



**'Enlightening, Exciting, Educational!'**

# Primary Teachers, Gallery Educators and Children co-constructing Cultural Capital for a 'Full Curriculum' in the C21st: Teachers' Perspectives.



*City Scope: NG TOP for TAcT Exhibition 2019 #1*

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*City Sketch: NG TOP for TAcT Exhibition 2019 #2*

# Anna Craft Creativities in Education Prize 2020

28 Oct 2020



# The National Gallery *Take One Picture* Programme

<https://www.nationalgallery.org.uk/learning/take-one-picture>



# The Academy Trust - TAcT



(Butler, 2018; DfE, 2013; 2020; Eyles, Machin and Silva, 2017: 123; Gov.UK, 2021; Hazenberg, Paterson-Young and Bryika, 2018; Keddie, 2019:6). Ward, 2019; Weale, 2018)

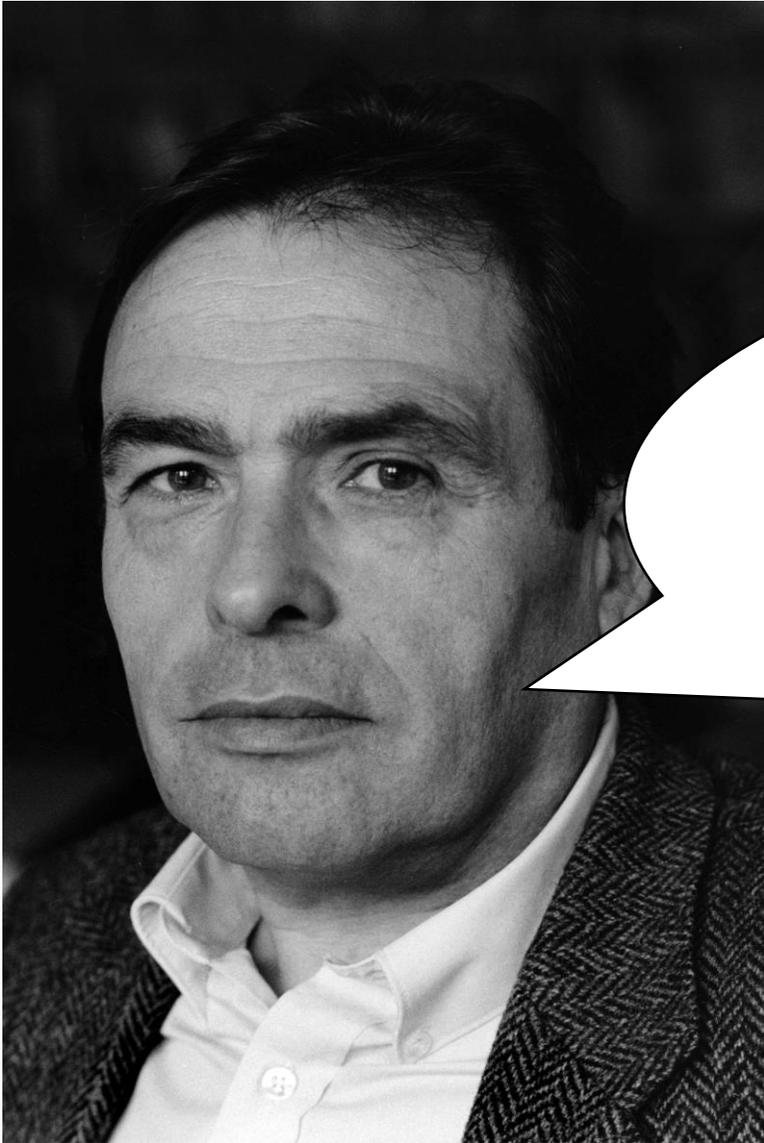
# Ball's 'Terrors of Performativity'<sup>1</sup> reified

Between 2010 and 2019...

- **Less time training pre-service teachers to teach Art and Design (Gregory, 2019)**
- **Fewer training pathways for art specialist teachers (Gregory, 2019)**
- **Art and Design opportunities for children reduced by 48% at KS1 and 38% at KS2 (NSEAD, 2016)**
- **58% fewer school art trips (Cooper, 2018:13)**
- **A 'dramatic decline in the quantity and quality of arts education in primary schools in England' (Cooper, 2018, 4; Greaney, 2018: 74; Spielman, 2018)**



(<sup>1</sup>Ball, 2003)



Cultural Capital: 'the immanent  
structure of the social world'  
(Bourdieu, 1986:46)

(Ofsted, 2019: 9; Mansell, 2019; Williams, 1976)

# The National Gallery Phase 1

## *Take One Picture* Programme for TAcT

**Key aim:** to promote better student outcomes in art and writing through vocabulary enrichment and a 'broad, rich and rigorous' knowledge-based curriculum.

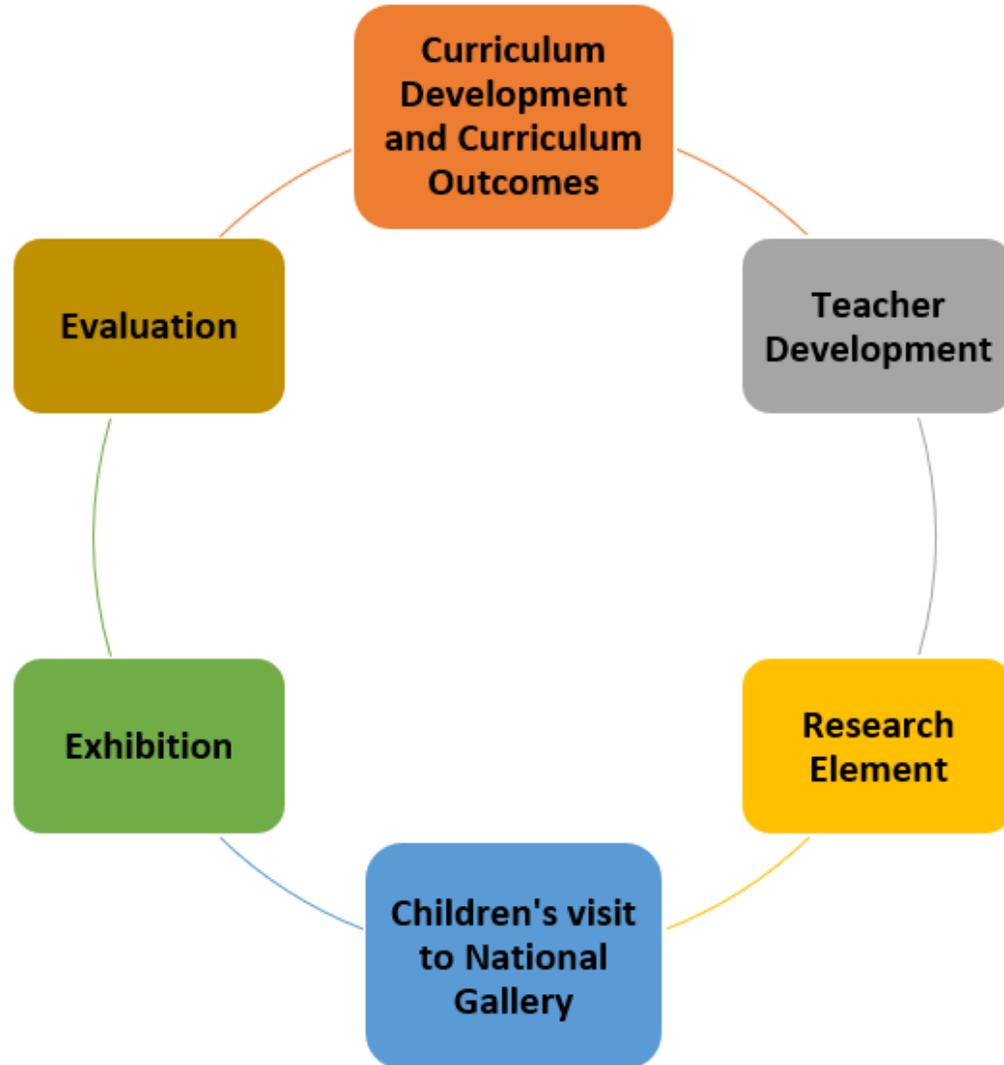
**Secondary aim:** to provide participating students with 'memory making' experiences which build confidence, enthusiasm and cultural capital.



