

The LJMU Mentor Guide to the curriculum in Phase 3a Secondary Art and Design



The ITE Curriculum in Phase 3 further extends student teachers' critical engagement with research and practice, within the relevant subject(s) and age phase(s). Most of Phase 3 is school based, as the student teacher completes their final placement, extending their knowledge and skills to achieve a recommendation for Qualified Teacher Status (QTS).

The Phase 3 curriculum (centre based) includes a focus on:

- Subject pedagogies and strategies across the Secondary age range.
- Curriculum design.
- Transition between key stages.
- Statutory assessment.
- Deepening Subject knowledge and curriculum knowledge.
- Adaptive practice.
- Preparing for the ECT year.

School based training:

During Phase 3, the ITE curriculum will be extended and contextualised within school placements.

Training will enable student teachers to successfully demonstrate a range of teaching approaches, appropriate to subject, age, and individual needs, and contribute to the development of curriculum thinking, drawing on evidence from research.

Whilst we expect the ITE curriculum to be increasingly personalised during Phase 3, in order to meet individual areas for development and school priorities, it is likely that student teachers' understanding and experience of working with other adults (including parents), and of assessment and adaptive teaching will need deepening during this final period, supported by expert colleagues.

During Phase 3 student teachers have more independent responsibility for planning and teaching lessons which are well matched to the needs of groups and individuals, and for planning units of work as part of an ambitious curriculum, with a positive impact on pupil progress.

Expected outcomes

Mid-point and end of Phase reviews are completed by ITT Mentors in schools. In Phase 3, these reviews assess progress against the Teachers' Standards. By the end of Phase 3 we expect student teachers to:

- Compile evidence in placement experience folder to demonstrate achievement of ALL of the Teachers' Standards (including Part 2)
- Respond constructively to challenge, feedback and critique, and demonstrate a commitment to continuously improve their understanding and practice, reflected in their Career Entry and Development Profile.

In Art and Design sessions:

Please see the ITE Curriculum for Art and Design for the full programme throughout the year.

The curriculum moves from the lens of fundamentals and building blocks. Student teachers should now have a better understanding of pupils' production of artwork and the role of fluency, experimentation, and authenticity. Student teachers should feel confident to support pupils with enquiry and imagination responding to the school curriculum and principles of progression. A firm foundation of practical, theoretical, and disciplinary knowledge supports the teaching of schema for effective learning, teaching, and now moving to embed assessment, and accessing a full range of ages in key stage 3 and 4. The subject sessions at university will ensure they re-encounter and discuss specialisms building in complexity building on their own prior knowledge and an authentic understanding of transition across the key stages. This curriculum ensures student teachers have the potential to be highly effective teachers who consider prior knowledge, progression (including statutory assessment) and that they can design an effective knowledge rich curriculum for all pupils in their classrooms and consider complex and critical themes such as art, gender, critical consciousness, and anti-racist agency.

The Phase 3a ITE Art and Design Curriculum:

In Phase 3, the centre-based curriculum focuses on subject knowledge, pedagogy, adaptive practice, assessment, and progress in the subject. We ask you to support students in exploring these further in

schools. The focus of weekly discussions is in black. Professional Development Activities for STUDENTS are in blue.

Date (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
Friday 23 rd Feb	Sequences of learning and schema in art and design – working and developing a sequence of learning, Ofsted review the role of Schema	Establish the timetable and balance to include key stage 4 teaching, intervention, and support to ensure shift in understanding of student led learning.	<i>Discuss with your mentor:</i> Student led versus teacher led foci in planning for key stage 4, independence, and motivation in the subject Key question? What is a trainee teachers’ role in planning for coursework development? Student reflection on teaching key stage 4 (informed by observations)
Friday 1 st Mar	Target setting for Subject knowledge development in phase 3 Art studio activities/portfolio development	Planning and ideas for schemes of learning. Focus on content knowledge and gaps in knowledge and how to address those gaps and support needed.	<i>Discuss with your mentor:</i> Gaps in subject knowledge and opportunities in teaching and observation to develop this knowledge based on the current subject knowledge audit Key question? What links does the school have with external agencies to support next weeks session. Planning for schemes of learning
Friday 8 Mar	Inclusion and diversity in teaching art, craft and design Introducing the Anti Racist resources from the NSEAD. Curriculum Journey and design for key stage 3	Establish the timetable and balance to include key stage 4 teaching, intervention, and support to ensure shift in understanding of student led learning. How has the school diversified the curriculum, equality of opportunities? Cultural Capital Anti-racist checklist (NSEAD) Interdisciplinary learning -	<i>Discuss with your mentor:</i> Discuss how the curriculum reflects the pupil population and how the curriculum reflects diversity e.g. local artists. How can this be considered in planning of projects and teaching? Focus on inclusive practice in your teaching, have your lessons considered diversity.
Friday 15 Mar	Transition Key stage 2-3 Looking back, looking forward. Tracking progress in the subject Working with a TA and other adults, parental support	Pupils build a cumulative understanding of art through the knowledge they acquire and the techniques they practise, discuss examples of where you have seen this is practice focusing on the year 7 progress and tracking progress over time, by reviewing the work in sketchbooks	<i>Discuss with your mentor:</i> Looking back at what the baseline assessments taught us in September and where the year 7 group are now. Approaches to developing your own records of assessment and progress in phase 3 – including samples of report writing and target grades.
Friday 22 Mar	Subject Knowledge for GCSE review Disciplinary knowledge Gallery Based Education and Learning outside the classroom. (Gallery visit TATE and Walker) photography	Planning for sequences of learning (one example) Key question? Discuss the role of theoretical and disciplinary knowledge as the concept of art itself, such as the ways it is judged valued and evaluation in addition to the practical skills pupils are acquiring.	<i>Discuss with your mentor:</i> How are students developing theoretical and disciplinary knowledge that is not bound to a specific ‘way of making’ In key stage 4 how art itself is thought of as a discipline discuss the role of this in developing understanding in teaching in key stage 4 – and the teaching approaches observed by the student, how teacher led, moves to student led, personalised responses.

