

Art & Design Feedback Prompts

Substantive Knowledge

Substantive Knowledge is the key subject specific knowledge required for effectively teaching the content and key concepts of Art and Design.

- Knowledge of specific significant artists, craftspeople, architects and designers, e.g. Turner, Banksy, Frida Kahlo, Copper Thunderbird, from across time periods, cultures and communities, that have informed and shaped our understanding of how and why art has been made.
- Knowledge of a range of significant artworks from across genres, cultures and time periods and how they have impacted upon our understanding of art and understanding of the world we live in.
- Knowledge of specific key art movements e.g. impressionism, expressionism etc. and how they have influenced the way that art has been made or thought about. A useful web reference is <https://www.tate.org.uk/art/art-terms>
- Knowledge of the individual processes used to create artwork and cultural objects (drawing, painting, printing, collage and mixed media, ceramics, textiles, land art, 3D, digital, Installation, craft, architecture) and their associated techniques, used to create artwork and cultural objects. This will be linked to individual schools Art and Design Progression Maps.
- Art specific vocabulary (composition, tone shade, vortex, en plein etc.) A useful reference guide is <https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary>.

Disciplinary Knowledge

- A quality art curriculum contains four areas of art education, Art Production, Art History, Art Criticism and Aesthetics. This is how artists learn about Art and Design.
- Art and Design follows a process.

- A visual journal/sketchbook should be made and used to record the creative process from starting point to the final work. It demonstrates what the child knows, understands and can do and is the key assessment tool for the child and the teacher,
- Sketchbooks support recall, retrieval and long-term memory alongside engagement, higher order thinking skills, imagination, risk taking.
- Children should engage with a range of original artworks in a range of locations in order to understand how and why art is made.
- Art communicates visually through the relationship between how the artist uses the visual elements (line, colour, shape, pattern, space/form, tone texture) and design concepts (mood, movement emphasis, contrast, rhythm, balance, scale, harmony, symmetry, asymmetrical). This creates meaning. Children should explore this through looking at and discussing the work of artists, craftspeople and designers and through creating their own work.

Effective Practice

A sketchbook should be made at the beginning of a MTP and used to record all art learning undertaken for children at both KS1 and KS3

How are children being encouraged to develop independent learning using their sketchbooks? How are sketchbook skills being scaffolded, e.g. teaching of page extension and organisers should be directly taught to children with support slowly withdrawn so children can select and use independently? Children should be encouraged to experiment, explore, research, record, reflect and practice techniques, skills and ideas within their sketchbooks. Recall and retrieval of knowledge and understanding about art is a key practice and value of the sketchbook. Children should be encouraged to discuss their progress and refer to their current and previous sketchbooks.

How has the lesson developed understanding/mastery in one of the four areas of art education or demonstrate the connection between two areas?

How does the lesson enable children to acquire or to master key techniques and skills within a process (method of making art)?

Techniques should be correctly sequenced according to the school's progression map and should be directly demonstrated to the children with opportunities to practice, perfect and to then experiment with the technique once accomplished.

Children should have opportunities to select techniques, tools and materials for a specific purpose and explain why.

The visual elements and design concepts should be explored through exploring the work of artists in art history, art criticism and in making their own work.

Children should be encouraged to use the reflection cycle of looking at their work, reflecting what has worked and what needs modifying and then making the modification. Look, think, reflect, modify is a continuous process that artists use to perfect and develop their work

Children should be given opportunities in their work to develop their higher order thinking skills, to take risks and to use their imagination

Art History should explore the work of different artists from different times, genres and cultures and consider key questions concerning how, why, where and for whom the work was made? Why is the work significant and what contribution has it made towards our understanding of art?

Are there opportunities for children to experience using some of the materials, tools and techniques that the artist used in the past and to compare them with how these techniques might be achieved today (comparing tools, materials and techniques)?

How are children being encouraged to identify how artists have communicated using the visual elements and design concepts and what might they learn from the work of specific artists?

Are children provided with opportunities to talk about art and encouraged to use substantive art vocabulary within their discussion?

Are there opportunities to engage with original art?

Is the art criticism framework of description, analysis, interpretation and judgement used to support children in being able to talk, analyse and evaluate art? Are there opportunities for children to make judgements recognising subjective/personal and objective criteria?