

PUPIL VOICE	Name: FPY4; ARy Y3; CR Y4		Year: 3/4
Subject: ART	Observer(s): Bessa Cador		Date: 30 9 20
Prompt	Summary of responses		Additional Comments
How do teachers help you learn in this subject?	<p>CR - They say, 'You are really good at art.'</p> <p>AR - Find videos, clips, pictures, open books of the things we are learning about; some of the words and pictures are useful. The words tell you techniques, and there are the steps to show you how to do it.</p> <p>When people are struggling she helps us to draw – she draws on the whiteboard to show us how to start.</p> <p>AR/CR both agreed - Everyone helps each other.</p>		AR - CR was a good drawer but he didn't think he was. We helped him.
Which aspects (parts) of this subject do you enjoy and why?	AR - I like making with glue. CR- agreed		
What did you learn about last year that has helped you this year?	<p>AR - We used the oil pastels in our Frieda Kahlo work– it helped me with the art this year. You had to put pressure to make the colour dark. We have to do that with charcoal and the graphite.</p> <p>CR - When I did (drew) half of my face with Mr Lindop – he showed me how to do it (draw); this helped me with my drawing.</p> <p>FP – I've used charcoal before. We filled the pattern on our Greek pots with charcoal. Just the end like a pen.</p>		<p>AR listed things you could draw with... charcoal, chalk, oil pastel, pencil,</p> <p>Talking about charcoal.</p> <p>AR - 'Need to spray it otherwise it prints onto the next page'</p>
What does X mean? (choose specific vocabulary from planning and/or displayed in classroom)	Specific vocabulary	Meaning	AR /CR Discussed how they made a frame out of sticks and string and used Modroc.
	charcoal	It's like what is left after a fire when the wood has burnt. It's for drawing; CR - it's like a pencil and coal	
	tone	AR – When you go from dark to light or light to dark.	
	gestural drawing	AR - The lady (video) said it was like dancing. You need to spread your arm so you don't get tiny lines. Demonstrated.	
	frame	CR – A frame is something you can draw on. AR – A frame holds a photo, a picture, a painting..a frame doesn't bend.	
What have I learned? (use outcome knowledge questions at end of unit plan to point at which children have been taught)	Question	Response	
	What is charcoal?	AR – it's like ash, when wood has been burnt. It feels like what is left when a fire has burnt down	
	What is the name of the famous 'grotte' / cave in France where lots of cave paintings were discovered?	AR: Lascaux, the white lady cave and one other. CR: described how a dog had fallen down a hole; its teenage owner had followed it and found all the paintings in the cave	
	What techniques were used by 'cave artists' to create the images on the rock surface?	They used charcoal – drawn round hand; some others have used imagination;	

		some of them told stories eg about hunting animals	
	Can you show me some of the different techniques you have used with charcoal?	See photos of the children's demonstrations with graphite and charcoal. They explained how you can make light and dark lines by adding pressure – graded line; how you can smudge charcoal; thick and thin lines etc	FP – artist use charcoal on its side. You change the colour from really dark to really light; you can smudge with it. You can make pictures with it. Demonstrated making two lines with fingers coated in charcoal.
	AR: I drew 3 woolly mammoths. I drew a few circles and shaded in, like an oval. I made the legs thick as woolly mammoths have thick legs as they are covered in fur – I've tried to make the legs dark to be the fur - If you make a mistake you can always smudge it in.		AR reflected on a video she had watched – the artist used charcoal, explained how to smudge in if made a mistake. In another video, an artist used coloured paper and added details so didn't have to add as much colour. AR described a drawing of a ballerina on a bench in detail. She was able to name the artist as Edgar Degas – she said he came from France.
	FP – spoke about how he enjoyed using the charcoal. He talked the questions he was asking himself. “What happens if I press hard or light?” “I wanted to explore.” He talked about wanting to ‘dance’ with it, reflecting how one of the artists had described gestural drawing. “What if I put charcoal on different coloured paper? I think it would be really different on cream, rough paper. I think it would look nice; when it's rough there will be bumps and the charcoal might stop then go again.”		FP reflected on the artists work: they were good at it. “I tried my hardest to listen to it (video) and try and do things the same way to experiment with it (charcoal)
How do you know you have done well in a lesson?	AR – I think I've done well with this, I had to do 3 plans before I did this – I didn't think I could do it but on Modroc it was good. It was hard to draw on Modroc as it is bumpy. My teacher was impressed. CR – He pointed to his art work and said he had drawn a woolly rhino. Before I drew the woolly rhino I wanted to do the sabre toothed tiger. I didn't know how to represent to sabre toothed tiger-peaceful, hunter, attacker so lots of practicing and picked the best one – a hunted woolly rhino. I'm pleased with the art – art isn't perfect.		AR - Nobody is perfect – LWB showed me how to draw it (wooly mammoth) and gave me a few tips. BC said to CR ‘Yours looks like it is telling a story?’ AR said the cave paintings told stories or handprints. They then went on to discuss colours used and how they were made.
Do you have opportunities to read in this subject?	Yes – the books showed cave paintings – we looked at them for our framed work.		CR and AR became very animated about some of the other

		<p>pictures they had seen. They used the following vocabulary: Hunter gathers, paleolithic; pre-historic; Stone age, Bronze age, Iron age.</p> <p>They named lots of different animals</p>
What does it mean to be a artist?	<p>CR - Not to be the best but to enjoy your art.</p> <p>AR - Anything could be art – you can draw, you can make, you can look. Art is drawing, painting, it can be lots of techniques, you don't have to copy a picture.</p> <p>AR went onto describe how she had made one of her paintings at home. I flicked bristles covered in paint; I used my feet cover in purple paint.</p> <p>She went on to say - Lots of people like different art.</p> <p>My favourite technique is flicking paint with a paintbrush.</p> <p>CR – I love art; AR Art is fun</p>	
Evidence to support pupils knowing more, remembering more.	Sketch books, artwork, conversation- how they were able to include named artists, techniques, relate to history	

