
Space and the Art of Peter Thorpe

Year 5 Dormanstown Primary

How this project links to the

5

Ways of Wellbeing

Connect

In this project two, usually, separate groups of students were brought together to work as a whole cohort. The grouping decision meant that all 40 of the year 5 students could work simultaneously toward collective goals, both in the creation of individual and group creative pieces. The students were seated in mixed class groups and this helped with bonding across the cohort. The students also worked together on very large floor based drawings, responding to images of the solar system as a team. As part of the project students shared their work and ideas with ideas, getting to each other's points of view and opinions. Group and peer evaluation and support were key elements within this project. Additionally all the staff worked together throughout the unit, from the inception to completion, getting to know one another, team teaching, overcoming difficulties and evaluating together. There were strong connections made between all involved as well as new bonds created between the facilitating adults and the students. All of these factors contributed to the overall success of the project.

Be Active

Within this unit there was a lot of moving around! Students were required to visit a variety of different locations within the hall each session and work in different ways and groupings. Mid-point reviews were often conducted via a 'thinking and learning walk', where students visited each other's work by either circling the large floor drawings or journeying to each table in the hall. The 2 hour session contained lots of strategic movement breaks! Take NoticePeppered throughout each session were 'stop and think' moments which encouraged students to slow down, review and develop their work in the present. The experimental media testing and abstract expressive painting exercises lent the students the opportunity to engage in the calming, soporific effects of the application of materials via touch.

Take Notice

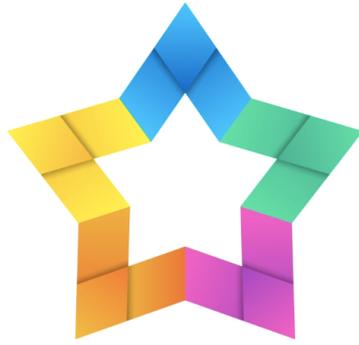
Peppered throughout each session were 'stop and think' moments which encouraged students to slow down, review and develop their work in the present. The experimental media testing and abstract expressive painting exercises lent the students the opportunity to engage in the calming, soporific effects of the application of materials via touch.

Learn

Both staff and students engaged with a broad variety of creative skills and techniques which they had not encountered before. For the students especially, this project enabled them to use a very broad variety of materials. In each case the students practiced the skills they needed prior to application. In addition to practical creative skills, students also learned the skills of analysis and evaluation, when exploring the work of another artist as well as in response to their own work and the work of others.

Give

One of the most prominent features of this project, which came as an unexpected and lovely outcome, was the natural way in which students supported one another. There were many examples where students who found an idea or a task tricky were helped by their peers. Students were praised and encouraged in this. Additionally, this project allowed for many opportunities for peer assessment. Students gave generous praise to one another and helped to build each other's confidence in their creative outcomes.



CREATIVE STAR

How this project links to the Creative Star:

Inquisitive

Research and exploration into Peter Thorpe's Space imagery

Analysis of the different stylistic painting elements within Thorpe's work, i.e. Abstract Expressionism and Pop Art

Analysis of Peter Thorpe's compositions and defining of fore, middle and background spaces

Experimenting with media (oil pastel, chalk pastel, acrylic paint) to understand the language of mark making and colour in relation to the different painting styles used by the artist. Asking "what can this material do? What is the best material for communicating my ideas?"

Collaborative

Group working on large floor based pieces.

Sharing outcomes and ideas.

Giving and receiving regular verbal feedback through peer, self and whole class reflection strategies.

Working as a large group toward collective goals and supporting one another as a team.

Persistent

Exploring and testing out materials and different methods of mark making and application.

Having a phased and sequential development of activities, leading to a final outcome.

Testing multiple ideas before proceeding.

Reworking, adapting and developing outcomes throughout the making process.

Not giving up when things didn't turn out as expected, adapting and modifying instead.

Disciplined

Self assessment

Critical review of the works of Peter Thorpe

Research into the solar system.

Experimentation with a wide range of materials and processes.

Defining and using criteria for success for creative work

Using books to record learning journeys

Using positive evaluative comments and supporting one another through peer assessment and group feedback.

Imaginative

Synthesis of elements from the learning journey in order to produce creative and personal final outcomes.

Creating abstract backgrounds as well as creative rocket designs.

Using Hubble Space Telescope images to inspire our own unique version of the solar system in the form of a huge floor based drawing.