*'Men of the Docks' (Bellows, 1912)*

# The National Gallery 2018-19

## *Take One Picture* Programme for TAcT: 6 strands



# The National Gallery 2018-19 TOP for TAcT Research Aim and Questions

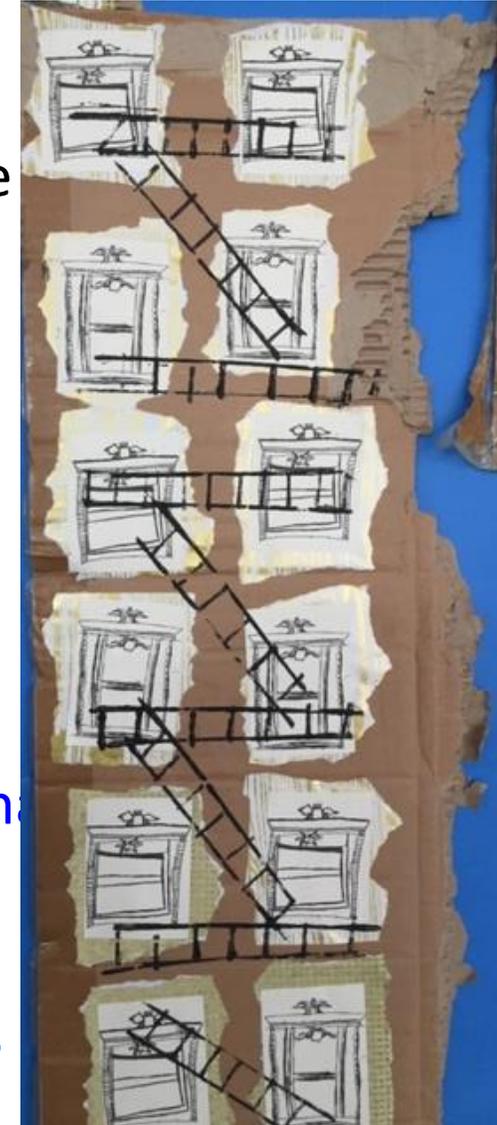
**Research Aim:** To investigate the views of TAcT Year 4 students and their teachers concerning their experiences of National Gallery's Take One Picture (TOP) TAcT Programme and its effects on the teachers' professional development and the students' outcomes in art, writing and non-cognitive skills acquisition.

## Research Questions

RQ1. What are the views of TAcT Y4 students and their teachers concerning their experiences of the National Gallery's TOP TAcT Programme?

RQ2. What are the views of TAcT Y4 students and their teachers concerning the effects of the TOP TAcT programme on participating teachers' professional development?

RQ3. What are the views of TAcT Y4 students and their teachers concerning the effects of the TOP TAcT programme on participating students' outcomes in art, writing and non-cognitive skills acquisition?



# The National Gallery 2019 TOP for TAcT Research Design

## Purposive sampling

### Sampling frame:

- 11 schools
- 30 teachers
- 550 x Y4 students aged 8-9 years

### Participants:

- 10 schools
- 25/20 (83%/67%) teachers
- 328/319 (60%/58%) x Y4 students 8-9yrs

## Ethics:

- BERA (2018), approved and monitored by University of Northampton REC

## Methodology:

- Intrinsic Case Study (Stake, 1995)

## Research Instruments:

- Teachers' Pre-/Post-Test Questionnaire Surveys
- Students' Pre-/Post-Test Questionnaire Surveys

## Analysis:

- Descriptive statistics (quantitative data)
- Frequency analysis (quantitative data)
- Adaptation of *Goodenough–Harris Drawing Test* (Harris, 1963) (children's gallery drawings)
- Inductive thematic analysis (qualitative data)

# The teachers' questionnaires asked teachers...

34 questions...

A: About themselves as Teachers

B: About their Teaching

C: About Children's Learning

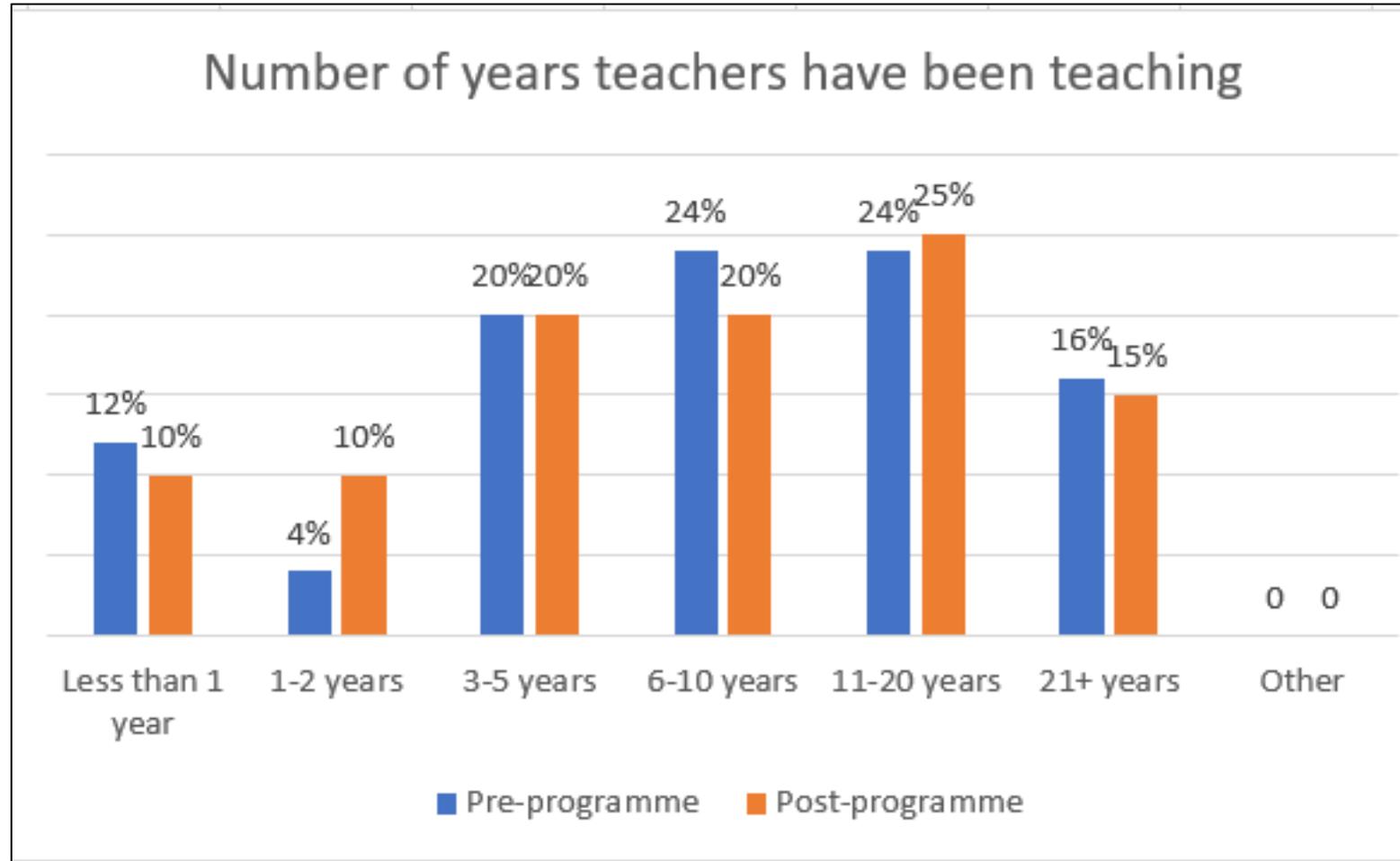
D: About the TOP for TAcT Programme



*Through the Porthole: NG TOP for TAcT Exhibition 2019 #5*

## SECTION A: About themselves as Teachers

TQ6. How long did teachers say they had been teaching?



Before the programme, 84% of teachers said they had been teaching for three years or longer. After the programme, 80% of teachers said they had been teaching for three years or longer.

# SECTION B: About their Teaching

TQ11, TQ12, TQ13. How did teachers rate their own knowledge, skills and confidence for teaching aspects of art (National Society for Education in Art and Design, (NSEAD) 2019)?

