Art Tree Digital Resources Available

To purchase visit www.artdays.co.uk/arttree

All documents are in pdf format, and some are also repeated in Microsoft Word or Publisher format so they can be adapted. See Pages 4-11 for sample images.

FREE: Children's Gallery

For examples of children's artwork (all media) with covering explanations go to: www.artdays.co.uk/gallery-workshops

General

- **Pdf:** Ofsted deep dive art, craft and design support
- **Adaptable and pdf:** planning/evaluation roles overview example

For Senior Leaders

Adaptable and pdf:
- Curriculum values, content and delivery methods example
- Planning and evaluation cycle for learning
- Long-term planning yearly overview all subjects (adaptable Microsoft Word version and non-adaptable pdf version)
- Staff development with Julie Mitchell (pdf only)

CPD/ITT: staff development information sheet: for prices contact Julie Mitchell: julie@artdays.co.uk 07955 641015

For Subject Leaders

Adaptable and pdf:
- Growth/mastery co-ordination
- Health and safety document
  Disclaimer: always check against your own school health and safety policy. Julie Mitchell cannot accept responsibility for your health and safety policy decisions.
- Art, craft and design policy and development plan
- Resources list
- Staff questionnaire
- Storage labels (BIG TIME SAVER!)
- Visual resources labels
- Y1-6 yearly overview ideas document for teachers with colour and elements of meaning mastery

Pdfs only:
- Attaching mural panels to external brick walls
- Using tarpaulins safely poster
- Staff development with Julie Mitchell

CPD: staff development information sheet: for prices contact Julie Mitchell: julie@artdays.co.uk 07955 641015

For Class Teachers

Adaptable (and pdfs):
- Mind map sheet
- Half term class learning journey overview template
- Half term learning activity plan template
- Teacher-child evaluation slips for sketchbooks: Y1-2, Y3-4, Y5-6
- Teacher end of activity self-evaluation
- End of year report

Pdfs only – for each Medium:
- Creative practice/practitioners
- Key vocabulary table
- Growth/mastery tables Y1-6 (arranged in two sets: each medium Y1-6, each year group all media)

Pdfs only:
- Adult artists inspired by children's art and famous child artists
- Class Teacher Quick Checklist *(Activity Plan, Do, Evaluate, Gather Evidence of, Report)*
- Colour mastery table
- Elements of meaning growth/mastery table
- Elements of meaning: suggested questions and creative practice/practitioners
- Potted history of Western art
- Project titles to ignite learning fires
- The Forest: cross-curricular links to the Art Tree with creative practitioner examples
- Visual elements: creative practice/practitioners
- Why wings ideas – motivating children

For Children and Class Work

Adaptable (and pdfs):
- Child self-evaluations for sketchbooks: Y1-2, Y3-4, Y5-6
- Sketchbook name label

Pdfs only - plus:
- Art shirts/kits
- Art Tree poster
- Colour wheel
- Colour: neutrals
- Common brush types and brush care
- Creative process: making a 'cuppa'!
- Democracy, leadership and teamwork poster
- Digital feeling poster
- Elements of meaning poster
- Message for children (A3 size)
- Mosaic making idea
- Page protector
- Pencil types
- Perspective
- Printing types and pattern repeats
- Relief
- Space, form and meaning
- Types of digital media
- Types of drawing
- Types of painting
- Types of stitches, embellishments, fastenings and techniques
- Using drawing grids, sample grids
- Viewfinders: square and rectangle
- Viewpoints in sculpture
- Visual elements poster

NB: Posters are created in A4 size proportions and can be printed by you any size you have the facilities for.

ART TREE DIGITAL RESOURCES

ABOUT

Welcome to the Art Tree Family! These digital resources are available for purchase directly from Julie Mitchell by individual schools that have purchased The Art Tree Subject Leaders' Essential Guide (with or without the companion Key Stage 1/Key Stage 2 books). They relate to/reference, and are for use in conjunction with, the content of the Art Tree book(s), particularly the Subject Leaders' Essential Guide. You are very welcome to show the Art Tree to colleagues who are yet to purchase! Please send them to www.artdays.co.uk/arttree for more information.

