

Homework without the hassle

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Our First Gallery - Foundation

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Teacher Guide: Our First Gallery

Purpose and route

Foundation pupils make an original small work, choose how to share it and explain how a gallery helps an audience notice ideas. Use lessons 1–8 for the complete core. Lessons 9–10 are optional practice, each with its own full presentation. All essential teaching and assessment finish by lesson 8.

A unit that stands alone

Previous pupil work may be used if genuinely available. Every pupil makes a new piece in this unit, with small material trials, so no earlier unit is required. The common theme Things we notice allows different ideas. The fictional Bright Garden example demonstrates a choice, not a picture to copy.

Preparation and safe making

Prepare A5 bases, crayons, scrap paper and glue sticks. Offer finger/pre-torn shapes. Use child-safe scissors only under agreed supervision. Arrange before gluing, keep work flat to dry, cap glue and collect scraps. Adapt the media to classroom access and safety needs.

Audience, access and privacy

Start with classmates as the audience. Adults approve stable fixing, viewing heights and the route, keeping exits clear. Use add-on labels or oral/picture captions and only approved first names or chosen display names. Public online posting, photos and identifiable pupil information need school consent; they are not required.

Participation and evidence

Read prompts aloud. Pupils may speak, draw, point to or select pictures/symbols, use a communication board/device, gesture, demonstrate or dictate to an adult. Judge the idea and choice, not handwriting, beauty or speaking confidence. Collect observations and pupil words as well as folios.

Lesson rhythm

Allow about 60 minutes: 5 noticing/recall, 10 modelling, 30 practical work, 10 reflection and 5 safe cleanup. Use short slides to support the activity. Folios record decisions; they do not replace making and sharing.

Separate lesson files: 1-5

Lesson 1

Why a gallery

Our First Gallery – Foundation – Lesson 01 – Presentation.pptx

Lesson 2

Choose a gallery idea

Our First Gallery – Foundation – Lesson 02 – Presentation.pptx

Lesson 3

Make a small work

Our First Gallery – Foundation – Lesson 03 – Presentation.pptx

Lesson 4

Select thoughtfully

Our First Gallery – Foundation – Lesson 04 – Presentation.pptx

Lesson 5

Labels help viewers

Our First Gallery – Foundation – Lesson 05 – Presentation.pptx

Eight-lesson core

Use complete lessons 1-2 in 1 hour. Making occurs in lesson 3, selection in 4, labels in 5, display access in 6, audience sharing in 7 and reflection/conference in 8. Omit lessons 9-10 without reducing assessed achievement.

Separate lesson files: 6-10

Lesson 6

Arrange for access

Our First Gallery – Foundation – Lesson 06 – Presentation.pptx

Lesson 7

Share the gallery

Our First Gallery – Foundation – Lesson 07 – Presentation.pptx

Lesson 8

Reflect on the audience

Our First Gallery – Foundation – Lesson 08 – Presentation.pptx

Lesson 9 - Optional

Can every viewer follow our labels?

Our First Gallery – Foundation – Lesson 09 – Presentation.pptx

Lesson 10 - Optional

Be a gallery guide

Our First Gallery – Foundation – Lesson 10 – Presentation.pptx

Eight-lesson core

Use complete lessons 1-8 in a year. Making occurs in lesson 3, selection in 4, labels in 5, display access in 6, audience sharing in 7 and reflection/conference in 8. Omit lessons 9-10 without reducing assessed achievement.

Lesson 1: Why a gallery

Learning and evidence

I can explain how a gallery shares ideas. Evidence: Connects an artwork, a viewer and one purpose for sharing.

Prepare

Display two original teacher-made paper pieces, not real pupil work. Use D1 and C1-01. Linked record: W01. Use the relevant case cards and displays.

0-5 min: Notice

C1-01: A class welcomes viewers to see pupils' original artworks. Who will look? Read aloud and invite a response before explaining.

5-15 min: Model

A gallery is a place where people share artworks. Our audience is the people who view them. A welcoming display has space to look, clear labels and clear rules. Different ideas belong here.

15-45 min: Practical work

In pairs, pretend to welcome a viewer. Point to a work and tell one thing the viewer could notice. Guide a first turn, then allow independent or supported choices. Pause to observe a purposeful decision rather than judgement of appearance.

45-55 min: Check and reflect

How does sharing help people? A viewer can notice someone's idea and ask about it. Record a drawing, spoken sentence or picture choice on W01. What will help our audience?

55-60 min: Cleanup

Return materials, cap glue, collect scraps and place work safely. Keep displayed works stable and routes clear.

Access and challenge

Read aloud. Offer two choices, larger materials, picture/symbol selection, a communication board/device, gestures or adult recording where useful. Assess the idea rather than handwriting. Ask for a second reason or test the display for a different viewer without adding fine-motor load.



Lesson 2: Choose a gallery idea

Learning and evidence

I can choose an idea for my own artwork. Evidence: Identifies a personal visual idea and a purposeful material/mark choice.

Prepare

A5 paper, crayons, scrap paper and glue sticks. Make two tiny trials on separate art paper. Linked record: W02. Use the relevant case cards and displays.

0-5 min: Notice

C1-02: Our theme is Things we notice. One maker notices a leaf; another notices playful shapes. Read aloud and invite a response before explaining.

5-15 min: Model

A shared theme can include different ideas. Your artwork does not need to match mine. I notice a garden. I try a curved crayon line and torn paper. Choose shapes that show growing.

15-45 min: Practical work

Choose something you notice, or invent playful shapes. Try two marks or paper arrangements. Plan on W02. Guide first turn, then allow independent or supported choices. Pause to observe a purposeful decision rather than judging appearance.

45-55 min: Check and reflect

Point to a trial. What idea might it show? Tell or select a picture to explain your choice. Keep the trials. Say: My idea is ... I could use ... Different choices can fit the theme.

55-60 min: Cleanup

Return materials, cap glue, collect scraps and place work safely. Keep displayed works stable and routes clear.

Access and challenge

Read aloud. Offer two choices, larger materials, picture/symbol selection, a communication board/device, gestures or adult recording where useful. Assess the idea rather than handwriting. Ask for a second reason or test the display for a different viewer without adding fine-motor load.



Lesson 3: Make a small work

Learning and evidence

I can make an original artwork to show my idea. Evidence: Creates an original work with an idea shown through a deliberate choice.

Prepare

A5 base, crayons, scrap paper, glue stick; child-safe scissors only with agreed supervision.

Linked record: W03. Use the relevant case cards and displays.

0-5 min: Notice

C1-03: A maker tries crayon and paper before choosing a way to make a small work. Read aloud and invite a response before explaining.

5-15 min: Model

Tear or safely cut a shape. Arrange before gluing. Add a rough mark if it helps your idea. I overlap two leaves to show growing. A different maker could use lines, colours or other shapes.

15-45 min: Practical work

Make your small work. Try the arrangement, choose one change, then glue. Draw or tell your decision on W03. Guide a first turn, then allow independent or supported choices. Pause to observe a purposeful decision rather than judging appearance.

45-55 min: Check and reflect

Which choice helps show your idea? You can point to the part you made. There is no single correct picture. Lay work flat to dry. Cap glue, collect scraps and return tools. Tell one choice you want to keep.

55-60 min: Cleanup

Return materials, cap glue, collect scraps and place work safely. Keep displayed works stable and routes clear.

Access and challenge

Read aloud. Offer two choices, larger materials, picture/symbol selection, a communication board/device, gestures or adult recording where useful. Assess the idea rather than handwriting. Ask for a second reason or test the display for a different viewer without adding fine-motor load.



Lesson 4: Select thoughtfully

Learning and evidence

I can choose a work and explain my reason. Evidence: Selects an artwork intentionally with a relevant idea/process reason.

Prepare

Use your own new work and trials. Set them safely on a flat surface. Use W04. Linked record: W04. Use the relevant case cards and displays.

0-5 min: Notice

C1-04: Nia chooses Bright Garden because the overlapping leaves show growing. Read aloud and invite a response before explaining.

5-15 min: Model

Select means choose thoughtfully. Compare your two trials and a completed work without ranking people. I choose this piece because its tall shape shows my idea. I may share a trial to show my process too.

15-45 min: Practical work

Look at your pieces. Choose one for the gallery. Say, point or dictate why it suits your idea. Guide a first turn, then allow independent or supported choices. Pause to observe a purposeful decision rather than judgement appearance.

45-55 min: Check and reflect

Does your reason explain an idea or a making choice? Being the biggest or prettiest is not required. Complete: I choose ... because ... A different pupil may choose differently for a good reason.

55-60 min: Cleanup

Return materials, cap glue, collect scraps and place work safely. Keep displayed works stable and routes clear.

Access and challenge

Read aloud. Offer two choices, larger materials, picture/symbol selection, a communication board/device, gestures or adult recording where useful. Assess the idea rather than handwriting. Ask for a second reason or test the display for a different viewer without adding fine-motor load.



Lesson 5: Labels help viewers

Learning and evidence

I can share what my artwork means. Evidence: Explains meaning through a readable label or equivalent spoken/supported caption.

Prepare

Use W05 and a large blank label card. The teacher checks your first name or chosen display name. Linked record: W05. Use the relevant case cards and displays.

0-5 min: Notice

C1-05: A fictional label names Bright Garden, Nia, paper and crayon and a growing idea. Read aloud and invite a response before explaining.

5-15 min: Model

A title names the work. A label can tell the title, approved maker name, materials and one idea. My label says Bright Garden. Paper and crayon. My will leaves show growing. Nia is a pretend name.

15-45 min: Practical work

Make a label or practise an oral caption. Draw a picture cue if it helps. An adult can write your words. Guide a first turn, then allow independent or supported choices. Pause to observe a purposeful decision rather than judging appearance.

45-55 min: Check and reflect

Why add a label and a simple label? They help the audience understand the work and the maker's idea. Write the label with a partner. Share only an approved first name or chosen name. Keep private details private.

