



CERAMICS GALLERY AND ARCHIVE

FOUNDATION PHASE TOOLKIT (for smaller Venues) (A guide for small museums, galleries and other cultural heritage organisations, to develop in-house learning opportunities for children in the Foundation Phase)

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WORKING WITH THE FOUNDATION PHASE

There have been major changes in primary school education in England and Wales, with the introduction of the Foundation Phase for children aged between three and seven years. Therefore, we have adapted the eight workshops demonstrated in the Family Learning Toolkit, for the Foundation Phase, so that small sized venues can provide formal learning opportunities for school children within this group, with an emphasis on learning through doing. We have provided workshop instructions for the venue as well as teachers notes for each workshop in this guide. However, we strongly recommend you read through the Family Learning Toolkit as most of the same principles apply in running workshops for very young children in a museum or gallery. At the same time, there are some other points to be taken in to consideration:

1. You will have to cater for a larger group and may need more physical space to run workshops, as well as reserving a parking space for minibus/coach.
2. You will have to make arrangements with the school that there will be enough school staff (teachers and teaching assistants) to provide an adequate child/adult ratio appropriate for the age of the school group.
3. You will need to provide a cloakroom and possibly an area for children to have lunch or a snack.
4. Evaluation will be done by the class teacher.
5. The teacher may want to visit the venue beforehand to do a risk assessment themselves.

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6. You will have to target schools for marketing purposes, this can be done in a number of ways:

1. Arranging outreach visits to schools.
2. Running teacher's evenings or open days.
3. Advertising in teacher's resources-online and in printed publications such as teacher's magazines and teacher's supplements in newspapers.
4. Contacting schools directly with an information pack.

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Introduction

Workshop Instructions and Teachers Notes

Eight workshops that originally were developed as part of the Family Learning Toolkit were found to be particularly suitable for children in the Foundation Phase, these have been adapted accordingly. In this section, the Workshop Instructions are for venues hosting the workshops, we recommend that you use the information in this guide in conjunction with the advice offered in the [Family Learning Toolkit](#). The Teachers Notes should be given to school teachers of visiting groups in advance as they include the following information:

- Suggested themes within the Foundation Phase.
- Suggested teacher’s preparatory work.
- Differentiation.
- Assessment/evaluation points.
- Skills Framework References.
- Possible Learning Outcomes for the Foundation Phase.
- Suggested follow-up activities.

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1. PORTRAITS

Workshop Instructions

Teachers Notes



3. PATTERNS

Workshop Instructions

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2. COLLECTIONS AND COLLECTING

Workshop Instructions

Teachers Notes



4. NATURE IN ART

Workshop Instructions

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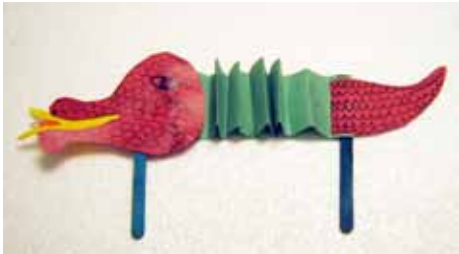
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5. CELEBRATIONS 1: CHINESE NEW YEAR

Workshop Instructions
Teachers Notes



6. ANIMALS / HALLOWEEN

Workshop Instructions
Teachers Notes



7. CELEBRATIONS 2: CHRISTMAS

Workshop Instructions
Teachers Notes



8. ILLUMINATED LETTERS / WORD AS IMAGE

Workshop Instructions
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WORKSHOP 1

THEME: Portraiture, the Family Unit

ACTIVITY: Make a Clay Family Portrait

Creating a family portrait on a clay tile is a unique way of making a visual record of the family at that moment in time. The durability of the clay ensures it will be treasured and admired in the home for years to come. Using family portraits and heirlooms from collections as references and inspiration will highlight these objects, as well as encouraging discussion and comparison amongst the group. This activity encourages children to express their feelings and attitudes towards their family environment; for example the arrival of new babies, where they live, even the importance of family pets. The clay itself takes a week to dry which means children will have to finish painting and decorating the tiles themselves at school.

Relevant to: Family portraits in any medium e.g. oil paintings, photography, prints, drawings. Also heraldry, family monograms on linen, family letter seals, commemorative family heirlooms, Carte-de-Visites, Cameo jewellery.

Materials:

Air-dry clay-0.5 kg of clay per person.

Rolling pins

Wooden battens

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Plastic knives or clay cutting implements
A variety of mark making tools including small sticks and dried out felt pens

Preparation

Tiles can be made on the day and be part of the activity, based on ability/age range of individuals but it can be difficult for very young children to roll tiles of an even thickness. As an uneven tile is likely to split during the drying process, prepare all or some of the tiles beforehand but keep damp by wrapping in Clingfilm or covering with a damp tea towel.

1. Cover your work surface with a waterproof sheet.
2. Roll pieces of clay to 25-30mm thickness using wooden battens to maintain an even thickness. Each tile should be roughly A5 in size (148mm height × 210mm width).
3. Lay out aprons, tools, A5 paper and pencils, and shallow tubs of water.
4. After the tile is complete, but still wet, use a pencil to insert holes in two corners for hanging.

Activity Instructions

- Explore the collections at the venue, encouraging the group to discuss and compare individual pieces.
- Discuss the historical context of the work, the individuals portrayed, signs and symbols within the work, and details such as clothing and hair styles.
- Discuss the methods and materials used to create the work and how and when family portraits are made today.

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- Show the group some examples of clay portraits made previously. Discuss the creative methods used and compare effects.
- Children are encouraged to do a rough design of their portrait on an A5 piece of paper either in portrait or landscape position.
- Children then transfer their design on to the clay using suitable available tools. Errors can be covered up by wetting the clay lightly and smoothing over.
- *Assistance may be necessary to choose appropriate tools; help with transferring design should be avoided.*
- After a week the tile will be dry and can be coloured using acrylic paints or craft pens. Seal the tile with a spray varnish or a sealant such as Plasticote.

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Above: Tile coloured and varnished.

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Below: Tile after drying.



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TEACHERS NOTES

WORKSHOP 1 – Make a Clay Family Portrait

Description

- The group will compare and discuss family unit and family life using portraits and /or family heirlooms in the venue, focusing on the historical context and the creation of the object.
- The children will each create a personal family portrait in clay to take home.

Suggested teacher preparatory work

The children will have brought in past and present photographs of themselves and their family members and have discussed differing family units as a group.

Differentiation

The activity can be adapted to individual abilities where appropriate, for example by focusing on particular pattern/shape sequences or tile measurement requirements.