TERMS AND CONDITIONS OF USE

- If you have purchased the digital resources as well as the books, the digital resources will only be released to you once the books have been safely delivered. Requesting your digital resources confirms your satisfaction with the books.
- The digital resources are uploaded to WeTransfer (online file-sharing site) from a computer which has up-to-date software protection constantly running against viruses and threats. WeTransfer email them to you.
- No refunds will be given for the digital resources and books once the digital resources have been downloaded by the customer. The exception here would be if the digital resources are found to be faulty, for which the customer must provide proof. Replacements can be resent accordingly. *See refunds, returns, exchange: www.artdays.co.uk/arttreeshop/rred*

ACCESS

Once purchased from www.artdays.co.uk, the digital resources will be sent to the **headteacher's school email** via WeTransfer (online file-sharing website) after you have received the Art Tree Book(s) that you have already purchased. WeTransfer gives you 7 days to download them. From an official school email address, just email Julie Mitchell with the headteacher's email address and the release code on the delivery note at: julie@artdays.co.uk. You are strongly advised to keep an unaltered master copy of the digital resources separately on your school data system as a backup just in case you lose them, or they become permanently altered or damaged in any way. An administration charge of £30 will be applied if replacements have to be sent.

Please let your staff know: IN PURCHASING THE ART TREE DIGITAL RESOURCES YOU ARE AGREEING TO:

1. Use them solely for your teaching staff (including teaching assistants, learning mentors, SENCos, SENDCos. etc.), pupils and governors. External peripatetic/supply teaching staff may use them in your school but must not give any copies via any means to those outside of your school.
2. Not give them to those yet to purchase – via any means.
3. Not use them to provide CPD (continual professional development)/ITT (initial teacher training)/other training for anyone other than the individual schools' own governors, teaching staff and/or student teachers/teaching assistants.

Please let your staff know: WHAT'S OK TO SHARE ON YOUR SCHOOL WEBSITE

If you wish to share your own bespoke art and design policy and development plan, and art and design bespoke curriculum, based on the use of the Art Tree books and digital resources, please do so (i.e. pages 269, 272, 275 and 277 of the Subject Leaders' Essential Guide, and see 4, 5, 6 on this document for examples). However, all other digital resources must not be shared on the school website or other public platforms (e.g. social media). This is particularly true of the 2023 year group media growth mastery tables which appear in the books and digital resources.

PINTEREST BOARD ACCESS

If you have purchased the Subject Leaders' Essential Guide and digital resources, you are eligible to access my secret Pinterest board showing examples of all the 550+ creative practitioners listed in the Art Tree book. All you need to do is send me your name, job role, email, school name and address, plus a super-quick short quotable feedback sentence on the book and/or digital resources, and I will sign you up (to one email address only) and send you the occasional email about my work (you can unsubscribe if you so wish). Email me at: julie@artdays.co.uk   Many thanks!

In General & For Senior Leaders

OK to put your adapted version on school website

For Subject Leaders

Resources and Equipment
Help! We need some more . . .

Resources and Equipment

Making Marks
Drawing Kit — Included:15-20 drawing pencils, 1 pencil sharpener with pot, 1 rubber

Printing
Rollers

Making Marks
Fine Work Acrylic Brushes

Textiles
Fabric

Display
Frieze Paper

White Card - Good for p...

Coloured tiss...
Good for collage, printing, small 3D wor...

Ancient Egypt	Ancient Greece	Catherine Nolin	Celtic
Ancient Rome	Architecture	Christmas	Christopher Columbus
Art Deco	Art Nouveau	Cubism	Curriculum Subjects
Australia	Bayeux Tapestry	Dragons	English Civil War
Birds	Bridges	Faces	Fairy Tales Myths Legends
Canals	Cari...		
Caricatures	Cartoons	Flowers	Food

Attaching Large Panels as Murals to Brick Walls

Cross section of outdoor mural on brick wall

Attach to walls with vertical battens at sides and along the centre back. Use a horizontal batten at the top edge and none at the bottom so air can circulate around the building. You may want to add outdoor claw sealant to the edges/joints to increase waterproofing. Attach a drip bead along the top edge and cover up with lead-alternative flashing so water is kept away from the mural-panel once a year to increase longevity.

