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| **Name of trainee** |  | | | **Subject** | **Art & Design** |
| **Name of mentor** |  | | | **Key stage** |  |
| **Name of link tutor** |  | | | **Class** |  |
| **Programme** |  | | | **Number of learners in session** |  |
| **Professional practice**  **Phase (please check box)** | Introductory | Developmental | Consolidation | **Number of the lesson observation** |  |
| **School/setting name** |  | | | **Date** | **Enter date** |

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| **Key points emerging from the session** |
| *Evidence of what the trainee knows, understands, and can do linked to the EHU curriculum.* |

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| **Art & Design Research and Subject Association Links**  [National Society for Education in Art and Design | NSEAD](https://www.nsead.org/) | |
| Subject Specific Elements.  *What makes an effective Art & Design lesson?* | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |
| * Planning in art and design shows a strong awareness of the National Curriculum and the core components of art and design (knowledge, generating ideas, making, evaluating) * Potential misconceptions are anticipated and addressed through modelling of key skills and techniques. * Excellent organisation in terms of materials and timing to ensure a safe and productive environment. * Learning objectives clearly develop knowledge of the visual elements (e.g. colour, line, texture, form, pattern, shape and space) * Images by different artists, craftworkers and designers are carefully selected and clearly connected to the theme. * Pupils are taught how to use sketchbooks at KS2. * Activities, techniques and resources are appropriate to the age and technical experience of the pupils. * Evaluating is part of the process of generating ideas and making and not confined to end-product. * Pupils critically evaluate the work of artists and their own work using the language of art and design. * A variety of formative assessment strategies are used to plan, support learning and target specific pupils/groups. |  |

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| **What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?** | |
| High Expectations and Managing Behaviour  How Pupils Learn, Classroom Practice & Adaptive Teaching  Subject Knowledge and Curriculum  Assessment  Professional Behaviours |  |

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| **Opportunities for further development**  **Target setting prompts**  Primary subject specific target setting - Mentor Space | | |
| What needs developing? Choose 1 or 2 targets for development. | How, where or when could the trainee observe practice and/or receive feedback. | Who will organise this? |

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| **Observer (mentor)** | **Name** | **Signature** |
| **Observer (link tutor)** | **Name** | **Signature** |
| **Trainee** | **Name** | **Signature** |