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Expressive Arts 3

*Bringing it all
together*



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Contents / Cynnwys



Creativity in action



Cross-curricular planning



Expressive Arts lessons



AfL: Assessment *FOR* Learning & Assessment *OF* Learning

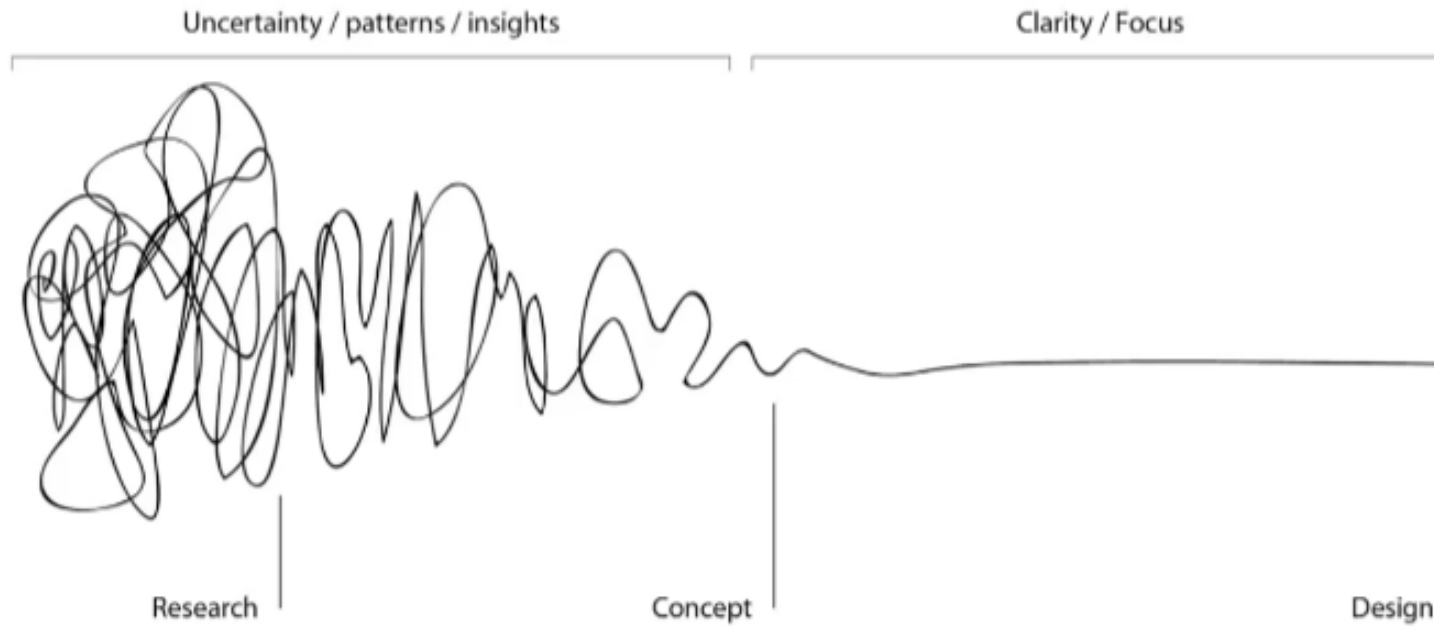


Class Management



Any Questions?

