Celf/Art: BA2

Aims:

- To develop your understanding of delivering visual art in the Primary school classroom

Amcanion:

- Datblygu eich dealltwriaeth o gyflwyno celf weledol yn ystafell ddosbarth yr ysgol gynradd.

Challenge/Her

What did you notice?

Beth sylwaist ti?

Jean de Dinteville and Georges de Selve ('The Ambassadors'), Hans Holbein the younger (c.1497–1543). Image credit: The National Gallery, London

What did you notice this time?
Beth sylwaist di'r tro hwn?

The Superpower of Looking

- Close-looking at artworks transforms visual literacy skills
- Discussion-based learning develops oracy and ability to **communicate effectively**
- Supporting students to critically observe, **analyse** and **question** visual media
- Increase students' confidence to use discipline-specific language
- Supporting students' creative agency and decision making in their own artworks
- A wide range of artworks increases **knowledge about their own culture** and **respect for others as members of a diverse society**
- New for 2025: bilingual resources; focus on Welsh artworks

Pwerdy Ceunant, Mary Lloyd Jones (b.1934). © the artist. Image credit: By permission of Amgueddfa Cymru – Museum Wales

Archbŵer yr Edrychiad

Pwerdy Ceunant, Mary Lloyd Jones (b.1934). © the artist. Image credit: By permission of Amgueddfa Cymru – Museum Wales

- **Edrych yn fanwl ar weithiau celf** yn trawsnewid sgiliau **llythrennedd gweledol**
- Mae **dysgu ar sail trafodaeth** yn datblygu **llafaredd** a'r gallu i **gyfathrebu'n effeithiol**
- **Cefnogi disgyblion** i arsylwi'n feirniadol, **dadansoddi** ac **holi** cyfryngau gweledol
- **Cynyddu hyder disgyblion** i ddefnyddio **iaith benodol i'r ddisgyblaeth**
- **Cefnogi asiantaeth greadigol disgyblion** a'u **gwneud penderfyniadau** yn eu **gweithiau celf eu hunain**
- Mae **amrywiaeth eang o weithiau celf** yn cynyddu **gwybodaeth am eu diwylliant eu hunain** ac yn **meithrin parch tuag at eraill** fel aelodau o **gymdeithas amrywiol**
- **Newydd ar gyfer 2025: adnoddau dwyieithog**; **ffocws ar weithiau celf Cymreig**

Why are skills in visual literacy important to teach?

Pam mae sgiliau mewn llythrennedd gweledol yn bwysig i’w dysgu?

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Progression step 1	Progression step 2	Progression step 3
I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.	I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.	I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience. I can explore the effects that a range of creative techniques, materials, processes, resources, tools and technologies have on my own and others' creative work.
I can ask questions to discover how creative work is made.	I can explore how and why creative work is made by asking questions and developing my own answers.	I can explore how creative work can represent, document, share and celebrate personal, social and cultural identities.
I am beginning to explore ideas, feelings and moods in a variety of creative work.	I can explore and describe how artists and creative work communicate mood, feelings and ideas.	I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience.

Mae archwilio'r celfyddydau mynegiannol yn hanfodol er mwyn dyfnhau sgiliau a gwybodaeth gelfyddydol, ac mae'n galluogi dysgwyr i ddod yn unigolion chwilfrydig a chreadigol.