55-60 min: Cleanup

Return materials, cap glue, collect scraps and place work safely. Keep displayed works stable and routes clear.

Access and challenge

Read aloud. Offer two choices, larger materials, picture/symbol selection, a communication board/device, gestures or adult recording where useful. Assess the idea rather than handwriting. Ask for a second reason or test the display for a different viewer without adding fine-motor load.



Lesson 6: Arrange for access

Learning and evidence

I can help viewers look safely and clearly. Evidence: Considers access, stable display, readable labels and respectful care.

Prepare

Teacher-approved wall/table space, lightweight work, removable fixing and a pretend room plan. Use W06. Linked record: W06. Use the relevant case cards and displays.

0-5 min: Notice

C1-06: A fictional classroom gallery has a clear route and works at different viewing heights. Read aloud and invite a response before explaining.

5-15 min: Model

Leave room to move. Keep doors and exits clear. An adult checks stable displays and safe viewing height. Try viewing from standing and seated positions. Place labels beside their works. Keep cords and loose objects away.

15-45 min: Practical work

Plan a clear route on W06. Test a display position with a partner, including seated viewing if appropriate. Guide a first turn, then offer independent or supported choices. Pause to observe a purposeful decision rather than judging appearance.

45-55 min: Check and reflect

Can a viewer find the route and understand which label belongs to which work? Ask before touching work. Choose one change for clearer access. The teacher checks the real room before the gallery opens.

55-60 min: Cleanup

Return materials, cap glue, collect scraps and place work safely. Keep displayed works stable and routes clear.

Access and challenge

Read aloud. Offer two choices, larger materials, picture/symbol selection, a communication board/device, gestures or adult recording where useful. Assess the idea rather than handwriting. Ask for a second reason or test the display for a different viewer without adding fine-motor load.



Lesson 7: Share the gallery

Learning and evidence

I can share my artwork and respond respectfully. Evidence: Shares original work and meaning with an audience; responds respectfully.

Prepare

Your finished work and label, D1, C1-07 and W07. Invite classmates as the audience. Linked record: W07. Use the relevant case cards and displays.

0-5 min: Notice

C1-07: A viewer asks Why did you choose blue? The maker explains that it shows cool water. Read aloud and invite a response before explaining.

5-15 min: Model

Point to a choice and say what it shows. A viewer asks about the idea or process and listens to the maker. A helpful question is What does this scene show? Avoid ranking artworks or deciding whose work is best.

15-45 min: Practical work

Take maker and viewer turns. Speak, point to a picture/symbol, use a device or ask an adult to share your words. Guide a first choice, then allow independent or supported choices. Pause to observe a purposeful decision rather than judging appearance.

45-55 min: Check and reflect

Teacher checks chosen work, reason, label/caption and audience-aware display. Complete assessment A1 page 1. Thank your viewer. Record a useful question or what they noticed. Quiet viewing is a valid role.

55-60 min: Cleanup

Return materials, cap glue, collect scraps and place work safely. Keep displayed works stable and routes clear.

Access and challenge

Read aloud. Offer two choices, larger materials, picture/symbol selection, a communication board/device, gestures or adult recording where useful. Assess the idea rather than handwriting. Ask for a second reason or test the display for a different viewer without adding fine-motor load.



Lesson 8: Reflect on the audience

Learning and evidence

I can explain what helped our audience. Evidence: Connects art sharing with audiences and justifies one accessible/responsible display choice.

Prepare

Use W08, A1 conference page 2 and the rubric. Display already-completed works safely. Linked record: W08. Use the relevant case cards and displays.

0-5 min: Notice

C1-08: A viewer says the large label was easy to read. The maker decides to keep it. Read aloud and invite a response before explaining.

5-15 min: Model

Feedback can say what a viewer noticed or understood. We listen without scoring people's artworks. The label helped you understand my sharing. I could move it closer to the work if someone cannot match them.

15-45 min: Practical work

Ask a viewer what helped. Explain one useful display or label choice. Complete a short teacher conference. Guide a first try, then allow independent or supported choices. Pause to observe a purposeful decision rather than judging appearance.

45-55 min: Check and reflect

A new viewer cannot see a tiny label. What could help? Try a larger label or a safe viewing-height change. Share art so people can notice and talk about ideas. All required assessment ends with this core lesson.

55-60 min: Cleanup

Return materials, cap glue, collect scraps and place work safely. Keep displayed works stable and routes clear.

Access and challenge

Read aloud. Offer two choices, larger materials, picture/symbol selection, a communication board/device, gestures or adult recording where useful. Assess the idea rather than handwriting. Ask for a second reason or test the display for a different viewer without adding fine-motor load.



Lesson 9: Can every viewer follow our labels? (Optional)

Learning and evidence

I can try a clearer label. This lesson is optional. Evidence: Optional transfer: explains how one label/caption change helps an audience.

Prepare

Use completed artworks, W09, large cards and crayons. Teacher checks names and safe placement. Linked record: W09. Reinforcement only; no required evidence.

0-5 min: Notice

Recall C1-05 and C1-06. Which label would be easier for a viewer to follow? Read aloud and invite a response before explaining.

5-15 min: Model

Compare a small teacher-made label with a larger one. Keep the same title and meaning. A picture cue, larger lettering or oral caption may help. Ask the viewer what works for them.

15-45 min: Practical work

Try one label change with a partner. Set a point or dictate which version helps and why. Guide a first turn, then allow independent supported choices. Pause to observe a purposeful decision rather than jumping to a peer's choice.

45-55 min: Check and reflect

Does the change keep the maker's idea clear? Partners may need different supports. Keep a useful change and want. This practises core learning and adds no required assessment.

55-60 min: Cleanup

Return materials, cap glue, collect scraps and place work safely. Keep displayed works stable and routes clear.

Access and challenge

Read aloud. Offer two choices, larger materials, picture/symbol selection, a communication board/device, gestures or adult recording where useful. Assess the idea rather than handwriting. Ask for a second reason or test the display for a different viewer without adding fine-motor load.



Lesson 10: Be a gallery guide (Optional)

Learning and evidence

I can welcome viewers to our gallery. This lesson is optional. Evidence: Optional practice of welcoming, guiding and respectful audience interaction.

Prepare

Use completed artworks, W10 and a teacher-checked route. Choose speaking, pointing or quiet-support roles. Linked record: W10. Reinforcement only; no required evidence.

0-5 min: Notice

Recall C1-01 and C1-07. How can a guide help a viewer notice an idea? Read aloud and invite a response before explaining.

5-15 min: Model

Welcome to our class gallery. Follow the clear route. Please ask before touching. A guide can point to a label and ask What do you notice? The main idea decides how to share their meaning.

15-45 min: Practical work

Plan a short tour with a partner. Welcome a classmate, share one idea and invite a respectful question. Guide a first turn, then allow independent or supported choices. Pause to observe a purposeful decision rather than judging appearance.

45-55 min: Check and reflect

Can the viewer follow the route and find a label? Ask them what helped. Adult checks any visitors. Thank the audience. This optional tour repeats taught sharing skills. Public online posting is not required.

55-60 min: Cleanup

Return materials, cap glue, collect scraps and place work safely. Keep displayed works stable and routes clear.

Access and challenge

Read aloud. Offer two choices, larger materials, picture/symbol selection, a communication board/device, gestures or adult recording where useful. Assess the idea rather than handwriting. Ask for a second reason or test the display for a different viewer without adding fine-motor load.



LOOK

THINK

SHARE

ENJOY

Our First Gallery

Key ideas

Art
brings
people
together



Select

Choose a work for a reason.



Present

Arrange and share an artwork.



Title

The name of an artwork.



Label

Words or pictures that help explain a work.



A colourful bird.
Paint and collage
on paper.

This artwork shows
nature and happiness.



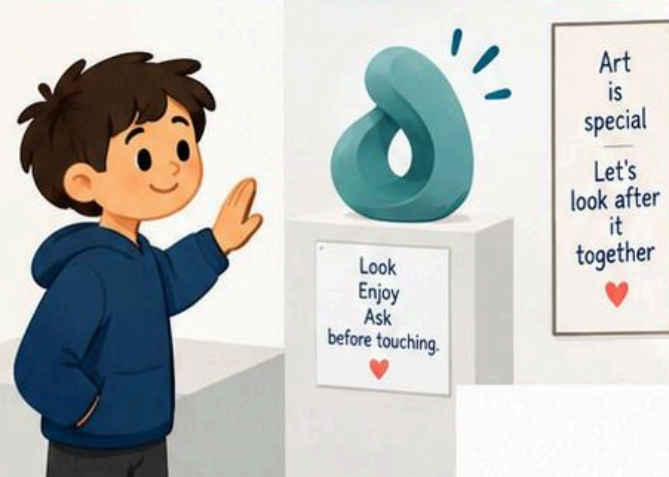
Audience

People who view the artwork.



Care

Keep work safe and ask before touching.



How labels help

A fictional example

Our question

Why add a title and a simple label?



What we notice



Bright Garden

Nia
Paper and crayon
My tall leaves show
growing.

Our explanation

The title names
the work. The label
helps viewers
understand
Nia's idea.



Bright Garden
Nia
Paper and crayon
My tall leaves show
growing.

This is one possible idea. Your artwork can be different.

Gallery case cards 1

Fictional classroom cases

Look
Think
Talk
Create

Small
art ideas
make a big
community.

C1-01

Art for an audience

A class shares original art with viewers.



Why share our ideas?

C1-02

Different ideas

Our theme is *Things we notice*.
A leaf and playful shapes both fit.



Can our works be different?

C1-03

Try, then make

A maker uses crayon and torn paper
before making a small work.



What might the trial help us choose?

C1-04

A reason to select

Nia chooses *Bright Garden*. Her tall, overlapping leaves show growing.



What is her reason?

Gallery case cards 2

Fictional classroom cases

C1-05

A helpful label

Bright Garden. Nia. Paper and crayon.
My tall leaves show growing.



