



John Hansard Gallery

Watch this Space 6

**SUPPORTING ART AND LITERACY AT KEY STAGE 2
WITH TWO TEACHER TRAINEES AND THEIR MENTORS**

John Hansard Gallery

Ronda Gowland, Head of Education
Liz Jones artist educator

Cherbourg Primary School

Teachers: Kate Wallace (Deputy Head) and Gilly McCully

Year and Key Stage of students: Year 4, Key Stage 2

Number of students taking part: 43

Teacher trainees and HEI: Madeleine Jennness and Leanne White
University of Southampton, School of Education, Primary PGCE
programme.

Introduction

The **John Hansard Gallery**, based at the [University of Southampton's](#) Highfield campus, is one of Britain's leading public galleries of contemporary visual art. Proud of its academic situation, the Gallery plays a key role in the cultural life of the campus and the city, drawing a wide local, national and international audience to its programme of [exhibitions](#) and [events](#). The Gallery's programme by British and international artists regularly tours throughout the UK and abroad. The John Hansard Gallery is regularly funded by Arts Council England and is supported by the University of Southampton.

Cherbourg Primary School is situated near the centre of Eastleigh, a small town midway between Winchester and Southampton. There are 330 pupils at Cherbourg Primary ranging from 4 –11 years. There are two classes per year group, with class sizes between twenty and twenty nine in every year, apart from Year 3/4 where there are three larger mixed year classes. Every class has good support from learning support assistants, who direct their work to pupils with special educational needs and pupils who need additional support in areas like Literacy. The school is led and managed by Julie Greer and five managers, with the support of the school Governors.

The current School Improvement Plan focuses on the areas of Mathematics, Speaking and Listening, Spelling and using Early Years methods such as 'Plan, Do, Review' to support children's learning throughout the school. The school is also pioneering the LEA's work on behaviour and on a Children's Rights based curriculum.

About the programme:

Why the John Hansard Gallery wanted to take part in the programme:

The John Hansard Gallery wanted to take part in the programme in order to;

- utilise the knowledge, experience and expertise of trainees who have a greater understanding of the Primary curriculum (and its changes) and teaching and learning approaches with that age group.
- develop a project in partnership with trainees, their mentors and first placement school.
- gain further insight into how the Gallery could provide InSET training for schools.
- build new relationships with teachers' and schools, whilst providing CPD for trainees, mentors and the Gallery's education staff.

Recruitment of partner School and Trainees

The Gallery contributes to the University of Southampton's Primary PGCE programme at the School of Education (SOE), delivering practical workshops (approximately 6 per academic year) for trainees which provide an insight into using contemporary art galleries as a cross-curricular resource. As a result of this relationship with the SOE, the Gallery approached the course programmers about WTS6. After talking to Jo Wright, (Primary PGCE Course

Tutor) about the schools we have previously worked with, the SOE recruited Cherbourg Primary School and trainees we would work with on the project. From the initial recruitment process, the Gallery Head of Education met with Head Teacher, Julie Greer at Cherbourg Primary School to discuss the WTS6 programme and have a tour round the school. A few weeks later, the Head of Education then subsequently met the trainees who would be working with the school and teachers before their first placement.

What happened during the four days of the placement and project work

The placement started on the 16th October 2009 at the John Hansard Gallery with both trainees and teacher/mentors attending. The first whole day induction session provided all stakeholder's with an opportunity to discuss the context of contemporary art galleries as well as the Gallery's own exhibition and education programme. From this basis, teachers' trainees and the Head of Education identified their aims and objectives for the project which were discussed and agreed on. With individual yet combined aims and objectives, teachers and trainees completed the WTS6 toolkit School Partnership planning template. The ideas identified from the templates informed the whole group discussion and agreement about what the project might involve, become and contribute to the development of trainees, the school and its' students. This process helped to set out a timetable for project delivery with the school year group identified. Through the theme of 'Journeys', based on the Zineb Sedira: Middlesea exhibition and 'The Miraculous Journey of Edward Tulane' children's book, it also highlighted a potential framework for delivery of the new Primary curriculum, relating specifically to the Cambridge Review. (See Appendix for example programme for induction day).

As a result of the first induction session, the second meeting on the 28th October, led to a discussion about how the project would be delivered and the sub-project themes or curriculum areas it could incorporate. This meeting helped to clarify the process and any end of project outcomes for the school such as a final exhibition of pupil's work. Two outside the classroom visits were agreed for the project, with the first being at the John Hansard Gallery to visit and creatively explore Zineb's exhibition, followed by a visit to the historic dockyard in Portsmouth on the 9th November.

