

ITY TEACHING HONESTY RESPECT RESILIENCE CURIC
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RIT THROUGH SUBJECTS MOTIVATION FOCUS OPTIM

ART & DESIGN

NATALIE JENNINGS
QUEEN ELIZABETH'S GRAMMAR SCHOOL, ASHBOURNE

Teaching Character Through Subjects – Art Suite 2 Key Information

Teacher	Natalie Jennings	School	Queen Elizabeth's Grammar School, Ashbourne, Derbyshire
Overview			
Curriculum Area	Art and Design		
Subject Focus	<p>Topic: Fragility and Distortion Art Workshops Corresponds to GCSE Art and Design criteria and can be easily adapted to work towards different exam board assessment criteria. Used with Y10 as a good introduction to GCSE but would work well across all KS4 or 5 as encourages independent working and ideas.</p>		
Identified Key Character Qualities	The performance virtues Confidence and Optimism		
Character Focus	<p>Focus: Enabling pupils to understand the personal impact of/supporting the development of confidence and optimism through discussion, self evaluation and practical activity. Lesson 1- Acquiring/Developing (Stop/Notice)- Developing an awareness of when people lack confidence/optimism and the impact this has. Acquiring source material. Lesson 2- Developing (Notice/Look)- Developing visual material which considers the impact of confidence/optimism on others and self. Lesson 3- Consolidating (Look/Listen)- Exploring initial experimental visual possibilities with a positive approach to confidence/optimism. Lesson 4- Consolidating (Look/Listen)- Refined personal visual experiments exploring the impact of a positive approach to confidence/optimism. Lesson 5- Applying (Caterpillar)- Applying understanding to further visual work, demonstrating learning from investigation (personal evaluation). Evidence- Visual evidence, AFL, student annotation/evaluation.</p>		
Differentiation	Mixed ability group work. Dictionaries/thesauruses available to assist with written element of the lesson. Targeted questioning. Selection of class confidence/optimism leaders.		
Adaptability	Probably most suitable for KS4/5 students rather than younger students. A Lot of extension opportunities so lessons are easily adaptable to being longer than an hour. If lessons are shorter than this, more lessons may need to be used than the 5 originally planned for or use your discretion to reduce the amount of time allocated to some of the planned for activities. The resources are also really adaptable to your preferred choice of media, techniques and subject.		
Affect on School Priorities	Attainment- Some improvement in student outlook and personal ambitions.		

	<p>Behaviour- A good level of engagement.</p> <p>School relationships- Practical activities good for breaking the ice with a new class. Felt that students trusted me because I showed confidence in them and was optimistic about their work/ideas.</p> <p>Employability- Will hopefully help to lead to greater self-belief and more developed social skills in the future.</p>
Things That Worked Well	<p>I was really pleased with when students moved out of their comfort zones and didn't like a particular method or material but kept going with it.</p> <p>Also when students had the confidence to be expressive with the materials they were using rather than holding back and when students would be optimistic about each other's work (if not always their own).</p> <p>Physically leaving their negative thoughts by the door (on post-it notes) seemed to help a lot.</p> <p>Students responded well to working on easels, I think this helped them to be expressive/show confidence.</p>
Things That Might Be Improved	<p>I could have added more opportunities to address student optimism regarding their own work in my planning as some students still struggled to be optimistic at times.</p> <p>There were loads of approaches to exploring confidence and optimism through expressive drawing/painting materials that could be explored but in 5 lessons you can only really scratch the surface so I ended up using more lessons on this and adding in homework.</p>

