

Art and Design Feedback Prompts

Please refer to the Art and Design section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

National Curriculum: Reference should be made to the four aims of the Art and Design Programme of Study:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art and Design Subject Knowledge: Associate Teachers should be demonstrating accurate subject knowledge and their understanding of effective teaching and learning by planning, delivering, and assessing their Art and Design lessons. At BCU associate teachers learn about five domains of knowledge that inform learning in Art and Design:

Substantive/ Explicit knowledge: substantive/ explicit knowledge should be evident in their planning and teaching. They should provide opportunity for pupils to apply and demonstrate their substantive/ explicit knowledge through practical work and when discussing their own work and that of others.

Procedural knowledge: BCU Associate Teachers should provide opportunity for pupils to develop and deepen their understanding and application of art techniques, tools, and media.

Disciplinary knowledge: pupils should develop an understanding of the purpose and value of art, develop their artistic knowledge by learning how to think and make in an artistic way, and to critically evaluate art and craft works. Through practical application, evaluation and analysis pupils can demonstrate their knowledge and understanding of the context of their own work and of others.

Tacit knowledge: tacit knowledge is evident in practical work and through viewing art and craftworks. As pupils encounter materials and artworks their personal knowledge will contribute to understanding and handling of the materials, and of their interpretation of art and craftworks.

Affective knowledge: affective knowledge is associated with how the body moves, senses, feels and imagines when children encounter and explore media and materials, make art and experience art.

Key Idea:	What to look for
Recapping on prior learning	<ul style="list-style-type: none"> ➤ Does the associate teacher assess starting points for all pupils? How? ➤ Do the pupils revisit prior learning through practical activity and /or discussion? ➤ Does the associate teacher use physical and visual prompts to consolidate prior learning and understanding? ➤ Do pupils refer to prior learning in their sketchbooks?
Designing; developing and recording ideas	<ul style="list-style-type: none"> ➤ Are pupils given access to materials, media, and tools to enable them to explore their ideas? ➤ Are pupils encouraged and supported to try out their ideas and work in an imaginative, individual way? ➤ Are scaffolds provided for pupils who need support with developing ideas? ➤ Are pupils given the opportunity to revisit and review their ideas and make changes considering new discoveries? ➤ Are pupils given time to record their designs/ ideas (e.g., drawing, exploring materials, media, responding to a stimulus, observation) ➤ Do pupils record their designs/ ideas in their sketchbooks?
Developing technical/artistic skills; making	<ul style="list-style-type: none"> ➤ Does the associate teacher explain/ model the skill/ task effectively? How? ➤ Are pupils given time to practise and experiment with technical skills? ➤ Are pupils given time to apply their knowledge of technical skills and process skills to their making?

	<ul style="list-style-type: none"> ➤ Are pupils enabled and supported to use their senses, feelings and imagination to create art? ➤ Are pupils enabled and supported to create art in response to their own interests? ➤ What resources are used that scaffold the learning (practically, verbally, visually)? How effective are these? Are scaffolds removed when they are not needed? ➤ Does the associate teacher identify and address any misconceptions? How? ➤ Are pupils encouraged to invent new ways of working? ➤ How does the associate teacher structure the tasks to enable the children to apply their own ideas in their making? ➤ Are pupils given time to evaluate their progress? ➤ Do pupils apply their knowledge of art and craft in their own making? How is this evidenced? ➤ Do pupils have plenty of opportunities to demonstrate their knowledge and understanding by using appropriate vocabulary? ➤ Are sketchbooks used to evidence the development of skills?
Evaluating and analysing	<ul style="list-style-type: none"> ➤ Does the associate teacher plan activities which actively engage pupils in critically evaluating and analysing art and craft works? ➤ Does the associate teacher deepen the children's knowledge, ideas and understanding through effective questioning? ➤ Does the associate teacher highlight pupils' knowledge and understanding of the work? ➤ Do pupils develop their own questions as they become curious about the art and craftworks they look at? ➤ Do pupils express preferences and give reasons why?
Knowledge and understanding; acquiring and applying knowledge	<ul style="list-style-type: none"> ➤ Does the associate teacher ensure that pupils understand the link/s between the art and craft works they evaluate and analyse, and their own work? ➤ Do pupils explain/ show how art and craftworks have inspired their own ideas and making? ➤ Do pupils explain the similarities and differences between their own work and that of others? ➤ Do pupils talk about the materials, techniques and art processes they have used, using appropriate vocabulary?
Teaching, learning and assessment	<ul style="list-style-type: none"> ➤ Are pupils clear about the learning intentions? ➤ How does the organisation, e.g., variety of group activities, whole class, small groups/pairs and individual work support experimentation, practise of skills and techniques, evaluation, and analysis of work? ➤ How does the associate teacher assess progression? How effective are the strategies? ➤ Are scaffolds provided for pupils who need support? Are scaffolds removed when they are not needed? ➤ What adaptive teaching strategies are used? How effective are they for the needs of the learner/s? ➤ What interventions and feedback are given to support individuals or groups? ➤ How do the pupils assess their own learning and progression? ➤ How does the associate teacher effectively use other adults within the lesson?
<p>Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)</p> <p>E.G. To teach the exploration of charcoal, so that the children can learn about the properties of charcoal and how to use it to create tonal range, through the use of teacher modelling (mark making with charcoal and white chalk, blending with different tools).</p>	