5 Excellent 	4 Good 	3 OK 	2 Poor 	1 Bad 
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a. Teaching Y4 children to make good choices of resources and references to help them develop art ideas.

b. Teaching Y4 children to draw thoughtfully in sketchbooks to improve their understanding and ideas as part of planning new art work

c. Teaching Y4 children to investigate the nature and qualities of different art materials and processes in a systematic way

d. Teaching Y4 children to use technical art skills to improve the quality of pictures and objects they make in art.

e. Teaching Y4 children regularly to think carefully about their own art work, and compare it with others' work

f. Teaching Y4 children to make their art work better by talking about similarities and differences between their own art work and other people's art work

g. Teaching Y4 children to know about and describe key ideas, techniques and working practices of different artists they have studied.

h. Teaching Y4 children to name and talk about art tools they have worked with (e.g. brushes, paint types)

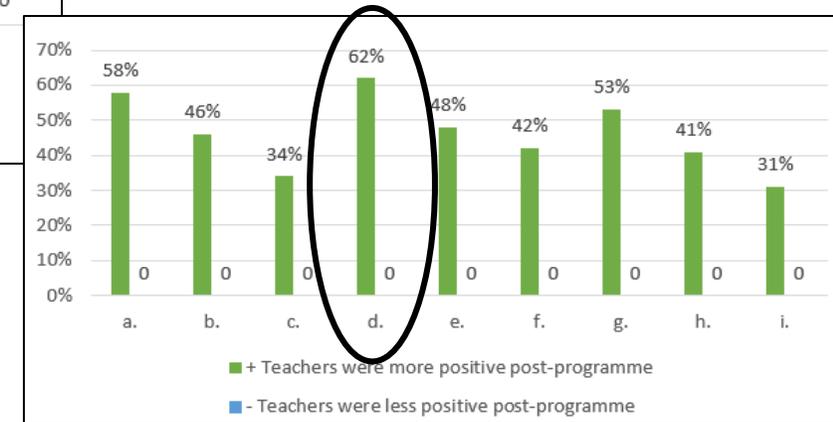
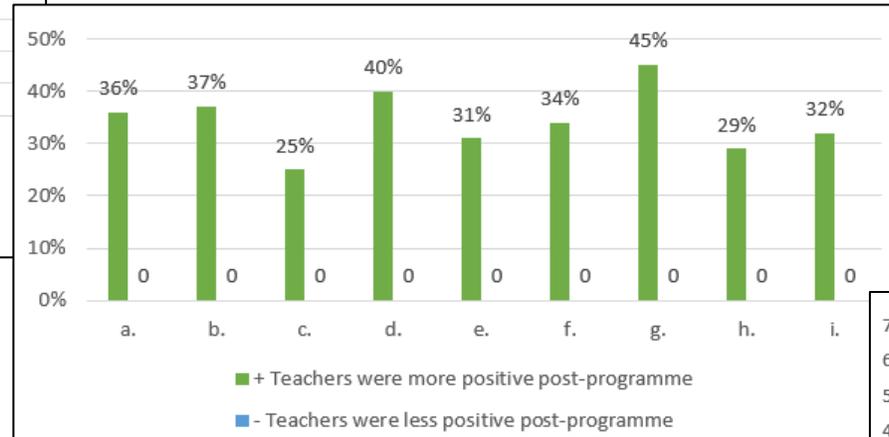
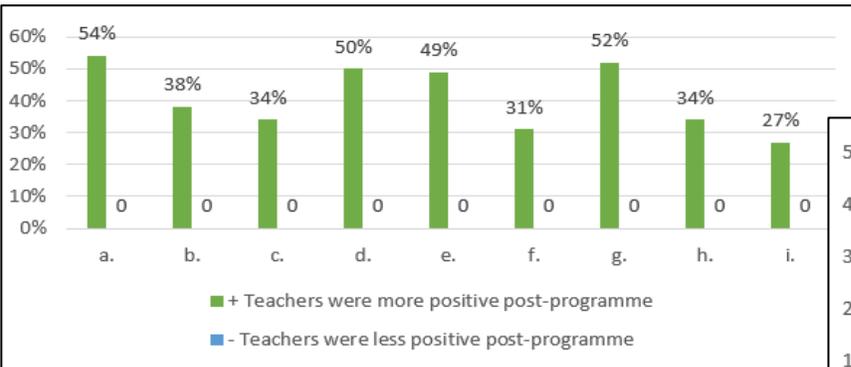
i. Teaching Y4 children to show others how to use art tools properly and safely

# TQ11, TQ12, TQ13. How did teachers rate their own knowledge, skills and confidence for teaching aspects of art (NSEAD, 2019)?

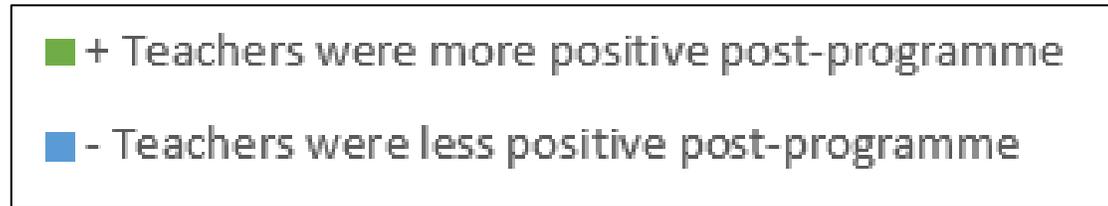
## Knowledge

## Skills

## Confidence



### KEY:



When asked to rate their knowledge, skills and confidence for teaching the NSEAD aspects of art, **after the NG TOP for TAcT programme, teachers were more positive about every aspect** than beforehand, with the greatest gain in their confidence for teaching Y4 children to use technical art skills to improve the quality of pictures and objects they make in art **(+62%)**

# TQ14, TQ15, TQ16. How did teachers rate their own knowledge, skills and confidence for teaching writing?

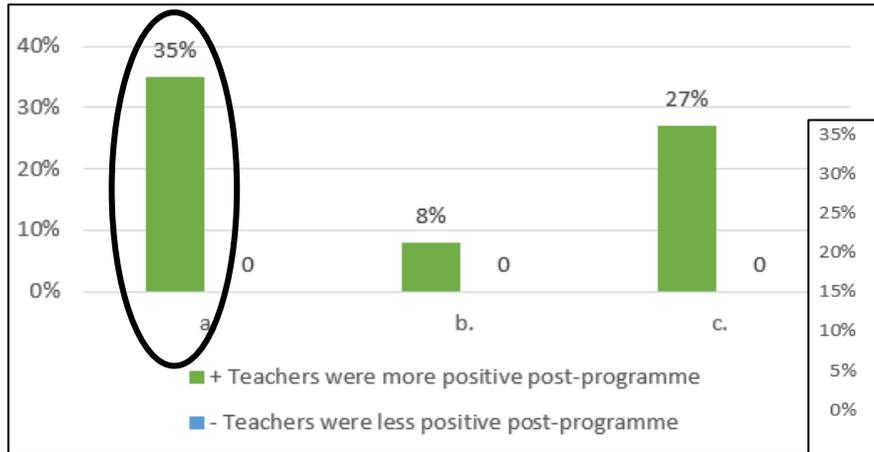
5 Excellent 	4 Good 	3 OK 	2 Poor 	1 Bad 
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Teaching rich Tier 2 and Tier 3 vocabulary <sup>1,2</sup> to Y4 children
Teaching creative writing to Y4 children
Teaching Y4 children to write a non-fiction critique

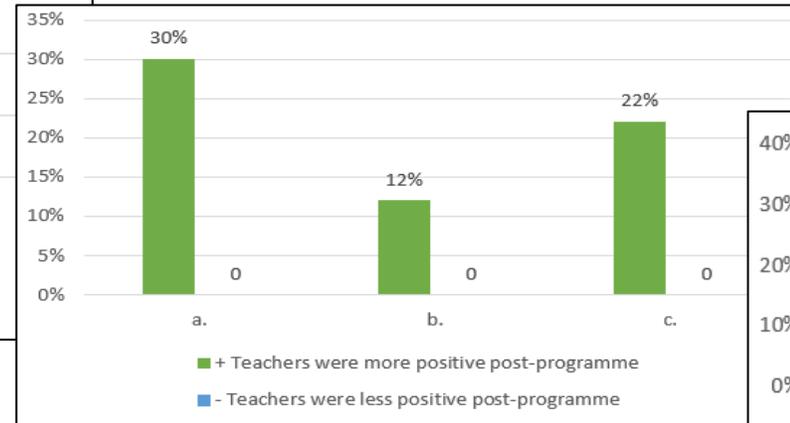
- <sup>1</sup>Creative writing and non-fiction critique were the two principle writing genres included in the NG TOP for TAcT programme.
- <sup>2</sup>A wide vocabulary is an indicator for good reading comprehension in primary and secondary school and reading fluency in secondary school (Beck & McKeown, 2007; Cunningham & Stanovich, 1997; Scarborough, 2002; Storch & Whitehurst, 2002).
- There is an established correlation between knowing and understanding words and reading competence (Cain, Oakhill, Barnes, & Bryant, 2001; Farkas & Beron, 2004).