Cam cynnydd 1	Cam cynnydd 2	Cam cynnydd 3
Rwy'n gallu archwilio ac arbrofi gydag amrywiaeth o dechnegau, deunyddiau, prosesau, adnoddau, offer a thechnolegau creadigol.	Rwy'n gallu archwilio, arbrofi gyda, ac yna ddewis technegau, dulliau, deunyddiau, prosesau, adnoddau, offer a thechnolegau creadigol priodol.	Rwy'n gallu archwilio ac arbrofi'n annibynnol, a dangos rheolaeth dechnegol gydag ystod o ddeunyddiau, prosesau, adnoddau, offer a thechnolegau creadigol gan ddangos arloesedd a gwydnwch. Rwy'n gallu archwilio'r effeithiau mae ystod o dechnegau, deunyddiau, prosesau, adnoddau, offer a thechnolegau creadigol yn eu cael ar fy ngwaith creadigol fy hun ac eraill.
Rwy'n gallu gofyn cwestiynau i ganfod sut y caiff gwaith creadigol ei wneud.	Rwy'n gallu archwilio pam a sut y caiff gwaith creadigol ei wneud trwy ofyn cwestiynau a datblygu fy atebion fy hun.	Rwy'n gallu archwilio sut y gall gwaith creadigol gynrychioli, cofnodi, rhannu a dathlu hunaniaethau personol, cymdeithasol a diwylliannol.
Rwy'n dechrau archwilio syniadau, teimladau a gwahanol naws mewn amrywiaeth o waith creadigol.	Rwy'n gallu archwilio a disgrifio sut mae artistiaid a gwaith creadigol yn cyfleu gwahanol naws, teimladau a syniadau.	Rwy'n gallu archwilio a disgrifio sut mae artistiaid a gwaith creadigol yn cyfleu gwahanol naws a syniadau, a'r effaith maen nhw'n ei chael ar gynulleidfa.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Progression step 1	Progression step 2	Progression step 3
I can listen to and respond to views about my own creative work and that of others.	I can give and accept feedback as both artist and audience.	I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.
I am beginning to compare my own creative work to the creative work of others.	I can compare my own creative work to creative work by other people and from other places and times.	I can apply knowledge and understanding of context, and make connections between my own creative work and creative work by other people and from other places and times.
I am beginning to talk about my moods and emotions and use these to impact upon my creative work.	I can consider, with guidance, how moods, emotions and ideas are communicated both in my own creative work and in the creative work of others.	I can reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work.

Mae ymateb a myfyrio, fel artist ac fel cynulleidfa, yn rhan hanfodol o ddysgu yn y celfyddydau mynegiannol.

Cam cynnydd 1	Cam cynnydd 2	Cam cynnydd 3
Rwy'n gallu gwrando ar eraill yn mynegi barn ar fy ngwaith creadigol fy hun a gwaith creadigol pobl eraill ac ymateb iddyn nhw.	Rwy'n gallu rhoi a derbyn adborth fel artist ac fel cynulleidfa.	Rwy'n gallu rhoi ac ystyried adborth adeiladol am fy ngwaith creadigol fy hun a gwaith creadigol pobl eraill, gan fyfyrio arno a'i wella yn ôl y gofyn.
Rwy'n dechrau cymharu fy ngwaith creadigol gyda gwaith creadigol pobl eraill.	Rwy'n gallu cymharu fy ngwaith creadigol fy hun gyda gwaith creadigol pobl eraill, ac o leoedd a chyfnodau gwahanol.	Rwy'n gallu cymhwyso gwybodaeth a dealltwriaeth o gyd-destun, a gwneud cysylltiadau rhwng fy ngwaith creadigol fy hun a gwaith creadigol pobl eraill, ac o leoedd a chyfnodau gwahanol.
Rwy'n dechrau siarad am fy hwyliau a'm hemosiynau, a defnyddio'r rhain i ddylanwadu ar fy ngwaith creadigol.	Gydag arweiniad, rwy'n gallu ystyried y ffordd y caiff hwyliau, emosiynau a syniadau eu cyfleu yn fy ngwaith creadigol fy hun ac yng ngwaith creadigol pobl eraill.	Rwy'n gallu myfyrio ar y ffordd y mae artistiaid wedi llwyddo i greu effeithiau neu gyfleu hwyliau, emosiynau a syniadau yn eu gwaith.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Progression step 1	Progression step 2	Progression step 3
I can communicate my ideas, feelings and memories in my creative work.	I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work.	I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.
I can imitate established artistic techniques in the creation of my own work.	I am beginning to apply techniques in my creative work with guidance and direction.	I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.
I am beginning to design my own creative work.	I can create my own designs and work collaboratively with others to develop creative ideas.	I can draw upon my design knowledge and make connections with greater independence to modify and develop my creative designs.
I can share my creative work.	I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.	I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.
	I am beginning to demonstrate resilience and flexibility in approaching creative challenges.	I can identify and respond creatively to challenges with resilience and flexibility.

