

# Art Gallery in School

To promote creative art work in our school  
and make a place to showcase the children's  
work

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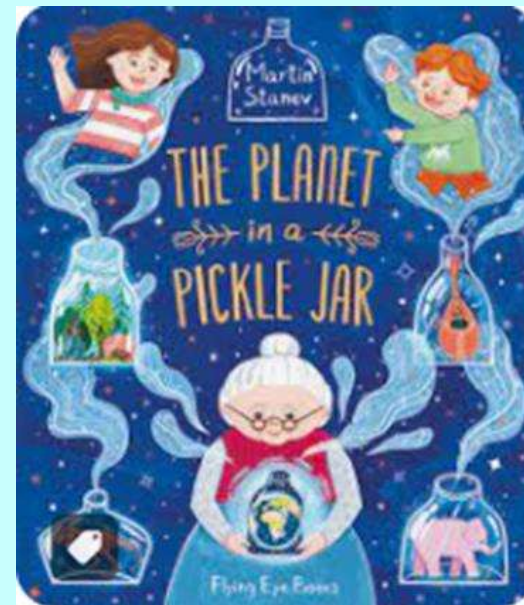
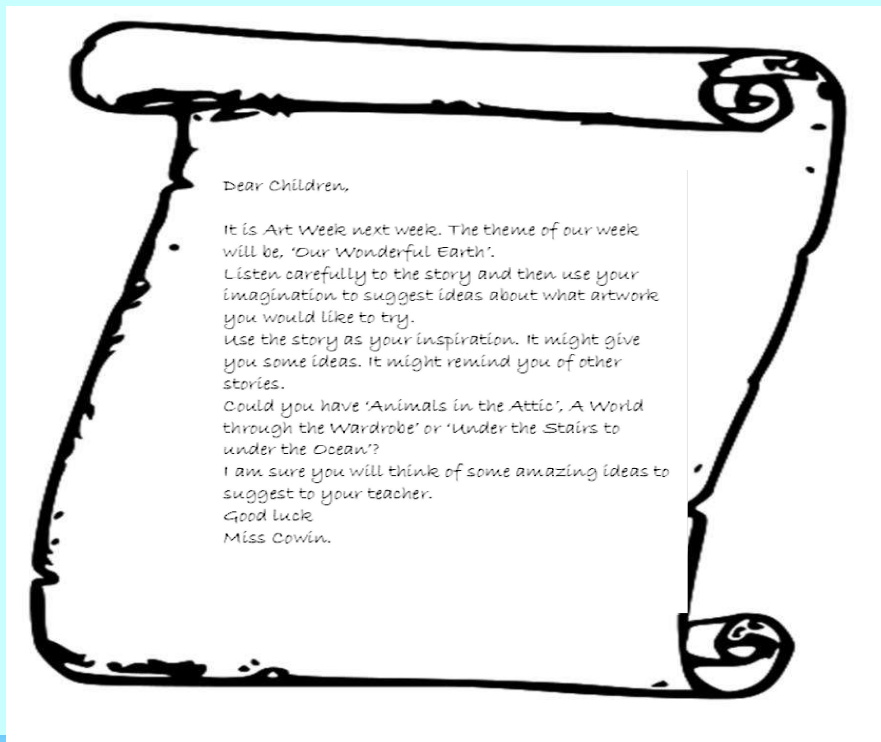
(2022-2023)

# Introduction

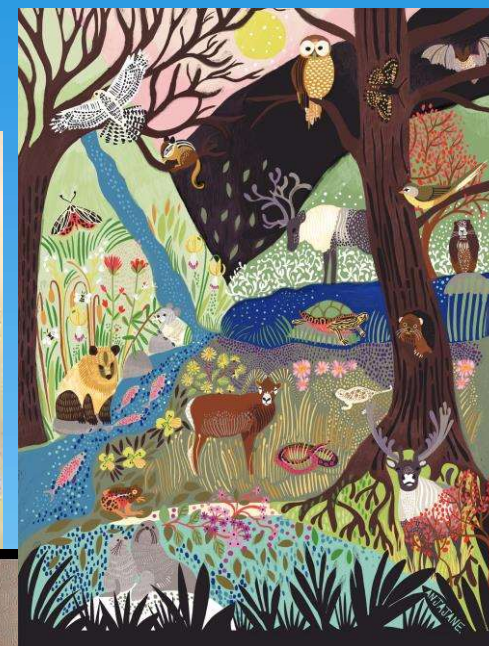
- \* As part of our journey towards the Artsmark Award I wanted to lead the school into seeing the arts as an important part of school life and a way children, who may not be academic, could express themselves and use their imagination.
- \* Each school year we have an art week that is enjoyed by the whole school.
- \* This was a good start but we needed to have a space to showcase the arts after the week was over.
- \* I wanted to make the arts a more embedded idea through other work, not just in art lessons or for the 'special' Art Week.

# Inspiration

- \* The children love listening to stories and because one member of staff has started a school eco-group I chose the book 'Planet in a Pickle Jar'
- \* The beginning: Staff read the story to their class and asked the children for their ideas of some artwork.



