

**SCHOOL OF EDUCATION
UNIVERSITY OF ROEHAMPTON
SUBJECT SPECIFIC GUIDANCE FOR PGCE SECONDARY AND SCHOOL DIRECT SECONDARY INTERVIEW CANDIDATES**

PGCE Secondary Art and Design: Information for interview candidates.

(a) Please bring to the interview a portfolio of visual work you would like to share and discuss. The portfolio can be real or digital.

(b) Written task for interview

- 1) Please read the following list of principles for art teachers planning a lesson.
- 2) Choose two or three of these principles.
- 3) Write a paragraph for each, explaining why you think it is important.
Your explanation can draw on your experience as a teacher or learner.

You should aim to write between one and two sides. Please ensure that your writing is clear and accurate.

- Try something new – engage with different processes
- Let children inspire your planning – build upon their previous learning
- Allocate time to preparation of resources – diverse resources = diverse artworks
- Learn and demonstrate new skills
- Show enthusiasm for the process of making – be prepared to make mistakes
- Give children time to experiment – allow them to play with materials
- Always offer children choices – encourage them to make decisions
- Be flexible in your expectations – look for surprises
- Encourage children to talk about their work and any difficulties they experience
- Allow time for reflection on individual artworks – celebrate outcomes through displays

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Developing Trainees' subject knowledge for teaching Art and Design

This trainee audit is compiled for the purposes of enabling trainees to consider their level of knowledge in Art and Design and then set targets themselves for their own development. Outcomes from this audit will be used by trainers in the partnership and in schools to:

- Ascertain within the specific subject the implications of strengths and points for development of each of the elements within the audit for the school based and course based training.
- Pinpoint the learning opportunities the trainee will require in order to develop the necessary knowledge, understanding or skill.
- Plan for where and how this learning opportunity is best provided.

Trainees will have a defined area of knowledge gained through degree level studies. Subject knowledge can be seen, however, to be beyond just the national curriculum/examination syllabus knowledge for their subject. The purposes of this audit are to assess a trainee's subject knowledge at the beginning of training to be set against these judgements and for each trainee to work proactively with trainers to close the gaps. The focus is on how to develop skills, knowledge and understanding of the subject in order that trainees might learn to teach Art and Design effectively. Subject knowledge focuses on four specific aspects:

Subject knowledge

Trainees should know and understand why particular topics within the Art and Design curriculum are critical to pupils' learning.

Student Development-

Trainees should understand the current stage of children's physical, emotional and cognitive development against expected or age-related development in the subject area. In other words, how pupils develop as learners in Art and Design.

Pedagogy- subject theory and practice-

Trainees should be able to act upon an understanding of students' current levels of knowledge, skill or understanding to plan appropriate next steps in their learning in the subject. In other words it is important that progression in learning within the aspects below is clearly understood.

Attitudes

Trainees must demonstrate they value the learning and achievement of all pupils, however small the steps of progress and should commit to the highest possible attainment and achievement by all pupils. Trainees need to demonstrate that they take into account the wider needs and backgrounds of all pupils when planning and teaching, to be committed to the principle of inclusion and the well being of all their pupils, to value their cultures and endorse the principles of Every Child Matters.

Trainees will be expected to complete this at the beginning of their training and then review progress against targets regularly as suggested in the generic training plan. Information from this audit should inform target setting within the INA, and should be discussed with external tutors and mentors. Trainees should identify whether their understanding and confidence is at a early stage (beginning), developed or secure, and whether they can therefore plan and teach the aspect securely.

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<u>NAME</u>	Knowledge of the concept or topic (pre-course)	Beginning level of confidence to teach	Developing level of confidence to teach	Secure - Can teach confidently	Evidence within teaching	Evidence located in
Experience of exploring a range of two dimensional techniques, including drawing , painting, printmaking and collage with students at different age levels		✓			-Explored throughout degree studies -Observation in school	
Experience of exploring a range of three dimensional techniques, including modelling and constructing with students at different age levels		✓			-Explored throughout degree studies -Observation in school	
Experience of using digital media and ICT as a teaching and learning resource.	✓					
Understanding stages of development of learners in art and design	✓					
Understanding the theory and principles of art and design education -see reading list.		✓			- Good understanding -Studied subject throughout degree	

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Understanding the National Curriculum orders for art and design. (Key Stage 3).	✓				-Limited knowledge -Currently studying in greater depth	
Understanding the National Curriculum orders for art and design (Key Stages 1 & 2).	✓				-Limited knowledge -Currently studying in greater depth	
Understanding the role of the sketchbook as a learning tool.		✓			-Major focus on sketch book work throughout my degree -Focus on the importance of a sketch book also in school/GCSES & A levels	
Understanding the relationship between stimulus materials and effective practice.	✓					
Understanding the significance and role of observation in learning in art and design.		✓			-Observation in schools	
Understanding the significance and role of investigation and experimentation in the development of ideas.		✓			-Explored throughout degree studies -Observation in school	

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Understanding the significance and role of critical studies in art and design learning.		✓			-Explored throughout degree studies	
Understanding the significance and role of the Visual Elements in teaching and learning in art and design (line, shape, space, pattern, tone, texture, colour, form).		✓			-Explored throughout degree studies -Observation in school	
Experience of planning for effective learning in art and design (long, medium and short term)	✓				-Limited Knowledge -Observed in school	
Experience of assessing art work against National Curriculum criteria.	✓				-Limited Knowledge -Observed in school	
Understanding health and safety issues specific to learning in art and design.	✓				-Limited Knowledge -Observed in schools	
Understanding behaviour issues specific to learning in art and design.	✓				-Limited Knowledge -Observed in school	

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Understanding inclusion when planning and implementing art and design programmes.	✓				-Limited Knowledge -Observed in school	
Knowledge and Understanding of GCSE Art and design examination boards.		✓			-Limited Knowledge -Observed in school	
Knowledge of Marking Objectives for GCSE coursework	✓				-Limited Knowledge	
Experience of moderating internally assessed GCSE work	✓				-Limited Knowledge	
Knowledge of post 16 syllabuses and exam boards	✓				-Limited Knowledge	
Knowledge of marking criteria for post 16 exam unit coursework	✓				-Limited Knowledge	
Awareness of Foundation College and University degree courses in a range of Art and Design disciplines	✓				-Limited Knowledge	

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*Adapted from Essex Initial Teacher Training 2014;
For use only by Roehampton trainees 2018-19*