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| **Workshop : Lets Visit an Art Gallery**  **EYFS**  **Art and Design**  Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.  **Speaking**  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  **Listening, Attention and Understanding**:  - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  **People, Culture and Communities**  - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; | | |
| **Learning objectives** | **Session structure** | **Assessment for learning** |
| Children will explore the gallery, with encouragement to use critical skills and observational drawing, we will ask questions and hold conversation throughout to check understanding    Creation of work using skills taught in the workshop, where children will be invited to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used  Plenary of the skills learned in the session where children can Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | **Introduction (Gallery C or D) – 15 mins**     * Intro – who was been here before? Who’s been to any art gallery or museum before? What rules do we have in museums? We have three special rules here -  1. ***No shouting – indoor voices just like at school*** 2. ***No running – walk around the spaces just like at school*** 3. ***No touch the art works in the gallery***      * Does anyone know why they are here? * What can you find in an art gallery? * What types of art are there? What have you done at school or home? * Who makes the art?   ***Artist dress up – what does an artist look like? What do they need to make the art?*** Get a pupil to come up to the front of the group and ask the other children what they need to be an artist. Get each item out of the bag as the children guess and dress the pupil up as an artist.  Artists don’t just make paintings, they make lots of different sorts of things. We can go and explore the gallery like detectives to find out what they make.        **Gallery I Spy? (Gallery D) – 10 mins**  I spy with my little eye...give each group (if the class are not already in groups with an adult split them into small groups of 5 or 6) something to look for in the art works to encourage them to explore the gallery and the art. Look for things like animals, boats, buildings, people, flowers etc.  **Mark Making Game (Gallery C or D) – 10 mins**  Set the roll of paper out on the gallery floor and tape down the edges. Get the pupils to sit half on side and half on the other facing each other. Give them each an oil pastel and explain they’ll be drawing a line – no a picture, symbol or word – just a line. Shout out words that they must draw a line example: draw me a happy line, this might be bouncy and fun! There is no right or wrong and encourage them to overlap and use all the paper – keep shouting out words until the paper is full.  **Seascape (Gallery C or D) – 10 mins**  In the gallery we have just looked around there were lots of paintings of the sea! This is called a seascape.  We are going to have a go at creating our own seascape!  Seascape bag- each child adds something to the seascape    **Practical – Making an Art Gallery (Learning Room or Art Studio) – 40 mins**    Children have a go at making their own art gallery. Using the templates and materials provided children add art works to their gallery.  Leave the templates flat but pre-cut to be constructed back at school (they are easier to transport back to school and uses less time constructing in the workshop). Just make sure to point out which part is the walls and which is the floor.  They can use any of the materials provided. Cut up collage, pencils, crayons, colouring pencils. | Children will explore the gallery, with encouragement to use critical skills and observational drawing, we will ask questions throughout to check understanding.    Creation of work using skills taught in the workshop.    Plenary of the skills learned in the session. |
| **Before your visit** | **After your visit** | **Key vocabulary** |
| Make a free teacher pre visit to the Laing to familiarise yourself with the site- contact.  Have a look at [our pre-visit information for teachers, pre-visit powerpoint for students, and self-led resources.](https://laingartgallery.org.uk/learning/resources) | Drawings can be incorporated into student sketchbooks.  Review favourite artworks or search for new inspiration from the [Laing Art Gallery Collections Search.](https://laingartgallery.org.uk/collections/collections-search) | Painting, seascape, landscape, collage, art gallery, museum, drawing, happy, artist, picture, mark making |