

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.

Curriculum Frameworks: Reference should be made to the current curriculum framework for KS1, KS2 and EYFS.

Art and Design Subject Knowledge: Associate Teachers should demonstrate accurate subject knowledge in their planning and teaching including the following Knowledge Domains. **EXPLICIT (Know what). TACIT (Know how). CONCEPTUAL (Know about)**

AFFECTIVE (Know Self)

The following prompts are designed to support in giving subject-specific feedback and are informed by the National Society for Education in Art and Design Big Landscape

Key Idea:	What to look for
Recapping on prior learning	➤ Does the associate teacher consolidate pupils' prior learning and understanding using practical tasks/ visual/ verbal prompts? ➤ Do pupils refer to prior learning in their sketchbooks?
Designing; developing and recording ideas	➤ Are pupils encouraged and supported to try out their ideas and work in an imaginative, artistic way? ➤ 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, including in sketchbooks? ➤ Are pupils given access to materials, media, and tools to enable them to explore their ideas?
Developing technical/creative skills; making	➤ Does the associate teacher explain/ model the artistic skill/ process effectively? ➤ Does the associate teacher structure the tasks to enable the children to apply their own ideas in their making? ➤ Are pupils given time to practise and experiment with technical and creative skills? ➤ Are pupils given time to apply their knowledge of technical and creative skills to their making? ➤ Are pupils enabled and supported to create art in response to their own interests and to invent new ways of working? ➤ Does the associate teacher identify and address any misconceptions? ➤ Are sketchbooks used to evidence the development of skills, ideas and exploration?
Knowledge and understanding; acquiring and applying knowledge	➤ Does the associate teacher enable pupils to develop an appreciation for art forms and styles and cultural understanding through their engagement with art and craft works? ➤ Do pupils explain/ show how art and craftworks have inspired their own ideas and making? ➤ Do pupils demonstrate their knowledge and understanding of materials, media, techniques and the artistic elements they have used in their work? Can they explain/ describe using artistic vocabulary?
Evaluating and analysing	➤ Does the associate teacher plan activities which actively engage pupils in interpreting, discussing and analysing art and craft works? ➤ Do pupils develop their own questions as they become curious about the art and craft works they look at, and express preferences? ➤ Do pupils explain the similarities and differences between their own work and that of others?
Teaching, learning and assessment	➤ Does the associate teacher assess starting points for all pupils? ➤ Does the organisation for learning support experimentation, practise of skills? ➤ Does the associate teacher deepen the children's knowledge, ideas and understanding through effective questioning? ➤ Does the associate teacher formatively assess pupils' progress? ➤ Are pupils given the opportunity to assess their own progress and of their peers? ➤ Are scaffolds provided for all pupils who need support? ➤ Are all pupils stretched and challenged? ➤ How does the associate teacher effectively use other adults within the lesson?

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 this is important (impact on pupil progress)**, and **how will this be achieved (what actions are needed?)**

E.G. To teach tonal range using charcoal, so that the children understand the properties of the art medium and how they can use it in their artwork to create contrast by modelling to pupils how to experiment with mark making using charcoal and white chalk using different blending techniques.