

ITAP 1 – How do I start lessons in a calm and purposeful manner?

To begin to be able to:

- Start a lesson in a calm and controlled manner
- Obtain silence and pupils' attention
- Respond effectively to disruption during teacher talk

We recommend the teaching episodes in ITAP 1 are around pupils entering, engaging with entrance tasks (if appropriate) and student teachers completing the review of the task, obtaining and maintaining silence in the process

ITAP 1 – Art & Design Guidance:

- We want student teachers to take responsibility for the start of lessons by welcoming pupils into the art room, ensuring they settle quickly and safely, and directing them to the starter or DO NOW task. This may involve a short drawing, retrieval, artist research or practical skills activity. Establish clear expectations for equipment, materials and studio routines from the outset.
- Once pupils have had sufficient time, gain their attention using a countdown/hands up/ voice projection & body language or in line with school policy. Briefly review the task, ensure pupils stop working, put tools down safely and listen during teacher talk or class discussion.
- Address behaviour in line with school policy, using clear and consistent language where no specific policy applies.
- Hand over to the classteacher.

ITAP 2 – How do I model and explain knowledge, processes and skills in my subject?

To begin to be able to:

- Model and explain one aspect of my subject
- Break down complex concepts or skills into bite-size chunks
- Practise the ‘hand-over’ from teacher to pupil activity

ITAP 2 – Art & Design Guidance:

- Developing from ITAP 1 if student teachers are confident, taking responsibility for the lesson start they can move into modelling. Collaboratively plan resources with mentors and/or class teachers, breaking practical skills into clear, manageable steps.
- Art student teachers should use **live modelling** to make techniques, processes and creative decision making visible. Model one aspect before moving onto the next, then provide pupils with an opportunity for guided practice, using formative assessment to check understanding.
- Give clear instructions, establish safe and effective studio routines, and ensure pupils understand the task and expectations before working independently. The student teacher then ‘hands over’ responsibility to pupils before returning responsibility to the class teacher.

ITAP 3 – How do I ask and respond to questions in my subject to check understanding?

To begin to be able to:

- Ask effective questions to check pupil understanding
- Respond effectively to hesitant or incorrect pupil responses
- Explore different modes of pupil responses (e.g. written responses)

ITAP 3 – Art & Design Guidance:

- Student teachers can build on ITAP 2 by using **questioning alongside live modelling** if they are confident. We want to see student teachers give pupils sufficient wait time, praise effective responses and use probing & socratic questioning to develop understanding.
- Use a range of questioning techniques, including **cold calling, think-pair-share, targeted questioning and whole class responses**, to check understanding and encourage participation while reducing the fear of getting an answer wrong. Allow pupils time to think and rehearse their ideas with a partner before sharing with the class where appropriate.
- Student teachers should use questioning to check recall from previous lessons and probe understanding during live modelling. For example, when teaching a drawing technique, live model the first stage, then ask pupils what they notice, what should happen next or why a particular technique has been used.
- Where pupils are building on prior knowledge, use questions to encourage them to **notice, interpret and make creative decisions** rather than simply providing answers. Questions can be bounced around the room to explore techniques, processes, artists and design choices. The focus is on developing confident, inclusive questioning and responding effectively to pupils' answers within a practical art context.

ITAP 4 – How do I deploy a subject-specific pedagogy effectively?

To begin to be able to:

- Use subject-specific pedagogy to support pupil knowledge, understanding and skills
- Promote the use of appropriate subject-specific vocabulary
- Recognise and respond to common pupil misconceptions associated with learning my subject

Subject leads to identify the specific pedagogy and send general mentors the brief overview of supporting literature

ITAP 4 – Art & Design Guidance:

Putting all the elements together

With the focus on artist/teacher, student teachers will design & deliver a workshop and a presentation (with time for questions) linked to their own art & design practice.

Students will need to include a starter activity, **high-quality worked examples for the two workshops they deliver & live modelling** to make techniques, processes and creative decision making visible. They should use a **range of questioning techniques** to check understanding, alongside other **Assessment for learning techniques** e.g. circulating the room & noticing where pupils might need support.

They should include a gallery walk during the **plenary** to support pupil self-reflection.