Lessons

Subject Focus	<p>Lesson One:</p> <ul style="list-style-type: none"> To start to develop our understanding of how we can visually interpret confidence and optimism within Art and Design. <p>Acquiring source material for further development in lessons to follow.</p> <p>Lesson Two:</p> <ul style="list-style-type: none"> To develop our artistic skills and our understanding of how we can visually interpret confidence and optimism within Art and Design. <p>An experiment(s), using an art skill/technique (e.g. mixed media), which visually explores key words/passages from a mock-diary extract describing a lack of confidence/optimism.</p> <p>Lesson Three:</p> <ul style="list-style-type: none"> To develop our artistic skills and our understanding of how we can visually interpret confidence and optimism within Art and Design. <p>A series of experiments, using a range of art skills/techniques (e.g. expressive painting/drawing), approached with confidence/optimism.</p>
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	<p>Lesson Four:</p> <ul style="list-style-type: none"> To further develop our artistic skills and our understanding of how we can visually develop our confidence and optimism within Art and Design. <p>A personally-directed experiment(s), developing art skills/techniques used within previous character workshop lessons, approached with confidence/optimism.</p> <p>Lesson Five:</p> <ul style="list-style-type: none"> To develop our artistic skills and our understanding of how we can further build upon our gained confidence and optimism within Art and Design. <p>A personal plan of what you are going to achieve within Art and Design by the end of the course. Project planning and initial ideas to start putting your plan into action.</p>
<p>Character Focus</p>	<p>Lesson One:</p> <ul style="list-style-type: none"> To develop our understanding of the impact of confidence and optimism on peoples' lives. <p>Acquiring/Developing (Stop/Notice)- Developing an awareness of when people lack confidence/optimism and the impact this has.</p> <p>Lesson Two:</p> <ul style="list-style-type: none"> 1. To develop our understanding of the impact of confidence and optimism on peoples' lives. <p>Developing (Notice/Look)- Developing visual material which considers the impact of confidence/optimism on others and self.</p> <p>Lesson Three:</p> <ul style="list-style-type: none"> 1. To develop our understanding of the impact of confidence and optimism on our own lives. <p>Consolidating (Look/Listen)- Exploring initial possibilities with a positive approach to confidence/optimism.</p> <p>Lesson Four:</p> <ul style="list-style-type: none"> 1. To further develop our understanding of the impact of confidence and optimism on our own lives. <p>Consolidating (Look/Listen)- Refined personal visual experiments exploring the impact of a positive approach to confidence/optimism.</p> <p>Lesson Five:</p> <ul style="list-style-type: none"> 1. To further apply our understanding of the impact of confidence and optimism to our own lives. <p>Applying (Caterpillar)- Applying understanding to further visual work, demonstrating learning from investigation</p>

Lesson Activities

Lesson One:

Part 1.- Groups of 2/3 initially to identify the key qualities they need to possess to achieve to the best of their ability in Art and Design, then select 2 qualities which they think are the most important and share with the class. Discuss selections as a class and introduce/expand on the importance of the qualities of confidence and optimism.

Pupils identify key qualities they need to achieve to the best of their abilities in the subject. Pupils are selective and can explain the reasoning behind their choices. Pupils can share their thoughts and show an initial understanding of the importance of confidence/optimism.

Part 2.- Discuss the implications of a lack of confidence/optimism on students' progress in Art but also in the wider context. Pupils continue to work in groups of 2/3 and identify what it could mean for a person to lack confidence/optimism (visual clues etc). Present ideas in a draft mind map. Share ideas as a class and reward most insightful and considered answers.

Pupils demonstrate that they understand the impact of a lack of confidence/optimism in the wider context. Pupils can contribute ideas and have considered a range of approaches. Pupils can share their thoughts and demonstrate insight and consideration.

Part 3.- Formally introduce the character workshops and introduce the learning objectives/how we will meet them through the learning outcomes. Share how the concepts of confidence and optimism can inform and inspire Art and share the details of the mock diary extract task. Pupils work individually to create their own mock diary extract, exploring the thoughts and feelings of a person who is lacking confidence/optimism. Pupils directly or indirectly work from their own experiences and should produce a creative and imaginative extract.

Pupils can share ideas. Pupils can work directly or indirectly from their own experiences to produce a creative and imaginative extract.