Bright Garden

Nia
Paper and crayon
My tall leaves
show growing.

How does the label help?

C1-06

Room for viewers

The class keeps doors clear and checks
stable displays and viewing heights.



What helps viewers look safely?

C1-07

Ask and listen

A viewer asks: Why blue?
The maker says: It shows cool water.



What makes this question respectful?

C1-08

Useful feedback

A viewer says: I can read the large label.
The maker decides to keep it.



What did the viewer tell us?

Curator's Choice

Rules and a worked turn

Look
Talk
Wonder
Share

- 1 Play with 2-4 people. Use a large counter or point.
- 2 Choose a challenge card. The teacher reads it aloud.
- 3 Move through the six steps. Share one reason at each step.
- 4 Ask one respectful question. Check the teacher response guide.
- 5 Take turns. Help everyone share. There is no race or art ranking.

Small
views
make a
big gallery
of ideas.



Great
thinking!

Worked turn: challenge 5



Notice: Nia's work has a label.



Ask: What does it tell us?



Compare: A title names it; the label adds the idea.



Explain: The words help a viewer understand growing.



Apply: Add our own words or picture cue.



Reflect: Ask a viewer what helped.



Speak, point to a picture, use a device, gesture or ask a partner to share your words.



Curator's Choice

Follow all six steps together

START
→

1 Notice

What do we see?



2 Ask

What could we ask?



3 Compare

What is similar or different?



4 Explain

What is our opinion?



5 Apply

What could we try?



6 Reflect

What helped a viewer?



FINISH

One challenge card per journey. Take turns.
Point instead of using a counter if you prefer.

See More

Be Curious

Make Connections

Everyone Belongs

Look
Think
Share
Create
Belong

Small
Questions
Big
Ideas

Different
Ideas
A Kinder
Brighter
World

A
Brighter
World
Through
Art



Curator's Choice: challenges



1

C1-01

Why might a class share its art?



2

C1-02

Can two different ideas fit one theme? Explain.

Things we notice



3

C1-03

What can a material trial help you choose?



4

C1-04

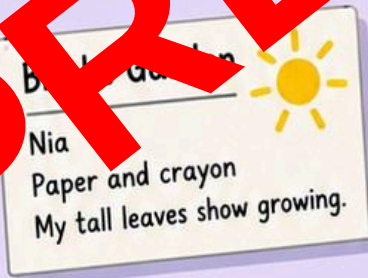
Choose a work to explain an idea or process



5

C1-05

Why add a title and a simple label?



6

C1-06

How could a seated viewer see the work?



7

C1-07

Is touching artwork without asking respectful?



8

C1-08

What useful feedback could help a viewer?

I like...
I notice...
I wonder...

Curator's Choice: teacher response guide I

Using the six stops

One challenge card starts a complete journey. Notice a feature in its case, ask a respectful question, compare with a relevant alternative, explain an idea/process reason, apply it to an own or fictional work, then reflect on the audience. Model challenge 5 with D2. Accept supported responses and different art choices backed by a reason.

Challenge 1 / CI-01

Look for an artwork, maker and audience connection. A class may share ideas so viewers can notice, enjoy, discuss or learn about them. Ask: What could a viewer notice? Apply by choosing an idea to share.

Challenge 2 / CI-02

Different responses can fit Things we notice. A leaf, playground shapes or another original response may fit if the maker explains the connection. Compare ideas without judging whose art is better.

Challenge 3 / CI-03

A trial can help choose a mark, arrangement, material or process that communicates the idea. Accept a specific example and what the maker learned. A trial is useful even when the maker changes direction.

Challenge 4 / CI-04

Look for an intention – selection reason: a visual choice or material/process supports the idea. Nia selected the overlapping leaves because they show growing. Pupils can choose differently and explain their own reason.

Support and stretch

Read cards aloud, offer two case images or record pupil words. Use large counters or point. For extension, ask how the same idea could be shared with a different viewer. No speed requirement or ranking.



Curator's Choice: teacher response guide 2

Challenge 5 / CI-05

The title names the artwork. The label/caption helps the audience understand its idea or a making choice. The worked label reads Bright Garden, Nia, Paper and crayon, My tall leaves show growing. Nia is a fictional name. Apply by planning an own approved label or supported caption.

Challenge 6 / CI-06

A seated viewer may need a safer viewing height, readable label, clear route or oral/picture caption. Ask the person what helps. An adult checks the real room and stable display; pupils should not move heavy displays.

Challenge 7 / CI-07

No: handling another person's artwork without asking is not respectful. Follow care rules and ask permission. A maker may choose look-only viewing. Ask about the idea/process and listen rather than ranking artworks.

Challenge 8 / CI-08

Useful feedback identifies what a viewer noticed or understood, or what helped them follow a label or display. I can read the large label is specific. I like it alone does not reveal which choice helped. Ask a follow-up without forcing a pupil to change an intentional art choice.

Shared success checks

Accept a reason linked to visible work, the label, making process or viewer need, with a respectful question and safe application. Different interpretations can be valid. Correct a missing link or unsafe action, not a taste difference.

From game to assessment

Use discussion as formative evidence. Required assessment also observes the pupil's original work, intentional selection, label/caption, sharing and audience reflection within lessons 1-8. The quiz or game alone cannot demonstrate practical making.



Why a gallery

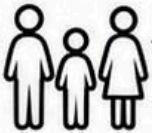
Lesson 1 - C1-01

Name: _____



Notice

Who will view our art?



People at our school?



People in our local community?



Plan

Draw a work and a viewer.

PREVIEW



Explain

Sharing art helps people ...

Draw, tell, point or ask an adult to record your ideas.



Why a gallery

Lesson 1 - C1-01

Name: **ANSWERS**



Notice

Who will view our art?

Our class will view it.

One possible response.



People at our school?

Sample: an original artwork and a viewer.

One possible response.

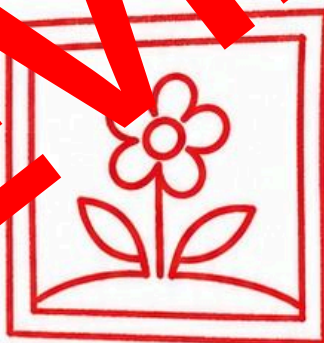


People in our local community?



Plan

Draw a work and a viewer.



One possible response.



Explain

Sharing art helps people ...

**... notice and talk
about ideas.**

Draw, tell, point or ask an adult to record your ideas.

Choose a gallery idea

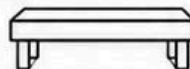
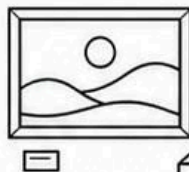
Lesson 2 - C1-02

Name: _____



Notice

Our theme: Things we notice



Plan

Draw your idea. Try marks or materials on art paper.



Explain

My idea is ... I could use ...



Draw, tell, point or ask an adult to record your ideas.



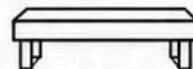
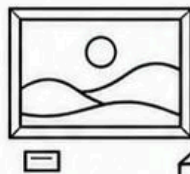
Choose a gallery idea

Name: **ANSWERS**



Notice

Our theme: Things we notice



Different ideas can fit the theme.

One possible response



Plan

Draw your idea. Try marks or materials on art paper.



Sample: a tall garden with paper shapes.

One possible response



Explain

My idea is ... I could use ...

A growing garden. Paper and crayon.



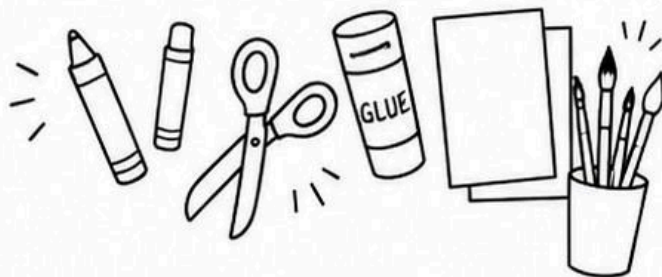
Make a small work

Lesson 3 - C1-03

Name: _____

Plan

What will you use? Draw or tell.



Make

Make on art paper. Draw one choice you tried.

Try Explore · Create

PREVIEW

Explain

My choice helps show ...



Draw, tell, point or ask an adult to record your ideas.



Make a small work

Lesson 3 - C1-03

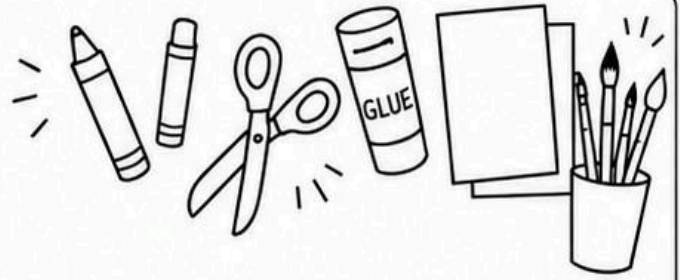
Name: **ANSWERS**

Plan

What will you use? Draw or tell.

Paper shapes and crayon.

One possible response.



Make

Make on art paper. Draw one choice you tried.

Try Explore · Create



Sample: overlapping tall leaves.
One possible response.

Explain

My choice helps show ...



... my idea of growing.

One possible response.

Draw, tell, point or ask an adult to record your ideas.

Select thoughtfully

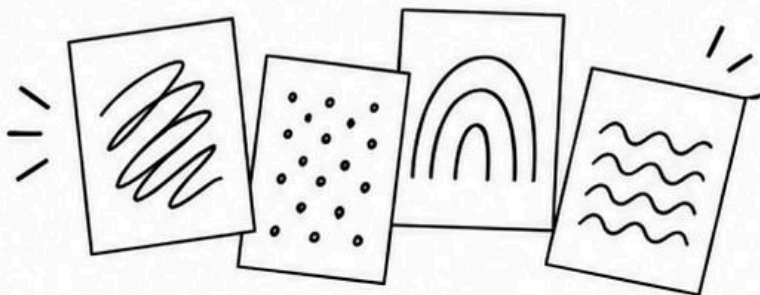
Name: _____

Lesson 4 - C1-04



Notice

Look at your trials and new artwork.



