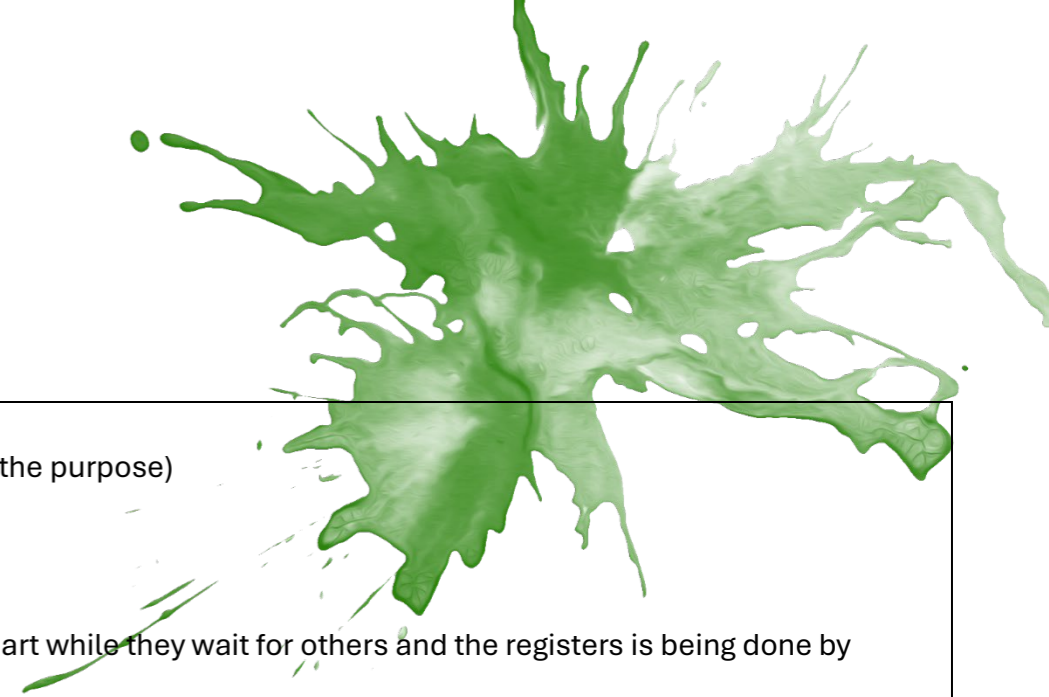


Subject Grid



What should we see in lessons as best practice?



- When questioned the students should know what they are doing and why they are doing it (the purpose)
- Students are clear on the learning objectives for the lesson.
- Students are engaged and making progress in their learning.
- Rushey Principles of instructions are used during the lesson.
- When students enter there is a task/reading on the board that deepens their understand of art while they wait for others and the registers is being done by teacher.
- Recall questions and practise/ Retrieval and recall practice questions or activities/ Questioning- cold calling **(4-5 minutes)**
- Vocabulary word addressed to the students if part of the lesson. Students write meaning in the vocabulary booklets in own words with artist links.
- Modelling-Teacher demonstrations **(5 minutes, will depend on the task)**
- Visual Aids including teacher/student examples in form a sketch book or on a ppt
- Examples of bronze, silver, gold student work (all students are challenged to their capability)
- Step-by-step scaffolding for some students which can be in the form of a handout and 'We Do' principle of instruction
- Independent practice after modelling (majority of the lesson, aiming for at **least 40-45 minutes**)
- Self and peer assessment in some lesson (teacher's dissertation)
- Vocabulary- Subject terminology being used verbally and when writing.
- Showcase critique and mini critiques in some lesson (teacher's dissertation)
- Teacher feedback: verbal and written teacher feedback should be constructive for the students to improve and progress (students should know to improve)
- Behaviour management - School policy is used to sanction and rewards students. Students who are causing concern are placed on faculty report as per faculty achievement policy or faculty removal is being used needed.
- Teacher should be rotating around the classroom during lesson.
- Faculty SOW being/ ppt and resources being used.

What does effective questioning and scaffolding look like in?



- Questioning in art is always open ended and not closed. The questions are structured in a variety of different way using specified subject specific language. At the start of lessons, they are based on previously taught knowledge, and this could be from last lesson or last term. This is especially important because the subject is taught only once a week and therefore recall plays an important part of embedding key knowledge.
- Scaffolding in a practical subject can take a variety of forms from teacher led demonstrations which could be the students observing the whole process or technique to following each stage of the process as the teacher does the demonstration either on the board or using the visualiser depending on the task. This can be further supported with the visual aids used including but not exclusive to the departments ppt's, step-by-step handouts and the teachers' examples. It is important to note that in art students are continually prompted verbally by teachers as they circulate the room. This is exceptionally important to scaffolding because those students that need either extra help or those that need challenging can be on an individual level. This also helps the teacher assess the understanding of the class and help them to correct misconceptions. For student scaffolding will show progression and achievement
- Use of subject specific terminology when phrasing questions, and getting students to use it too
- Questioning "why" to points given by students. No one worded answers.
- Challenge students when questioning to make them think out the box

What does great modelling and exposition look like in?