Part 4.- As a class initially discuss how the written word could be visually interpreted in Art. Working in different groups of 2/3, pupils work together to help each other to identify how they could possibly visually interpret the mood of their extracts, key words/passages used etc. Record ideas. Select pupils to share their best ideas with the class and reward most insightful and considered answers. Pupils re-visit their ideas and include more examples.

Pupils can share ideas. Pupils demonstrate a clear

understanding of how to provide valuable feedback when peer-assessing work. Pupils can develop a range of ideas. Pupils respond with clear understanding and share ideas. Pupils can demonstrate further development of ideas.

Part 5.- Re-cap on the lesson objective/learning outcomes and check progress has been made against them. Share own confidence and optimism regarding the practical outcomes to be produced next lesson and reward any examples of confidence/optimism observed during the lesson!

Pupils understand the purpose of the activities and made progress.

Lesson Two:

Part 1.- Pupils work individually to list at least 5 ways they could use their homework to inspire an experiment(s) which visually represents a lack of confidence/optimism.

Pupils identify different ideas for how they could approach the practical task.

Part 2.- Introduce the learning objectives/how we will meet them through the learning outcomes. Demonstrate any specialist equipment or techniques if new to the students or briefly re-cap on techniques if re-visiting familiar techniques but with the character workshop focus. Pupils to begin their experiment(s) visually interpreting a lack of confidence/optimism using their homework, ideas and mock diary extract as a starting point. Provide individual feedback and support. Select 2-3 students to lead class confidence and optimism in approaching the lesson objectives. During the lesson provide them with opportunities to speak to other students about their experiments to provide encouragement and support. You could work with these students initially to demonstrate how they could approach this.

Pupils understand and can use/apply specialist equipment and techniques. Pupils can apply their understanding of the specialist equipment/techniques in a creative and imaginative way. Pupils are starting to consider their own confidence/optimism and helping to influence the confidence/optimism of others.

Part 3.- Ask students to stop working on their experiments and take a moment to peer assess works in progress, with a focus on building confidence and optimism in others. Ask confidence and optimism leaders to share their observations then invite other students to also share their thoughts.

Pupils can share their thoughts and demonstrate insight and consideration of the confidence/optimism of others.

Part 4.- Pupils are to continue to develop their experiment(s) following their peer assessment. Continue to provide

individual feedback and support.

Pupils revisit and refine their experiments, making improvements based on feedback.

Part 5.- Pupils to clear away equipment. Re-cap on the lesson objective/learning outcomes and check progress has been made against them. Discuss how students found the lack of confidence/optimism practical task and their thoughts on the focus of developing individual confidence/optimism in Art and Design. Ask confidence and optimism leaders to nominate students to be rewarded for their confidence/optimism. Share what you are feeling confident/optimistic about for next lesson.

Pupils understood the purpose of the activities and made progress. Pupils should be able to articulate and identify areas of progress and relate this to the lesson objectives.

Pupils respond with clear understanding and can explain their choices.

Lesson Three:

Part 1.- Pupils work individually to write down any negative thoughts which could impact on their confidence/optimism in their abilities in Art and physically leave them by the door!

Pupils identify areas where they lack confidence/optimism, acknowledge them and move on.

Part 2.- Introduce the learning objectives/how we will meet them through the learning outcomes. Split the class into teams. Inform the teams that the team with the most creative, imaginative and risk-taking approach to the expressive experiments will be rewarded at the end of the lesson. Assign team leaders to encourage the rest of the team. Begin expressive experiments with a series of quick techniques and approaches (e.g. expressive drawing; such as drawing with the wrong hand, quick-timed drawings, drawing with unusual tools/objects, drawing with eyes closed, drawing an object upside down, continuous line drawing etc). Briefly share findings as a group.

Pupils understand the purpose of the activity.

Pupils understand how to be creative, imaginative and how to take risks. Pupils can apply their understanding of the specialist equipment/techniques in a creative and imaginative way, with confidence and optimism. Pupils can share ideas and encouragement.