Compare

Draw two pieces. Circle the one you choose.



Explain

I choose it because ...

Draw, tell, point or ask an adult to record your ideas.



Select thoughtfully

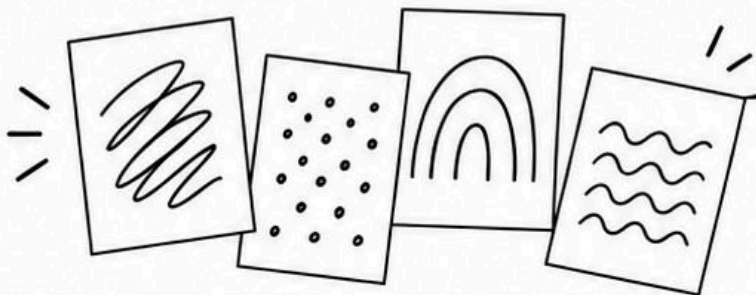
Name: **ANSWERS**

Lesson 4 - C1-04



Notice

Look at your trials and new artwork.



Compare

Draw two pieces. Circle the one you choose.



A trial and completed work.
One possible response.



Explain

I choose it because ...

Sample: choose the work with tall leaves.

... its shapes show growing.

One possible response.

Draw, tell, point or ask an adult to record your ideas.

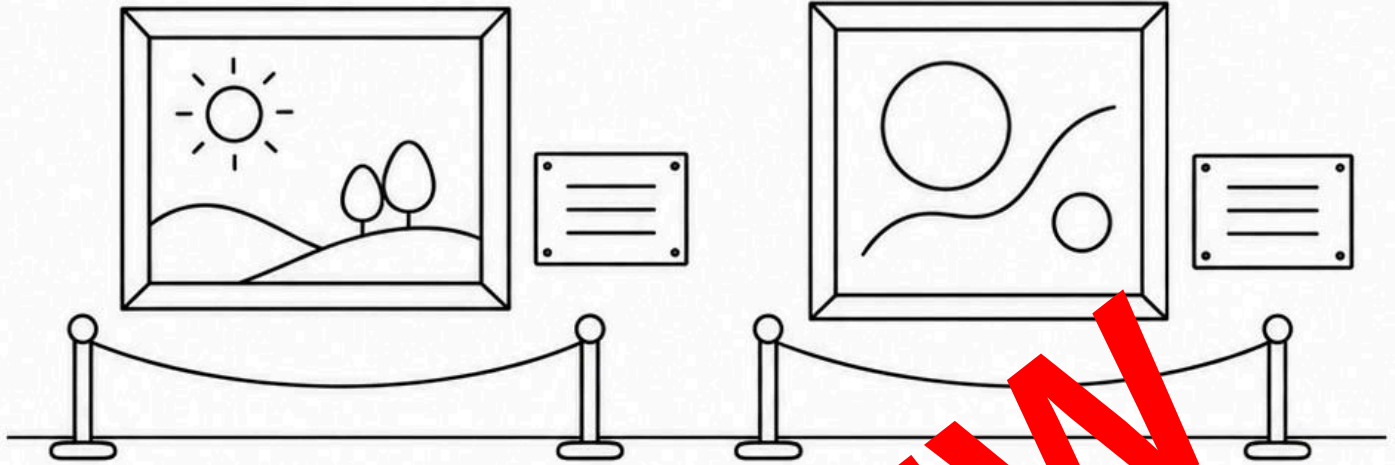
Labels help viewers

Lesson 5 - C1-05

Name: _____

Notice

A title names the work. A label helps explain it.



Label

Title: _____

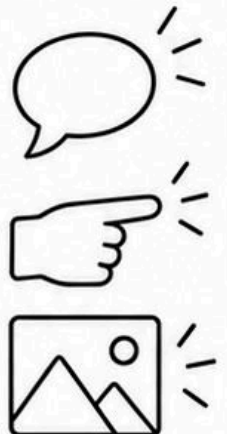
Approved maker name: _____

Materials: _____

My idea. _____

Explain

I can share by speaking, pointing or using a picture cue.



Draw, tell, point or ask an adult to record your ideas.

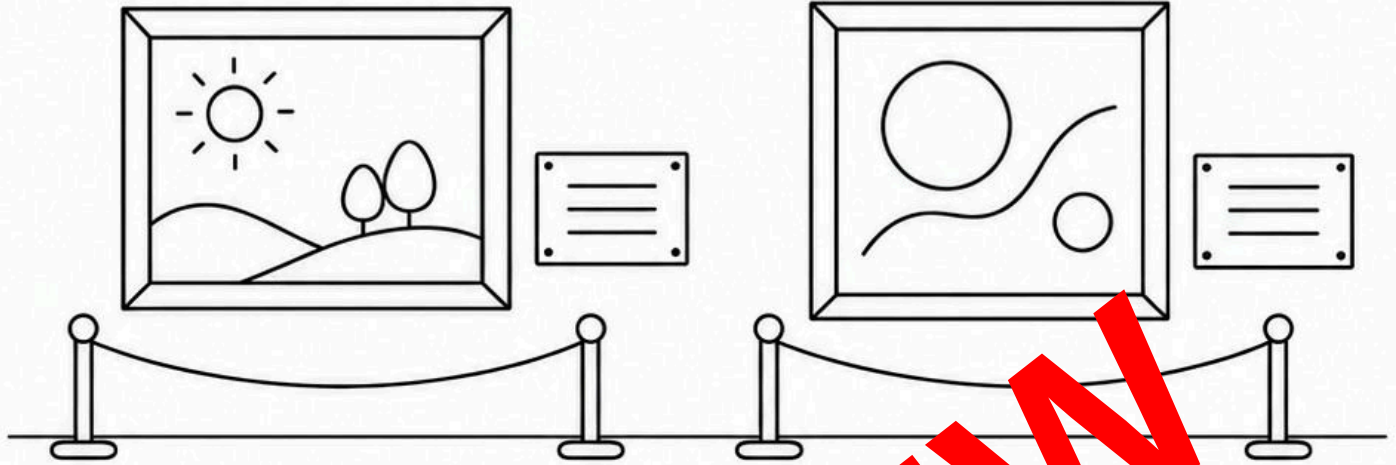
Labels help viewers

Lesson 5 - C1-05

Name: ANSWERS

Notice

A title names the work. A label helps explain it.



Label

Title: Bright Garden

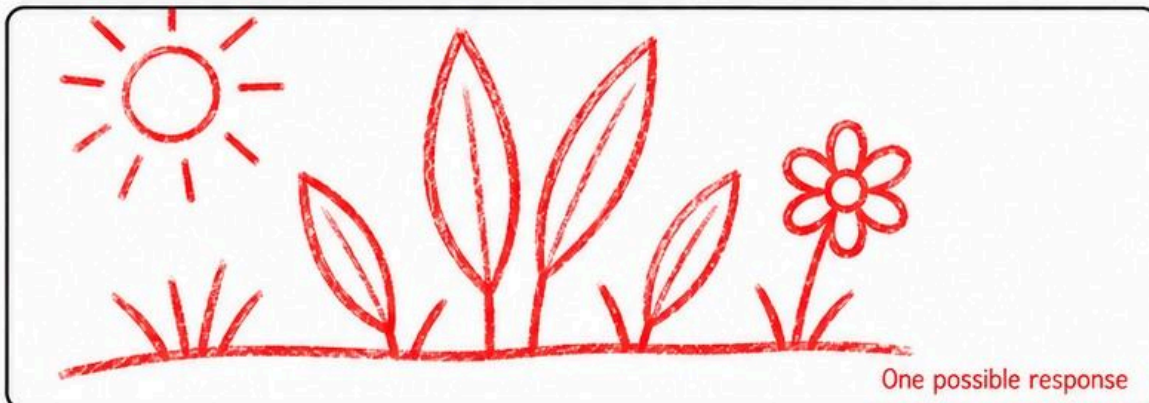
Approved maker name: Mia

Materials: Paper and clayon

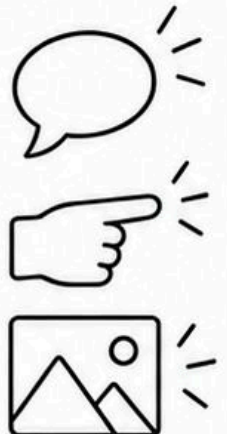
My idea: My tall leaves show growing.

Explain

I can share by speaking, pointing or using a picture cue.



One possible response



Draw, tell, point or ask an adult to record your ideas.

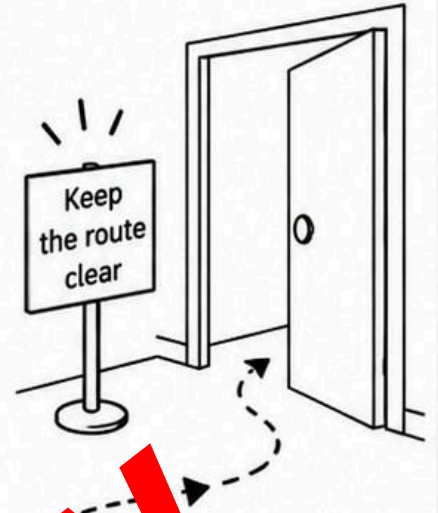
Arrange for access

Lesson 6 - C1-06

Name: _____

Notice

Keep the door and viewing route clear.



Plan

Draw our gallery route and places for work and labels.

A large empty rectangular box intended for drawing a gallery route and places for work and labels. A large red "PREVIEW" watermark is diagonally across the page, partially obscuring this section.

Explain

A viewer will be helped by ...

An empty rectangular box with two horizontal lines for writing.An empty rectangular box with two horizontal lines for writing.An empty rectangular box with two horizontal lines for writing.An empty rectangular box with two horizontal lines for writing.