Assessment/evaluation points

- Ability to discuss and compare family units and portraits with understanding.
- Recognition of number value and sequential patterning.
- Creativity using familiar and unfamiliar tools and techniques.

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Skills Framework References

1. Developing Thinking Skills (asking/ answering questions, developing ideas, evaluation).
2. Developing Communication (presenting information and ideas, non-verbal communication by drawing facial expressions, discussion with their family about the finished piece once displayed at home).
3. Developing ICT (finding information on the WWW, using a digital camera, using interactive technology in venues).
4. Developing Number (by counting family members, measuring length, height and width, sorting and comparing pictures and artefacts).

Possible Learning Outcomes for the Foundation Phase

1. Personal and Social Development, Well-Being and Cultural Diversity

Children develop awareness of their own and others’ family units and life changes in families – birth, marriage etc, and learn positive attitudes towards others. They will explore emotions through physical facial expressions in portraiture.

2. Language, Literacy and Communication Skills

Children develop listening skills through storytelling about the artefacts, and also following instructions to create their own family portrait. They experiment with mark making on the clay. They communicate with the group during the activity by sharing materials and evaluating their work and the work of others.

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3. Mathematical Development

Children develop mathematical skills, by counting, repeating patterns (picture borders), identifying shapes and exploring 3-D design, including shape, position, movement, measurement.

4. Welsh Language Development

Children learn new vocabulary and technical terms in Welsh during the activity. They should listen to oral history recordings in Welsh if available.

5. Knowledge and Understanding of the World

Children develop a 'sense of place' (Curriculum Cymreig) and an awareness of their own home/cultural environment and local history, through portraiture and/or family heirlooms.

Children will explore Welsh heritage, traditions and customs relating to families through fine art and artefacts.

Children explore time and people through changes in fashion and/or the ageing process in portraits.

6. Physical Development

Children experience rolling, stretching and squeezing clay, drawing a person, constructing a 3-D image.

Children identify the parts of the body.

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7. Creative Development

Children design and create a family portrait and develop an understanding of different creative effects with fingers and tools. Children experience the properties of clay – from a soft malleable material to a hard fixed shape when dry.

Suggested follow-up activities

- Create a family tree using photocopied photographs and family member titles.
- Group role-play activities (e.g. being Mummy, Taid etc).
- Script, cast and act in a family based play with glove puppets or small world figures.
- Experiment with a range of craft resources to create both 2D and 3D family portraits, e.g. salt-dough plaques, cut out silhouettes, collage.

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WORKSHOP 2

THEME: Collections and Collecting

ACTIVITY: Make a Treasure Box

This workshop introduces the subject of personal collections and the collecting activities of museums and galleries. It also introduces the idea that collections are groups of things that have a relationship with each other and/or their collectors. It will demonstrate the principles of collecting, including how collections may be catalogued and organised in to groups or themes. It also encourages discussion about collecting activities amongst children and their families. Children will make a decorated box where they can store a small collection, e.g. shells, marbles, coins, thimbles, sugar packets.

Relevant to: Personal collections of small items, e.g. dolls, die-cast cars, gemstones, shells, ceramic animals, teapots, teaspoons, fans. Also relevant to decorated boxes e.g. pill boxes, tea caddies etc.

Materials

Plain cardboard boxes (bought or recycled)

Colouring pencils, crayons or felt tips

Stick on jewels, glitter, sequins, buttons, etc.

Glue

Scrap paper

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Preparation

1. Cover the work surface with a waterproof sheet.
2. Lay out aprons, boxes and materials.
3. Prepare two or three examples of finished boxes.

Activity Instructions

- Introduce some examples of personal collections within the collection ideally through display or handling collections. Discuss how items were thought to have been chosen, how they are grouped and also explore other alternative classifications e.g. by colour, by material, by date made.
- Discuss any collecting activities with the group, what is collected, how items are found, and how they are displayed within the home. The Welsh Dresser could be discussed here.
- Discuss the care and conservation of personal collections.
- Show the materials available for decorating the boxes
- To make the box, draw the design for the lid decoration on a scrap piece of paper.
- Transfer the design on to the box lid and sides.

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TEACHERS NOTES

WORKSHOP 2 – Make a Treasure Box

Description

- The group will learn about the purpose and activities of a museum/gallery and its collections.
- The group will discuss collecting, cataloguing, storage, and display of collections.
- Each pupil will decorate a box to store a personal collection of small objects.

Suggested teacher preparatory work

The group will have discussed finding, grouping and looking after special objects.

Differentiation

The activity can be adapted to individual abilities where appropriate. For example a greater emphasis can be put on developing basic language/mathematical skills or students could be asked to design their box as well as decorate it.

Assessment/Evaluation points

- Engagement with activity requirements and interaction with the collections.
- Understanding of the concepts of ‘sorting’, ‘grouping’, and ‘care’.
- Creative individuality when designing and decorating a box.

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Skills Framework References

1. Developing Thinking Skills (identifying the cause and effect of looking after items).
2. Developing Communication (discussing information and responding to ideas).
3. Developing ICT (developing awareness that information is available in differing formats, e.g. digital catalogues of objects, collecting information with digital/video camera).
4. Developing Number (Using appropriate language to compare information and data).

Possible Learning Outcomes for the Foundation Phase

1. Personal and Social Development, Well-Being and Cultural Diversity

The group will develop an understanding of the importance of gathering information about living and non-living things.

2. Language, Literacy and Communication Skills

The group will be encouraged to listen to and respond to new information, and discuss their personal experiences with confidence.

3. Mathematical Development

The group will present information orally concerning the collections using mathematical language, for example, size, shape, number, weight.

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4. Welsh Language Development

New words will be introduced where relevant and put into context by word/ sentence repetition throughout the activities.

Items with a specific Welsh/local area interest within the chosen collection/s will be discussed

5. Knowledge and Understanding of the World

The group will explore the museum/gallery environment and develop an understanding of its purpose within cultural/scientific/historical investigations.

The group will develop their awareness of artefacts from the past and their uses.

6. Physical Development

The group will develop confidence in handling pencils, scissors and other small tools.

The group will choose and experiment with a number of mark-making implements.

7. Creative Development

The group design and create a 'collection' box, and develop an understanding of different creative effects with tools and materials.

Suggested follow-up activities

- Create a class collection based on a theme or project, they will sort, categorise, label and display their collection.

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- Invite other the group and parents to the collection opening and make a video/ photographic diary of the event.
- Discuss ways to take care of items in the classroom/school and record pictorially or in words on posters.