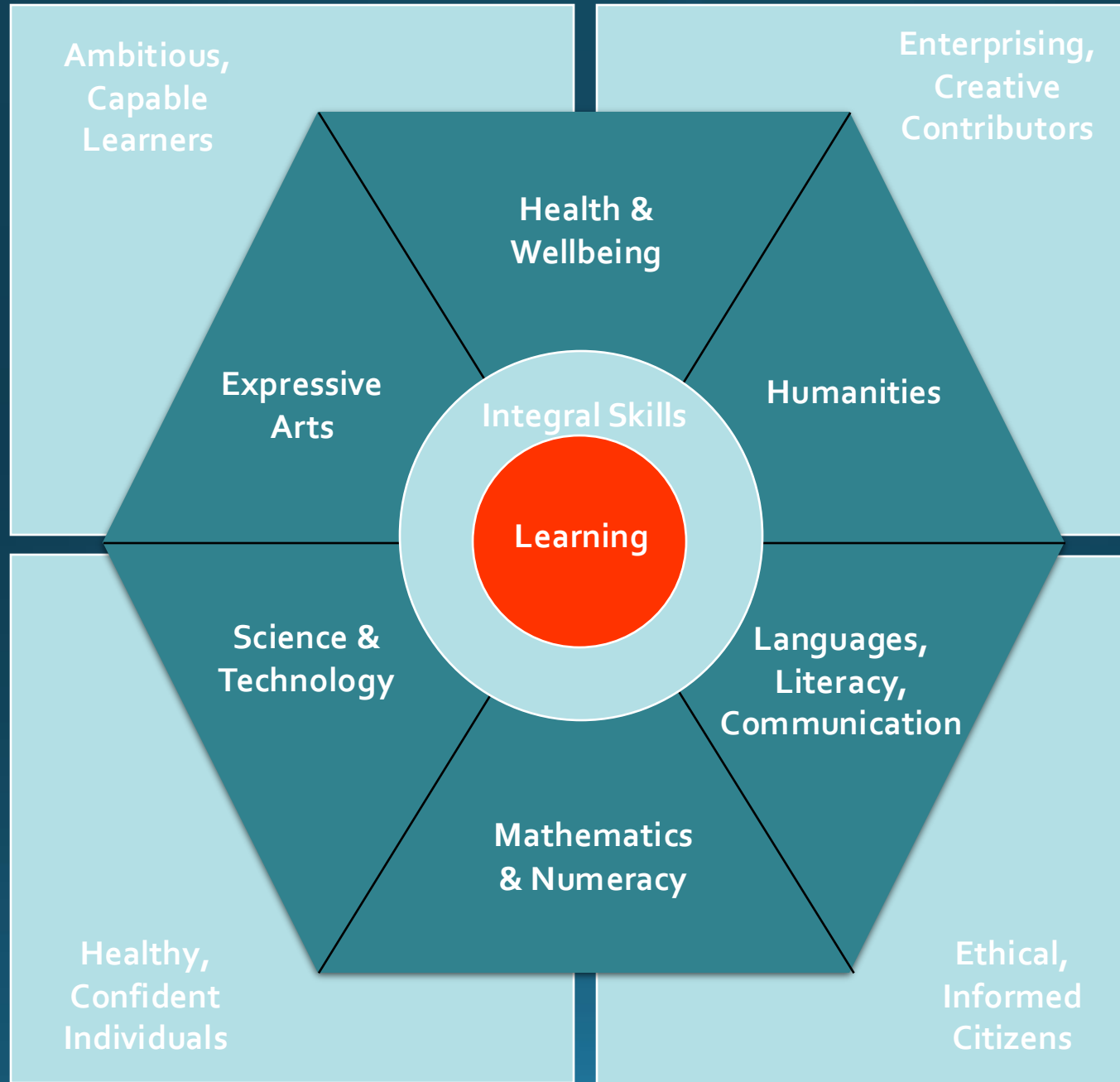
Creativity in action...?



Process of Design Squiggle by Damien Newman

An Integrated
Approach to
Learning and
Teaching...

Cross-
Curricular
Planning



Skills integral to the Four Purposes

- Creativity and innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organisation

Mandatory cross-curricular skills

- Literacy
- Numeracy
- Digital Competence

Statements of What Matters

Principles of Progression

Your turn...

Expressive Arts Cross-curricular Ideas.pptx

The Celts

My
Community

Divali

World War 2

Islam

The Fire of
London

Water

Living
Things

Toys

Electricity

Hanukkah

Christianity

The Tudors

Houses

Romans

Forces

Patagonia

Pollution

Poetry

Sound and
Light

Maps and
Mapping

Mabinogion

Cynefin

Christmas

Egyptians

Chinese
New Year

Victorians

Plants

Materials

Black
History

Transport

My Body

Healthy
me

The
Environment

Wales

Celebrations

Myths and
Legends

Rainforests

Now think about planning
an actual Expressive Arts
lesson...



Disciplines	What's the focus?	Where's the learning?	Teaching idea?	Steps? Timings?	Games?	Plan B?
Art						
Dance						
Drama						
Film & Digital Media						
Music						

AfL

- Assessment *of* Learning or Assessment *for* Learning?
- Which is it?
- What the purpose of the assessment?
- Who is it for? Who is going to benefit by it?

4. Descriptions of learning

[Descriptions of learning - Hwb \(gov.wales\)](https://gov.wales/hwb/learning-descriptions)

4. Descriptions of learning

Descriptions of learning provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. [Learn more about descriptions of learning.](#)

[Expand all](#) [Close all](#)

- **Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.**
- **Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.**
- **Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.**

Classroom Management...

Classroom management is not about having the right rules...
... it's about having the right relationships.

when little people
are overwhelmed by
big emotions, it's our job
to share our calm,
not to join their chaos.
-L.V. Knost

IF YOU SHOW STUDENTS
**warmth, RESPECT
AND INTEREST,**
THEY WILL RUN THROUGH
WALLS FOR YOU

—Ian Taylor

WE ARE
TEACHERS

Remember the Question Hand?



- Know **what** you are trying to do.
- Know **why** you are trying to do it.
- Know **where** it's going to take place.
- Know **who** you are helping – individuals not just a year group or class.
- Take into consideration **when** you are doing it and how long it might take.
- Think carefully about the how. Have a 1. 2. 3. / steps to success / whatever, but make all instructions concise and clear.

• Also...

- Always have a hook or starter.
- Give regular time updates.
- Don't sit down and let them get on with it, wander, be available, give feedback as you go, be prepared to come up with suggestions.
- Remember to smile and use for facial expressions as a major means of communication. Just because you might be nervous, doesn't mean they have to be.
- Allow them time and space to explore being creative. Be ready to counter the, "I can't do it!" attitude.

The greatest sign of
success for a teacher
is to be able to say,
"The children are now
working as if I did
not exist."

– Maria Montessori

- Always, always, always include games and have a Plan B!

The art of teaching is the art of
assisting discovery.

— Mark Van Doren —



*Keep it live,
make it fun,
give it a go!*

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