Draw, tell, point or ask an adult to record your ideas.



Arrange for access

Name: **ANSWERS**

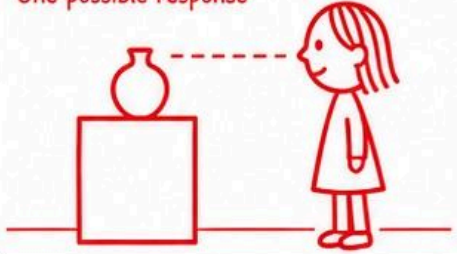
Lesson 6 - C1-06

Notice

Keep the door and viewing route clear.

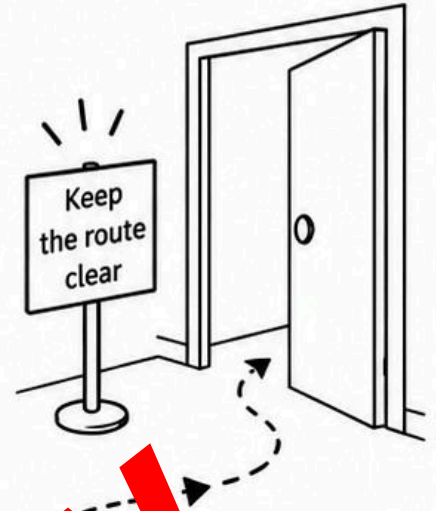
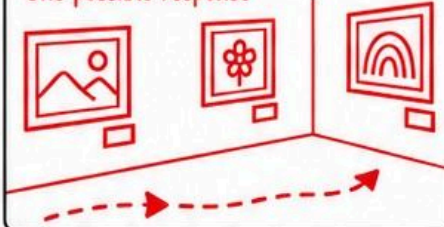
Check stable displays and viewing heights.

One possible response



Sample: a clear route, spaced works and labels beside them.

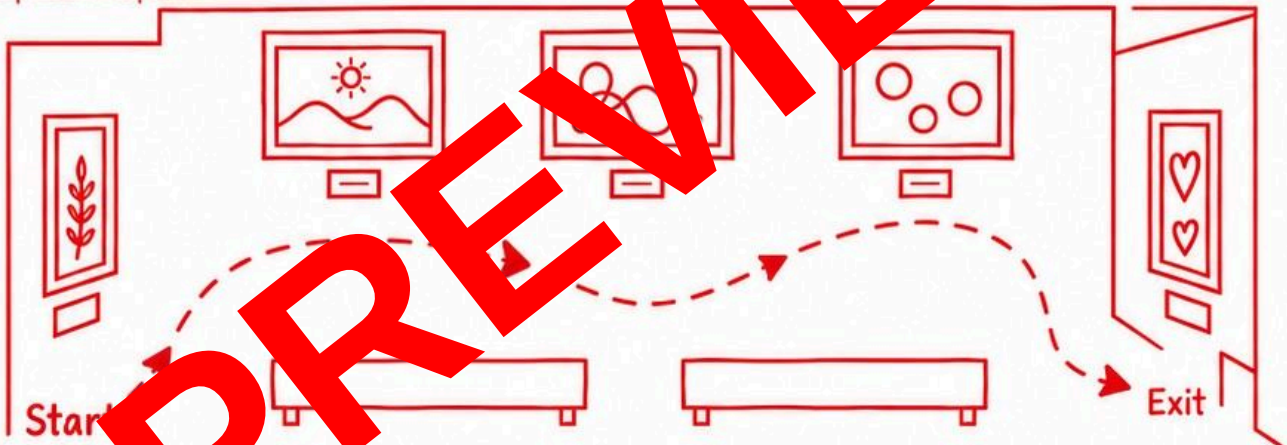
One possible response



Plan

Draw our gallery route and places for work and labels.

One possible response



Explain

A viewer will be helped by ...

... space to move and a readable label.

One possible response

Draw, tell, point or ask an adult to record your ideas.

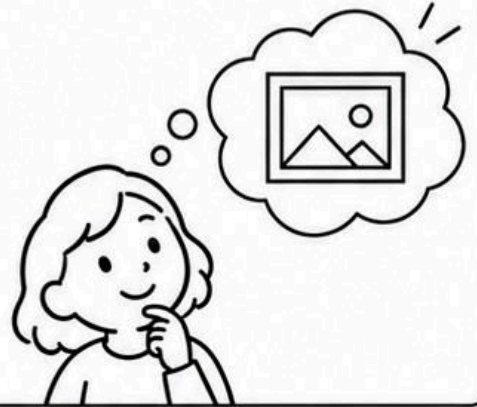
Share the gallery

Lesson 7 - C1-07

Name: _____

Plan

How will you share your idea?



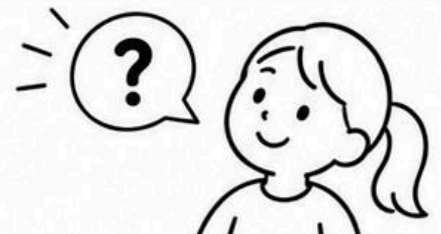
Share

Draw or tell one choice in your work.



Reflect

A respectful question was ...



Draw, tell, point or ask an adult to record your ideas.



Share the gallery

Lesson 7 - C1-07

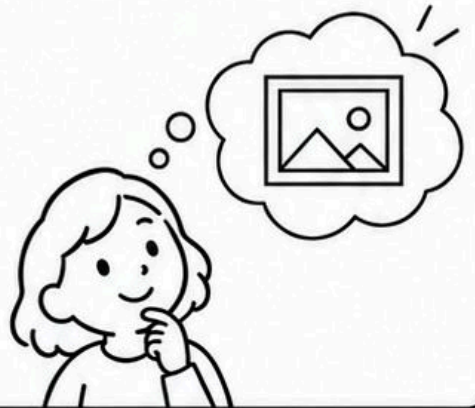
Name: **ANSWERS**

Plan

How will you share your idea?

Speak, point, use pictures or ask an adult to share words.

One possible response



Share

Draw or tell one choice in your work.



Sample: tall leaves show growing.

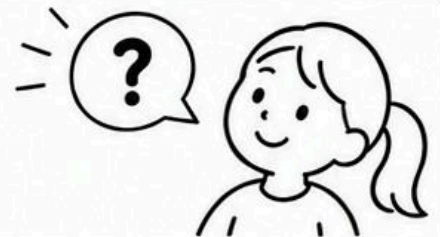
One possible response

Reflect

A respectful question was ...

What does this shape show?

One possible response



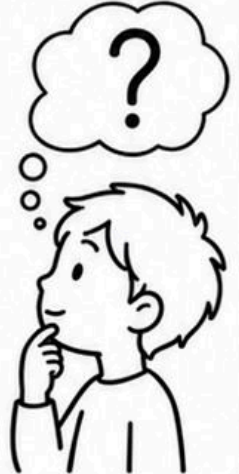
Draw, tell, point or ask an adult to record your ideas.

Reflect on the audience

Name: _____

Notice

What did a viewer notice or understand?



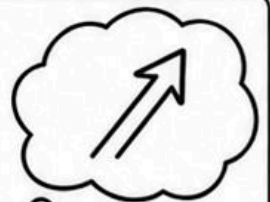
Reflect

Draw or tell one thing that helped the viewer.



Explain

Next time, I could ...



Reflect on the audience

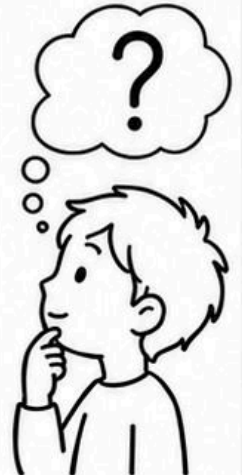
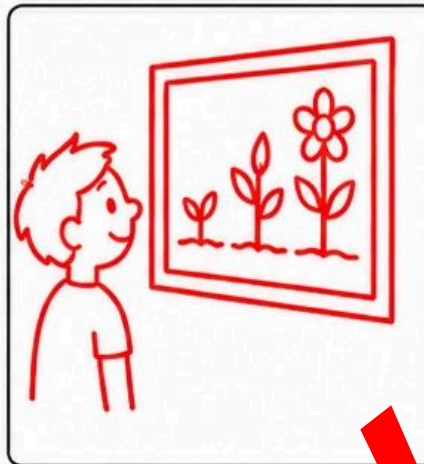
Name: **ANSWERS**

Notice

What did a viewer notice or understand?

The viewer understood the growing idea.

One possible response.



Reflect

Draw or tell one thing that helped the viewer.

Sample: the large label helped explain it.

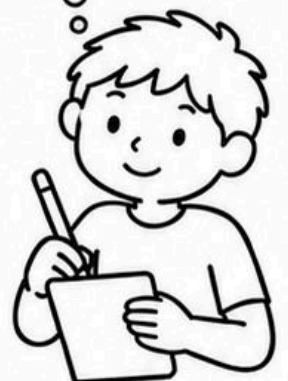
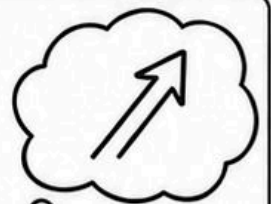
One possible response



Explain

Next time, I could ...

... move the label closer to its work.



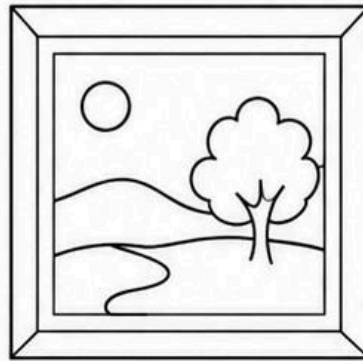
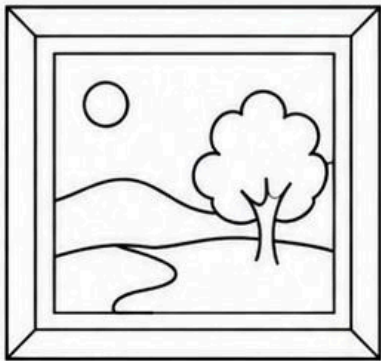
Clearer labels - Optional

Lesson 9 - C1-05 and C1-06

Name: _____

Compare

Try a small label and a larger label.