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Teachers Notes

8: Illuminated Letters:

Word as Image

Teachers Notes

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WORKSHOP 3

THEME: Patterns

ACTIVITY: Sponge Printing on a Plate

In this activity the group will explore pattern repetition through a focus on shape, movement and position of printed patterns. Each child will create their own individual plate using mark making tools and printing materials. This activity can also be developed with a specific focus by varying the sponge shapes and patterns discussed and used. For example, a food topic could be reflected in the use of sponge shapes of fruit or vegetables. You can print on a ceramic blank plate using ceramic paints, or a paper plate using poster paints or acrylics.

Relevant to: Any printed repetitive patterns in fine and decorative art or, on domestic and industrial objects e.g. industrial ceramics with patterned borders e.g. tableware, tiles, Spongeware, printed textiles, printed paper, e.g. wallpaper.

Materials

Plain plates (ceramic and/or paper)

Acrylic/poster paints or ceramic paints/pens

Paint brushes for acrylic/poster paint in mixed sizes

A variety of cut and un-cut sponge shapes

Pencils

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Preparation

1. Cover the work surface with a waterproof sheet.
2. Lay out aprons, tools, plates, and shallow tubs of ceramic paint or ceramic paint pens.
3. Prepare two or three examples of finished plates.

Activity Instructions

- Explore examples of pattern, encouraging the group to discuss and compare individual items. Ask individuals to look specifically for sequential pattern repetition and recognisable shapes. Introduce new words and terminology where appropriate.
- Highlight the differences between mass-produced and individually produced pieces, and discuss basic printing processes. Discuss the creative methods used and compare the different effects achieved by each method.
- Show the group the sponge shapes and tools available, and encourage them to do a rough draft of their design in pencil on a paper plate, discussing their choice of pattern, shape and colour.
- Each child then transfers their design on to the plate using suitable available tools.
- Once the plates are touch-dry, they can be wrapped up and taken home.
- Usually when using ceramic paints, objects will need to be baked in a domestic oven at home (or back at school), provide written instructions accordingly.

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TEACHERS NOTES

WORKSHOP 3 –Sponge Printing on a Plate

Description

- The group will discuss specific patterned objects in the museum/gallery.
- The children will handle, describe and compare a number of examples according to various criteria, but with a specific focus on pattern repetition and sequence.
- Each child will create a pattern on a plate.

Suggested teacher preparatory work

The group will have discussed simple shape properties and copied and created sequential patterns using a variety of objects including blocks and mathematical IT programmes.

Differentiation

The activity can be adapted to individual abilities where appropriate. For example a greater emphasis can be put on basic shape recognition, or individual children, if able, could cut patterns from sponge.

Assessment/Evaluation points

- Engagement with activity requirements and interaction with the objects/materials.
- Shape/sequence recognition and ability to categorise sequences by one or more criteria.
- Creative individuality when creating a printed sequence for a plate and an active exploration of available materials, tools and shapes.

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Skills Framework References

1. Developing Thinking Skills (Using one or more criteria to create a sequential pattern).
2. Developing Communication (Discussing creative ideas in large or small groups).
3. Developing ICT (using interactive technology in venue, collecting information with digital/video camera).
4. Developing Number (Using appropriate language to sort and describe shape and sequential pattern properties).

Possible Learning Outcomes for the Foundation Phase

1. Personal and Social Development, Well-Being and Cultural Diversity

Children will be encouraged to express their views, choose resources independently, and develop an understanding of behavioural expectations outside the classroom.

2. Language, Literacy and Communication Skills

Children will be encouraged to listen to and respond to new information and use appropriate language in order to describe sequential patterns.

3. Mathematical Development

Children will discuss sequence, shape and position on a number of objects before using their knowledge to produce their own sequential pattern.

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4. Welsh Language Development

New words will be introduced where relevant and put into context by word/ sentence repetition throughout the activities.

Items with a specific Welsh and/or local area interest will be discussed

5. Knowledge and Understanding of the World

Children will explore and focus on familiar and unfamiliar objects and place them into simple historical order.

The group will develop their awareness of artefacts from the past and their uses.

6. Physical Development

Children will use sponges of varying shapes and sizes and negotiate sequential patterns on a limited space (i.e. the plate).

Children will choose and experiment with a number of printing tools.

7. Creative Development

Children design and create a plate and develop an understanding of different creative effects with different materials and techniques.

Children will experiment with sequence, shape and pattern.

Suggested follow-up activities

- Create sequential patterns with objects in the classroom.

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- Collect a variety of objects from the school grounds or, on a class walk, and create sequential patterns in small groups.
- Create a display of the children work.
- Role-play activities based on historical facts learnt at the museum or gallery.
- Collect pictorial examples of patterned plates from the internet and identify/record shape and sequential patterns on a simple computer programme.

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WORKSHOP 4

THEME: Nature in Art

ACTIVITY: Make a Door Plaque

In this activity the group will explore nature in fine and decorative art, and use natural materials to decorate a personal door plaque. They will describe and compare natural objects and develop knowledge of their source. The group will then use their senses to investigate some examples closely and are encouraged to describe each item's physical properties, before sorting them into sets according to different criteria. Older children may enjoy discussion and debate about the collection and use of natural materials as materials for decorative art. Each child will then create their own individual name plaques using the natural materials they have investigated.

Relevant to: Decorative items made from natural materials, e.g. shell art, decorated tusks, carved jade, carved wood. Images of nature in art, landscape paintings, natural materials used in contemporary art, hand built ceramics emulating natural materials (for example Beverley Bell Hughes, Jenny Beaven).

Materials

1 piece of thick stiff card (e.g. mounting board off-cuts) per person

Natural materials to decorate the border, e.g. shells, bones, seeds, stones, dried leaves

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Preparation

1. Cover the work surface with a waterproof sheet.
2. Lay out aprons, tools, plaques, materials and PVA glue in spill proof pots with brushes.
3. Prepare two or three examples of finished plaques.

Activity Instructions

- Explore relevant items in the collections and encourage the group to discuss and compare objects.
- Have a selection of items for the group to handle, and ask the group to suggest sources and classify in simple terminology e.g. animal, vegetable, mineral.
- Discuss techniques involved in processing natural materials in to finished decorative objects.
- Show the group some examples of work made previously. Discuss the creative methods used and compare effects/imprints.
- Individuals are encouraged to do a rough design of their design on a similar sized piece of paper.
- Children then transfer their design on to the plaque using suitable available tools, and choose materials for the imprints.
- *Assistance may be necessary to choose appropriate tools, help with transferring design should be avoided.*

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TEACHERS NOTES

WORKSHOP 4 – Make a Door Plaque

Description

- In this activity the group will explore nature in fine and decorative art.
- The children will handle, describe, compare and categorise a number of examples according to various criteria for example rocks, stones, crystals, seeds and shells.
- Each child will create a name plaque decorated with natural materials.

