
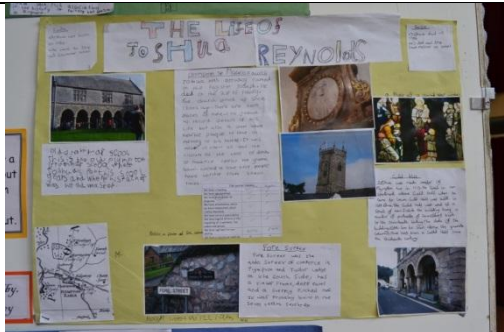











## Cross Curricular Learning Outcomes from Your Paintings: Masterpieces in Schools




The table below provides information about the subject areas schools referenced in response to their painting. These are examples of individual schools meeting particular learning objectives. There was much high quality work completed from all schools at all loans and, in many cases, it would be possible to choose any number of excellent examples for each category.

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| <p><b>Art and Photography</b></p>       | <p><b>100% of schools developed Art projects</b></p>                      | <p><b>Addey and Stanhope School</b><br/>Students in year 7 are working towards their Bronze Arts Mark award. Studying <i>Byzantine Lady</i> will help them achieve this.</p>  |    | <p><i>Byzantine Lady</i>, Vanessa Bell, Government Art Collection</p>              |
| <p><b>Community and Citizenship</b></p> | <p><b>50% of schools developed Community and Citizenship projects</b></p> | <p><b>Chaddlewood Primary School</b><br/>Year 3 explored the Reynolds' link to their own community by taking a walk to Plympton St Maurice (Reynold's birthplace), following a close look at their painting, they then completed written work about their local area.</p> |  | <p><i>Self Portrait</i>, Joshua Reynolds, Plymouth City Museum and Art Gallery</p> |




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| <p><b>D&amp;T</b></p> | <p><b>58% of schools developed Design and Technology projects</b></p> | <p><b>St Matthew's Primary School</b><br/>Children constructed a large 3D replica of the painting using cardboard, wood and paint.</p>                    |   | <p><i>Market Scene, Northern Town</i>, Laurence Stephen Lowry, The L. S. Lowry Collection</p>           |
| <p><b>Drama</b></p>   | <p><b>67% of schools developed Drama projects</b></p>                 | <p><b>Loretto Junior School</b><br/>The school invited an actor in for the day and children worked on role play about school life in 1920s Edinburgh.</p> |   | <p><i>Boy Reading</i>, Samuel John Peploe, Royal Scottish Academy of Art &amp; Architecture</p>         |
| <p><b>English</b></p> | <p><b>92% of schools developed English projects</b></p>               | <p><b>Grangefield Primary School</b><br/>Year 5 wrote newspaper reports of the day for the school magazine.</p>   |  | <p><i>Village Life (or 'Village Gossips')</i>, Stanley Spencer, Cheltenham Art Gallery &amp; Museum</p> |

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| <p><b>Geography</b></p> | <p><b>58% of schools developed Geography projects</b></p> | <p><b>St Edmund's Catholic School</b><br/> Inspired by the painting, geography students explored how rivers and estuaries are formed, and their importance to human geography as thoroughfares and trading routes.</p>   |   | <p><i>The Floating Bridge, Southampton, Laurence Stephen Lowry, Southampton City Art Gallery</i></p>          |
| <p><b>History</b></p>   | <p><b>83% of schools developed History projects</b></p>   | <p><b>Trelai Primary School</b><br/> Year 5 and 6 pupils worked with the education team from The National Library of Wales and looked at what the painting could tell us about Welsh history and legend. The painting was complemented by analysis of other source material, including manuscripts and heraldry from the Library's collection.</p> |   | <p><i>Dolbadarn Castle, J. M. W. Turner, Llyfrgell Genedlaethol Cymru / The National Library of Wales</i></p> |
| <p><b>ICT</b></p>       | <p><b>38% of schools developed ICT projects</b></p>       | <p><b>Hounslow Town Primary School</b><br/> Year 4 children animated self portraits of Stanley Spencer, and also used iPads to draw an artistic response to the painting.</p>  |  | <p><i>The Dustbin, Cookham, Stanley Spencer, Royal Academy of Arts</i></p>                                    |

