

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



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

Archbŵer yr Edrychiad

- 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



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

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 gwrandao 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 fyfyrto 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 leiaedd 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 leiaedd 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 cyflew 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.

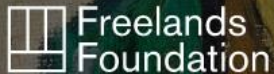
Cam cynnydd 1	Cam cynnydd 2	Cam cynnydd 3
Rwy'n gallu mynegi fy syniadau, teimladau ac atgofion yn fy ngwaith creadigol.	Rwy'n gallu cyfleu syniadau, teimladau ac atgofion ar gyfer cynulleidfda ac ar gyfer dibenion a chanlyniadau yn fy ngwaith creadigol.	Rwy'n gallu cyfuno fy ngwybodaeth, profiad a dealltwriaeth 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 gynulleidfda.
	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.



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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

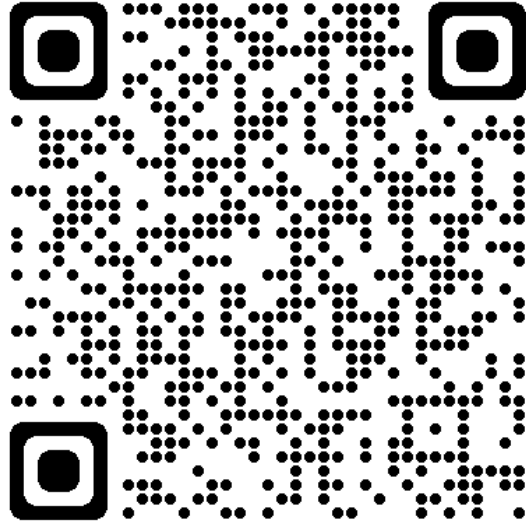
<https://pz.harvard.edu/sites/default/files/ArtfulThinkingFinalReport-1.pdf>

Watch

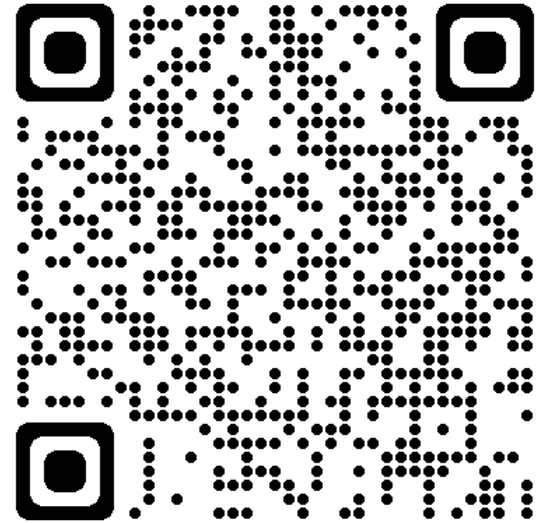
Amy Herman, A lesson on looking

https://www.ted.com/talks/amy_herman_a_lesson_on_looking?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

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