

**Workshop : From the artists soul: Sensory Arts Days**

**National Curriculum Links**

**KS1 Art & Design** to use a range of materials creatively

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

**KS2 Art & Design**- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- To learn about great artists, architects and designers in history

**KS1 &2 Literacy**- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions

Learning objectives	Session structure	Assessment for learning
<p><b>To gain skills in observation</b></p> <p><b>To learn how to engage with art on sensory level.</b></p> <p><b>To develop vocabulary to talk about a painting or object within the collection in greater detail</b></p> <p><b>To use collected vocabulary to create a poem</b></p> <p><b>To produce a creative response inspired by a work of art or object within the museum collection</b></p> <p><b>To develop techniques in drawing/painting/sculpture</b></p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Children are introduced to a painting or object within the gallery and to the practice of ‘slow looking’</b>-a creative process that allows you to relax and focus on what you are looking at, helps develop your senses and is a way to connect with works of art.</li> </ul> <p><b>Session activities</b></p>	<p>Children will explore the chosen theme through observation, sensory activities and creative response.</p> <p>Children will come up with descriptive vocabulary</p> <p>Children will have opportunities to respond and give feedback throughout the session.</p>

<p><b>To learn a technique (slow looking) that can support mental wellbeing</b></p>	<p>Children explore paintings or objects from the museum collection, through a range of activities (activities can be adapted according to age and learning abilities)</p> <p><b>Example activities:</b></p> <p><b>Slow looking</b>-Children look quietly and carefully at the art/object, guided by the facilitator to explore colours, shape, time of day, season, people, certain areas of the picture/object / foreground/background/middle ground.</p> <p><b>Placing themselves in the picture</b>- facilitator will ask questions to stimulate discussion, children will be encouraged to use their imaginations to discuss what they can see, hear feel etc. vocabulary will be collected</p> <p><b>Roll for poetry</b>- Words and phrases created by the children are collected and written onto paper and added to a dice. Children take turns to roll the dice to create a poem inspired by the painting or object.</p> <p><b>Make a sensory scape</b>- Students will work together to recreate the picture using props. The picture should be sensory and not only include the visual narrative, but the sounds, textures, and scents as well.</p> <p><b>Individual creative response</b>- create a picture/sculpture inspired by the artwork/object using a variety of art materials</p> <p><b>Plenary</b></p> <p>Children will be asked to reflect on the slow looking activities, they'll be asked how they feel about slow looking, if it helped them notice more about the artwork/object and helped inspire them to create their own artwork. Children will have the opportunity for Q&amp;A and will be signposted to other places/ways to try slow looking??</p>	<p>There will be opportunities for Q&amp;A at the end of the session.</p>
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	Children will share the poems aloud and create their own actions to accompany.	
<b>Before your visit</b>	<b>After your visit</b>	<b>Key vocabulary</b>
<p>Visit Take One Treasure resources  <a href="https://southshieldsmuseum.org.uk/learning/family-learning-activities">https://southshieldsmuseum.org.uk/learning/family-learning-activities</a></p> <p>Visit Ways to Play resources  <a href="https://southshieldsmuseum.org.uk/learning/family-activities">https://southshieldsmuseum.org.uk/learning/family-activities</a></p>	<p>Continue your slow looking journey through Visiting Take One Treasure resources <a href="https://southshieldsmuseum.org.uk/learning/family-learning-activities">https://southshieldsmuseum.org.uk/learning/family-learning-activities</a></p> <p>And or Ways to Play resources  <a href="https://southshieldsmuseum.org.uk/learning/family-activities">https://southshieldsmuseum.org.uk/learning/family-activities</a></p> <p>Use the rolling for poetry technique to help explore other areas of the curriculum.</p>	<p>Slow looking, sensory, senses, foreground, background, middle ground, roll – for- poetry, relax,</p>