

## Art Lessons at Market Harborough C of E



- Each lesson begins with retrieval.
- Lessons focus on a specific skill such as: drawing, textiles or painting/printing.
- Children are given time to reflect on previously learnt skill.
- All children are working on learning objectives in line with the National Curriculum. The skills are specific to the Year group and are identified in the long-term planning.
- Learning questions are created using the learning objectives on the long-term plan.
- Activities match the learning question – all children work towards the same objective with appropriate scaffolding or support in place.
- Key vocabulary is introduced and referred to throughout the lesson.
- Current work follows the long-term planning. Each unit will have a focus piece and/or a focus artist, which are regularly referred to and on display during the lesson.
- Learning is broken down into small chunks and there is an emphasis on teacher modelling of the skill.
- Children are given time to experiment with the medium they are using.
- Each unit of work works towards creating a final piece.
- The lessons are synchronized to enable the children to develop and build upon the skills required to complete and be successful in creating the final piece.
- Children are given time to reflect and self-assess and/or peer assess their work using questions such as: what went well? what could they do differently next time?
- Assessment and immediate feedback are ongoing throughout the lesson.
- Each unit of work has a Knowledge Organiser focussing on the skills and the key vocabulary. Children can refer to these throughout the lesson.

### Skeleton outline of an Art Lesson

Retrieval of previous learning.
Whole class input – introducing new learning and key vocabulary.
Opportunities for – practising skills and showing understanding.
Work is shared and self or peer assessed.
Time is given to evaluate work and make improvements if needed.