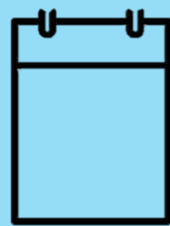
- Gathering students around a table and showing a step by step of practical work with very clear instructions.
- Showing possible mistakes that could occur and how to avoid them.
- Referring to art names of different techniques/tools used during the demonstration.
- Showing low, mid and high student examples (graded).
- Showing teacher examples as the highest outcome.
- Questioning students on what is expected of them after demonstrations.
- Questioning on understanding of how to carry out the task.
- Use of You Tube clips when needed for the modelling.
- Some of the best exemplars come from the students themselves and they respond positively to this kind of modelling. Our high standards may currently be out of reach, but they can aim for it because their peers have previously achieved that high level. We often show teacher examples as well so they can see the very highest standard that can be achieved however, this on its own can sometimes discourage students because many of them lack confidence and do not believe they will ever be that good
- Great modelling and exposition in art is clear and concise, there is often a lot of information to disseminate, and this can be over whelming for some students. So back is broken down following the principals.

What does retrieval practice look like?



- Questioning students on past learning- this could be from lessons directly before or weeks before. This could be in the form of a practical task, vocabulary or a written task. Visual practice with images and formal elements- KS3
- Questioning students on past learning- this could be from lessons directly before or weeks before.
- Visual practice with images and formal elements- KS3 can be seen on ppt but still developing.
- Teachers to use slides on ppt created for retrieval practice.
- Students should be developing a deeper and meaningful understanding of art (what they are doing any why through years)
- In art and using recall questions in conjunction with visual representations is a good starting point for accessing students' prior knowledge. Knowledge and skill acquisition in art and design is often based upon spiral learning theory where especially skills are re-visited throughout the curriculum. Warm up exercises that follow low impact learning strategies can allow less confident students to make and learn from mistakes before they apply the techniques to their practical work.

What will you see in pupils' workbooks?



- Students' sketchbooks should be neat with consideration to presentation as they complete set tasks. The title underlined at the top of the page and date (dependant on teacher)
- Sketch books contain carefully selected, purposeful pieces of work that demonstrate coherent sequencing and building up of knowledge over time.
- It is clear in their sketch books progression is made with their practical skills that have been taught through the years.
- Annotations with use of art terminology in written work.
- Show a use variety of materials used from pencils to paints which are desaturated for the year group
- At KS3 and KS4 an art booklet with art vocabulary, annotations sheets, assessment sheets, rewards sheet, and feedback.
- All work should be finished to the students' best ability showing the skills taught through that exercise.
- The faculty rewards system is being used by the teachers for praise.

What formative assessment and feedback will you see in?

- Work is regularly marked with feedback which usually follows a what when well/even better if format. Pages are marked will be graded 1-9 using the assessment grid and feedback pages in the art booklets.
- Teachers regular go round the classroom giving feedback on the current work and students will respond
- At KS3 art booklet will have termly assessment sheet for all students for the year for which shows an overall termly grade they at. Teachers give verbal and written feedback highlighting areas of improvements and positives the opportunity for students what they need to improve.



- At KS4 at art/photography booklet will have termly assessment sheet for all students for the year for which shows an overall termly grade they at. Teachers give feedback highlighting areas of improvements and positives the opportunity for students what they need to improve.
- Students know their target and current attainment.
- RAF is being used for assessment at KS3 and at KS4 OCR assessment criteria when assessing and they should have some understanding of it.
- Meaningful interventions are in place to support underachieving students.
- There is also lower stakes assessment which can be done on an individual level or as a showcase critique.
- Students are given the opportunity to act on feed back through the homework set.

Summative Assessment at KS3

- At the start of the year all groups will complete a drawing **Baseline Test**. These are designed to track student's ability at the start of the year of their basic drawing skills. Baseline test grade is written on the assessment sheet
- **Midyear an Art Theory test** – testing them on their contextual understand of the subject.
- **End of Year Art exam** – This is final piece responding to the project studied this year what will show their knowledge and understanding of the skills and processes taught this year. Set hours are allocated to each year group.

What questions are useful to ask the children about their learning to elicit understanding?



- Are the students able to talk about they are doing and why they are doing it?
- Are they able to talk about purpose of the task set? What have learnt so far and why?
- At KS4 can the students talk their artistic/creative journey? A-B
- Can they make connections/links to the artists/cultures/PHSE within their work?
- Does homework link relate what they are being taught in class?
- Asking students to repeat back what has been said helps them and the rest of the students understand expectations.
- Students write and understand vocabulary definitions in their own words rather than copied from the board, this allows them to utilise the words more efficiently and frequently.
- Following a what, how, explain approach helps students to understand what information the teacher is trying to elicit, and this provides opportunity to correct misconceptions. Asking students to repeat back what has been said helps them and the rest of the students understand expectations. Students write and understand vocabulary definitions in their own words rather than copied from the board, this allows them to utilise the words more efficiently and frequently, just as any artist information is also re-written using their own words. Copying should be limited but we do need to consider any students who are new to English and additional scaffolding or help offered.