Suggested teacher preparatory work

The group will have begun to investigate the natural materials around the school environment.

Differentiation

The activity can be adapted to individual abilities where appropriate, for example a greater emphasis can be put on sensory exploration, or writing/sketching materials can be provided to extend written language development and mark-marking skills.

Assessment/Evaluation points

- Engagement with activity requirements and interaction with the objects/materials.
- Creative individuality when creating a plaque and an active exploration of available materials and tools.

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- Knowledge retention can be assessed after the visit when investigating materials around the school.

Skills Framework References

1. Developing Thinking Skills (using previous knowledge in order to identify unfamiliar items).
2. Developing Communication (using familiar and new vocabulary to describe and classify a number of objects).
3. Developing ICT (using interactive technology in venue, collecting information with digital/video camera).
4. Developing Number (comparing data and sorting objects according to one or more criteria).

Possible Learning Outcomes for the Foundation Phase

1. Personal and Social Development, Well-Being and Cultural Diversity

Children will interact and work within small groups to identify and categorise items (with assistance if necessary). Children will be encouraged to listen to each others’ ideas and take part in group activities.

2. Language, Literacy and Communication Skills

Children will be encouraged to use appropriate descriptive language in order to classify the objects/artefacts. Children will learn writing skills in writing their own name.

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3. Mathematical Development

Children will sort and classify objects according to different criteria including size, colour and texture, and learn about shape and position in designing a plaque.

4. Welsh Language Development

New words will be introduced where relevant and put into context by word/ sentence repetition throughout the activities.

5. Knowledge and Understanding of the World

Children will explore natural materials and learn about their sources (Myself and other living things).

The group will develop their awareness of man made and natural materials (Myself and non-living things).

6. Physical Development

Children will discover the sensory qualities of natural materials by sight, smell, touch, sound and taste if appropriate (e.g. seeds).

Children will choose and experiment with a number of tools.

7. Creative Development

Children design and create a name plaque and develop an understanding of different creative techniques and effects with fingers and tools.

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Suggested follow-up activities

- Collect, classify, sort and compare natural materials from the local area around the school.
- Use a variety of methods to record information on natural and man made materials.
- Create a group collage or mural using natural materials.
- Create a display table with labels describing texture, shape and appearance.
- Re-create the visit in a tuff tray, using photography to create a storyboard.

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WORKSHOP 5

THEME: Celebrations 1: Chinese New Year

ACTIVITY: Make a Chinese New Year Decoration

This activity will focus on celebrations that are enjoyed across the world, using the Chinese New Year as an example. The group will then choose to make and decorate a Chinese lantern, lion or dragon puppet. This activity can also be adapted throughout the year to fit in with any particular celebration or anniversary, making appropriate relevant decorations.

Relevant to: China, Chinese objects in museums and galleries, e.g. porcelain, jade jewellery, lacquer boxes, weapons, costume, Chinese landscape paintings.

Materials

Card, coloured paper, coloured tissue paper.

Lollipop sticks (or straws)

Safety scissors

Sticky tape, PVA glue

Sequins, glitter, felt pens

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Preparation

1. Cover the work surface with a waterproof sheet.
2. Lay out aprons, materials and PVA glue in spill proof pots with brushes.
3. Prepare two or three examples of each item.

Activity Instructions

- Discuss New Year and its meaning in different cultures, and how it is celebrated by the participating families.
- Discuss the customs and rituals associated with Chinese New Year.
- Explore Chinese objects through display, handling pieces or images.
- Discuss the form, function and context of each piece, including any mythologies illustrated, and provide information about its history and acquisition.
- Discuss the artistic process, design and techniques involved in creating the objects and encourage the group to discuss and compare objects.
- Introduce the examples of Chinese New Year decorations and give instructions on how to make them.
- Show the group the resources available and offer assistance when necessary.

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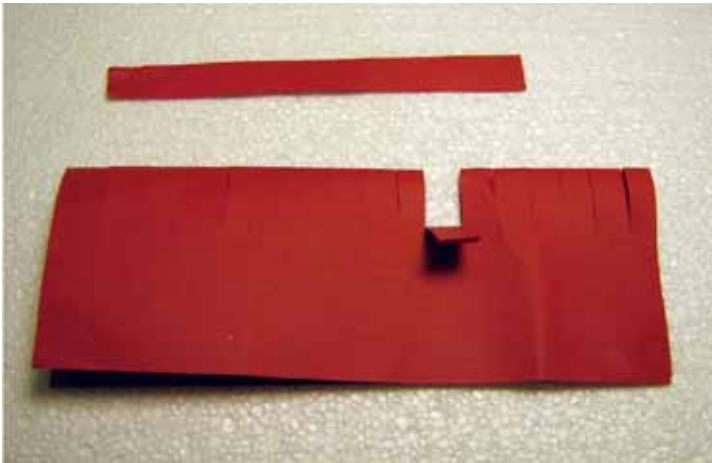
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Chinese Lantern

1. Fold a sheet of A4 paper in half along the length
2. Cut a strip about 1 inch (2cm) wide from the edge and put it aside for the handle.
3. Cut snips one inch in length approximately, on the fold all the way along the paper edge.
4. Unfold the paper and bend it into a cylinder.
5. Glue or staple to secure and attach the handle.



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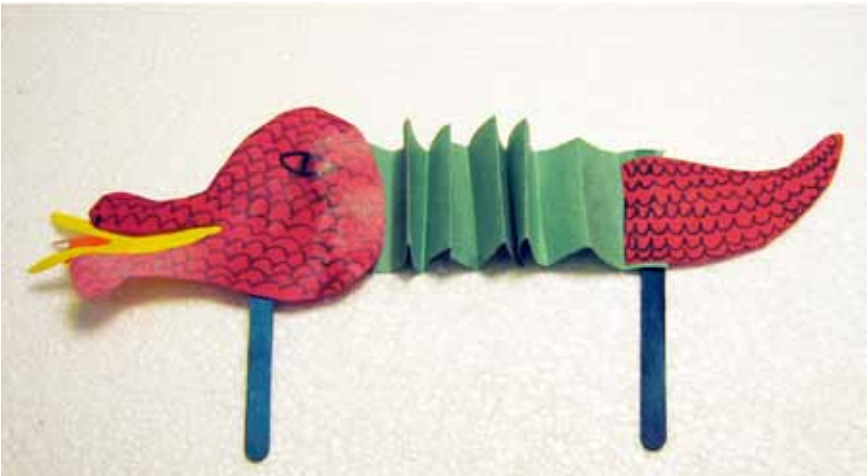
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Resources

Chinese Dragon Puppet

1. Trace around a template of the dragon's head and tail.
2. Draw the eyes, nose and mouth on the face and draw scales on the face and tail.
3. Cut a piece of A4 paper in half lengthways and fold each piece over and back to make a long concertina body.
4. Fix a lollipop stick or straw to the head and the tail
5. Attach the two pieces of body together, and attach the head and tail at each end.