# TQ14, TQ15, TQ16. How did teachers rate their own knowledge, skills and confidence for teaching aspects of writing?

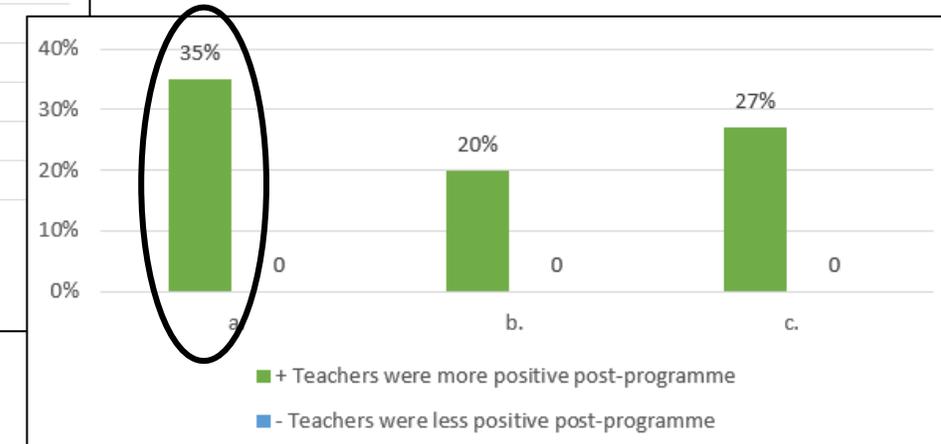
## Knowledge



## Skills



## Confidence



### KEY:

■ + Teachers were more positive post-programme

■ - Teachers were less positive post-programme

When asked to rate their knowledge, skills and confidence for teaching aspects of writing, **after the NG TOP for TAcT programme, teachers were more positive about every aspect** than beforehand, with the greatest gains in their knowledge and confidence for teaching rich Tier 2 and Tier 3 vocabulary<sup>1,2</sup> to Y4 children **(+35%)**

# TQ17, TQ18, TQ19. How did teachers rate their own knowledge, skills and confidence for teaching C21st skills ?

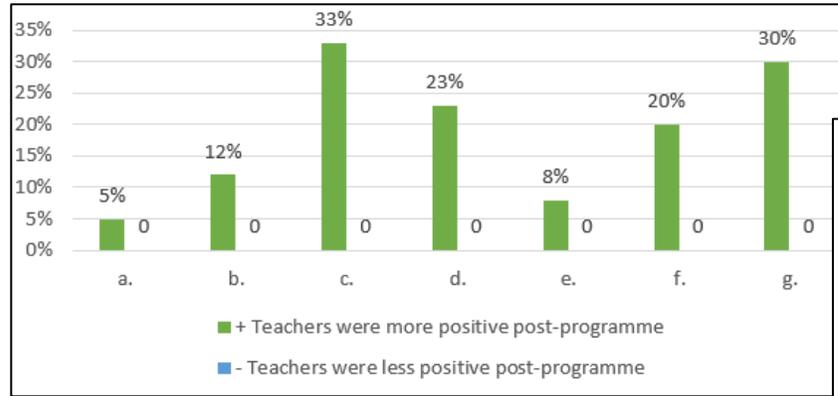
a.	Motivation
b.	Self-awareness
c.	Self-regulation
d.	Empathy
e.	Social skills
f.	Critical thinking
g.	Creativity

5 Excellent 	4 Good 	3 OK 	2 Poor 	1 Bad 
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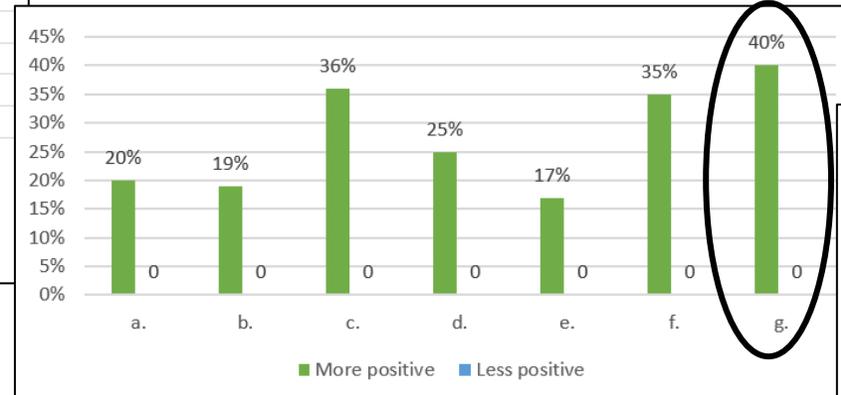
**There is wide consensus that these skills are necessary for success in the C21st** (Craft, 2003; Global Partnership for Education, 2020; Goleman, 2009; Joynes et al., 2019; Lamb, Maire and Doecke, 2017; Moon, 2008; Murray and Cousens, 2020; Willingham, 2008)

# TQ17, TQ18, TQ19. How did teachers rate their own knowledge, skills and confidence for C21st skills

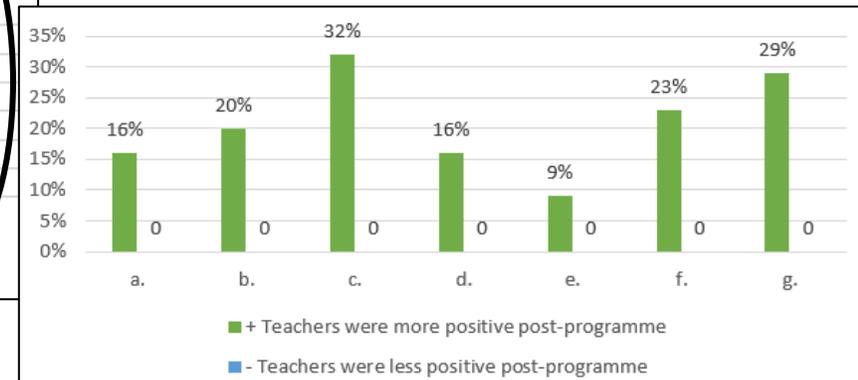
## Knowledge



## Skills



## Confidence



### KEY:

- + Teachers were more positive post-programme
- - Teachers were less positive post-programme

When asked to rate their knowledge, skills and confidence for teaching non-cognitive skills, **after the NG TOP for TAcT programme, teachers were more positive about every aspect** than beforehand, with the greatest gain in their skills for teaching creativity to Y4 children **(+40%)**

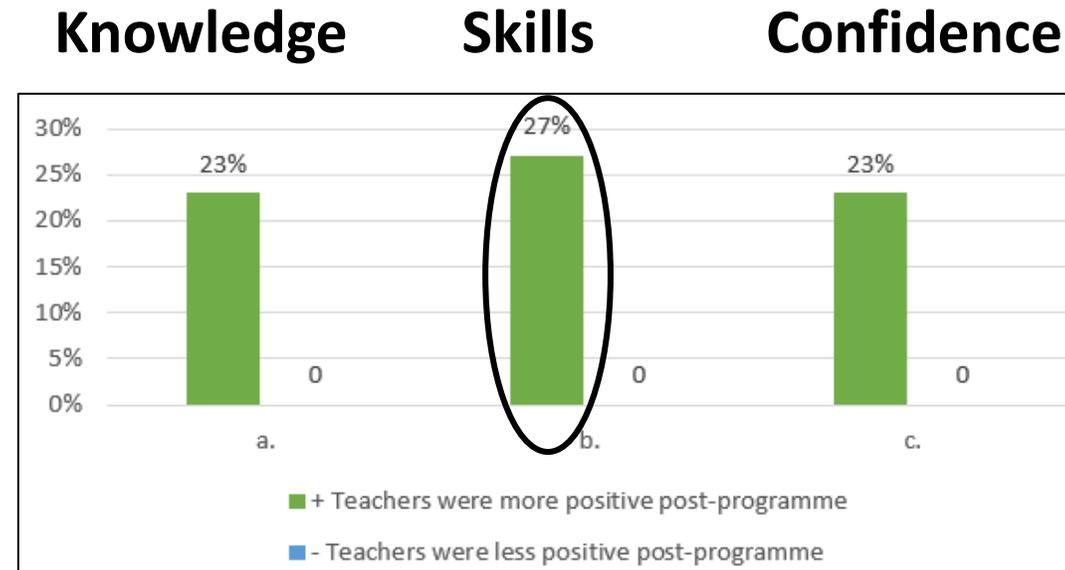
# TQ20. How did teachers rate their own knowledge, skills and confidence for planning for children's cross-curricular learning?

e.g.

	5 Excellent 	4 Good 	3 OK 	2 Poor 	1 Bad 
a. My knowledge for planning children's cross-curricular learning is...					
b. My skills for planning children's cross-curricular learning are...					
c. My confidence for planning children's cross-curricular learning is...					

**Cross-curricular learning was a key feature for the 2018-19 NG TOP for TAcT programme.**

# TQ20. How did teachers rate their own knowledge, skills and confidence for planning for children's cross-curricular learning?