Mae creu yn cyfuno sgiliau a gwybodaeth, gan dynnu ar y synhwyrau, ysbrydoliaeth a'r dychymyg.

Cam cynnydd 1	Cam cynnydd 2	Cam cynnydd 3
Rwy'n gallu mynegi fy syniadau, teimladau ac atgofion yn fy ngwaith creadigol.	Rwy'n gallu cyfleu syniadau, teimladau ac atgofion ar gyfer cynulleidfa ac ar gyfer dibenion a chanlyniadau yn fy ngwaith creadigol.	Rwy'n gallu cyfuno fy ngwybodaeth, profiad a dealltwriaeth i gynllunio a chyfleu fy ngwaith creadigol ar gyfer ystod o gynulleidfaoedd, dibenion a chanlyniadau.
Rwy'n gallu efelychu technegau artistig cydnabyddedig wrth greu fy ngwaith fy hun.	Rwy'n dechrau cymhwyso technegau yn fy ngwaith creadigol gydag arweiniad a chyfarwyddyd.	Rwy'n gallu defnyddio ystod o dechnegau penodol i'r ddisgyblaeth sy'n gyfarwydd i mi, yn fy ngwaith creadigol.
Rwy'n dechrau dylunio fy ngwaith creadigol fy hun.	Rwy'n gallu creu fy nyluniadau fy hun, ac rwy'n gallu gweithio ar y cyd gydag eraill i ddatblygu syniadau creadigol.	Rwy'n gallu defnyddio fy ngwybodaeth ddylunio a gwneud cysylltiadau gydag annibyniaeth gynyddol er mwyn addasu a datblygu fy nyluniadau creadigol.
Rwy'n gallu rhannu fy ngwaith creadigol.	Rwy'n gallu perfformio, cynhyrchu, dylunio, arddangos a rhannu fy ngwaith creadigol mewn amrywiaeth o ffyrdd ar gyfer cynulleidfaoedd gwahanol, a hyn wedi'i ysbrydoli gan ystod o sbardunau a phrofiadau.	Rwy'n gallu perfformio, cynhyrchu, dylunio, arddangos a rhannu fy ngwaith creadigol mewn cyd-destunau ffurfiol ac anffurfiol, gan ystyried effaith fy ngwaith creadigol ar y gynulleidfa.
	Rwy'n dechrau dangos gwydnwch a hyblygrwydd wrth fynd i'r afael â heriau creadigol.	Rwy'n gallu adnabod ac ymateb yn greadigol i heriau, a gwneud hyn gyda gwydnwch a hyblygrwydd.

[Art UK | Learn The Superpower of Looking]

Further reading

Short read

Susan Ogier, Visual literacy: the art of noticing
https://artuk.org/discover/stories/visual-literacy-the-art-of-noticing

Longer read

Ben Goldstein, Visual literacy in English language teaching
https://www.cambridge.org/cn/files/7015/7488/7845/CambridgePapersInELT_VisualLiteracy_2016_ONLINE.pdf

Shari Tischman, Artful thinking: stronger thinking and learning through the power of art
https://pz.harvard.edu/sites/default/files/ArtfulThinkingFinalReport-1.pdf

Watch

Amy Herman, A lesson on looking
https://www.ted.com/talks/amy_herman_a_lesson_on_looking?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Check out the Superpower of Looking resources

Teacher Champion Scheme

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ART UK | Freelands Foundation