Try

Draw a picture cue or plan a label change.

PREVIEW

Explain

This helps a viewer because ...

Draw, tell, point or ask an adult to record your ideas.

Optional practice. Core assessment is already complete.



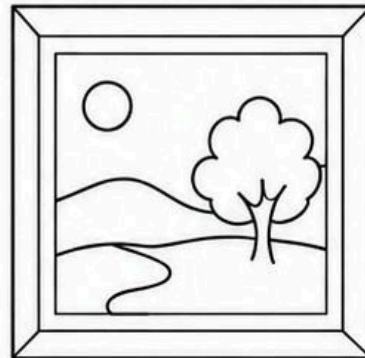
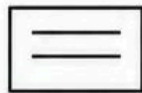
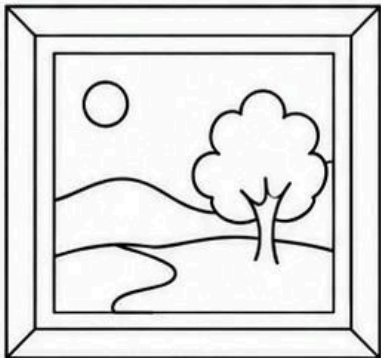
Clearer labels - Optional

Lesson 9 - C1-05 and C1-06

Name: **ANSWERS**

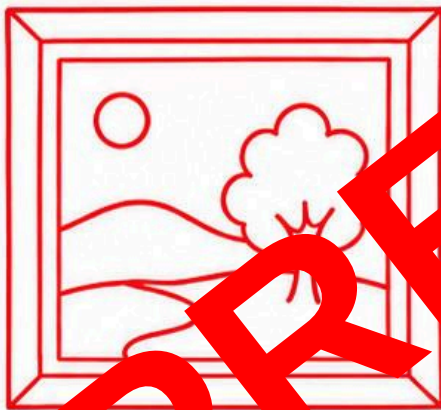
Compare

Try a small label and a larger label.



Try

Draw a picture cue or plan a label change.



One possible response

Sample: a larger label beside the work.

Explain

One possible response

This helps a viewer because ...

Ask the viewer which version helps.

... the words are easier to read.

Be a gallery guide - Optional

Lesson 10 - C1-01 and C1-07

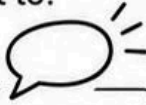
Name: _____

1

Welcome

What could you say or point to?

Something you might say ...



Something you might point to ...



2

Plan

Draw a short route. Choose one work to explain.



3

Reflect

A helpful question could be ...

1.

2.

3.

4.

Draw, tell, point or ask an adult to record your ideas.

Optional practice. Core assessment is already complete.



Be a gallery guide - Optional

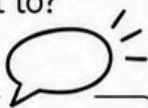
Lesson 10 - C1-01 and C1-07

Name: **ANSWERS**

1 Welcome

What could you say or point to?

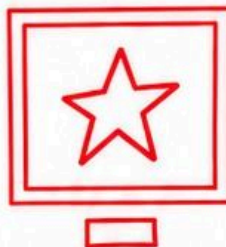
Something you might say ...



Welcome to our class gallery.

One possible response

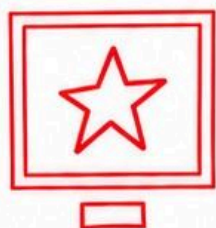
Something you might point to ...



One possible response

2 Plan

Draw a short route. Choose one work to explain.



Our chosen work



One possible response

3 Reflect

A helpful question could be ...

1. What do you notice about the shapes?

2.

3.

4.

Draw, tell, point or ask an adult to record your ideas.

Optional practice. Core assessment is already complete.

Unit quiz: teacher reference I

Using the separate quiz

Open Our First Gallery – Foundation – Quiz.pptx. Read each question aloud, pause for an oral, pointed, gestural, picture/device or practical response, then show its separate explanation slide. Eight questions include two unfamiliar cases. This supplements the practical gallery assessment.

Q1: Why add a title and a simple label?

They help the audience understand the work and the maker's idea. A title names the work; a label can explain a choice.

Q2: Is handling another person's artwork without asking respectful?

No. Follow the display's care rules and ask permission. A maker may ask viewers to look without touching.

Q3: Our theme is Things we notice. Must all artworks look the same?

No. A shared theme allows different original ideas, materials and choices. Explain how your choice fits.

Q4: Which is a thoughtful reason to select a work? A: My shapes show my garden idea. B: Mine must beat my friend's work.

A gives a reason about the idea. Other relevant making or meaning reasons are welcome. We do not rank classmates.



Unit quiz: teacher reference 2

Q5: A label has a title and a maker's full name. What should we check?

Use only the approved first name or chosen display name. Ask the teacher. Share materials and the idea without private details.

Q6: A viewer says I like it. Do we know which choice helped them understand?

Not yet. Ask what they noticed or understood. Different viewers can notice different things; one comment does not speak for everyone.

Q7: New case: A seated viewer cannot see a high label. What could help?

Ask what helps. An adult can move the label safely, make it larger or smaller, add an oral caption. Keep the route clear.

Q8: New case: A new class wants to share paper artworks on a table. What will help its audience?

Use stable placement, space to view, readable text or captions, a clear route and agreed care rules. Explain one choice and why it helps.

Practical assessment

Use A1 during lessons to record observations of original making, intentional selection, label/caption, audience sharing and reflection. New cases offer transfer without requiring optional lessons. Use R1 to record a teaching need or supported/independent reasoning, not pupil confidence.



Assessment: Our First Gallery

My gallery contribution

Name: _____



Make an original small artwork. Choose a work to share.

Tell or show your idea and a making choice.

Add a readable label or share a caption.

Help plan a safe display.



1 My work and idea

Draw or point to your chosen work.
What does it show?

2 My choice

I chose this work because ...

3 Sharing with viewers

My title or caption: ...

Teacher check (evidence seen)

- ☐ Original work seen ☐ Choice explained ☐ Label or caption shared ☐ Display/access choice discussed

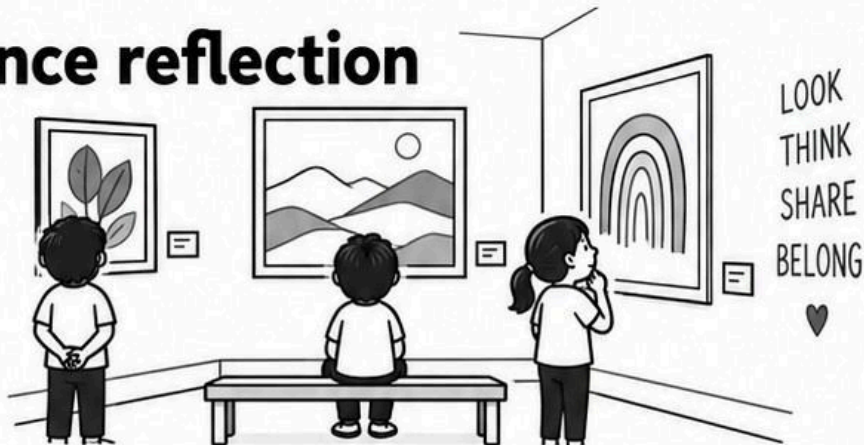
Teacher records oral, drawn, gestural, picture/device or practical responses.
A support need does not lower achievement. No scores for neatness.



Assessment: Audience reflection

Name: _____

*Different people
see different things.*



What did a viewer notice or understand?



Which choice helped them? Point to evidence in the work on display



How did our gallery help people share ideas?

New case: A seated viewer can't see a high label. What could help?



Observed evidence or pupil words:

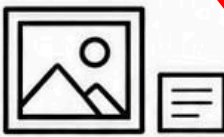
A next teaching step:



Rubric: Our First Gallery

Use observed work, choices and pupil explanations



Dimension	Needs further teaching	Source contribution	Transfer with a reason
 Art and audience	Purpose for sharing is unclear.	Explains that viewers cannot notice and discuss ideas.	Explains how a choice helps a different viewer.
 Making and choice	Idea or making choice is not yet linked to the work.	Creates an original work and links a material or visual choice to an idea.	Compares choices and explains why one serves the idea.
 Selection and sharing	Reason for selection or label/caption is missing.	Chooses a work for a reason and shares its meaning through a label or caption.	Adjusts a label or display for a new audience need and explains why.
 Care and reflection	Care or viewer needs still need teaching.	Uses respectful care and explains one useful audience/display choice.	Uses feedback to justify a safe, accessible improvement.

Judge the learning, not handwriting, beauty or speaking confidence.

Communication supports do not automatically lower a level.

Optional lessons add no required evidence.