It was agreed that the artist-led visit to the Gallery (with established artist-educator Liz Jones) would enable pupils to not only creatively interact with the exhibition but also think about how artists works are exhibited which they could consider when developing their own display of work.

Gallery Visit

The Gallery visit on the 3rd November by Year 4, was supported by both teachers and trainees. Led by artist-educator Liz Jones, pupils were provided with specially made artist note/sketchbooks which they were asked to use to record their journey around the Gallery and exhibition. The session was contextualised to their school literacy book; 'The Miraculous Journey of

Edward Tulane' and its illustrations. Some of the illustrations highlighted by Liz were discussed with pupils to contextualise some of the images in Zineb's exhibition. As pupils' went round the exhibition they recorded their physical (visual, sound etc) and emotional responses to Zineb Sedira's films and light box installations. These were discussed further with Liz, their teacher's and trainees and inspired pupils to develop stories and more completed drawings in their sketchbooks.

Throughout the session, it was highlighted to pupils that their notes and sketches would help them to develop their work further in-school, which would result in an exhibition. The visit brought highly positive feedback from pupils, teachers (including the Head Teacher) Learning Support Assistants and trainees.

The final placement was structured around trainees supporting pupil's further with their trip to Portsmouth and art week (16th-28th November) block in-school. The main outcome of this resulted in the creation of an art arch with dual perspectives on the theme of Journey's from the Edward Tulane book, Zineb Sedira's exhibition and the Portsmouth trip. It is envisaged that the Year 4 exhibition will be shown initially at the University of Southampton School of Education (January 2010) before being exhibited in the John Hansard Gallery.

Changes to what the partners had envisaged for the placement

The Head of Education had envisaged spending more time with the teachers and ITTs at the Gallery but due to differing timetables, this was not always possible and therefore some sessions took place offsite. This did not have any negative affect on the project however and it enabled teachers' to feel that they had more control and ownership of the project rather than it being solely gallery led.

Changes if the Gallery was to host a placement again

Recruit an artist-educator before the project takes place so they can liaise with the school, teacher's and ITT's to develop more CPD workshops aside from those which are student orientated inside/outside of school. Time proved to be a big factor in organising what was affectively four placements (2 teacher's and 2 ITT's) with offsite trips, which in hindsight, was rather a lot. We were very lucky that the teacher's and ITT's were highly self-motivating and quick to respond to changes in the original project schedule.

Key outcomes and learning points for the John Hansard Gallery

The programme enabled us to;

- make contacts with a new school in a different borough.
- learn more about teachers and ITT's needs.
- learn more about how gallery work can be translated back into the classroom through a creative, themed curriculum.
- find out what we could offer that is useful for teachers.
- develop new resources for working with schools with regards to CPD provision.

- find out about timing/planning with schools and ITT's.
- gained skills and ideas for use in the future for cross-curricular working.

Key outcomes and learning points for the teachers/school

- The gallery visit was exciting and made an impact. A resource we will use again and try to embed in different year groups in school.
- It has supported the development of our curriculum, especially in the light of the Rose report and the Cambridge report. As the new art co-ordinator it has made me focus more on ensuring that there is a progression of skills that allow children to respond to and create art with more confidence. We need to improve the balance between quality experiences/activities and explicit skills teaching.
- Most of our students had never been to a gallery before so this was a huge opportunity. Their initial reaction to being given gallery space was fear but their sense of achievement in their finished work is tremendous. Can't wait to take them back to see their art work in the gallery.
- We are always looking for ways to extend the children's cultural and personal experiences so this is an extension of that ethic. There is a keen interest in this project and the idea of exhibiting in public is a key issue to explore.
- As demonstrated by the children's responses they have felt the importance of taking pride in their achievements and the realisation that taking a risk can result in a positive outcome. At the same time they are beginning to understand that mistakes and errors are important steps in their learning and that there is value in working through a problem.
- The unit worked well as a model for curriculum re-design and identified some important factors. Cross curricular units allow for in depth development of specific skills, knowledge and concepts. However there is still a need to slim down our curriculum whilst keeping the breadth, balance and progression of skills, avoiding repetition across year groups. We need to ensure that we keep hold of clear objectives for each unit and have defined assessment opportunities.
- As a result of the project we have seen that our old curriculum gave the children interesting and valuable art experiences but that it needs a stronger back bone of skills progression in order for our school to achieve its 'Gold Arts Mark'.