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Part 3.- Complete further expressive experiments with more

quick techniques and approaches (e.g. expressive painting; such as painting with unusual tools/objects, creating texture, dripping paint, printing with paint etc). Briefly share findings as a group.

Pupils can apply their understanding of the specialist equipment/techniques in a creative and imaginative way, with confidence and optimism. Pupils can share ideas and encouragement.

Part 4.- Explain that pupils are to work in their teams to create a collaborative abstract and/or expressive piece of art work, using some of the techniques used and approached in a creative, imaginative way, including risk taking. Remind team leaders to support their teams. Pupils work on their collaborative pieces in their teams. Provide individual support and feedback.

Pupils can work together, share their thoughts and demonstrate insight and consideration of the confidence/optimism of others. Pupils encourage each other to work creatively, imaginatively and to take risks.

Part 5.- Pupils to clear away equipment. Re-cap on the lesson objective/learning outcomes and check progress has been made against them. Discuss how students found the confidence/optimism building practical tasks and their thoughts on the focus of developing individual/collaborative confidence/optimism in Art and Design. Check how successfully students left their negative thoughts at the door. Ask team leaders why they feel their team deserves the reward and decide which team is the most deserving of the reward. Share what you are feeling confident/optimistic about for next lesson and set a homework for students to decide on a small aspect of Art they lack confidence or optimism in and collect any source materials which would help them to work from next lesson (e.g. own photographs, plans/sketches, notes, inspirational imagery etc)

Pupils understood the purpose of the activities and made progress. Pupils should be able to articulate and identify areas of progress and relate this to the lesson objectives.

Pupils respond with clear understanding and can explain their choices. Pupils are able to identify their own areas for development and how they could get started on this.

Lesson Four:

Part 1.- Pupils work individually to write down how they are going to personally challenge themselves this lesson (e.g. drawing a particular object, exploring tone, working on a large scale etc). Display and share challenges and provide encouragement. Pupils identify a suitable challenge area for themselves. Pupils can share ideas and provide encouragement.

Part 2.- Introduce the learning objectives/how we will meet them through the learning outcomes. Split the class into different teams from last week. Inform the teams that the team with the most creative, imaginative and risk-taking approach to completing their challenges will be rewarded at the end of the lesson. Explain that teams will work together to all support and encourage each other to complete their individual challenges with confidence and optimism. Ask teams to work together to help each other to plan out how they could start to approach the challenges through a series of initial studies/experiments to help them with their final experiments. Support individual students with a series of initial studies/experiments with a series of quick techniques and approaches (e.g. testing out materials, exploring different approaches etc). Briefly share findings as a group.

Pupils understand the purpose of the activity. Pupils understand how to be creative, imaginative and how to take risks. Pupils help each other to understand how to be creative, imaginative and how to take risks. Pupils can apply their understanding of the specialist equipment/techniques in a creative and imaginative way, with confidence and optimism. Pupils can share ideas and encouragement

Part 3.- Explain that pupils are to work in their teams to help each other to complete a final experiment which meets the individual challenges in a creative, imaginative and risk-taking way. Pupils to work on their challenges in their teams. Provide individual support and feedback.

Pupils understand how to be creative, imaginative and how to take risks. Pupils can apply their understanding of the specialist equipment/techniques in a creative and imaginative way, with confidence and optimism.

Part 4.- Pupils to clear away equipment. Re-cap on the lesson objective/learning outcomes and check progress has been made against them. Discuss how students found the confidence/optimism building individual challenges and their thoughts on the focus of developing individual confidence/optimism in Art and Design and encouraging this in others. Check how successfully teams met their challenges. Ask teams why they feel particular members of their team deserve the reward. Students should nominate other people from the teams for the reward for their confidence and optimism. Any confident and optimistic nominators could also receive the reward. Share what you are feeling confident/optimistic about for next lesson and set a homework for students to decide on another aspect of their lives where they would benefit from further confidence/optimism and apply some confidence/optimism techniques they have learnt from the character workshops. Pupils should bring in a record of this task to their next lesson.