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| <p><b>Maths</b></p> | <p><b>46% of schools developed Maths projects</b></p>                  | <p><b>St Anthony's Primary School, Craigavon</b><br/>The children worked on symmetry and constructed bridges in response to the painting.</p>   |   | <p><i>Connswater Bridge</i>, John Luke, Queen's University, Belfast</p>                                 |
| <p><b>Media</b></p> | <p><b>38% of schools developed Media projects</b></p>                  | <p><b>Felpham Community College</b><br/>Felpham Community College students worked on a media package about the painting for local radio in conjunction with the BBC.</p>                          |   | <p><i>The Furnace Man</i>, Stanley Spencer, Worthing Museum and Art Gallery</p>                         |
| <p><b>MFL</b></p>   | <p><b>8% of schools developed Modern Foreign Language projects</b></p> | <p><b>Onny Primary School</b><br/>Children at Onny Primary School embraced the French theme inspired by the Monet; activities included setting up a French-style café and preparing pastries.</p> |  | <p><i>Le chemin creux dans la falaise à Varengeville</i>, Claude Monet, The New Art Gallery Walsall</p> |

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| <p><b>Music</b></p> | <p><b>21% of schools developed Music projects</b></p> | <p><b>The Voyager Academy</b><br/>Students composed music based on the painting.</p>  |   | <p><i>Heneage Lloyd and His Sister, Lucy</i>, Thomas Gainsborough, The Fitzwilliam Museum</p> |
| <p><b>PSHE</b></p>  | <p><b>21% of schools developed PSHE projects</b></p>  | <p><b>Firbeck Academy</b><br/>EYFS and Reception looked at personal hygiene in connection with the painting, <i>The Manicure</i>.</p> |   | <p><i>The Manicure</i>, Harold Knight, Nottingham City Museums and Galleries</p>              |
| <p><b>PE</b></p>    | <p><b>21% of schools developed PE projects</b></p>    | <p><b>The Norton Knatchbull School</b><br/>PE students recreated the painting using sports equipment.</p>                             |  | <p><i>1932 (Bocque)</i>, Ben Nicholson, Arts Council Collection</p>                           |



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| <p><b>RE</b></p>      | <p><b>21% of schools developed RE projects</b></p>             | <p><b>The King's Academy</b><br/> GCSE PTE session (Philosophy, Theology and Ethics) was a Year 10 discussion group that explored social, historical and religious issues present in the painting. One particular key point that was discussed was the place that church and churches have in modern society compared to 1959. Students concluded that consumerism and shopping centres are the modern gathering places for people in the present day and that communities were closer back in 1959 when people more regularly attended church.</p> |   | <p><i>The Old Town Hall and St Hilda's Church, Middlesbrough, Laurence Stephen Lowry, Middlesbrough Institute of Modern Art, mima</i></p> |
| <p><b>Science</b></p> | <p><b>21% of schools developed Science projects</b></p>        | <p><b>The Norton Knatchbull School</b><br/> Inspired by the theme of perception they identified in the painting, chemistry and biology students constructed atoms, neurons and synapses using papier-mâché, willow, balloons and plasticine. Physicists created optical illusions including Pepper's Ghost.</p>   |   | <p><i>1932 (Bocque), Ben Nicholson, Arts Council Collection</i></p>   |
| <p><b>Welsh</b></p>   | <p><b>13% of schools developed Welsh language projects</b></p> | <p><b>Ysgol Rhys Prichard</b><br/> The children wrote poems in Welsh based on adjectives inspired by the painting.</p>  |  | <p><i>Welsh Mountains: Merioneth; A View from Tanygrisiau, Augustus Edwin John, Brecknock Museum and Art Gallery</i></p>                  |

### **Unexpected Learning Outcomes – Comments Provided by Teachers in the Follow-up Evaluation**

**Grangefield Primary School:** One class found that discussion about the characters in the painting led to the children reflecting on their own body language in relation to others (PSHE).

**Meadowfield Primary School:** One year 2 child said that if they were to paint the painting again they would do so with the faces showing – incredible empathy from a very young child.

**Gracehill Primary School:** I was pleased to hear the language which some of the children were using – one P5 boy asked, unprompted, ‘What was the artist’s inspiration?’ Another pupil from P6 was fascinated by the way the artist gave depth to the portrayal of the sky with the way the clouds were painted.

**Onny Primary School:** Unexpected depth of knowledge. Children’s comments revealed knowledge of other painters, Jackson Pollock...details of Monet’s life, a definition of impressionism, descriptions of colour, hues, burnt sienna.

**Felpham Community College:** The sixth formers thoroughly enjoyed making the reportage, great for their portfolios.

**Trelai Primary School:** Children learned the names in Welsh of the colours in the paintings. An excellent way to implement the Welsh language.

**The Voyager Academy:** The confidence my art students gained in painting in front of an audience; also media/photography students found it interesting seeing how industry professionals work on location.

**Surrey Street Primary School:** Most of our English as an Additional Language students struggle with numeracy and literacy. Throughout our art week they were producing work that exceeded all expectations. They felt a sense of achievement and could access the content along with their peers.

**Dr Camilla Stewart, Art UK, October 2013**