Disclaimer
Always take the advice of your site manager/other buildings professional first before attempting to attach mural panels to buildings. This information (including the diagram opposite) is a guide only and it is a school's responsibility to ensure the safety, protection, and longevity of buildings.

Art Days: Go Large!

2 Tarpaulin Sheets (5m x 9m each)

Tarpaulin Sheets for Art Days in halls. Not for floors! Keep one side clean at all times.

Warning: clean up wet spills STRAIGHT away. They can sometimes soak through a little, especially inks (which stain floors). Use 'gluing sheets' or 'print-stations' (old sugar paper or newspaper) to do ... stuff on.

Fasten down with WIDE ... pulling taut as you ... to keep as flat as possible. Alwa... with your buildi... maintenance officer first before ... the floors.

Approx. 25cm pieces with gaps in between

Long piece down centre to join the two tarps for a big hall

Please don't tape us! They come loose!

Staff Development with Julie Mitchell: artdays.co.uk

Themed CPD with Progression Y1-6

Art, Craft and Design
and Design Technology

Each subject ...

Art, Craft and Design
Sketchbooks, Drawing, Painting, Printing, Sculpture, Digital Media

Design Technology
Construction, Mechanisms/Mechanical Systems, Electrical Systems in Products",
Textile Design, Program/Monitor/Control.

Timings

Subject leaders hosted at one local school

Art, Craft and Design Policy including a Development Plan

When putting together your school's art, craft and design policy, think about including the following:

WHY? Ethos:
- How the subject is situated within the school's core curriculum values.
- Making the case for the subject and what cultural capital you want children to gain from it both now and in the future.

WHAT? Curriculum:
- The school curriculum (including the national curriculum for art, craft and design), with points of relevance for your particular local school children.
- Your art, craft and design aims and objectives by key stage and, if possible, by year group.
- Cross-curricular links between art, craft and design and other subjects.

HOW? Methods:
- How you approach pedagogy regarding teaching approach/style, planning, progression, evaluation, and reporting including differentiation, SEND/EAL, equal opportunities, loveable.
- How you support the creative process: generating ideas, making, knowledge about media, visual elements and elements of meaning, Schemes of work to stimulate text straangel ideas may be included here.
- Resources/equipment: inventory and locations.
- Health and safety (refer here to school's overall policy too).

WHO? List and describe roles:
- Subject leader
- Supporting Teaching Assistant

- Parent helpers?
- Child 'Super CATs' (art, craft and design champions [28])
- Visiting creative practitioners

WHEN?
- Timetabling scope for the subject, flexibility and time-blocking advised.
- Timetabling co-ordination for texture work, sculpture and digital media [27A].
- Art, craft and design club.

WHERE?
- Creating Galleries: public spaces for art, craft and design in school [281, 284-291, 314-315].
- Digital galleries for the subject
- External galleries for work to be exhibited
- Visits to galleries and museums.

WHAT NEXT? A development plan:
- Identified areas of improvement by senior leadership team, subject leader, staff, children and interested others (e.g. parents/community helpers/governors).
- Copy of staff questionnaire/feedback.
- Plan to implement improvements with assigned implementers, deadlines and costings.
- Funding to implement improvements.
- Time given to subject leader/others to make changes.
- Providing in-house CPD: sharing ideas, videoing demonstrations, presenting professional CPD (the author can help here).
- Review of implementation once complete and decisions on next steps.

Resources

General
- Large tarpaulin sheets (5' x 9')
- Visual resources for starting points
- Viewfinders
- Page protectors
- Tables/area to house resources
- Plastic covers for tables
- An old bucket
- Workstation containers, e.g. margarine tubs, mushroom tubs
- Rolls of new WIDE masking tape to fasten down tarpaulins for art days
- Several bin bags
- Reams of paper towels
- Large paper stemmer
- Drying rack

Surfaces
- Eco black/coloured border rolls
- Eco frieze paper roll
- Recycled A2 black card
- A1 ... coloured display mountboard
- ...
- Tiss...
- Cannis...
- Construct...
- white card (10s...
- dull on the si...
- A4/A3 white card...
- Paper store to fit up to...

