

# Subject Expectations

## Art and Design



RESPECTFUL




AMBITIOUS



RESILIENT



<b>Scheme</b>	 <p>Combined Art and DT scheme</p>
<b>Timetable / duration</b>	<ul style="list-style-type: none"> <li>• One Art unit per term</li> </ul>
<b>A typical lesson structure</b>	<ul style="list-style-type: none"> <li>• Retrieval / recap from previous lesson at the beginning of every lesson</li> <li>• Use 'presentation mode' in Kapow and follow through the slides</li> <li>• Learning objective and success criteria shared</li> <li>• Key vocabulary explored</li> <li>• Attention grabber (questions to consider) videos to watch.</li> <li>• Main event/input</li> <li>• Independent activities with appropriate scaffold/ challenge</li> <li>• Wrapping up/quiz</li> </ul>
<b>Expectations in sketch books</b>	<ul style="list-style-type: none"> <li>• Knowledge organiser and design brief for each new unit</li> <li>• Date and LO at the top of the page/sheet</li> <li>• Worksheet stuck in or photographs of a practical lesson explaining what the children are doing in that lesson</li> <li>• Children annotate photographs where necessary</li> </ul>
<b>Retrieval opportunities/ revisit misconceptions</b>	<ul style="list-style-type: none"> <li>• Retrieval section at the beginning of every lesson – knowledge and vocabulary</li> <li>• Refer to knowledge organiser</li> <li>• Wrapping up / quiz at the end of each lesson</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Use the Kapow assessment/quiz of multiple choice.</li> <li>• Complete the assessment/quiz at the end of each unit and stick in books (exit task sticker)</li> </ul>
<b>Marking &amp; feedback</b>	<ul style="list-style-type: none"> <li>• Use marking &amp; feedback guidance</li> <li>• Teacher pen- green for great, think pink (next steps)</li> <li>• Pupil pen- purple</li> </ul>
<b>Adaptive teaching</b>	<ul style="list-style-type: none"> <li>• Specialist equipment (when needed)</li> <li>• Adult helpers (including 1-1)</li> <li>• Additional time for tasks</li> <li>• Variety of methods of recording ideas quickly</li> <li>• Key words sheets, flow charts and visual instruction sheets which explain a process in a step-by-step manner</li> <li>• Visual aids in the form of worked examples</li> <li>• Encourage independence</li> <li>• Giving time for learners to look back through their sketchbook to make connections to what they already know</li> </ul>