## KEY:

- + Teachers were more positive post-programme
- Teachers were less positive post-programme

When asked to rate their knowledge, skills and confidence for planning for children's cross-curricular learning, **after the NG TOP for TAcT programme, teachers were more positive about every aspect** than beforehand, with the greatest gain in their skills for planning for children's cross-curricular learning **(+27%)**

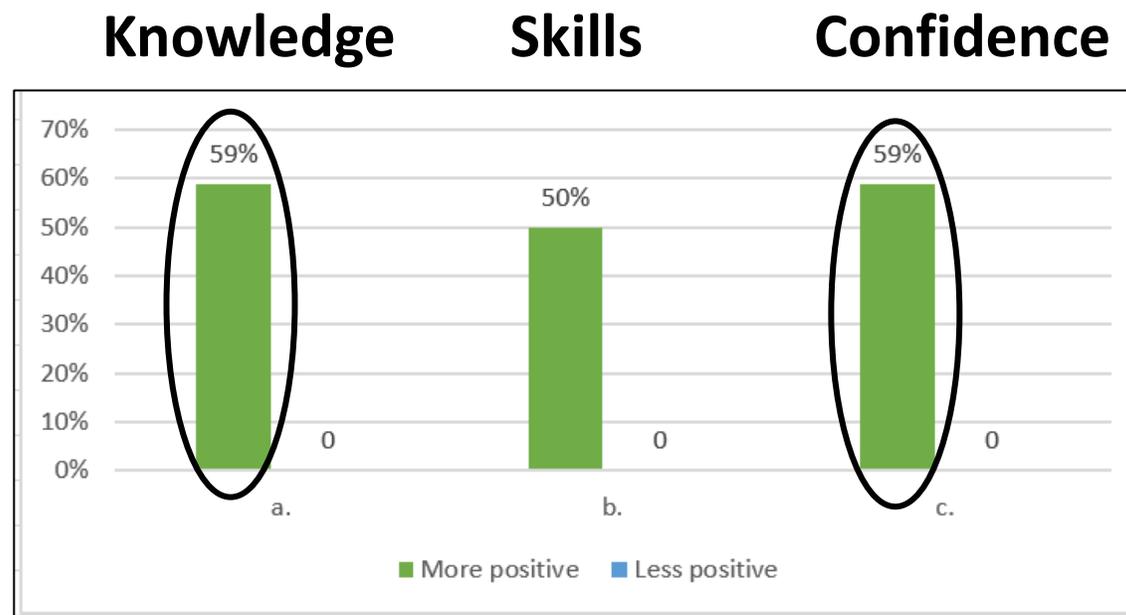
# TQ21. How did teachers rate their own knowledge, skills and confidence for using paintings to inspire children's cross-curricular learning?

e.g.

	5 Excellent 	4 Good 	3 OK 	2 Poor 	1 Bad 
a. My knowledge in respect of using paintings to inspire children's cross-curricular learning is...					
b. My skills in respect of using paintings to inspire children's cross-curricular learning are...					
c. My confidence in respect of using paintings to inspire children's cross-curricular learning is...					

**Cross-curricular learning was a key feature for the 2018-19 NG TOP for TAcT programme.**

# TQ20. How did teachers rate their own knowledge, skills and confidence for using paintings to inspire children's cross-curricular learning?



## KEY:

■ + Teachers were more positive post-programme

■ - Teachers were less positive post-programme

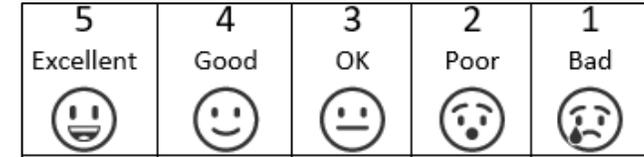
When asked to rate their knowledge, skills and confidence for using paintings to inspire children's cross-curricular learning, **after the NG TOP for TAcT programme, teachers were more positive about every aspect** than beforehand, with the greatest gain in their skills for planning for children's cross-curricular learning **(+59%)**

# SECTION C: About Children's Learning

TQ22, TQ23. How did teachers rate their Y4 students' ability and confidence concerning aspects of art (NSEAD) 2019?

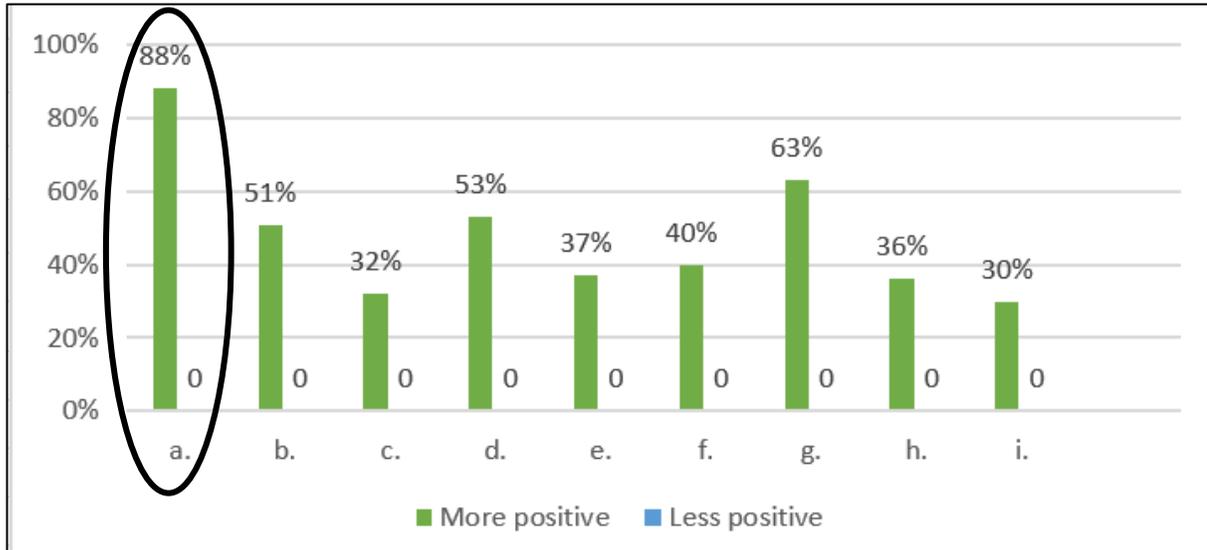
e.g.

a.	Our <u>Y4</u> children's ability to make good choices of resources and references to help them develop art ideas is...
b.	Our <u>Y4</u> children's ability to draw thoughtfully in sketchbooks to improve their understanding and ideas as part of planning new <u>art work</u> is...
c.	Our <u>Y4</u> children's ability to investigate the nature and qualities of different art materials and processes in a systematic way is...
d.	Our <u>Y4</u> children's ability to use technical art skills to improve the quality of pictures and objects they make in art is...
e.	Our <u>Y4</u> children's ability to think carefully about their own <u>art work</u> , and compare it with others' work is...
f.	Our <u>Y4</u> children's ability to make their <u>art work</u> better by talking about similarities and differences between their own art work and other people's art work is...
g.	Our <u>Y4</u> children's ability to know about and describe key ideas, techniques and working practices of different artists they have studied is...
h.	Our <u>Y4</u> children's ability to name and talk about art tools they have worked with ( <u>e.g.</u> brushes, paint types) is...
i.	Our <u>Y4</u> children's ability to show others how to use art tools properly and safely is...

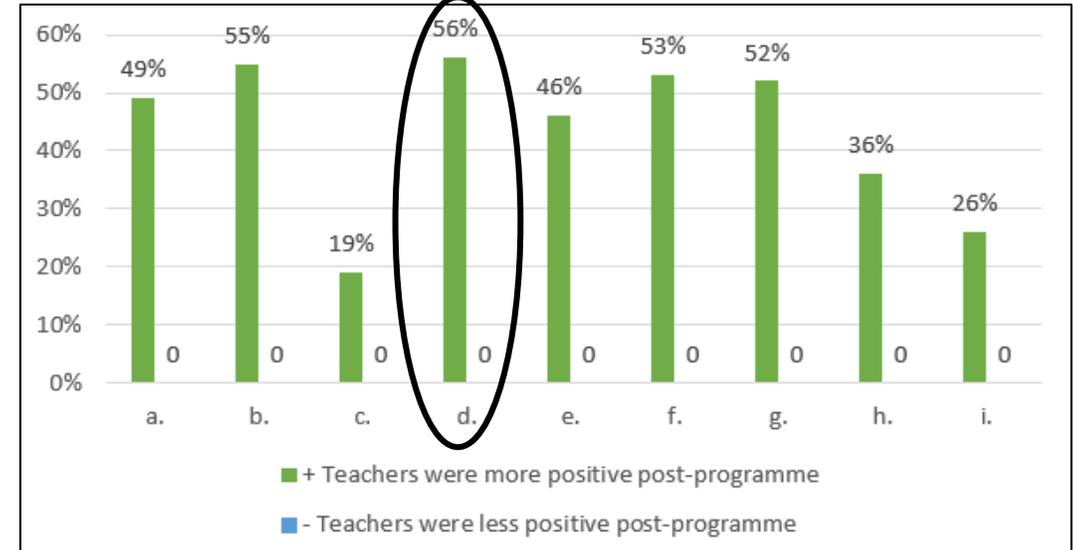


# TQ22, TQ23. How did teachers rate their Y4 students' ability and confidence concerning aspects of art (NSEAD) 2019)?

## Ability



## Confidence



KEY:

- + Teachers were more positive post-programme
- - Teachers were less positive post-programme

When asked to rate their Y4 students' ability and confidence concerning NSEAD aspects of art, **after the NG TOP for TAcT programme, teachers were more positive about every aspect** than beforehand, citing the greatest gains in their Y4 students' abilities to make good choices of resources and references to help them develop art ideas **(+88%)** and their Y4 students' confidence to use technical art skills to improve the quality of pictures and objects they make in art **(+56%)**

# TQ24, TQ25. How did teachers rate their Y4 students' ability and confidence concerning aspects of writing?

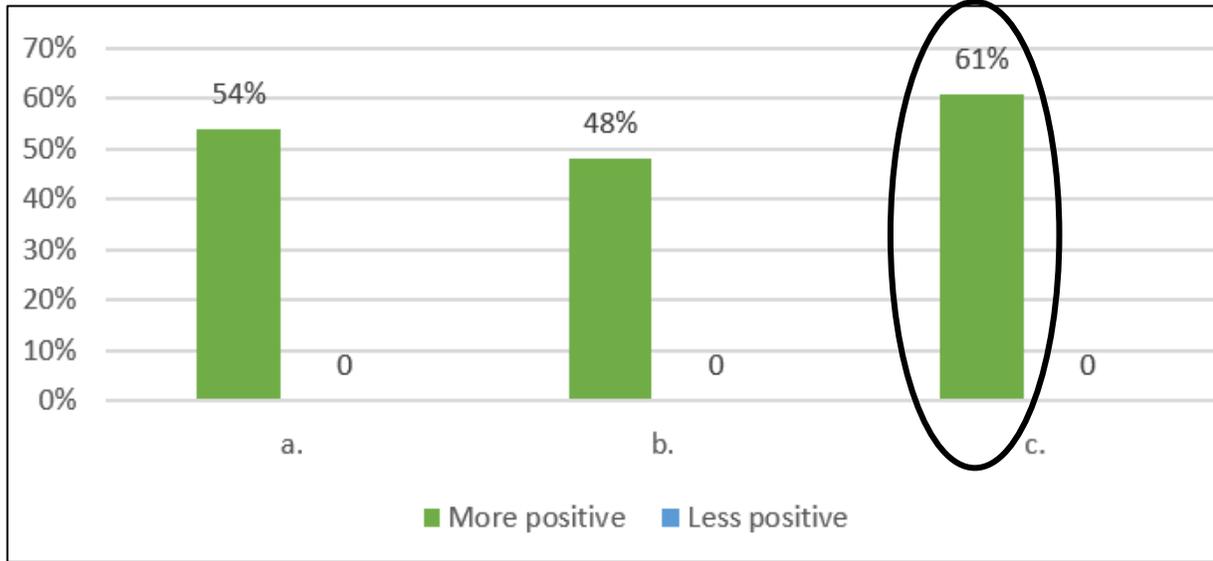
e.g.

	5 Excellent 	4 Good 	3 OK 	2 Poor 	1 Bad 
a. Our <u>Y4</u> children's ability to use rich Tier 2 and Tier 3 vocabulary <sup>1,2</sup> is...					
b. Our <u>Y4</u> children's ability in creative writing is...					
c. Our <u>Y4</u> children's ability to write a non-fiction critique is...					

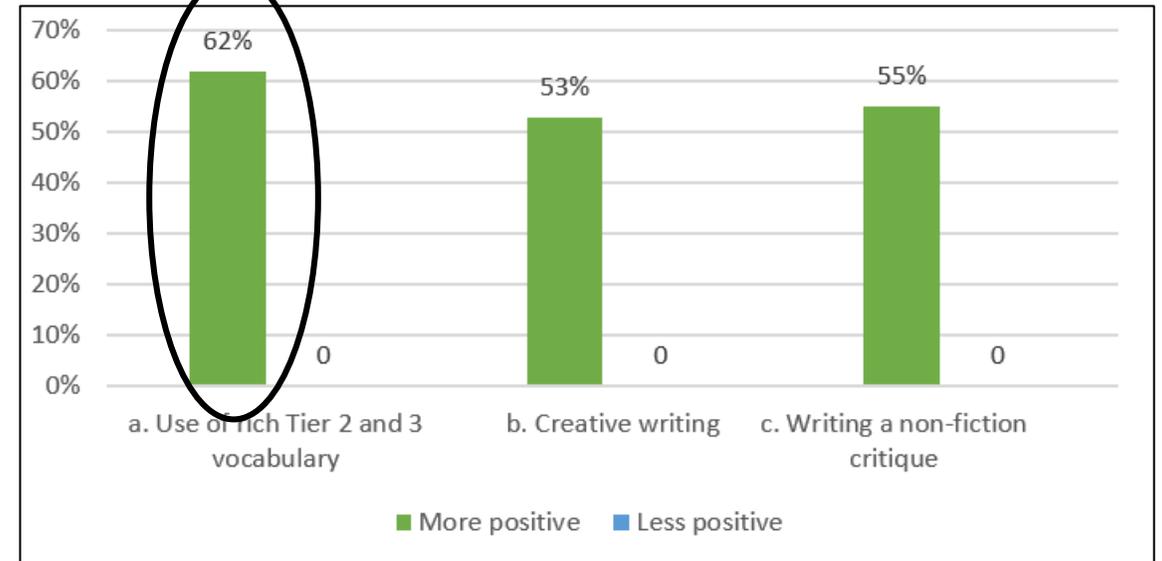
- <sup>1</sup>Creative writing and non-fiction critique were the two principle writing genres included in the NG TOP for TAcT programme.
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- There is an established correlation between knowing and understanding words and reading competence (Cain, Oakhill, Barnes, & Bryant, 2001; Farkas & Beron, 2004).

# TQ24, TQ25. How did teachers rate their Y4 students' ability and confidence concerning aspects of writing

## Ability



## Confidence



### KEY:

- + Teachers were more positive post-programme
- - Teachers were less positive post-programme

When asked to rate their Y4 students' ability and confidence concerning aspects of writing, **after the NG TOP for TAcT programme, teachers were more positive about every aspect** than beforehand, citing the greatest gains in their Y4 students' abilities to write a non-fiction critique **(+56%)** and in their confidence for using rich Tier 2 and Tier 3 vocabulary. **(+62%)**

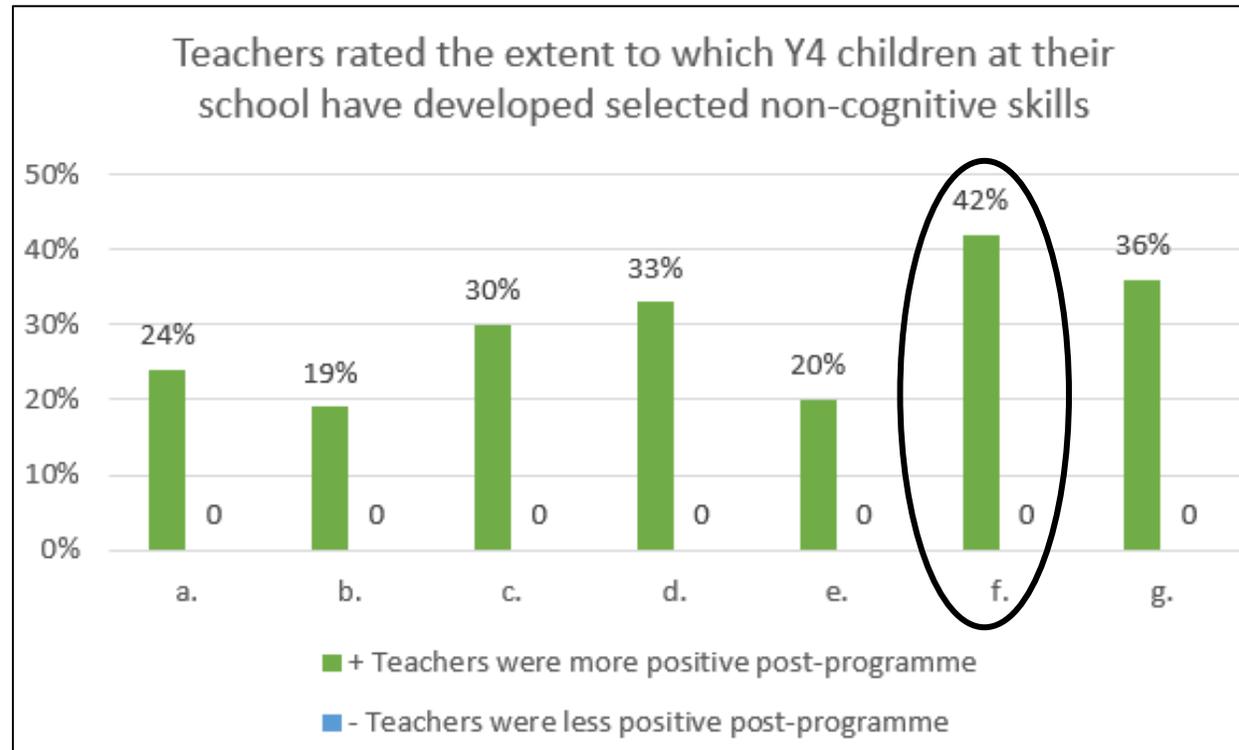
# TQ26. How did teachers rate the extent to which their Y4 students developed these C21st skills?