Mark-Making s
- Drawing pencils (e.g. 6B, 4B, 2B,...
- Graphite sticks
- Drawing kit boxes (B 'Really Useful' Boxes approx. 14 for a class or so of 250 children with one class using them at a time)
- Erasers
- Pencil sharpeners

Sharper thick/thin black waterproof pens (as low colour as I can find)
- Soft pastels
- Oil pastels
- ... gold/silver markers

Mark-Making: Wet
- Pearlised/flu...
- Printing inks...
- Sponge rollers and...
- Ink stamps and ink...
- ...

Making
- ...coloured marbling inks
- Press print (lino)...
- Printing inks – mix...
- Brilliant red, ...
- Fluores... mix pai...
- Brother...
- Paper p... ... our colour mixing

Texture Work (also see 'free stuff')
- 100% white calico fabric
- Textile pens
- ... beads
- ... beads
- ... beads
- ...

Health and Safety

General
- ... that is low odour
- Use ... supporting bigger areas

Policy and App...
- Be familiar wi... ... th and safety policy
- Know where the fi... ... rs and who the designated first aide...
- Children engaged in art activities should always be supervised by adults.
- Without being fearful, children need to be aware of, and respect people working around them, as well as furniture, carpets, etc.
- Demonstrate every skill before letting the children are grasping them
- Teaching assistants and CATs to help you

Tarpaulins
- Buy good quality, thicker type
- When putting out on tall floors, follow the guidance on diagram on page 178
- Tarpaulins can become worn - avoiding wet media to seep on to the floor below.
- As a precaution when doing wet work, make sure you lay lots of newspapers underneath the work to prevent seepage on to the hall floor: any seepages must be dried immediately from the tarpaulin - also check half floor beneath and wash/dry any spills

Surfaces
Floor
- Use builders' tarpaulin to cover the whole floor area
- Only walk on non-slippery surfaces.
- If children are working on the floor, take care they do not bang their heads or catch their eyes on sharp table edges nearby

Paper
- Paper cuts to fingers, hands and mouths can occur - use first aid kit to treat
- Store paper and card in paper store
- Take care of your back when lifting heavy items

Scissors
- Use children's round-ended safety scissors
- Carry around and pass to others with the scissors in a closed position holding the blades of the scissors in the hand
- Store blades side down in a scissor box
- Take care scissors are not used for cutting hair, or being used as weapons, or being placed in the mouth
- Tuff-kut (paramedic) scissors are for cutting thicker card and wire and should be used by adults

Storage
- Keep floors of storage rooms clear
- Do not pile up heavy goods precariously
- Label things well
- No children allowed in storerooms, which should be locked when not in use

- Storerooms should be well lit by electric lighting
- Keep sharps out of children's reach in sealed, labelled containers

Drawing
- Low odour marker pens/mark-making can only be used in ventilated rooms
- Do not draw on skin, furniture, carpets or walls

Staff Questionnaire Teaching Art, Craft and Design

This is a non-judgement questionnaire to help me find out how to support you in teaching this subject.

So please as be honest as you can! Name: ___ Year Group: ___ Number of years qualified: ___

Please return to:

1. Are you interested in art, craft and design? 0 = Not interested at all 10 = Fascinated! Love it
   No chance taken if it is zero)
   0 1 2 3 4 5 6 7 8 9 10

2. What qualifications do you have in art, craft and design if any?

3. How much art, craft and design training did you have in your teaching degree/PGCE?

4. How much professional development in art, craft and design have you had since qualifying and in what?

5. How would you rate your experience of learning art, craft and design when you were school age?
   0 = Terrible 10 = Fantastic
   0 1 2 3 4 5 6 7 8 9 10

6. Why did you give your experience this rating?

7. How confident are you teaching art, craft and design? 0 = No confidence 10 = Full of confidence
   0 1 2 3 4 5 6 7 8 9 10

8. Do you think there is a correlation between your own learning experience of, and your teaching confidence in, art, craft and design?

