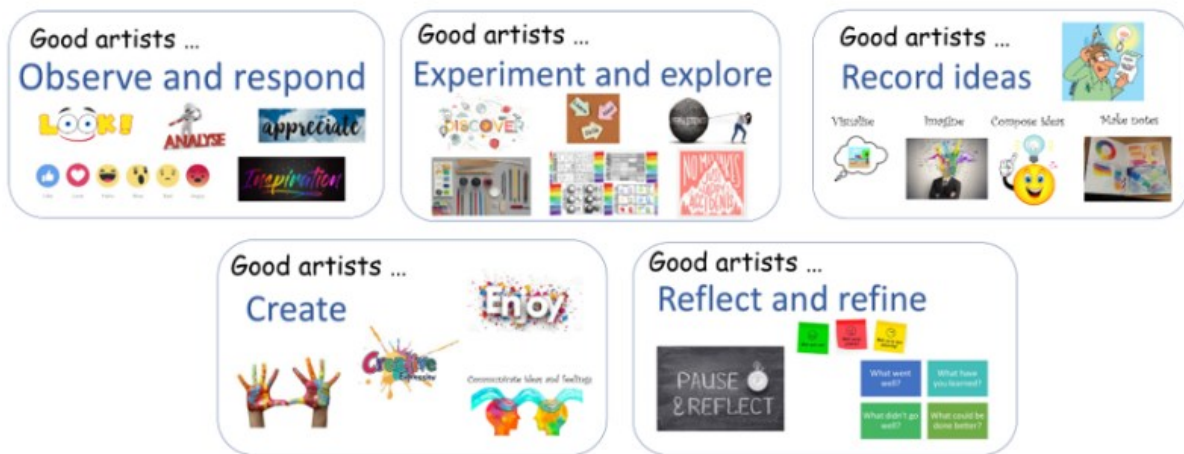


St Mary's School: Art Pedagogic Approach

Please see one-drive for class history planning, Long term plan and Medium Term plan and resources

Disciplinary Skills

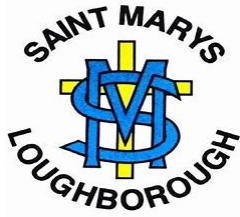


Explicitly teach this is a art lesson and the disciplinary skill / key knowledge and vocabulary children will remember and apply at the end of the lesson (displayed on the board)

- Recap of prior knowledge- recall of what has been done/ learnt in the previous year if applicable in the first lesson
- If not the first lesson recall what was taught in the last lesson (rewind action/ sound) (use paired talk/ quiz)
- Teach key vocab – ensure they know what it means using the knowledge organiser/ recap time key knowledge: secondary, primary colours etc: tones/ shades : where did they use it the last lesson?
- Names of artists- movement and culture explicitly taught- linked to what was taught in the previous unit and year group

- Introduce the learning objective: what will they be able to do more of and remember more of?
- Teach the content Content should be taught in small chunks to enable children to remember more.
- Scaffold for all pupils – but particularly adapt for SEND and Higher Ability
- Children demonstrate the learning through an activity: adapted as above.

- Plenary show me what you know AFL Could be quiz
- If mid -way through the medium term plan-will be a quiz/ mini assessment task to apply sequenced learning to a complex task.
- If at the end of the component parts: apply to a end of unit assessment task to check remembering and applying of composites



St Mary's School : Design and Technology Pedagogic Approach

Please see one-drive for class history planning, Long term plan and Medium Term plan and resources

Disciplinary Skills

Good designers...

Seek solutions



Good designers...

Research & develop



Good designers...

Test & refine



Good designers...

Plan



Good designers...

Create



Good designers...

Evaluate



Explicitly teach this is a Design and Technology lesson and the disciplinary skill/ Key knowledge to be remembered and applied at the end of the lesson
(displayed on the board)

- Recap of prior knowledge- recall of what has been done/ learnt in the previous year if applicable in the first lesson
- If not the first lesson recall what was taught in the last lesson (rewind action/ sound) (use paired talk/ quiz)
- Teach key vocab – ensure they know what it means using the knowledge organiser/ recap key components- process of the investigating and practising of the skills relevant to the unit : where did they use it the last lesson?
- Introduce the learning objective: what will they be able to do more of and remember more of? Be specific Recap meaning.

- Teach the content : Be specific about the dt sources- names of designers- era and culture linked to
- Content should be taught in small chunks to enable children to remember more.
- Scaffold for all pupils – but particularly adapt for SEND and Higher Ability to achieve expected outcome
- Children demonstrate the learning through an activity: adapted as above.

- Plenary show me what you know AFL Could be quiz
- If mid -way through the medium term plan-will be a quiz/ mini assessment task to apply sequenced learning to a complex task.
- If at the end of the component parts: apply to a end of unit assessment task to check remembering and applying of composites