a.	Motivation
b.	Self-awareness
c.	Self-regulation
d.	Empathy
e.	Social skills
f.	Critical thinking
g.	Creativity

5 Excellent 	4 Good 	3 OK 	2 Poor 	1 Bad 
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**There is wide consensus that these skills are necessary for success in the C21st** (Craft, 2003; Global Partnership for Education, 2020; Goleman, 2009; Joynes et al., 2019; Lamb, Maire and Doecke, 2017; Moon, 2008; Murray and Cousens, 2020; Willingham, 2008)

# TQ26. How did teachers rate the extent to which their Y4 students developed these C21st skills?



KEY:

■ + Teachers were more positive post-programme

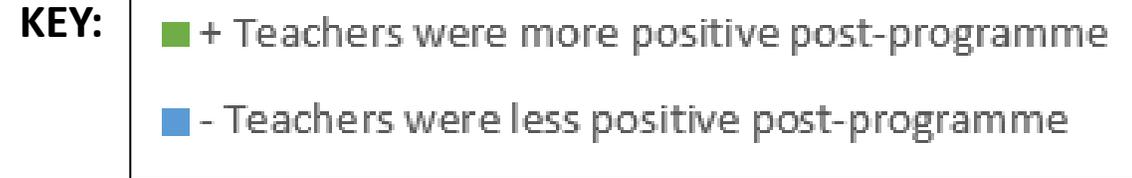
■ - Teachers were less positive post-programme

When asked to rate the extent to which their Y4 students' developed these C21st skills, **after the NG TOP for TAcT programme, teachers were more positive about every aspect** than beforehand, citing the greatest gain in their Y4 students' development of critical thinking **(+42%)**

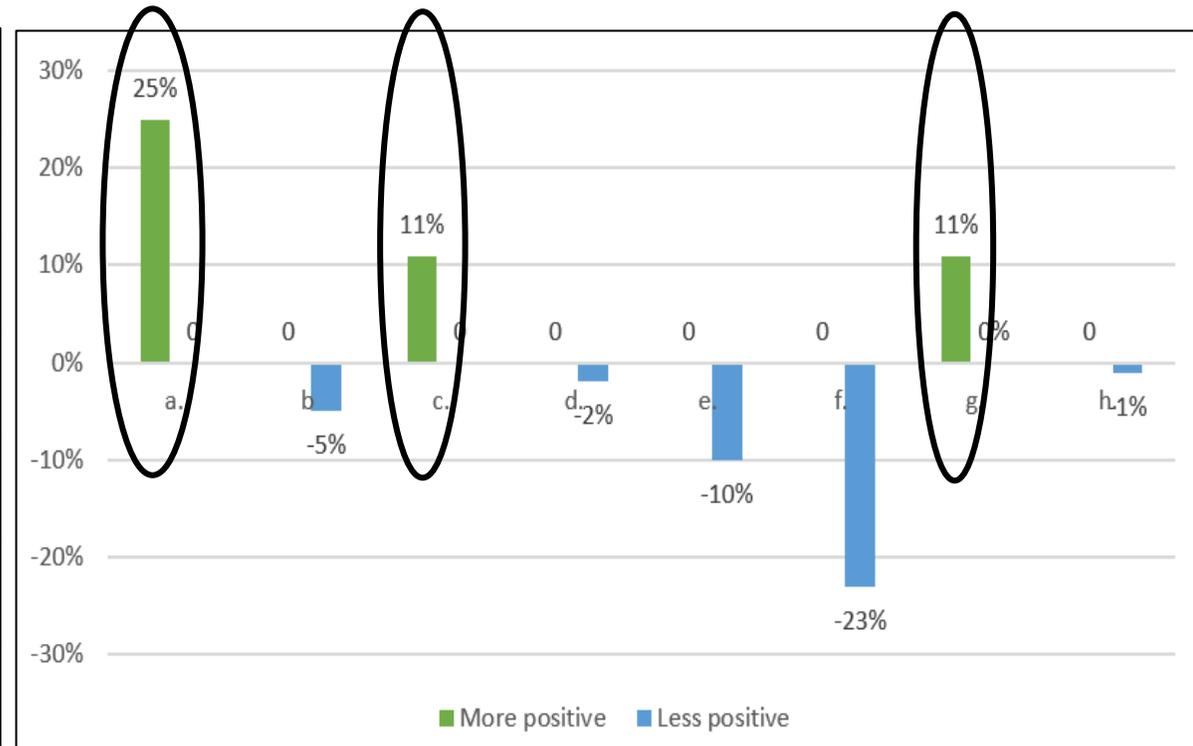
# SECTION D: About the TOP for TAcT Programme

**TQ27. How much did teachers agree with these statements about their schools' curriculum development and curriculum outcomes and the TOP for TAcT programme?**

5 Strongly Agree 	4 Agree 	3 Not Sure 	2 Disagree 	1 Strongly Disagree 
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- a. Children will be/were inspired by the Men of the Docks painting by George Bellows
- b. Children will gain/gained new knowledge about the Men of the Docks painting
- c. Children will write/wrote critically in response to the Men of the Docks painting
- d. Children will use/have used confidently technical and/or academic vocabulary in response to the Men of the Docks painting
- e. Teaching staff will develop/have developed new knowledge and understanding about the art curriculum
- f. Teaching staff will develop/have developed new drawing and painting skills.
- g. Teaching staff will make/have made more meaningful curriculum links.
- h. Teaching staff will use/have used confidently technical and/or academic vocabulary in response to the Men of the Docks painting



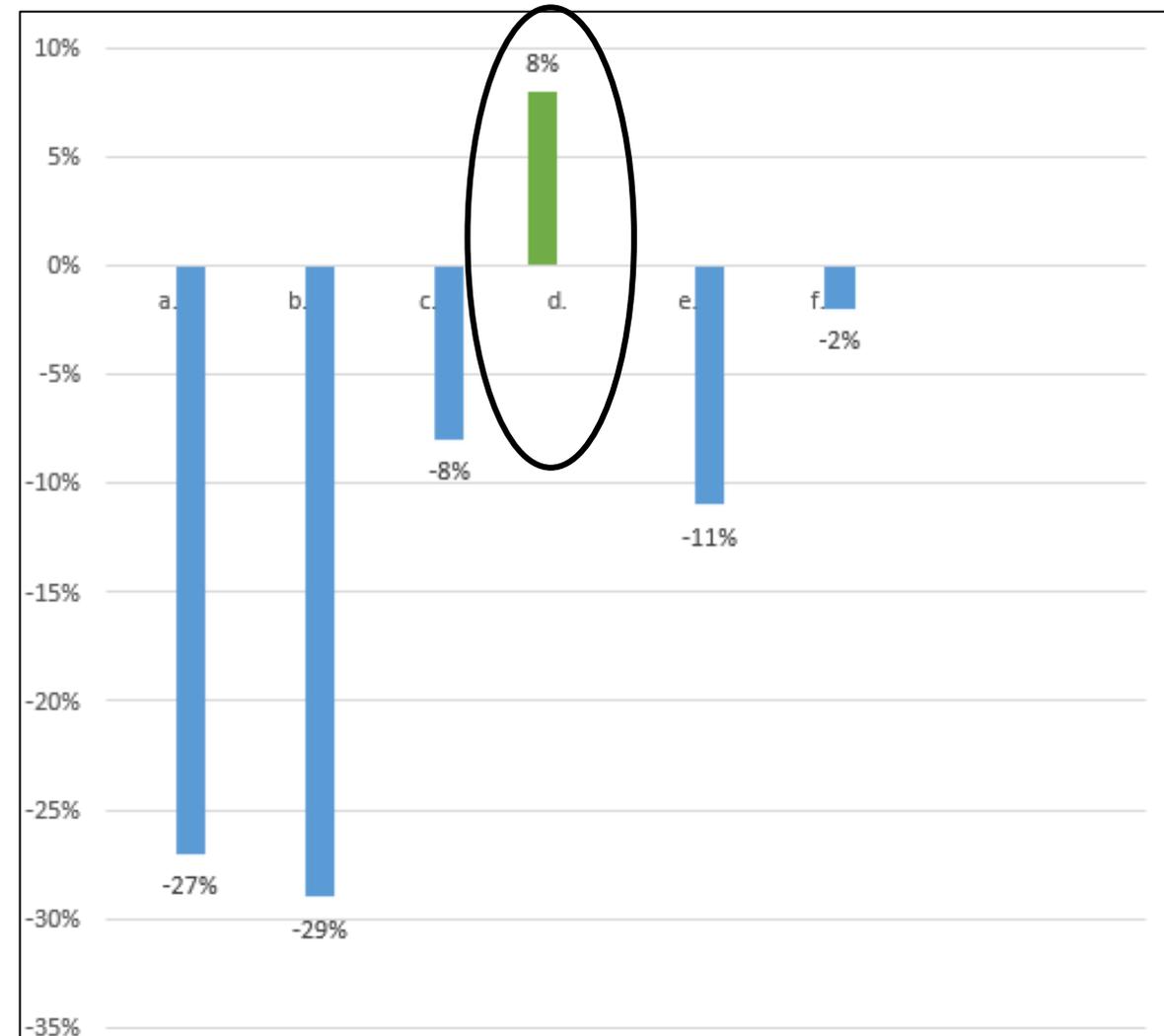
# TQ28. How much did teachers agree with these statements about their schools' teacher development and the TOP for TAcT programme?