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Resources

Chinese Lion Puppet

1. Trace around a template of the lions head and tail.
2. Draw the eyes, nose and mouth on the face and cut tissue paper to make the mane on the face and a tail.
3. Cut a piece of A4 paper in half lengthways and fold each piece over and back to make a long concertina body.
4. Fix a lollipop stick or straw to the head and the tail
5. Attach the two pieces of body together, and attach the head and tail at each end.



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TEACHERS NOTES

WORKSHOP 5 – Create a decoration for Chinese New Year

Description

- This workshop focuses on Chinese New Year but could be adapted to any cultural celebration around the world, for example Día de los Muertos (Day of the Dead) in Latin America.
- The group will discuss celebrations from different cultures, noting similarities and differences.
- The children will observe and touch, describe and compare a number of examples according to various criteria, but with a specific focus on celebrations.
- Each child will create a Chinese lantern, dragon puppet or lion puppet.

Suggested teacher preparatory work

The group will have discussed cultural celebrations around the world and compared them to celebrations in the UK.

Differentiation

The activity can be adapted to individual abilities where appropriate. For example a greater emphasis can be put on shape recognition, or children can be encouraged to measure out their card to make their design.

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Assessment/Evaluation points

- Engagement with activity requirements and interaction with the artefacts/objects.
- Active participation within group discussions and willingness to express feelings.
- Ability to follow pictorial or instructions with growing confidence.
- Creative individuality when designing and making a chosen item.

Skills Framework References

1. Developing Thinking Skills (choose from options and follow instructions).
2. Developing Communication (children to be given opportunities to participate in group discussions about individual experiences).
3. Developing ICT (using interactive technology in venue, collecting information with digital/video camera).
4. Developing Number (using appropriate language to sort and describe shape and position and also follow clear pictorial instructions concerning folding and cutting paper).

Possible Learning Outcomes for the Foundation Phase

1. Personal and Social Development, Well-Being and Cultural Diversity

Children will be encouraged to express their views, choose resources independently, and develop an understanding of cultural similarities and differences with respect and interest.

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2. Language, Literacy and Communication Skills

Children will be encouraged to listen to and respond to new information and use appropriate language in order to describe personal feelings and experiences.

3. Mathematical Development

Children will discuss sequence, shape and position when folding, cutting and creating, using card and paper.

4. Welsh Language Development

New words will be introduced where relevant and put into context by word/ sentence repetition throughout the activities.

Events within Wales that also represent cultural diversity will be discussed.

5. Knowledge and Understanding of the World

Children will explore familiar and unfamiliar cultural celebrations from across the world.

The group will develop their awareness of artefacts from different cultures and be encouraged to recognise similarities to their own culture (Time and People, Places and People).

6. Physical Development

Children will use card and paper of varying shapes and sizes and follow simple instructions

Children will cut, fold and create using a variety of techniques

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7. Creative Development

Children design and create an object of their choice and will develop an understanding of different creative effects using materials and tools available.

Suggested follow-up activities

- Ask a local person to visit the school and talk about an event they celebrate.
- Collect information on how Chinese New Year is celebrated in different countries. Design and make a class mural.
- Write and perform a drama based on Chinese New Year, complete with costumes and music. Perform to the school and parents.
- Find out about the animals associated with Chinese New Year.

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WORKSHOP 6

THEME: Animals, Halloween

ACTIVITY: Make an Animal Mask

In this activity, children will explore the characteristics and habits of nocturnal British animals, however, the activity could be applied to any group of animals. Each person will then create their own individual animal face mask using paper plates.

Relevant to: Natural history collections, taxidermy, animal motifs in fine and decorative art.

Materials

White and black paper plates

Pipe cleaners or straws

Glue

Elastic

Hole punch

Scissors

Glitter glue

Felt tip pens

Polyester stuffing/wadding for soft toys, or cotton wool

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Preparation

1. Cover the work surface with a waterproof sheet.
2. Lay out aprons, tools, materials and PVA glue in spill proof pots with brushes.
3. Prepare an example of each mask and supply printed diagrams and instructions.

Activity Instructions

- Explore relevant items in the gallery or museum collection through display, handling pieces or images.
- Discuss the function and context of each piece, and provide information about its history and acquisition.
- Discuss the artistic process, design and techniques involved in creating the objects and encourage the group to discuss and compare objects.
- Ask the group to describe the particular animal characteristics and habitats, and describe any encounters or experiences with the animals.
- Show the group some examples of masks made previously.
- Demonstrate how each mask was made.
- Individuals can choose a design and make their own mask, young children will need assistance cutting paper plates, particularly eye holes.
- Attach elastic to each mask so that it can be worn.

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OWL: This mask is made using half a paper plate, the 'feathers' are made by fringing oval pieces of paper.

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FOX: This mask is made by cutting off the corners of the bottom half of the paper plate, leaving the middle section so it sticks out as the nose when bent upwards. Wadding is used to suggest fur, and pipe cleaners are used as whiskers.