9. Which media are you least confident in? Please highlight/circle the media (or part of it):
   Drawing Painting Printing Texture Work (Textile Art, Craft, Collage, Mosaic)
   Sculpture (including Soil Modelling, Ceramics and Architecture)
   Digital Media (Imaging, Digital Sculpture (CAD CO), Photography, Film, Video, PowerPoint, Stop Animation)

10. Would you like some professional development in the subject? What would you like me to help with?

Growth/Mastery Co-ordination

Year 1 Year 3 Year 4 Year 5 Year 6

The Art Tree growth/mast... drawing, painting and printing do not need subject leader co-ordination in order to ensure... ... of content. However, texture... Please see the subject lea... ... at the top of each below o...

- Texture Work (textile...
- Sculpture (with ceramics...
- Digital Media (imaging/Photo... ... Years 1-6 [213-22...

NB: For information about mixing media and multimedia, see below. Mixed media on... document per half term/learning activity: the one which belongs to the medium you are mainly focus... on.

Building Your Confidence

If you want to build confidence in the use of media and it is practical for you to do so (if resources allowed, I suggest teaching the six main branches of media in this order:

1. Drawing
2. Painting
3. Printing
4. Texture Work
5. Sculpture/Ceramics
6. Digital Media

... son for this is as follows:
... who lead children) are generally most confident with drawing (2D), so when teaching, start ... ou are most confident. Painting (2D) is a form of drawing using wet media, so it builds on your ... dence in drawing. Printing (2D) continues to use wet media and is still a form of 'mark-making', so ... builds on your confidence in painting. Printing uses more materials and tools than painting, and is ... therefore a great springboard into texture work, which also uses more tools and materials. We are now ... beginning slowly to move away from 2D into 3D, as texture work is not completely flat, and can indeed be ... totally 3D. From here we move boldly(!) into sculpture: full 3D with lots of materials, tools and techniques. ... Finally, we use all that confidence and knowledge and inject it into digital media, which uses drawing, ... painting, printing, texture work and sculpture in digital form which can sometimes be translated from ... 'real world' forms, e.g. 3D printing.

Mixed Media – Multimedia

'Mixed media' is where two or more art, craft and design media or materials are combined to create ... artwork (e.g. drawing and collage; or glue, paper, paint, card and string). 'Multimedia' is where ... are made "from a range of materials and include an electronic element such as audio or video.

Above: drawing and painting focus with some drawing and ...

Above: weaving focus with some drawing and ...

Subject Leaders Tip
If you look at the planning ideas to ensure mastery in media over the primary years, please look at idea 2 on page 3 of this document which uses this confidence-building model. It may be that at a school you could only do this once, but if you are all a little bit wobbly and unsure, and if resources and careful timings are in place, it may be a good place to start.

Not Following a Six Projects per Six Half Term Model?
Some schools use five seven-week themes/projects spread across six half terms. If you are doing this, it ... might be an idea to combine drawing and painting as the focus of use of those half terms and use these two ... growth/mastery sheets instead one just once.
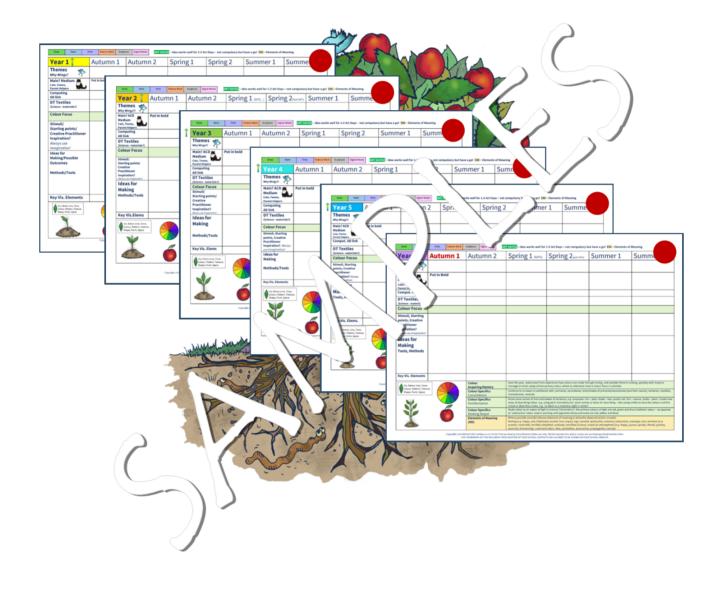
Ensuring Mastery in Media: Whole School Year Plan

Remember that in focusing on one medium per half term, mixing media should still be allowed so as so not to stifle creativity [57-58]. Refer only to the focus medium's mastery document.