5 Strongly Agree 	4 Agree 	3 Not Sure 	2 Disagree 	1 Strongly Disagree 
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- a. Our school Art Lead will access/has accessed high quality CPD from The National Gallery
- b. Our school Art Lead will access/has accessed additional high quality CPD from NPAT
- c. Our school Art Lead will confidently lead/confidently leads the art curriculum
- d. Our Y4 teaching staff will access/has accessed high quality CPD from The National Gallery
- e. Our Y4 teaching staff will access/has accessed additional high quality CPD from NPAT
- f. Our Y4 teaching staff will confidently teach/confidently teaches the art curriculum

**KEY:**

- + Teachers were more positive post-programme
- - Teachers were less positive post-programme



# TQ33. What 3 words come to mind when you think of The National Gallery?

## Top 5 before:

Culture

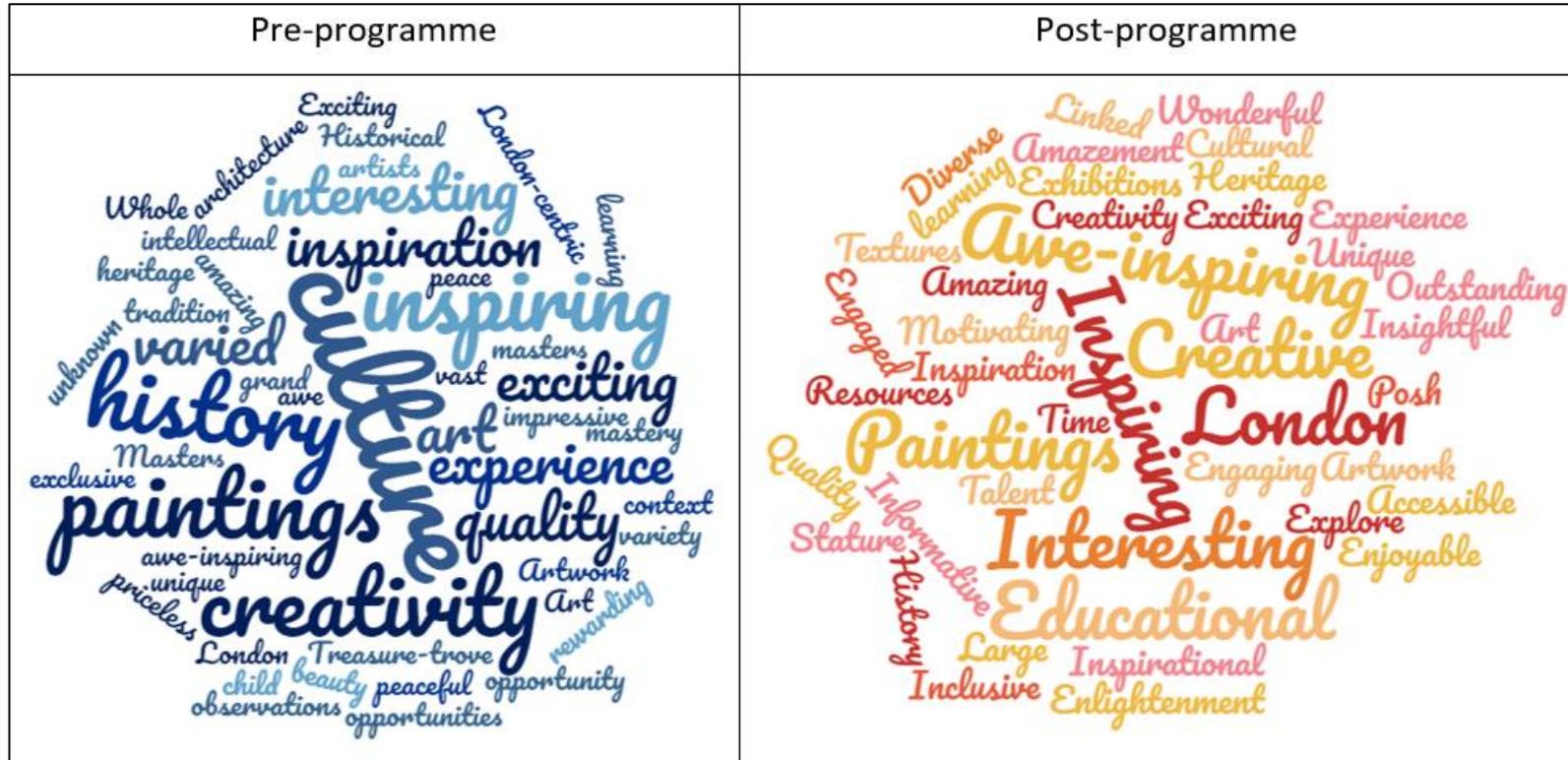
Creativity

Inspiring

Paintings

History

(92% response)



## Top 5 after:

Educational

London

Interesting

Inspiring

Creative

(100% response)

A cultural space full of historical paintings that inspire creativity

An interesting space for learning in London which inspires creativity

# 34. What more would you like to add about the TOP for TAcT programme at your school?

**BEFORE: 32% of teachers from six schools responded**



**AFTER: 80% of teachers from nine schools responded**

**'Very excited to be joining this programme and learning new skills'**

**'Looking forward to seeing how the class respond and motivation levels'**

**'Looking forward to and anticipating some excellent training'**

**'Very excited to be working on this with experts to lead us'**

**'What an amazing experience, so much linked learning with children exploring different themes. Children excited about critiquing art and seeing art in a whole new light. Enlightening, exciting, educational'**

**'There was increased workload preparing for TAcT exhibition'**

**'Support and training received was great!'**

**'...children have developed an appreciation and vocabulary with which they can discuss art in a meaningful way. It has provoked deeper thought and overall improved their lives'**

# To conclude...

## The National Gallery Phase 1 *Take One Picture Programme for TAcT*

**Key aim:** to promote better student outcomes in art and writing through vocabulary enrichment and a 'broad, rich and rigorous' knowledge-based curriculum.

**Secondary aim:** to provide participating students with 'memory making' experiences which build confidence, enthusiasm and cultural capital.



*'Men of the Docks' (Bellows, 1912)*

# Selected recommendations for The National Gallery

- Issue direct invitations to other school trusts to join the TOP programme, particularly those serving areas of socio-economic disadvantage, to maximise the programme's impact (RQ1, RQ2, RQ3).
- To gain deeper longitudinal insights into teachers' and children's views about the TOP programme, commission a further, more qualitative study of the TOP for NPAT programme with enhanced triangulation (RQ1, RQ2, RQ3).
- Engage teachers in meta-cognitive discussion at points throughout the TOP programme so that the potential value of the programme to the teachers, their schools and their children is made explicit (RQ1).
- Consider providing teachers with more training opportunities to develop their technical art skills (RQ1).
- Advise TOP schools to integrate fully the TOP programme into their curricula so that teachers regard it as integral to their work (RQ1).
- Encourage schools to include Art Leads in all TOP training and implementation (RQ3).
- Continue to foster the value of art as an important aspect of a 'broad, rich and rigorous' curriculum based on promoting children's development of knowledge and skills (RQ3).
- Emphasise to teachers the value of promoting children's development of non-cognitive skills, creativity and critical thinking within a 'broad, rich and rigorous' curriculum (RQ3).

**Thank you for listening!**



**Professor Jane Murray<sup>1\*</sup>, Dr Kate Noble<sup>2</sup>, Caroline Smith<sup>3</sup>, Catherine Heath<sup>3</sup>,  
Darren Smith<sup>4</sup>, Anna Carter<sup>4</sup>, David Meechan<sup>5</sup>, Dr Rebecca Aberton<sup>6</sup>**

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<sup>4</sup>TAcT, UK, <sup>5</sup>University of Wolverhampton, UK, <sup>6</sup>Coventry University, UK*

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# References

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