Lesson 1

Why a gallery



Our learning

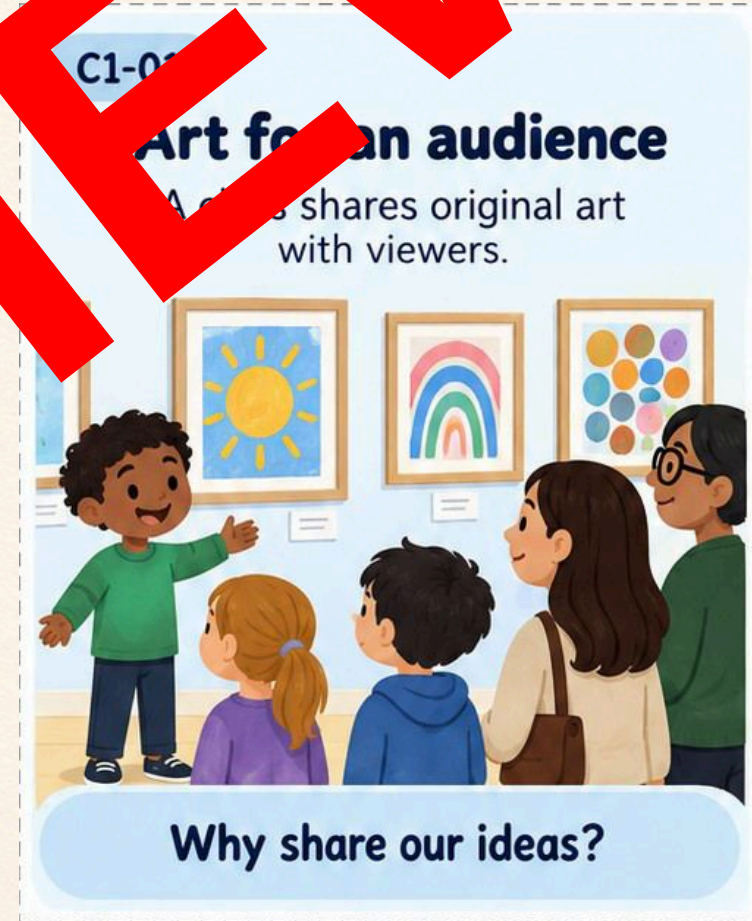
I can explain how a gallery shares ideas

Our words: gallery, artwork, audience.

PREVIEW

Notice and talk

C1-01: A class welcomes viewers to see pupils' original artworks. Who will look?



A model to think about

A gallery is a place where people share artworks. Our audience is the people who view them.

PREVIEW

A choice in action

A welcoming display has space to look, hear labels and care rules. Different ideas belong here.

PREVIEW

Our materials and setup

Display two original teacher-made map pieces, not real pupil work. Use D1 and C1-01

PREVIEW

Our practical task

In pairs, pretend to welcome a viewer to your work and tell one thing the viewer could not see.

PREVIEW

Our check

How does sharing art help people? — viewer can
notice someone's idea and ask about it

PREVIEW

Our reflection

Record a drawing, spoken sentence or picture choice on W01. What will help our audience?

PREVIEW

Well Done!
You shared an art idea.



Lesson 2

Choose a gallery idea



Our learning

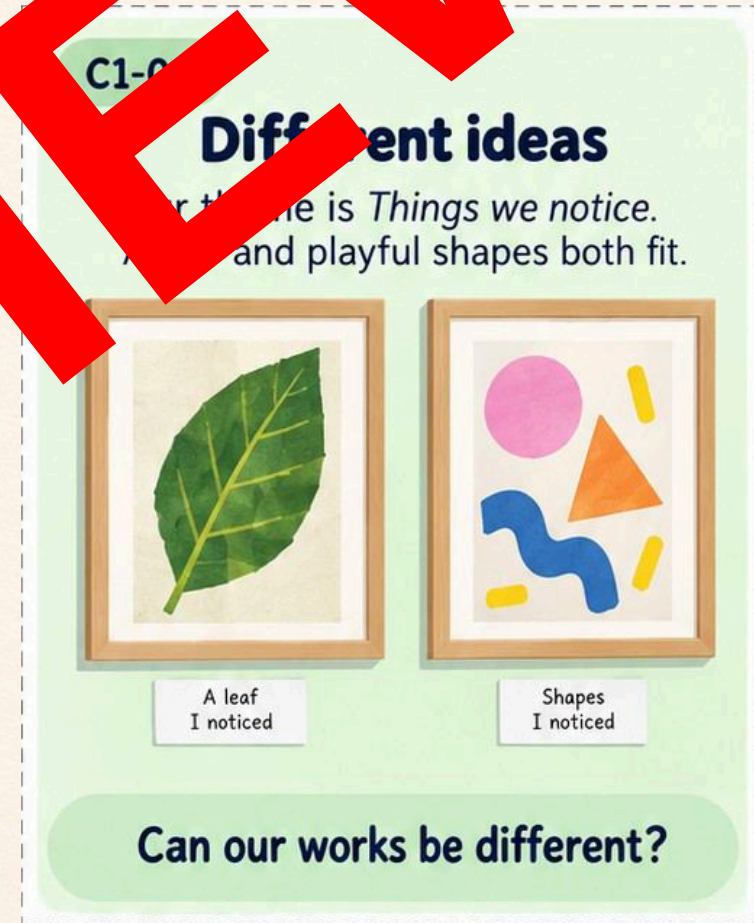
I can choose an idea for my own drawing.

Our words: idea, theme, plan

PREVIEW

Notice and talk

C1-02: Our theme is Things we notice. One maker notices a leaf; another notices playful shapes.



A model to think about

A shared theme can include different ideas. Your artwork does not need to match mine.

PREVIEW

A choice in action

I notice a garden. I try a curved crayon on the torn paper. I choose shapes that show growing.

PREVIEW

Our materials and setup

A5 paper, crayons, scrap paper and glue sticks. Make two tiny trials on separate art paper.

PREVIEW

Our practical task

Choose something you notice, or invent, or find in the world, or in art, or in nature, or in everyday life, or in your own imagination. Draw it. Make it. Write about it. Use different shapes. Try two marks or paper arrangements. Plan on W02.

PREVIEW

Our check

Point to a trial. What idea might it show well or select a picture to explain your choice.

PREVIEW

Our reflection

Keep the trials. Say: My idea is ... I could have ... Different choices can fit the theme.

PREVIEW

Well Done!
You shared an art idea.



Lesson 3

Make a small work



Our learning

I can make an original artwork to show my idea...

Our words: material, shape, overlap.

PREVIEW

Notice and talk

C1-03: A maker tries crayon and paper before choosing a way to make a small work.



A model to think about

Tear or safely cut a shape. Arrange before gluing. Add a crayon mark if it helps your idea.

PREVIEW

A choice in action

I overlap two leaves to show growing. A different maker could use lines, colours or other shapes.

PREVIEW

Our materials and setup

A5 base, crayons, scrap paper, glue stick, child safe scissors only with agreed supervision.

PREVIEW

Our practical task

Make your small work. Try the arrangement, choose one change, then glue. Draw or tell your decision on W03.

PREVIEW

Our check

Which choice helps show your idea? You can point to the part you made. There is no single correct picture.

PREVIEW

Our reflection

Put work flat to dry. Cap glue, collect scissors and return tools. Tell one choice you want to keep.

PREVIEW

Well Done!
You shared an art idea.



Lesson 4

Select thoughtfully



Our learning

I can choose a work and explain my reason.

Our words: select, choice, reason.

PREVIEW

Notice and talk

C1-04: Nia chooses Bright Garden because the overlapping leaves show growing.

C1-04

A reason to select

Nia chooses Bright Garden. Her tall, overlapping leaves show growing.



Bright Garden

What is her reason?

A model to think about

Select means choose thoughtfully. Complete your two trials and completed work without harassing people.

PREVIEW

A choice in action

I choose this piece because its tall shape shows my idea. I may share a trial to show my process too.

PREVIEW

Our materials and setup

Use your own new work and trials. Set them up safely on a flat surface. Use W04.

PREVIEW

Our practical task

Look at your pieces. Choose one for the gallery. Say, point or dictate why it suits your idea.

PREVIEW

Our check

Does your reason explain an idea of a new kind of choice?

Being the biggest or prettiest is not required.

PREVIEW

Our reflection

Complete: I choose ... because ... A different pupil may choose differently for a good reason.

PREVIEW

Well Done!
You shared an art idea.



Lesson 5

Labels help viewers



Our learning

I can share what my artwork means

Our words: title, label, maker

PREVIEW

Notice and talk

C1-05: A fictional label names
Bright Garden, Nia, paper and
crayon, and a growing idea.



A model to think about

A title names the work. A label can tell the title
approved maker name, materials and the idea.

PREVIEW

A choice in action

My label says Bright Garden. Paper and clay. My
tall leaves show growing. Nia is a pretend name.

PREVIEW

Our materials and setup

Use W05 and a large blank label card. The teacher checks your first name or chosen display name.

PREVIEW

Our practical task

Make a label or practise an oral caption. Draw a picture cue if it helps. An adult can write your words.

PREVIEW

Our check

Why add a title and a simple label? They help the audience understand the work and the maker's idea.

PREVIEW

Our reflection

Try the label with a partner. Share only approved first name or chosen name. Keep private details private.

PREVIEW

Well Done!
You shared an art idea.



Lesson 6

Arrange for access



Our learning

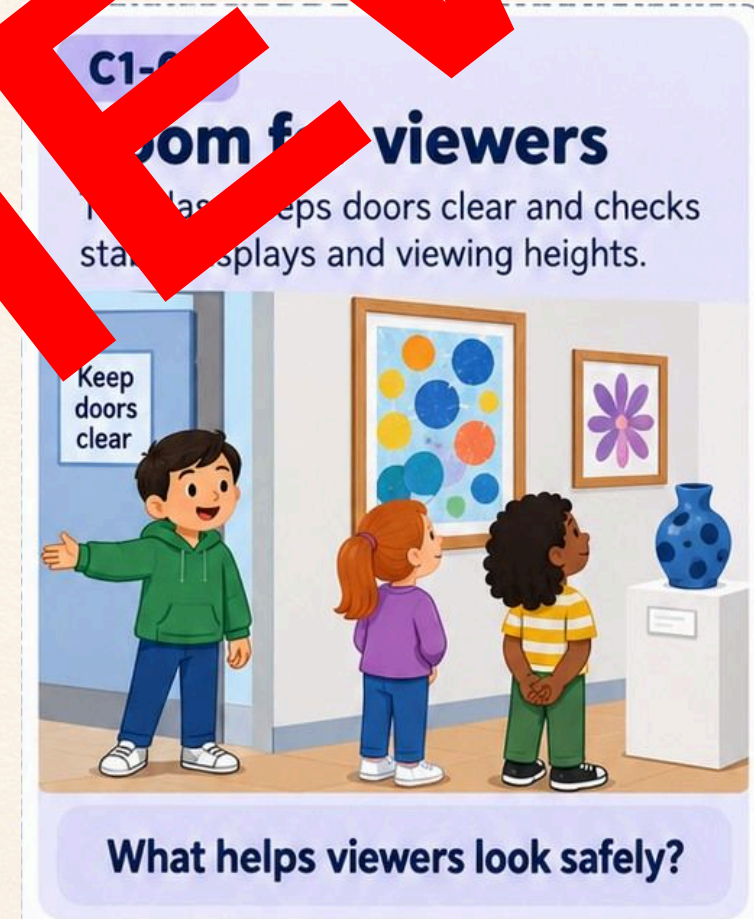
I can help viewers look safely and clearly.

