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PLANNING POINTS

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The following points are intended to help as a guide to plan, structure and organise the art session.

- 1 Decide what art activity is to be taught, why and how. Is it appropriate for their age, ability and experience? What art activities have the children already experienced? What skills and techniques have they mastered?
- 2 What materials, media, tools and equipment are required? What skills and techniques will the children need to engage with in the planned activity?
- 3 Are any visual resources needed to give the children useful examples for the activity?
- 4 How will the class room be organised for art activities? Individuals, pairs, groups? Will more than one activity be going on at the same time? How much space does each child have in which to work? Do the worktops have to be covered? Where and how are the materials laid out? Is there a sink in the class room?
- 5 How long will the art session be? How is time divided up into the introduction/demonstration, the activity, clearing up, reflection and discussion?
- 6 When does the art session take place? When can the session be set up? How is the clearing up organised? Where can finished art work or work in progress be stored? Where will the work be displayed?
- 7 What are the strategies for introducing the activity/activities, teaching and demonstrating any necessary skills? Will it be for the whole class or small groups in turn? Will the children be working individually or as part of a team? How good are the children at listening and following instructions? Keep explanations simple, short and to the point, consider how to gain and keep attention. The children need to be active as quickly as possible. Always make sure that the children understand the point of the activity and what they are supposed to be doing before they begin. Be prepared for those who finish before the majority.
- 8 It is a good idea to try out all new activities to identify any problems in advance and where the teaching of specific skills will be needed. Sometimes it is better to teach new skills as a separate exercise before embarking on the activity itself. It helps to have scrap paper for children to try things out before they tackle a finished piece.
- 9 The teacher/helpers role during the session may vary between acting as informer, facilitator, questioner, encourager whilst also monitoring progress.
- 10 Evaluation: what have I learnt and observed from this session for the group as a whole and for each individual child? Did I achieve my aims and objectives? What have the children learnt and gained from this activity? And how will it be developed and built on in the future?
- 11 The class room itself should be a learning resource – it should be visually stimulating but remember not to overload with visual stimuli. It helps to display relevant examples of art, craft or design. It goes without saying, that it is important to display the children's work and that all children have the opportunity to see their work displayed. At the appropriate age children can be involved in helping making an exhibition of their work. To keep children's attention change displays frequently.
- 12 Certain activities are fundamental to making and understanding art. These should become part of the art experience. Children should be encouraged to keep a sketchbook, collecting and recording interesting and inspiring images and objects.
- 13 Check that all media, materials and tools are safe and suitable for the age group. Remember to have both right and left handed scissors and for the very young it may be advisable to use safe scissors.



## IN LOVING MEMORY OF PROFESSOR KEN BAYNES

Ken and his partner Krysia have worked with the Harley Gallery for many years, developing exhibitions and art activities for children of all ages. Their input has been invaluable and, they have worked tirelessly to help us offer our visitors the highest quality educational experiences, through educational resources for schools and curated exhibitions designed with children in mind. Ken was fun loving and a true inspiration. His belief in the importance of creativity in children's education and development has shaped and determined our Educational Programme.

## ACKNOWLEDGEMENTS

### GRAPHIC DESIGN

**Slave Design**

### FUNDING

**The Morgan Trust**

### DESIGN AND EDUCATION CONSULTANTS

**Brochocka Baynes**

With special thanks to the staff of Norbridge Academy, Worksop, who have acted as a sounding board for the project and have tested many of the activities in the Lift Off Framework.

Please visit our website [www.harleygallery.co.uk](http://www.harleygallery.co.uk) to find out more about our education programme and learning resources.

**Dayle Green, Education and Outreach Manager,  
Harley Foundation, December 2020**

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THE  
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GALLERY

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The Harley Gallery is part of  
The Harley Foundation, a charitable trust.  
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