Key outcomes and learning points for ITT's

- able to observe first-hand the opportunities there are available for schools to work in partnership with galleries and arts organisations.

- provided lots of ideas for using art in the classroom and reinforced ITT's beliefs that contemporary art is not beyond the abilities of primary school children.
- getting involved in this project also gave ITT's an opportunity to work with teacher's who would be their mentor's on their first teaching practise prior in a different setting and to get to know them and the school/children prior to going on teaching practise.

Outcomes for the University of Southampton primary PGCE programme, by Jo Wright, tutor, School of Education

It has been a very valuable experience for the trainees and potentially for all of our trainees and the programme

- increased partnership with the John Hansard Gallery
- confidence and enthusiasm to participate in further projects
- Increased awareness of the benefits of a more personalised approach to teacher training

Through feedback from Leanne and Madeleine I am hoping that all the course trainees will have an:

- increased understanding of how art galleries can support teachers in planning and teaching art
- Increased awareness of how art can be integrated with other curriculum areas
- increased understanding of how children can be enthused and engaged through art

Teacher Trainee responses:

As a trainee teacher it has been brilliant to observe first-hand the opportunities there are available for schools to work in partnership with galleries and arts organisations. It has given me lots of ideas for using art in the classroom and reinforced my belief that contemporary art is not beyond the abilities of primary school children. Getting involved in this project has also given me the opportunity to work with the teacher who would be my mentor on my first teaching practise prior in a different setting and to get to know her and the school/children prior to going on teaching practise. Having the opportunity has been really good as it has made going into my teaching practise much less frightening!

I think it has opened the pupils eyes a bit to the possibilities of art and the wider world. It has challenged their thinking skills. Many of them have had to dig deep with the project but I think they have all gotten so much out of it. It has built their confidence and increased their enjoyment of art and of Literacy (the project was linked to the novel they were

Future plans to work again with the teacher/s who took part in the placement;

The John Hansard Gallery is working with Cherbourg Primary School on developing the project exhibition and taking it offsite to be exhibited at the School of Education before being finally exhibited in the Gallery education room. We are also developing another gallery visit and in-school workshop in June/July 2010 which coincides with our forthcoming exhibitions programme.

How this experience will enable the Gallery to work with non-visiting schools in the future;

It has helped the Gallery to think more strategically about how we can work with non-visiting schools, working in partnership with HEI departments like the School of Education at the University of Southampton, utilising their contacts to develop relationships with schools.

Appendix: example programme for the induction day

WTS6 Teacher / Trainee Placement INDUCTION PROGRAMME Day 1

Date: 16 th October 2009	Time: 10am-3.00pm	Venue: John Hansard Gallery Education Room
Facilitator: Ronda Gowland Head of Education John Hansard Gallery	Aims: To provide project partners with an introduction to the Gallery, establish individual aims and objectives for the project and ways of cross curricular working with a school group.	Objectives: Partners will have an understanding of organisational, individual aims and objectives and will have established a draft plan for project delivery with the school.

Time	Activity	Notes
10.00am	RG: Welcome, introductions to the Gallery and previous cross-curricular approaches the Gallery has worked on with other primary schools.	This introduction includes a PowerPoint slide about how galleries work both in theory and in practice with schools, highlighting case studies from previous JHG projects.
10.30am	Break	
10.45am	RG: Introduce and distribute WTS Teacher's / Trainees Aims and Objectives form for individual completion.	JHG, teachers and trainees to identify how they can best collaborate / work together on the project.

11.15am	<p>All: Discuss outcomes from the forms – RG to write points on flipchart for whole group discussion.</p> <p>Group to examine how project can best meet those aims and objectives.</p>	
12.00pm	LUNCH in University Staff Club	
1.00pm	<p>RG: Introduce and distribute WTS school partnership planning template for completion in two small groups with one teacher & one trainee.</p>	Main focus points will be from the first main section of the form, noting curriculum links etc.
1.45pm	<p>All: Discuss outcomes from form. RG will make notes on flipchart for whole group discussion.</p> <p>Group to examine how current exhibition can best meet the school's aims and objectives for teaching and learning.</p>	Trainees to identify what input they would make and how they would like to help with the project delivery.
2.15pm	Break	
2.30pm	<p>RG: Whole group to begin draft planning exercise about how the project can be carried forward, identifying project ideas, artists, materials.</p> <p>Whole group to arrange next placement meeting. Discuss any other issues and close.</p>	
3.00pm	CLOSE	