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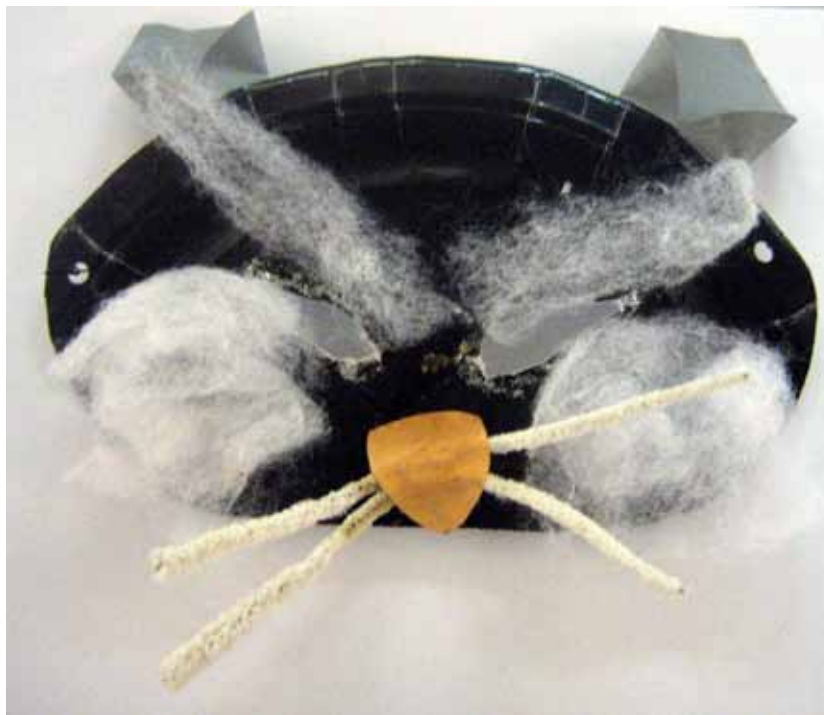
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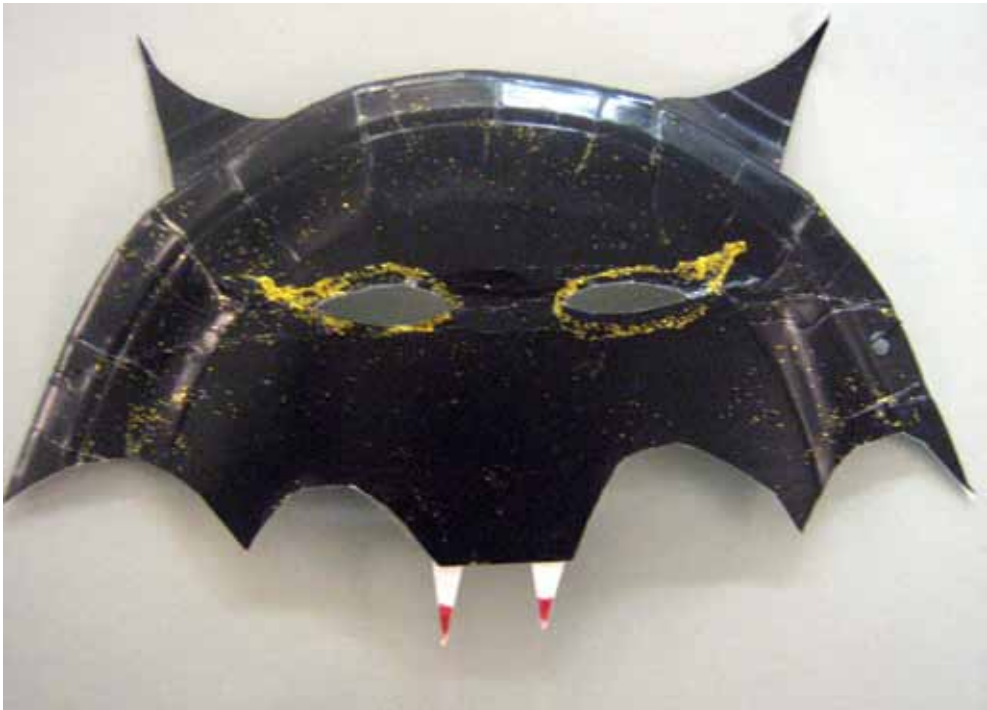
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CAT: This mask is made by rounding off the edges of half of a black paper plate. Wadding is used to suggest fur, and pipe cleaners are used as whiskers. The ears and nose are made of paper.

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BAT: This mask is made shaping half of a black paper plate, the ears and teeth are made from the off-cuts.

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TEACHERS NOTES

WORKSHOP 6 – Make an Animal Mask

Description

- The group will discuss the characteristics and habits of nocturnal British animals (alternatively this activity can be adapted to focus on a particular group of animals such as mammals etc).
- The group will explore animals as a theme in fine and decorative art, and as part of natural history collections.
- Each child will create a face mask on a paper plate.

Suggested teacher preparatory work

The group will have discussed animals and their characteristics, and understand that humans and other animals have basic needs (e.g. food, water, shelter)

Differentiation

The activity can be adapted to individual abilities where appropriate, for example, a greater emphasis can be put on similar comparison of a small number of the exhibits, or writing/sketching materials can be provided to extend written language development and mark marking skills.

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Assessment/Evaluation points

- Engagement with activity requirements and interaction with the exhibits and displays.
- Understanding of simple concepts such as night and day time, living and non-living things, and ability to use appropriate descriptive language when discussing objects.
- Understanding that humans are animals and that all animals have basic needs.
- Appropriate and creative use of art materials and methods.

Skills Framework References

1. Developing Thinking Skills (asking questions and processing new information).
2. Developing Communication (using familiar and new vocabulary to describe specific animals, behaviours and habitats, as well as objects and displays).
3. Developing ICT (using interactive technology in the venue, collecting information with a digital/video camera).
4. Developing Number (comparing data, sorting objects according to one or more criteria).

Possible Learning Outcomes for the Foundation Phase

1. Personal and Social Development, Well-Being and Cultural Diversity

Child will be encouraged to observe and discuss the objects and exhibits, and respond positively to a group situation.

The group will discuss personal experiences of animals using previous knowledge.

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2. Language, Literacy and Communication Skills

Child will be encouraged to use appropriate descriptive language in order to classify the exhibits, and to use any new language with growing confidence.

Child will discuss seasons, night/day time with reference to specific animals.

3. Mathematical Development

Child will sort and classify exhibits according to different criteria.

4. Welsh Language Development

New words will be introduced where relevant, and put into context by word/ sentence repetition throughout the activities.

5. Knowledge and Understanding of the World

Child will explore the animal exhibits/animal motifs etc. and make comparisons between humans and other animals.

The group will develop their awareness of living and non-living things.

6. Physical Development

Child will develop their fine motor skills through handling small tools and using resources such as pipe cleaners and glitter glue.

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7. Creative Development

Child will each design and create an animal mask, and develop an understanding of different creative effects with available resources.

Suggested follow-up activities

- Collect and compare information about different animal groups.
- Use a variety of methods to record information on nocturnal and diurnal (daytime) animals.
- Create a simple game using pictures and animal sounds
- Create a class display table with labels describing texture, shape and appearance of nocturnal animals
- Investigate books about animals (eg Elen Benfelyn / Goldilocks), write and illustrate a class book or drama about a nocturnal animal.

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WORKSHOP 7

THEME: Celebrations 2: Christmas

ACTIVITY: Make a Christmas Decoration

This workshop will explore the theme of Christmas, looking at the origins of Christmas traditions, and how it is celebrated in Britain as well as other Christian cultures. Individuals will design and make their own Christmas decoration, there are two types of decorations to make-either modelled in salt dough or alternatively using scraps of fabric.