Our words: present, space, care.

PREVIEW

Notice and talk

C1-06: A fictional classroom gallery has a clear route and works at different viewing heights.



A model to think about

Leave room to move. Keep doors and exits clear. An adult checks stable displays and safe viewing height.

PREVIEW

A choice in action

Try viewing from standing and seated position. Place labels beside their works. Keep cords and loose objects away.

PREVIEW

Our materials and setup

Teacher-approved wall/table space, lightweight work, removable fixing and a pretend room plan. Use W06.

PREVIEW

Our practical task

Plan a clear route on W06. Test a display position with a partner, including seated viewing if appropriate.

PREVIEW

Our check

Can a viewer reach the route and understand which label belongs to which work? Ask before touching work.

PREVIEW

Our reflection

Choose one change for clearer access. The teacher checks the real room before the gallery opens.

PREVIEW

Well Done!
You shared an art idea.



Lesson 7

Share the gallery



Our learning

I can share my artwork and respond respectfully.

Our words: viewer, question, listener

PREVIEW

Notice and talk

C1-07: A viewer asks Why did you choose blue? The maker explains that it shows cool water.



A model to think about

Point to a choice and say what it shows a viewer asks about the idea or process and listens to the maker.

PREVIEW

A choice in action

A helpful question is What does this show, show?

Avoid ranking artworks or deciding whose work is best.

PREVIEW

Our materials and setup

Your finished work and label, D1, C1, O7 and W67.

Invite classmates as the audience

PREVIEW

Our practical task

Take maker and viewer turns. Speak about to a picture/symbol, use a device or ask an adult to share your words.

PREVIEW

Our check

Teacher check: chosen work, reason for caption
and audience-aware display. Completed assessment

A1 page 1.

PREVIEW

Our reflection

Thank your viewer. Record a useful question or what they noticed. Quiet viewing is a good rule.

PREVIEW

Well Done!
You shared an art idea.



Lesson 8

Reflect on the audience



Our learning

I can explain what helped our audience.

Our words: feedback, understand, reflect.

PREVIEW

Notice and talk

C1-08: A viewer says the large label was easy to read. The maker decides to keep it.



A model to think about

Feedback can say what a viewer notices or understood. We listen without scoring people's artworks.

PREVIEW

A choice in action

The label helped you understand more. I could move it closer to the work if someone cannot match them.

PREVIEW

Our materials and setup

Use W08, A1 conference page 2 and the topic

Display already-completed work safely.

PREVIEW

Our practical task

Ask a viewer what helped. Explain one useful display or label choice. Complete a short teacher conference.

PREVIEW

Our check

A new viewer cannot see a low label. What could help?

Try a larger label or a safe viewing-height change.

PREVIEW

Our reflection

We share art so people can notice and think about ideas. All required assessment ends in this core lesson.

PREVIEW

Well Done!
You shared an art idea.



Lesson 9

Can every viewer follow our labels?

Optional



Our learning

I can try a clearer label. This lesson is optional

Our words: readable, caption, picture case.

PREVIEW

Notice and talk

Recall C1-05 and C1-06. Which label would be easier for a viewer to follow?

C1-06

Helpful label

Bright Garden. Nia. Paper and crayon.
My tall leaves show growing.



Bright Garden
Nia
Paper and crayon
My tall leaves
show growing.

How does the label help?

A model to think about

Compare a small teacher-made label with a larger one. Keep the same title and meaning.

PREVIEW

A choice in action

A picture cue, larger lettering or oral caption may help. Ask the viewer what works for them.

PREVIEW

Our materials and setup

Use completed artworks, W09, large cards, and crayons. Teacher checks names and safe placement.

PREVIEW

Our practical task

Try one label change with a partner. Say joint or
dictate which version helps and why.

PREVIEW

Our check

Does the change keep the maker's idea clear?

Partners may need different supports.

PREVIEW

Our reflection

Keep a useful change if you want. This practise core learning and adds no required assessment.

PREVIEW

Well Done!
You practised sharing.



Lesson 10

Be a gallery guide

Optional



Our learning

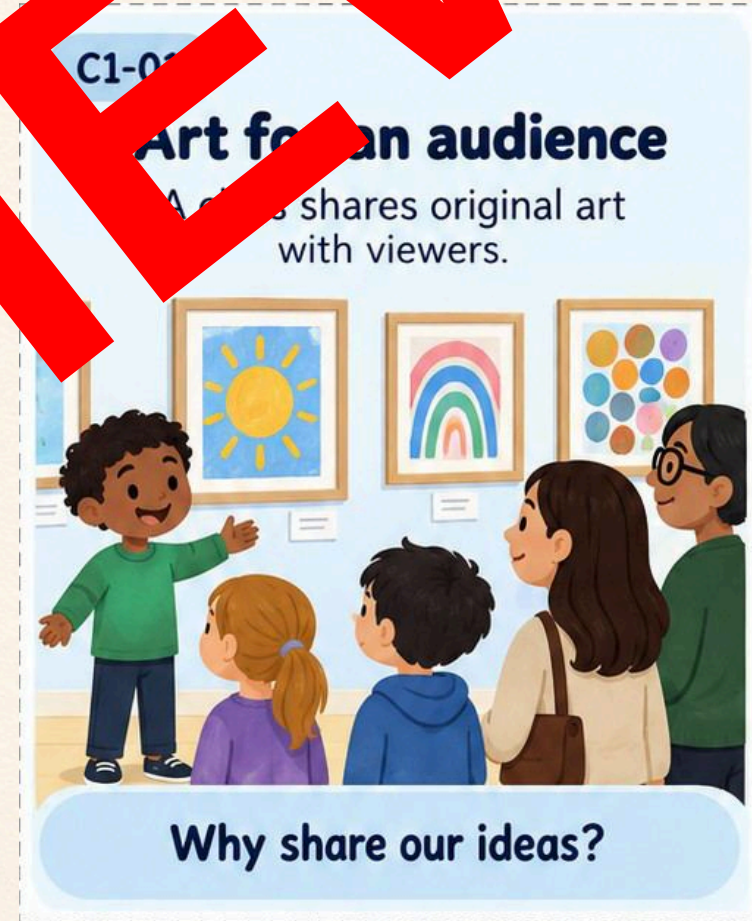
I can welcome viewers to our gallery. The lesson is optional.

Our words: guide, welcome, respect

PREVIEW

Notice and talk

Recall C1-01 and C1-07. How can a guide help a viewer notice an idea?



A model to think about

Welcome to our class gallery. Follow the clear route.

Please ask before touching.

PREVIEW

A choice in action

A guide can point to a label and ask, "What do you notice?" The maker decides how to share their meaning.

PREVIEW

Our materials and setup

Use completed artworks, W10 and a teacher-over-checked route. Choose speaking, pointing or quiet-support roles.

PREVIEW

Our practical task

Plan a short tour with a partner. With a classmate, share one idea and invite a respectful question.

PREVIEW

Our check

Can the viewer follow the route and find labels? Ask them what helped. Adult checks only visitors.

PREVIEW

Our reflection

Thank the audience. This optional tour repeats taught sharing skills. Public online posting is not required.

PREVIEW

Well Done!
You practised sharing.



Our First Gallery Unit Quiz



Our quiz choices

Listen as the teacher reads. Think before the answer appears.

Tell, point, gesture, use a picture or a device, or show your idea.

The quiz helps us discuss our learning.

Question 1

Why add a title and a simple label?

PREVIEW

Our explanation I

They help the audience understand the work and the maker's idea. A title names the work; a label can explain a choice.

PREVIEW

Question 2

Is handling another person's artwork without asking respectful?

PREVIEW

Our explanation 2

No. Follow the display's care rules and ask permission.

A maker may ask viewers to look without touching.

PREVIEW

Question 3

Our theme is Things we notice. Must all worlds look the same?

PREVIEW

Our explanation 3

No. A shared theme allows different original ideas, materials and choices. Explain how your choice fits.

PREVIEW

Question 4

Which is a thoughtful reason to select a work?

A: My shapes show my garden idea.

B: Mine must beat my friend's work.

PREVIEW

Our explanation 4

A gives a reason about the idea. Other relevant making or meaning reasons are welcome. We do not rank classmates.

PREVIEW

Question 5

A label has a title and a maker's full name. What should we check?

PREVIEW

Our explanation 5

Use only the approved first name of the chosen display name. Ask the teacher. Share materials and the idea without private details.

PREVIEW

Question 6

A viewer says I like it. Do we know which choice helped them understand?

PREVIEW

Our explanation 6

Not yet. Ask what they noticed or understood.

Different viewers can notice different things, one comment does not speak for everyone.

PREVIEW

Question 7

New case: A seated viewer cannot see a high label.

What could help?

PREVIEW

Our explanation 7

Ask what helps. An adult can move the model safely, make it larger or share an oral caution. Keep the route clear.

PREVIEW

Question 8

New case: A new class wants to show poster artworks on a table. What will help its audience?

PREVIEW

Our explanation 8

Use stable placement, space to view readable labels or captions, a clear route and agreed core rules.

Explain one choice and why it helps

PREVIEW

Our reflection

Which idea helped you share your artwork?

Point to a work or label and explain our choice.

Our practical work and gallery conversation show learning too.

PREVIEW

Well Done!
You shared your thinking.

