

## Guidance for Observation and Target Setting in Primary Art & Design

**National Curriculum Purpose of study:** Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### 6 Key Questions to ask when observing Art & Design lessons:

	Question	Additional Information
1	1. Has the teaching <b><u>been sequenced in a coherent manner</u></b> to ensure artistic progress can be achieved for all?	<p><i>This might include;</i></p> <ul style="list-style-type: none"> <li>- <i>Stage and level of expertise being taken into account.</i></li> <li>- <i>Retrieval and revisiting of concepts and ideas helps to establish what they know and where they are headed.</i></li> <li>- <i>Activities build upon knowledge and skills and provide suitable opportunities for them to be applied.</i></li> <li>- <i>Activities go beyond engagement and interest and instead provide meaningful educational value.</i></li> </ul>
2.	2. Has a <b><u>creative climate</u></b> been established within the classroom which encourages <b><u>risk taking, collaboration, exploration, experimentation.</u></b>	<p><i>This might include;</i></p> <ul style="list-style-type: none"> <li>- <i>Multiformity of outcomes (divergent ideas and end points)</i></li> <li>- <i>Encouragement of subjectivity and opportunities for success for all.</i></li> <li>- <i>Use of sketchbooks to garner thoughts and experiment with ideas.</i></li> <li>- <i>Establishment of a classroom ethos/ philosophy which encourages expression and the confidence to 'have a go.'</i></li> </ul>
3	3. Is practical knowledge developed using <b><u>suitable art pedagogies?</u></b>	<p><i>This might include;</i></p> <ul style="list-style-type: none"> <li>- <i>Technical skills have been broken down into components and taught efficiently.</i></li> <li>- <i>Key skills have been carefully identified and isolated from the 'big picture.'</i></li> <li>- <i>Efficient time is provided for children to develop this knowledge and apply it.</i></li> <li>- <i>Appropriate discipline and mediums have been selected to unpick the practical knowledge.</i></li> </ul>

		<ul style="list-style-type: none"> <li>- <i>Pedagogical approach used is suitable to the stage of the children's understanding.</i></li> </ul>
4	4. Have adaptations been made to ensure <b>all children</b> are given an appropriate opportunity to develop their knowledge and skills?	<p><i>This might include:</i></p> <ul style="list-style-type: none"> <li>- <i>Consideration of current levels of proficiency.</i></li> <li>- <i>Recognition of the importance of cognitive load</i></li> <li>- <i>Use of reinforcement to support learners.</i></li> <li>- <i>Carefully selected examples which are relevant to the children and the stage of their learning.</i></li> <li>- <i>Appropriate choice of medium.</i></li> <li>- <i>Suitable working environment that caters for the needs of all pupils.</i></li> <li>- <i>Identifiable and inspirational choice of artists and artwork that engage all students.</i></li> <li>- <i>Consideration of seating arrangements</i></li> <li>- <i>Understanding the cohort and individual needs of children (fine motor skills, sensory needs and communication difficulties)</i></li> </ul>
5.	5. Have the children been given an opportunity to engage in <b>artistic thinking and talk</b> regarding their artwork, as well as that of their peers and any chosen artist?	<p><i>This might include;</i></p> <ul style="list-style-type: none"> <li>- <i>opportunities to observe, explore, discuss, debate, critique and dissect artwork from artistic, social and cultural perspectives.</i></li> <li>- <i>Encouragement and use of artistic language.</i></li> <li>- <i>Opportunities to evaluate the work of their peers.</i></li> <li>- <i>Possible self-evaluation and discussion with the teacher to reflect upon challenges, successes and possible refinements.</i></li> <li>- <i>Opportunities to develop and use their theoretical knowledge by engaging in meaning, interpretation, influences and purpose of famous pieces of art work.</i></li> </ul>
6.	6. Has the lesson considered the importance of <b>cultural capital, equity and inclusion</b> within the selection of topics, artists and artwork?	<p><i>This might include:</i></p> <ul style="list-style-type: none"> <li>- <i>Exposure to a broad and balanced art curriculum.</i></li> <li>- <i>Considerations of the class demographics.</i></li> <li>- <i>Access to different art periods, mediums, artists and cultures.</i></li> <li>- <i>A contextualised purpose to the lesson which provides relevance and relatability for the children and thus provides a more inclusive environment.</i></li> </ul>

## Potential Art & Design Specific Targets on Lesson Analysis Forms.

### Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:

Ensure that the activity you have chosen provides applicability to the art and design knowledge and skills being taught.

Take time during the modelling process to draw out specific practical, disciplinary and/or theoretical knowledge the children may require.

Ensure that you take the time to discuss the chosen artist/ artwork with the children in detail to help develop context and purpose for your audience.

Consider how your art lesson will build upon prior knowledge, where it sits within the curriculum and how it connects to progression in future learning (refer to art policy/school curriculum)

### Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:

Use art and design specific terminology when modelling to the children and encourage them to use this language too to help develop their practical and theoretical knowledge.

Seek to use more frequent, gentle and purposeful formative assessment throughout to provide feedback throughout the artistic process.

Ensure the children are provided with opportunities to convey their knowledge, understanding and viewpoints through self and peer evaluation and therefore help to develop disciplinary knowledge.

Consider how your questions can be used to prompt subjective debate and open-ended discussion.

Use the sketchbooks to encourage children to observe their own personal progression.

### Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps

Develop your understanding and knowledge of [insert artists, period, technique, discipline etc] so that you are able to identify misconceptions and adapt teaching.

Further your understanding of different periods and movements in art and consider ways in which techniques have changed over time.

Develop your understanding of how different mediums can be used to create specific effects and make decisions about which might be most applicable.

Become more confident in establishing a 'big picture-small picture' perspective. For example, using an artist or movement to inspire developing specific skills.

How could you support the next lesson with **guides, scaffolds and worked examples** to help pupils apply new ideas?

<https://www.gov.uk/government/publications/research-review-series-art-and-design>

- **Practical knowledge** - how to create art, craft and design. Learning the methods and techniques that artists, craft makers and designers use. Technical proficiency
- **Theoretical knowledge** – knowledge of the tools, materials and history of art, craft and design. Culture, context and artist research.
- **Disciplinary knowledge** is the concept of art itself, such as the ways it is judged valued and evaluation. How art is studied.