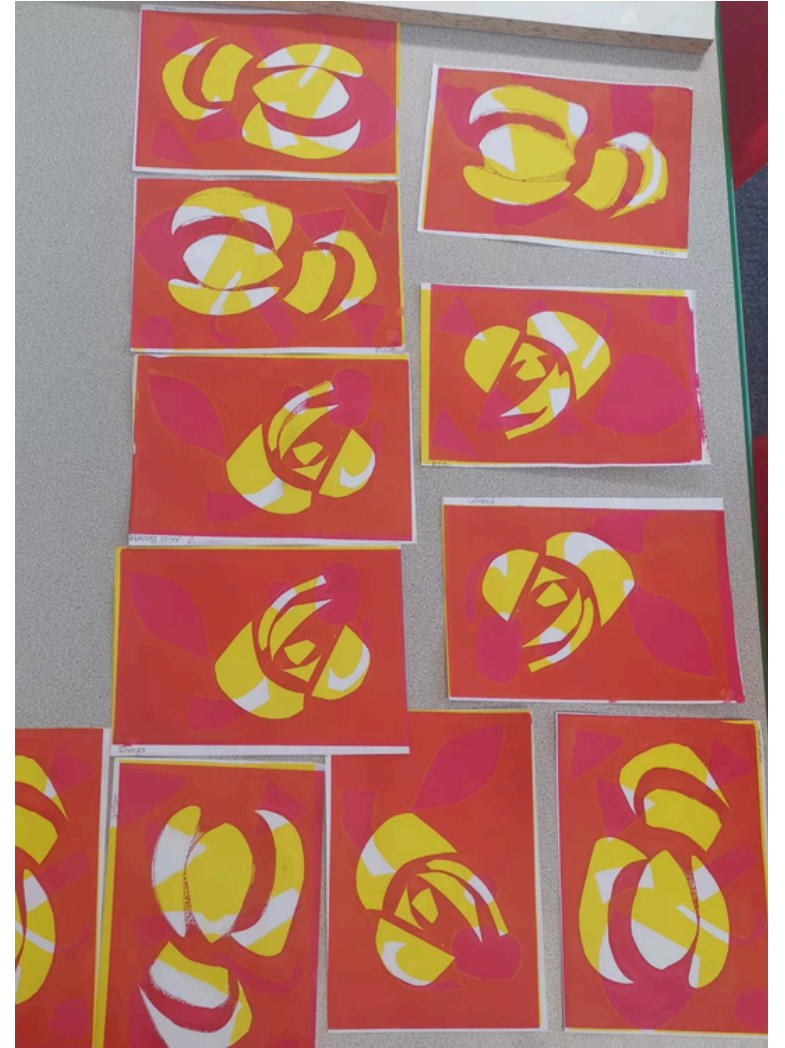
Tom Berry worked with Forty Hill Primary School on a CPD programme with a focus on printmaking. The sessions consisted of a series of lo-fi, accessible printmaking techniques as well as specialist processes which were completely new to the school. The participants were introduced to and explored in depth the method, materials, and terminology around screen printing.

Most sessions consisted of practical CPDs with art lead and deputy head, but Tom also did some team teaching with different year groups, whole art days working with one year group and linking to class topics, sessions looking at lesson planning, preparing materials/equipment and an all-staff CPD.

As well as screen printing the teachers explored block print, cyanotypes (photographic printing) batik, marbling, lino cut and mono-printing with basic materials.

I feel very proud of the work that we have done and the impact we have seen both in our staff and for our children. I know that we have very motivated teachers who are keen to continue their own learning and take this into their own classrooms with our support.

- Teacher, Forty Hill





Legacy

Following the two year programme....

- Teachers worked with children using their newly acquired skills to make work for projects
- Lead artists and new art specialists within school led skills-based CPD sessions for staff across the 10 schools
- Exhibition held at Prince of Wales Primary School to showcase the artwork children created as a result of the projects
- Changes to curriculum implemented to include new processes and project ideas from Making a Mark programme
- Schools provided with new equipment (e.g. screens for screen-printing, digital cameras) continuing to make use of them during art and other lessons



In numbers

5 artists

10 schools

2 academic years

226 teachers engaged

229 CPD sessions

35 group meetings

41 online resources

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