# Dream Theme Ideas Stylescape



# Challenges and Feelings

- \* Staff were all on board with the topic and loved the book.
- \* However it would take up lots of time with other curriculum work to do and resources were limited to what we had already in school.
- \* Would the children come up with enough different ideas?

Only painting?      Who has the .....?

I can't think of anything?

Will everyone do pictures in pickle jar shapes?

Will there be enough for an Art Gallery?

Staff all tried to make the topic fit in with something they enjoyed and fitted in with what they were doing in their curriculum anyway.

Nursery used their continuous provision and theme of water to think about creatures that lived in water.

Reception Class continued their theme of environmentally friendly Christmas decorations and recycled Christmas tree (It was given back to the garden centre to replant for next year.) They extended their recycling theme.

Each class decided to find links to an area of their curriculum and include English with the topic.

Class Two were pleased as the teacher is very enthusiastic about recycling and environmental issues. They could also use their dance lesson to incorporate movement.

Art  
Cupboard 2

Feathers  
Collage materials  
Weaving & sewing  
Cotton wool balls  
Florist ribbon



- \* Class 3 and Class 4 could suggest different art mediums they would like to use, which they didn't always have a chance to use.
- \* They remembered connections to topics they had done in the past, which showed how they are embedding their learning and making links.
- \* I cleared out the spare room, that was used of lots of groups but had no atmosphere, with lovely helpers.
- \* I then moved art resources from one classroom to the spare room. This was a win for the teacher as it meant people weren't going in and out of her room.
- \* Cupboards were labelled and resources stored with easy access. Staff could easily see what resources were available and they were easy to find.
- \* Little wins for the staff in the process were an important part of the project for me .

# Development of the Project.

- \* As usual the children rose to the challenge.
- \* They embraced the story and had lots of ideas about how they could be like the grandma in the story to help save the precious things on our planet.
- \* We had ideas such as keeping our favourite toys and our family in a magical jar to saving endangered species.
- \* The school were very lucky to work with a local dance teacher who led each class in a dance workshop using the story as a focus.
- \* The children were full of ideas about different art techniques they wanted to use, from collage, clay and paint to pastels and tracing paper for different effects.

# The Outcome

- \* The outcome was amazing. Each class had different ideas about what work they wanted to produce. The staff in each class could work with the children, who were excited about seeing their ideas come to life.
- \* We had work ranging from big models to tiny fish finger painted shapes.
- \* We had dancing and movement, connections with science, looking at different artists and the song, 'What a Wonderful World'.
- \* Work that was a collaboration as a whole class to group work and individual work.
- \* The 'Choice 4 Growth' team, who are also developing their counselling work in school and in the local community, could see the way the teamwork and creative work helped the children connect with each other in ways they might not usually do so. This was another little win for our children, who grew in confidence at seeing their ideas coming to life.
- \* The way the story was just a starting point for the children to be able to suggest ideas created a feeling for the work that was a joy to see. The staff also enjoyed how the children responded to the theme which made them happy.



# How can we look after our environment?

There's an old lady who has taken bits of the world so that she can keep them safe for the future. MS

Preserving

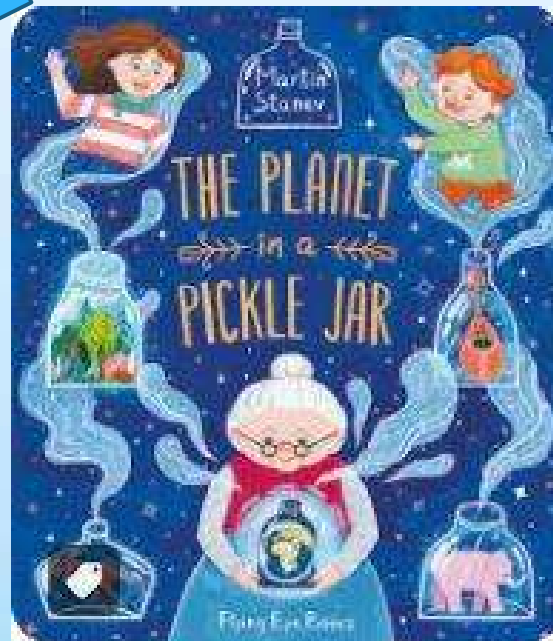
Taking care of the world

Save water

Save electricity

Recycle your materials

put your litter in the bin



## Stylescape: Outcomes

# What do the words mean to you?

"He likes the world and all the things in it" DP

"It's a slow song it makes me feel happy" DA

"It makes me think of the flowers in my granny's garden, she says we have a wonderful world because I'm in it" FH



 **What a Wonderful World**  
Song by Louis Armstrong

I see trees of green  
Red roses too  
I see them bloom  
For me and you  
And I think to myself  
What a wonderful world

