


PUPIL VOICE	Name: SS; ER; TAK, RB, EH, IP	Year: Y4/5
Subject: Art	Observer(s): B Cador	Date: 4 11 22 / 18 11 22E
Prompt	Summary of responses	Additional Comments
How do teachers help you learn in this subject?	EH – They show us, explain, draw on whiteboard. IP – They explain and help us RB – The same as they've said; they demonstrate	
Which aspects (parts) of this subject do you enjoy?	EH – I like being able to express my feelings in my drawings. Frieda Kahlo expresses her feelings in her art IP – Doing different patterns, using paint, making canvasses and big art RB – Drawing – it's kind of nice and relaxing	reference to previous year's learning IP- Frieda Kahlo – all of her art work was put in the art museum. Where? France. In a building like the Eiffel Tower. What do you mean? It has a panted top (demonstrated the top of Le Louvre)
What did you learn about last year that has helped you this year? Self portraits Frieda Kahlo Greek pots	EH – Frieda Kahlo – how she used lines (hair) and patterns – we've had to think about this in this work. IP – Our self portraits – IP described how the self portraits were created RB – Vincent Van Gogh – We looked at his pictures, the wavy sea and sky. He used lots of swirls and curls – we've done that in our mark making.	EH – my mum likes VVG. We have some of his painting in our house.
Can you tell me about your learning in art this term?	TAK – We've been mark making. TAK went on to describe the different marks she had been exploring. SS – Described making different pencil strokes ER – Described using pencil in different ways – fist grip etc and making different marks ER and SS talked about hatching and cross-hatching and were able to describe how to make the marks. TAK joined in. All three discussed the different tools they had used (including natural) and made and explored and the marks they had created  Children looked at two or three art works where they had had to identify different mark making. ER – Marks can become patterns or even look like wallpaper Discussed – VVGogh's portrait – 'What do you feel he is trying to saying about the person whose portrait he is drawing through the marks he has made?' TAK – he looks happy ER – happy and smiling; his facial expression is relaxed SS – calm and relaxed.	Looking at the display and the mark making activity: IP – these lines in X's work look like the marks used in cartoons to show the big, bad wolf huffing and puffing or the wind blowing. I like these. IP – We used the fist grip, light grip, EH – we went from light to dark, small to big and back to small
Of the pictures you looked at that used only marks to create	TAK – the dog picture. I like how the dog is outlined in pen and then yellow pen is used to create the	

them, which do you prefer and why?	<p>background. I like the style of it. It could be a wallpaper.</p> <p>ER – I like the sea picture – the cliff looks 3D; it looks like it has been made using charcoal or graphite. The lines are soft and made with squiggles but they make it look 3D.</p> <p>SS – I like the pointing hand. The artist has used black pen. It's quite realistic with the mark making – you can see the cross hatching.</p>		
What does X mean? (choose specific vocabulary from planning and/or displayed in classroom)	Specific vocabulary	Meaning	RB, EH, IP – reflecting on the display – able to describe and name the different marks made
	hatch	SS - Drawing straight lines in one direction	
	crosshatch-hatch	TAK – Drawing straight lines that cross over each other. First you do it one direction and then the opposite direction. (pointed to cross hatching in art work)	
	Random hatching	ER – that's when you do it in any direction.	
	Dot, dash, line	SS, TAK, ER able to explain how to make the marks – described how you could change size or darkness of marks depending on the tool or pressure used. ER – you could use graphite, crayon, pencil, pen, lots of things to make marks	
	Viewfinder	IP-If you wanted to do a little piece of a larger piece you can focus on a smaller part EH – Helps you to focus RB – If you are doing a picture of someone, it helps you zoom in and see the detail.	
What have I learned?	Question	Response	EH – You can make art with anything if you want to; acorns given as an example RB – You can use both ends of a feather EH – I didn't know cross-hatch before. I've now used it with different colours on different colour papers.
	Name at least 2 artists who have used solely mark making to create pictures.	ER – Vincent Van Gogh SS – Vincent Van Gogh	
	Name at least 4 different ways to create a mark.	TAK -lines, squiggles, circles and different shapes ER – dots, dashes, squiggles, lines, straight lines, zig zags	
	Tell me about doing the art at Wrenbury Station	EH – It felt calming, and quiet RB – It felt like I was a real artist being in the place that you were drawing	
	You chose a part of the station to take a photo of and come back and draw; what did you choose and why?	EH – I chose the bridge, the trees and railway track – some physical and some natural, some man made; I	

		wanted to include a bit of everything RB – I chose the seating area and the train tracks IP- I wanted some distance and some close up. I wanted to get the front of the train, the tracks and the trees and to be able to draw the train clearly.	
How do you know you have done well in a lesson?	EH – Mrs D would say ‘good job’ IP – If you are going to give up she will say ‘Don’t give up, you can do it’ and we do and it turns out amazing. RB – Helps you not to give up.		
Do you have opportunities to read in this subject?	IP – We’ve got the book Little Leaders in class – it has Frieda Kahlo in it. EH – No but I’d like to read about Claude Monet	BC to source books for the children	
What does it mean to be an artist?	RB – to be a person who draws – cool pictures – can go down in history as the best of all time like Vincent Van Gogh in 1870s.	IP – When I’m bored, I do art – it helps me to be calm EH – If I feel stressed it is calming RB – it is nice to do; you can be ‘really good’ it gets your belief up, give you self-belief.	
Evidence to support pupils knowing more, remembering more.	✓		

Impact



