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Description automatically generatedImplementations of Art Lessons at St Thomas More**

What would we expect to see in Art and Design lessons in the school?

* Children working on objectives in line with the curriculum intent for Art and Design (as published on the school website).
* Current lesson is placed within sequence of learning within the unit.
* Each Lesson begins with a short ‘remembering more’ section: ‘Flashback Four’ questions (two questions/tasks on previous learning within the current topic, and two questions/tasks on previous learning within Art and Design).
* Focus on clarifying key vocabulary and revisited often during the lesson.
* Tasks are directly related to the learning intentions.
* All children are working towards meeting the same learning intentions. They are supported and/or challenged appropriately according to their year groups. Key skills are outlined for each year group on the Medium-Term Plans.
* Talk task and plenaries - regular review of children's understanding through discussions, questioning and practical examples.
* Short skills-based tasks are used at the beginning and end of topics.

A skeleton outline of a St Thomas More Art and Design Lesson:



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| Each lesson follows the Kapow scheme’s lesson format (delivered either through their Google slides presentation or a teacher’s own PowerPoint presentation) |
| Attention Grabber - Prior Learning |
| Vocabulary focus: introduction of new vocabulary that will be used in the lesson. |
| Main event - Teaching input |
| Model – Demonstrate the skills needed for the task. (Either adult or Kapow video) |
| Task – All children working towards the same learning intentions which is differentiated by level of skill for their year group. |
| Wrapping Up- Plenary – Sharing work, retrieval and understanding. How might our work be improved? |