

Guidance for Observation and Target Setting in Primary/Secondary Art and 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 and Design lessons:

	Question	Additional Information
1	Is the learning intention/outcome clear and subject-focused? ...what the pupils will be learning in the lesson	<i>The learning outcome is connected to prior learning, or previously encountered knowledge and skills linked to the learning that is taking place in the lesson. Classroom, activities are clear about what children will learn and practise</i>
1	Practical knowledge and work: How does the lesson support students to make personal progress, and practical skills and encourage pupils to practice? To make and create	<i>For example: pupils will learn that two primary colours make a secondary colour and will practice this. Skills, techniques, and practice. Are pupils getting first-hand experience through purposeful activity, are they engaged in meaningful practical activity. (Knowledge and skills)</i>
2.	Making connections - Which theoretical (knowledge of artists and process) or disciplinary (discussions about art) concept is being explored?	<i>For example: When painting: pupils will make connections to practical work through theoretical knowledge (tell me about the process, meaning or connections?) and disciplinary approaches (why do artists produce work this way?) (Knowledge and skills)</i>
3	Lesson design and delivery , including sequencing and appropriate choice of teaching methods. Are knowledge, skills and understanding evident as a result of pedagogical choices?	<i>What teaching approaches support pupil progress. Modelling, explanations, worked examples, guides and scaffolds. Instructional practice. Is pedagogy aligned with the types of knowledge taught – practical, theoretical, or disciplinary? Have misconceptions been addressed?</i>
4	Is the lesson successfully adapted to the pupils' stage of creative development?	<i>Careful planning considers pupil expertise, and subject specific adaptations are made for pupils who need new content further broken down. Formative assessment supports adaptations.</i>
5.	Questioning/Feedback/formative assessment Does feedback address how to build on strengths and review and refine work?	<i>(Understanding) Can pupils recall previous information and build upon this with new learning? Can pupils reflect on their own skills? (Disciplinary knowledge is grounded in questions – e.g. why do we make art?)</i>
6.	Literacy, vocabulary, and high-quality classroom talk. Are skills, techniques and practices underpinned by specialist subject specific vocabulary, is this modelled and used well?	<i>Have the children been given an opportunity to engage in artistic thinking and talking regarding their artwork. How is theoretical or disciplinary understanding being developed or secured? Does the lesson allow pupils to articulate their understanding and experience more confidently? Can pupils explain their artistic influences?</i>

Potential **Art and Design Specific** Targets on Lesson Analysis Forms.

Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:
Identify and make explicit the key practical, theoretical or disciplinary knowledge and specialist art and design vocabulary you want the children to know and remember from this lesson/sequence.
Use visual images and high quality worked examples to support understanding of difficult key concepts.
When planning a lesson introduce new material in steps , explicitly linking new ideas to what has been previously studied and learned. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills in the lesson.
Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:
Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding in a practical response or analysis of an artwork.
When using questions prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding of ... a process or retrieval of knowledge.
High-quality feedback can be written or verbal; encourage further effort and provide specific guidance on how to improve in sketchbook work.
Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps
Develop your understanding further of the essential components/concepts/ knowledge/ skills and practices of the topic (e.g. art movement) this will enable you to be more confident to motivate pupils and teach effectively from a secure understanding .
When planning, anticipate what children might find difficult developing your awareness of common misconceptions and how to help pupils master important concepts (e.g. reverse images in printing)
Situate the learning in the sequence or schema - remembering pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context, support pupils to make clearer connections to prior learning or where they may have encountered something before (e.g. tone in drawing) Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
When planning, consider the role of modelling , instruction and explanations to acknowledge novices need more structure early in the sequence e.g. drawing using tone
How could you support the next lesson with guides, scaffolds and worked examples to help pupils apply new ideas?
Think about the types of questions you would ask in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers when analysing the work of other).
The role of memory: Breaking complex material into smaller steps will support pupils (e.g., using partially completed drawing to focus pupils on the specific steps rather than a refined finished example) Working memory capacity is limited and can be overloaded.