Relating to: Christianity, depictions of the birth of Christ in any medium, Victorian domestic life, Make Do and Mend, recycling focusing on domestic life in World War 2 (fabric decorations), modelling the figure (salt dough).

Scrap Fabric Decorations

Materials

Scrap fabric

Wadding material

Safety scissors

PVA glue in spill proof pots

Ribbon for hanging decorations

Pipe cleaners

Laundry markers or fabric pens in red/orange and black

Plastic shatterproof Christmas baubles

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Preparation

1. Cover the work surface with a waterproof sheet.
2. Lay out aprons, tools, and, materials.
3. Prepare examples of each decoration.

Activity Instructions

- Explore relevant items in the gallery or museum collection through display, handling pieces or images.
- Discuss the form, function and context of each piece, and provide information about its history and acquisition.
- Discuss the artistic process, design and techniques involved in creating the objects and encourage the group to discuss and compare objects.
- Discuss Christmas with the group, its origins and meaning in Christianity, and customs and rituals within Britain and other countries.
- Introduce recycling as a theme.
- Introduce the examples of Christmas decorations and give instructions on how to make them.
- Show the group the materials and resources available to create their own decoration and offer assistance when necessary.

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Bauble

1. Cut or tear small pieces of thin fabric.
2. Spread each piece with PVA glue.
3. Wrap around the bauble until it is completely covered.
4. Attach a ribbon for hanging and allow to dry.



Snowman

1. Copy a snowman shape from a template on to a piece of wadding and cut out.
2. Cut out a hat and scarf from scrap material and attach with glue.
3. Draw the face and buttons on the body with fabric pens.
4. Insert a pipe cleaner through the body to make arms.

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Wreath

1. Fix 3 or 4 pipe cleaners together to make a circle.
2. Tear strips of fabric 25cms in length and tie around the circle until it is completely covered.
3. Tie a bow at the top and attach a piece of ribbon to hang the wreath.

Salt Dough Decorations

Salt dough is a great way to learn some of the methods used in making pottery such as modelling, decorating and baking a soft substance so it becomes hard. One quantity of dough will easily make 8 decorations. Children will need adult assistance when using the oven.

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Salt Dough Ingredients

For 1 quantity of dough (makes 8 pieces) you will need:

- 3 cups of plain flour
- 1 cup of table salt (fine)
- 1 teaspoon of vegetable oil
- Food colouring*
- 300ml water

Instructions

- Mix flour, salt, vegetable oil and enough water to make a soft dough.
- Divide the dough in to enough pieces for each colour you want to use and knead a few drops of different food colouring in to each.
- Leave in a plastic food bag or wrapped in Clingfilm for an hour.

*Note: You can use uncoloured dough and paint it with acrylics after baking, then apply varnish.

Other Materials

- Tools for cutting, shaping and mark making; cocktail sticks, plastic knives forks etc.
- Scrap paper and pencils for designing
- Small bowls of water
- Small aluminium foil baking trays
- Garlic press to make hair and sheep’s wool

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Preparation

1. Cover the work surface with a waterproof sheet.
2. Lay out aprons, tools, and, materials.
3. Prepare two or three examples of finished figures, oven baked and varnished.
4. Grease the aluminium trays, so finished items can be transported ready for baking at home.

Activity Instructions

- Explore relevant items in the gallery or museum collection through display, handling pieces or images.
- Discuss the form, function and context of each piece, and provide information about its history and acquisition.
- Discuss the artistic process, design and techniques involved in creating the objects and encourage the group to discuss and compare objects.
- To make figures, roll small balls of dough, shape and flatten to make limbs, head and body.
- To make hair or sheep's wool, squeeze some dough through a garlic press (or sieve) and attach to the head.
- Use a cocktail stick to draw the face.
- To make the wreath, roll two lengths of dough approximately 5cms wide and 40cms long, pinch one end of each piece together and twist the two lengths together. Join at the top and apply some holly leaves and berries.

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- To make the candy cane, twist two lengths together and shape in to a cane.
- Place on the greased baking tray and wrap with Clingfilm for families to bake and finish at home as follows:
- For a natural sheen, brush the figures with egg white although they won't last as long as varnished figures.
- Place on a greased baking tray and bake in a cool oven (100 degrees C, 200 F, gas mark ¼) for 3 hours or until the back is hard when tapped.



- Once cooled, varnish the decorations to make them shiny, do the front and the back to seal them completely. You can either attach string to hang them up or, glue magnets to the back and stick them on the fridge.

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TEACHERS NOTES

THEMES: Celebrations, Religious Festivals, Christmas
WORKSHOP 7: Create a Christmas decoration

Description

- The group will discuss objects from different cultures that are used to celebrate religious festivals and events, noting similarities and differences.
- The children will observe, describe and compare a number of examples.
- Each child will create a Christmas decoration.

Suggested teacher preparatory work

The group will have discussed the meaning of religious festivals across different faiths, for example Hanukkah (Jewish), Diwali (Hindu), and Christmas (Christian), and explored the activities and rituals that take place.

Differentiation

The activity can be adapted to individual abilities where appropriate. For example a greater emphasis can be put on recognition and identification of body parts in modelling figures.

Assessment/Evaluation points

- Engagement with activity requirements and interaction with the artefacts/objects.

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- Active participation within group discussions and willingness to express feelings.
- Ability to follow pictorial or verbal instructions with growing confidence.
- Creative individuality when designing and making a chosen item.

Skills Framework References

1. Developing Thinking Skills (choosing from options and following instructions).
2. Developing Communication (children have the opportunity to participate in group discussions about individual experiences).
3. Developing ICT (using interactive technology in the venue, collecting information with a digital video or camera).
4. Developing Number (comparing data from examples of decorations provided and calculating shape, measurement and volume in creating their own designs).

Possible Learning Outcomes for the Foundation Phase

1. Personal and Social Development, Well-Being and Cultural Diversity

Children will be encouraged to express their views, choose resources independently, and develop an understanding of cultural similarities and differences with respect and interest.

2. Language, Literacy and Communication Skills

Children will be encouraged to listen to and respond to new information and use appropriate language in order to describe personal feelings and experiences.

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3. Mathematical Development

Children will learn to choose shape and position, measure dimensions and calculate the volume of materials required when creating objects.

4. Welsh Language Development

New words will be introduced where relevant and put into context by word/ sentence repetition throughout the activities.

Events within Wales that also represent cultural diversity will be discussed.

5. Knowledge and Understanding of the World

Children will explore religious festivals from different faiths.