Pupils understood the purpose of the activities and made progress. Pupils should be able to articulate and identify areas of progress and relate this to the lesson objectives. Pupils respond with clear understanding and can explain their choices. Pupils are able to identify their own areas for development and how they could get started on this.

Lesson Five:

Part 1.- Pupils need to work in groups of 2/3 to share how they have started to address their confidence/optimism in aspects of their everyday lives and share ideas for how they could explore this further. Share ideas and provide encouragement.

Pupils identify their own progress and share ideas. Pupils can share ideas and provide encouragement.

Part 2.- Introduce the learning objectives/how we will meet them through the learning outcomes.

Pupils to work individually to personally evaluate the progress they have made in developing confidence and optimism within Art and Design over the course of the character workshops and how this could be further applied to different aspects of their lives. Share some findings and provide encouragement.

Pupils understand the purpose of the activity. Pupils understand and can evaluate their personal development. Pupils start to explore opportunities for further development. Pupils can share ideas and provide encouragement.

Part 3.- Pupils to work individually in generating an action plan of what they want to achieve within Art and Design by the end of the course. Provide individual support and feedback. Share thoughts and discuss how aspirations may have developed or changed since focusing on building confidence and optimism.

Pupils can generate a considered individual action plan and demonstrate raised aspirations following the focus on confidence/optimism. Pupils can share ideas and provide encouragement.

Part 4.- Ask pupils to consider the next project theme they will be moving on to (or further developing if pupils are completing the character workshops part way through a project). They should work in groups of 2/3 to start their project planning and generate some initial ideas to start putting their plans into action. Discuss how students plan to approach their projects and how they will continue to develop their confidence and optimism and the confidence/optimism of others. Reward the most interesting/imaginative approaches.

Pupils can apply their understanding of their development and

confidence/optimism aspirations to their new project planning. Pupils can share ideas and encouragement and show clear evidence of progress and planning.

Part 5.- Re-cap on the lesson objective/learning outcomes and check progress has been made against them.

Discuss how students found the character workshops and their thoughts on the focus of developing individual confidence/optimism in Art and Design and encouraging this in others. Share what you are feeling confident/optimistic about following the character workshops and set a homework for students to continue to address aspects of their lives where they would benefit from further confidence/optimism and apply some confidence/optimism techniques they have learnt from the character workshops. Pupils should also make a start on implementing their action plan

Pupils understood the purpose of the activities and made progress. Pupils should be able to articulate and identify areas of progress and relate this to the lesson objectives. Pupils are able to identify their own areas for development and how they could get started on this.

Notes on Differentiation and Adaptability

Lesson One:

Lower ability- Mock diary extract could be created working to a template.

Homework idea prompts could be provided/exemplar displayed.

Higher ability- Confidence/optimism visual clues provided could be more subtle/harder to read.

Lesson Two:

Lower ability- Specific step-by-step practical experiments could be introduced, supported by exemplar.

Higher ability- Challenge to incorporate unusual resources or approaches could be introduced.

Lesson Three:

Lower ability- Key characteristics of materials could be introduced prior to experimenting (no exemplar as could be too leading).

Higher ability- More complex techniques and approaches could be introduced; e.g. drawing moving objects etc.

Lesson Four:

Lower ability- Subject themes for personal challenges could be provided which students select from.

Higher ability- Pupils could challenge and support each other.

Lesson Five:

Lower ability- Evaluation could be created working to a template/set series of questions.

Higher ability- Project idea melting pot; students share their project ideas with the group, most imaginative yet plausible idea rewarded.

Other Points Worth Noting	<p>I have included possible homework activities and extension opportunities in the lesson plans.</p> <p>Lessons 2, 3 and 4 are resource-heavy and you may require technician support to help you set up for the sessions.</p> <p>I have left the choice of practical resources/materials to each teacher to decide to ensure the workshops can be easily adapted to the preferences/resources available for each department.</p>