

Art & Design in ITE ‘Benefits of Widening Outcomes’

All photos by Ros Steward



Developing confidence and changing attitudes

By teaching a range of skills using different materials and tools, and exploring how they can be manipulated.



Religious Education through art: ‘Exploring prayer’

After comparing the work of Damien Hirst and Ahmed Mustafa, students were asked to create their own artwork to convey their definition of prayer.

Teaching itself is a ‘creative act’ ..and relies continuously on chance meetings of idea and materials, curiosity, flexibility and adventurous thinking (Barnes : 2007:137)

Rationale

Do we, as teachers, unintentionally create negative feelings about art?

Through questioning Primary/ EY students in UWE Bristol, both UG year 1 and PGCE, in their introductory seminars, it was found that there was an element of negativity surrounding art and design, that appeared to develop particularly towards the end of Primary school and into KS3.

This issue has been acknowledged through [research](#).

Why do children develop these feelings? What can we, as teachers, do to reduce these feelings of anxiety and fear of failure? And how can we [train future teachers](#) to encourage creativity in the classroom?

When presented with a theme, students used [different thinking skills models](#) to explore possibilities and chose whether they worked collaboratively or individually.

Here are some of the outcomes, using this way of working....most of the students were totally absorbed in the activity despite initial reservations, and because the outcome had limitless outcomes, there was no pressure to ‘succeed’. Feedback suggested that confidence increased and attitudes to art became more positive..

[Workshops with children](#) held at UWE Bristol and in partnership schools embedded this innovative practice.



Exploring a theme through collaborative working: ‘Take a Seat’

Using the same starting point, students worked in groups to produce an artwork on the theme, with an extremely wide range of interpretations in an extensive variety of materials.

The prime value of the arts in education lies in the unique contributions it makes to the individual’s experience with and understanding of the world. The visual arts deal with an aspect of human consciousness that no other field touches on; the aesthetic contemplation of visual form. (Eisner 1972: 9)

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