The group will develop their awareness of rituals and celebrations within different faiths and cultures and be encouraged to recognise similarities and differences to their own culture or faith.

6. Physical Development

Children will knead, shape, and roll salt dough, and use cutting and modelling tools for salt dough decorations.

Children will cut, stick, fold and tie fabric for fabric decorations.

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7. Creative Development

Children design and create an object of their choice and will develop an understanding of different creative effects using materials and tools available.

Suggested follow-up activities

- Create a class advent calendar using scrap or waste materials.
- Collect information on Christmas customs, traditions and rituals around the world.
- Write and perform the Nativity to the school and parents.
- Ask a local person to visit the school and talk about a religious event they celebrate.

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WORKSHOP 8

THEME: Illuminated Letters, Word as Image

ACTIVITY: Make a Badge

This workshop will explore and the written word as image in fine and decorative art, and is particularly suited to older children in the Foundation Phase. Individuals will design a badge based on calligraphy, illuminated letters, typefaces and fonts using initials from their own names. You will need to buy, hire or borrow a badge making kit, and usually an adult would have to make up pin badges due to the equipment involved. Alternatively you can use a children's sticker making kit and create sticker badges, these can be purchased relatively cheaply from toy shops.

Relating to: Illuminated manuscripts, calligraphy, monograms, work by artists who use text as a feature of their work, e.g. Barbara Kruger, Jenny Holzer, Ogwyn Davies.

Materials

A badge maker kit including badges

Pre cut stickers

Scrap paper and pencils for designing

Coloured paper

Coloured felt tip pens including silver and gold.

Indian ink, and mark making tools e.g. quills, feathers, pointed sticks

Pages from newspapers or magazines and printouts of different typefaces

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Preparation

1. Cover the work surface with a waterproof sheet.
2. Lay out aprons, tools, and materials.
3. Prepare two or three examples of finished badges or stickers.
4. Photocopy or print out some examples of simple calligraphy techniques.

Activity Instructions

- Explore relevant items in the gallery or museum collection through display, handling pieces or images.
- Discuss the form, function and context of each piece, and provide information about its history and acquisition.
- Discuss the artistic process, design and techniques involved in creating the objects and encourage the group to discuss and compare objects.
- Demonstrate some simple calligraphy techniques using tools available.
- Show the group some examples of badges made previously and demonstrate how each was made.
- Individuals create a rough design of their illuminated letter on scrap paper before creating their badge, ensuring it is scaled to the badge size. They can draw the letters themselves or cut out printed letters and arrange them into a design, see examples.
- Allow older children (according to the instructions of the badge maker) to process the badge themselves.

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TEACHERS NOTES

THEMES: Illuminated letters, Word as Image WORKSHOP 8: Make a Badge

Description

- The children will explore artists' representation of written text, as well as the use of text itself as imagery in fine and decorative arts, for example: illuminated manuscripts, calligraphy, graphic art.
- The group will discuss the artists' representation of written text, including the use of materials and methods.
- Each child will design a badge using initials from their own names.

Suggested teacher preparatory work

The group will have discussed the relationship that exists between word and image, and looked at some examples e.g. picture books, cartoon strips, advertising, signs.

Differentiation

The activity can be adapted to individual abilities where appropriate. Younger children may wish to use stencils, or print with stamps to create their initials. Older children can copy from examples using mark making tools including special pens, and straws cut into quills. N.B. Most metal badge making kits cannot be operated by children under eight years of age, therefore an adult should make up the badge itself, also check the

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manufacturers instructions for what age metal pin badges are suitable for. Sticker making machines usually can be operated by children over 3 years of age.

Assessment/Evaluation points

- Engagement with activity requirements and interaction with the objects/materials.
- Letter recognition and the ability to identify their own initials.
- Creative individuality when designing their badge and an active exploration of available materials, tools and shapes.

Skills Framework References

1. Developing Thinking Skills (using one or more criteria to create a design).
2. Developing Communication (oracy, reading and writing).
3. Developing ICT (using interactive technology in venue, examining print making methods).
4. Developing Literacy (identifying letters in the alphabet and exploring mark making).

Possible Learning Outcomes for the Foundation Phase

1. Personal and Social Development, Well-Being and Cultural Diversity

Children will be encouraged to express their views, choose resources independently, and develop an understanding of behavioural expectations outside the classroom.

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2. Language, Literacy and Communication Skills

Children will be encouraged to listen and respond to new information and use appropriate language in order to design their badge.

3. Mathematical Development

Children will explore pattern, shape and position in badge examples, before using their knowledge to produce their own design.

4. Welsh Language Development

New words will be introduced where relevant and put into context by word/ sentence repetition throughout the activities.

Items with a specific Welsh and/or local area interest will be discussed.

Letters in the Welsh alphabet will be examined.

5. Knowledge and Understanding of the World

Children will explore and focus on familiar and unfamiliar objects and place them into simple historical order.

The group will develop their awareness of artefacts from the past and their uses.

6. Physical Development

Children will use mark making tools, and create a design on a limited space.

Children will choose and experiment with a range of materials and methods.

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7. Creative Development

Children develop an understanding of different creative effects with various materials and techniques. Children will design and create their own badge.

Suggested follow-up activities

- Create a display of word art in the classroom using cut out letters from magazines, or letters designed by children themselves.
- Design letters on the computer using different fonts and creative effects.
- Create illuminated letters using tools for calligraphy such as plastic straws cut at an angle to make quills, feathers or sticks, and decorate the letters with gold paint and glitter.
- Write a story in pictures.
- Role-play activities based on historical facts learnt at the museum or gallery.

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ONLINE RESOURCES FOR THE FOUNDATION PHASE IN WALES

Welsh Assembly Government

The website has downloadable PDFs on the statutory framework, 'Framework for Children's Learning for 3 to 7-year-olds in Wales'. This framework sets out the curriculum and outcomes under seven Areas of Learning. For each Area of Learning, the educational programme sets out what children should be taught and the outcomes set out the expected standards of children's performance.

http://wales.gov.uk/topics/educationandskills/earlyyearshome/foundation_phase/?lang=en

The National Grid for Learning Cymru (NGfL Cymru)

<http://www.ngfl-cymru.org.uk/eng/foundation-phase-temporary-homepage>

An expanding suite of resources to support the Foundation Phase.

Engage

An organisation that promotes access to, enjoyment and understanding of the visual arts through gallery education. They commissioned a research programme in Wales from 2005-2009 exploring the contribution that galleries and artists can make to the new Foundation Phase curriculum in Wales. You can download a PDF of the report by clicking on the link below.

http://engage.org/projects/foundation_phase.aspx