How is literacy taught in your subject?



- Art literacy in our curriculum is a transformative approach that prepares students for a deeper and more comprehensive understanding of the visual arts.
- The art literacy into our curriculum, enriches our students' educational experience, fostering not only their technical abilities but also their critical thinking, cultural awareness, and appreciation for art. Implementing the below will help our students become more well-rounded, informed, and literate in the world of art.

In the Art & Photography lessons you will see:

Reading in Art – At start of lessons as a classroom entry task is always displayed on the screen which may include some art context. Many of our tasks include reading, research tasks set as homework, reading and researching art movements and analysing art may require further reading to successfully complete the written work.

- A cross-curricular art competition with English is ran to illustrate a favourite scene from the book they are reading in English.
- **Yr 7** – Oliver Twist/Merchant of Venice
- **Yr 8** – Animal Farm/ The Tempest
- **Yr 9** – Romeo and Juliet/Jane Eyre



- A display linking to relevant reading books for Art & Photography is regularly updated for the students and displays around the classroom have art terminology for them read.

Oracy in Art – In Art lessons across Rushey Mead Academy, we encourage discussion, critique, and presentations about students work and the work of others art and artists. This is effective in extending our students' knowledge of artistic concepts and principles, along with developing the appropriate language for discussing works of art – the Art Formal Elements.

Critiques:

- Offering opinions about their own and others art through questioning and discussion, giving reasons to support their views
- Speak like an Artist posters for students to refer to displayed in the classrooms.
- Students will have opportunities to reflect with peers
- To practise turn taking and use discussion starters to initiate talk

Presentations:

- To be able to audibly share their ideas to the class about their own work and creative ideas
- To summarise and make connections between their own work and that of other artists
- Giving students the chance to practise using the correct tone, gestures and volume for speaking to a group of people.

Discussions:

- Enhancing and developing active listening strategies to create coherent responses
- To encourage students to create questioning that builds a deeper understanding of art and artists

Writing in Art – In art, writing can take several different forms with a focus of students deepening their understanding of their own work, the work of other artists and photographers as well as being able to place their work historically.

- **Artist Study Page:** Students will write facts, describe, analyse, and interpret judge work of artists and photographers. This gives student an opportunity to develop their own opinions on the different art movements and styles which will in turn help them to inform their own art practice.
- **Artist Comparison:** Students compare the work of different artists and photographers to make contextual or visual similarities or differences
- **Self-Evaluations:** Students will complete written evaluation of their completed projects, which assists students with developing their own ideas and artistic style. This piece of reflective writing is an important task in helping students to identify areas for improvement and plan how they would be able to progress.
- **Art Booklet:** Writing framework is provided to help the students with their written work, specialist vocabulary.
- **Display Boards:** Keywords are displayed around the room for students to refer to whilst completing their written work. Exemplar materials displayed throughout the faculty to demonstrate excellence and inspire.

How do teachers engage with subject community?



- OCR weekly updates/registration
- Facebook OCR Art & Design teachers' group
- Meeting within the Trust
- NSEAD Membership

How are SEND/PP students supported in class by TA?



- Encourage students to remain attentive and listen carefully to teacher instructions.
- Promote active participation in group discussions.
- Circulate around the classroom and support students according to their individual needs.
- Ensure students maintain good presentation, including correct date, title, and page layout as instructed by the teacher.
- Make sure vocabulary tasks are completed in pen, using a whiteboard to simplify or break down written content when helpful.
- Use a whiteboard or paper to demonstrate drawing techniques in greater detail when needed.
- Support written tasks by referring to the vocabulary booklet and providing prompts where appropriate.
- Discuss homework expectations with students, ensuring the deadline and task requirements are clear.
- Encourage students to attend art club/homework club for additional classwork or homework support.
- Check that equipment and resources are available and accessible for students.
- Use teacher resources and handouts to support individual learners.
- Teaching Assistants should ask the HOF for any training needed in Art and Photography to ensure confidence when supporting students in the subject.
- Use praise to encourage and motivate students and coordinate with the teacher regarding faculty rewards.

How NTE/ Emerging Readers students supported in Art?



- Help students understand instructions and stay focused during art lessons.
- Encourage participation, supporting quieter students to talk about their ideas
- Support reading of task sheets, artist information, and feedback.
- Develop their art vocabulary using visuals, key words, and simple explanations.
- Model good presentation in sketchbooks (dates, titles, layout).
- Support written work such as annotations and evaluations.
- Demonstrate techniques to support understanding.
- Help students understand feedback and next steps.
- Check students understand homework and deadlines.
- Encourage attendance at art club or extra support sessions.
- Use praise to build confidence and motivation.
- Report any concerns to the teacher.
- Act as a positive role model in a calm, respectful art studio.