<p>Fri 19th Apr</p>	<p>ITAP</p> <p>Modelling and explanations in the post 16 context- post 16 teaching in partnership school</p>	<p>Planning for modelling and explanations in key stage 5, how is this different</p>	<p><i>Discuss with your mentor:</i> How are students developing skills and how modelling is different as the move to independent teaching, one to one tuition or example and working with classes on multiple themes at the same time. How do you keep students motivated through course work and deadlines, competing time from other subjects.</p>
<p>Friday 26 Apr</p>	<p>Subject knowledge, curriculum, and teaching and assessment of GCSE Key stage 4 focus Dealing and responding to Data Offsite</p>	<p>Discuss the assessment objectives for GCSE, how this is taught through the curriculum. Teaching approaches for GCSE, how is this different?</p>	<p><i>Discuss with your mentor:</i> How the assessment objectives are approached in years 10 and 11. How is the curriculum for GCSE sequenced to support the structure and delivery of the Key stage 4 curriculum – students will have practiced marking GCSE in a workshop in a partnership school.</p>
<p>Friday 3rd May</p>	<p>Designing a school curriculum</p> <p>Being an ECT Where have all the boys gone?</p>	<p>Action planning for professional development: Using the Phase 3a form & Tracker to create an action plan for addressing areas of the Teachers' Standards in need of further attention for recommendation for QTS. Phase 3i review due</p>	<p><i>Discuss with your mentor:</i> Draw on the phase review to devise specific experiences and progress to develop in the final phase ensuring a balance of key stage 4. What are your targets for development as an ECT?</p>

The Phase 3 mentor guide will be accessible Section B www.ift-placement.com website.

Guidance for Observation and Target Setting in 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: Lesson

observation focus questions*: these questions can be used as foci or prompt for lesson observations and mentor/student teacher discourse.

	Question	Additional Information
1	Is the learning intention/outcome clear? ...is the student teacher clear what the pupils will be learning in the lesson?	The learning outcome is carefully considered and connected to prior learning. Student considers 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
2	Lesson design and delivery , including sequencing and appropriate choice of teaching methods. Is there knowledge, skills and understanding evident because of pedagogical choices?	What teaching approaches support pupil progress. Modelling, explanations, worked examples, guides and scaffolds. Instructional practice. Pedagogy is aligned with the types of knowledge taught – practical, theoretical, or disciplinary. Have misconceptions been addressed.
3	Practical knowledge and work: The lesson design/teaching will support students to make personal progress, utilise practical skills and encourage pupils to practice? Pupils make and create	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)
4.	Making connections – is this encouraged? - Which theoretical (knowledge of artists and process) or disciplinary (discussions about art) concept is being explored in addition to practical knowledge and skills if appropriate. Literacy, vocabulary, and high-quality classroom talk. Are skills, techniques and practices underpinned by specialist subject specific vocabulary, is this modelled and used well.	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) 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.
5.	Is the lesson successfully adapted to the pupils' stage of creative development?	Adaptive practice. Careful planning considers pupil expertise, and subject specific adaptations are made through pupils who need new content further broken down. Formative assessment supports adaptations.
6.	Questioning/Feedback/formative assessment Does feedback address how to build on strengths and review and refine work?	(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?)

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

<p>Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:</p>
<p>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.</p>
<p>Use visual images and high quality worked examples to support understanding of difficult key concepts.</p>
<p>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.</p>

<p>Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:</p>
<p>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.</p>
<p>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.</p>
<p>High-quality feedback can be written or verbal; encourage further effort, and provide specific guidance on how to improve in sketchbook work.</p>

<p>Comments about student teacher’s developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps</p>
<p>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.</p>
<p>When planning anticipate what children might find difficult developing your awareness of common misconceptions how to help pupils master important concepts (e.g. reverse images in printing)</p>
<p>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.</p>
<p>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</p>
<p>How could you support the next lesson with guides, scaffolds and worked examples to help pupils apply new ideas?</p>
<p>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).</p>
<p>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.</p>

<https://www.gov.uk/government/publications/research-review-series-art-and-design>

- **Practical knowledge** - how to create art, craft and design. Learning the methods and techniques that artists, craft makers and designers use. Technical proficiency
- **Theoretical knowledge** – knowledge of the tools, materials and history of art, craft and design. Culture, context and artist research.
- **Disciplinary knowledge** is the concept of art itself, such as the ways it is judged valued and evaluation. How art is studied.

Progress is building practical, theoretical and disciplinary knowledge and learn the connections between them. Ofsted suggest there are 3 Domains of knowledge. The inspection framework prioritises knowledge. p.9. Knowledge in art is what pupils learn, including concepts and principles. **Schools are not expected to use this terminology**

- Expertise built over time.
- **Productive** (pupils becoming proficient in the aspects of art or producing art)
- **Receptive** (pupils learning about aspects of art)

Example: Proficiency in drawing, (practical knowledge - productive) happens as a result of learning about methods and techniques used in drawing (receptive expertise) Knowledge needs to be clear – what is tone, then how do we then apply this, which in Ofsted's view is more unexpected for pupils.

*We would welcome any feedback on using these questions through the subject network, please email any comments or recommendations to a.pratt@ljamu.ac.uk