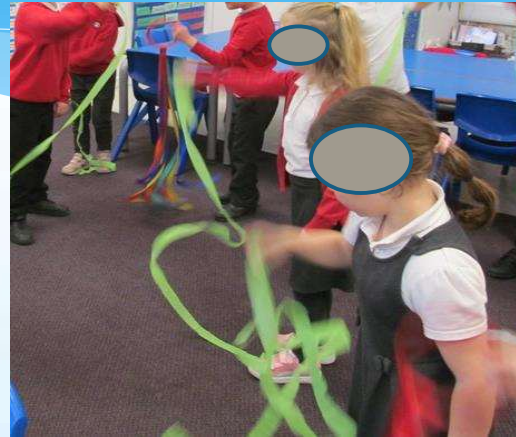
I see skies of blue  
And clouds of white  
The bright blessed day  
The dark sacred night  
And I think to myself  
What a wonderful world

The colors of the rainbow  
So pretty in the sky  
Are also on the faces  
Of people going by  
I see friends shaking hands  
Saying how do you do  
They're really saying  
I love you

"I think Louis Armstrong is singing about a world that is really nice... he says that there are green trees and people are shaking hands... I wouldn't want to shake hands but I think that it makes other people happy" GP

Using dance to express emotions

Class 2 used the ribbons to create and choreograph movements to It's a wonderful world by Louis Armstrong.



Class 2 decided to entwine the ribbons in a way that demonstrated the interconnectedness of our world and how each part depends on one another.



Class 2 decided to use the colours of the ribbons to represent different aspects of the world.

"The blue are the oceans with all the marine creatures" MB

"The yellow is the sun... it helps the plants to grow" MS

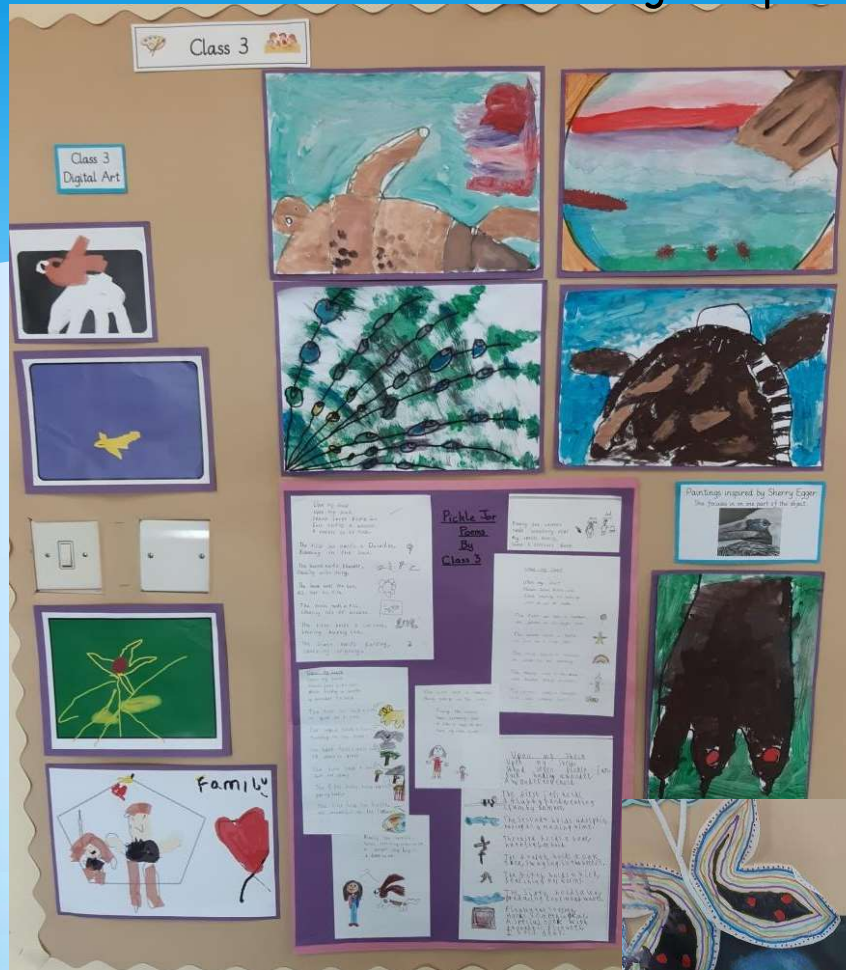
"The green is the land where the animals and humans live" LT



# Stylescape: Outcomes



# Style scape: Outcomes



## Reflections

- \* The outcome of our arts journey was amazing.
- \* The children responded really well especially as they had major input into the Art Week. They led the ideas for the activities, with support and guidance from the staff, instead of being told what they were learning as in other subjects.
- \* The staff responded beautifully as always, adding their own specialities into the learning.
- \* The spare room is now a bright, organised art space with resources easily accessible.
- \* The bare walls are now a 'gallery' to showcase children's work with contributions from every class in the school. Some teachers are now asking can they change some of the work for new work by their class.
- \* The process has had influence on other areas of the curriculum. In our science week the lead teacher has used ideas, such as starting using a story to start the week and using the dance teacher as enrichment.