Idea 1: Every year group doing a different medium this year with no cross-overs

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Drawing	Painting	Printing	Texture Work	Sculpture	Digital Media
2	Digital Media	Drawing	Painting	Printing	Texture Work	Sculpture
3	Sculpture	Digital Media	Drawing	Painting	Printing	Texture Work
4	Texture Work	Sculpture	Digital Media	Drawing	Painting	Printing
5	Printing	Texture Work	Sculpture	Digital Media	Drawing	Painting
6	Painting	Printing	Texture Work	Sculpture	Digital Media	Drawing

Pros: All media are being covered each half term; allows for leaders/OFSTED/others to observe. No double resources.
Cons: Seeing the progression year by year of each medium each half term is not possible.

Idea 2: Every year group doing the same medium each half term: A confidence-building model [58]

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Drawing	Painting	Printing	Texture Work	Sculpture	Digital Media
2	Drawing	Painting	Printing	Texture Work	Sculpture	Digital Media
3	Drawing	Painting	Printing	Texture Work	Sculpture	Digital Media
4	Drawing	Painting	Printing	Texture Work	Sculpture	Digital Media
5	Drawing	Painting	Printing	Texture Work	Sculpture	Digital Media
6	Drawing	Painting	Printing	Texture Work	Sculpture	Digital Media

Pros: Seeing the progression year by year of each medium each half term is illuminating. This is a great way to build staff confidence.
Cons: Leaders/OFSTED/other teachers can see one medium being covered each half term.
Resourcing maybe an issue: timetabling will be critical and therefore restrictive.

Idea 3: Random choice of media: as long as all are covered over the year by each year group

(table)

Idea 4: Alternating, merging or complementing half terms with design technology
NB: Make sure extra time is given if merging two subjects

(table)

Pros: More time can be spent on learning activities by merging subjects together where possible.
Cons: Leaders/OFSTED/other teachers need to be aware if it is okay to observe ... Careful planning is needed.

For Subject Leaders

OK to put your adapted version on school website

For Class Teachers

Mind Map

Theme Title — Year 4 Learning Journey: Autumn Term 1 2021

Half Term Learning Activity Plan Template

Art, Craft and Design Teacher Self-Evaluation Slip

Idea 1: End of Year Report Example

Y1-6 included

**Teacher feedback slips for sketch books
Y1-6 included, easy and harder versions**

A set of all media grouped together for each year group

Drawing - Year 1 Growth/Mastery Guide 2023

Drawing Key Vocabulary

Drawing Starting Points/Stimuli: Creative Practitioners/Other

A set of each media grouped Y1-6 with key vocab and creative practitioners

SAMPLES

For Class Teachers

Y1-6 covered

All subjects covered

SAMPLE

For Children & Class Work

Textiles, Craft: Examples of Techniques: Teams of Year 2 and 6

Examples in Felt of Stitches, Embellishments, and Fastenings

Mosaic: Idea for Making

Some Printing Pattern Repeats

Painting: Some Types and Applications

Common Brush Types for Primary

Using a Grid to Aid Secondary Observational Drawing if Desired

Pencil Types

4 pages of different grids included

Types of Digital Media

Drawing: Types and Applications (NB Drawings often coloured once drawn)

Perspective

One Vanishing Point (One-Point Perspective)

Two Vanishing Points (Two-Point Perspective)

Space, Form and Meaning

Bas-relief and High Relief

Viewpoints

Side View

Three Quarter View

Front View

Back View

View From Below

View From Above (Aerial View)

Cross section (of kiwi fruit)

Art Shirts/Kits

For Children & Class Work

Sketch book name labels
6 pages of different designs

Children's self-evaluations
Y1-2, Y3-4, Y5-6
included