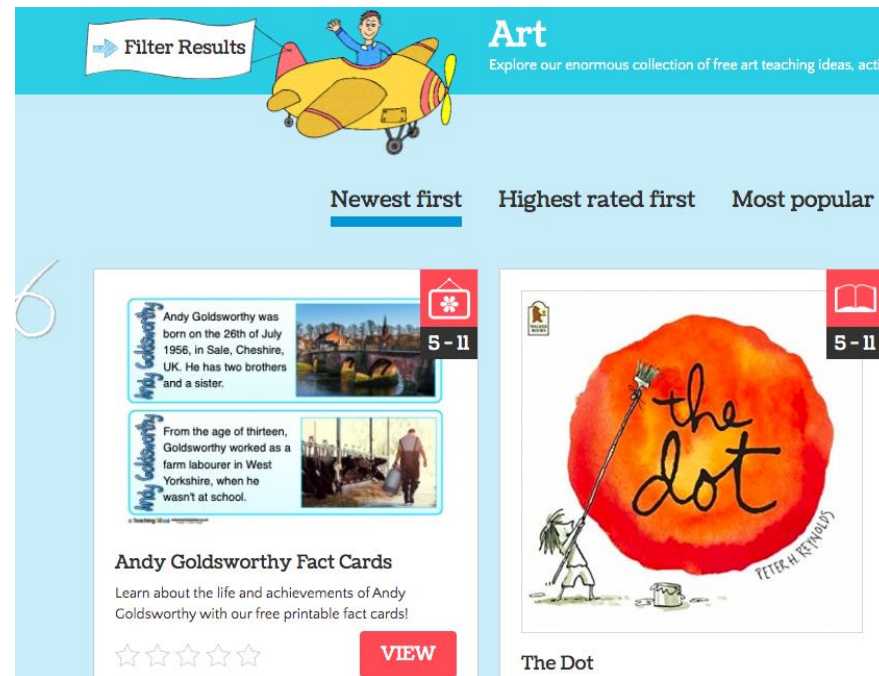


# Arts Hub Meeting

## 10.11.20

<https://www.teachingideas.co.uk/subjects/art>



**Art**  
Explore our enormous collection of free art teaching ideas, activities and resources

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Newest first Highest rated first Most popular first

**Andy Goldsworthy Fact Cards**  
Learn about the life and achievements of Andy Goldsworthy with our free printable fact cards!

**The Dot**

[https://store.schoolspecialty.com/OA\\_HTML/xxssi\\_ibeDefaultCenter.jsp?type=IBE&name=SAX\\_LESSONPLANS&minisite=10206](https://store.schoolspecialty.com/OA_HTML/xxssi_ibeDefaultCenter.jsp?type=IBE&name=SAX_LESSONPLANS&minisite=10206)

### New Lesson Plans



Art Nouveau Bisquettes



Autobiographical CD Cases and Booklets



A Community of Artists



Faber-Castell® Connector Paints with the Pochoir Color Process



Crayola Crazy Crustaceans



"Drawing the Light"



Washi Expressions Kaleidoscope



Homage To The Square - 2



Illuminated Letters



Mixed Acrylic Abstracts



Amaco Rain Sticks



Sea Life Creatures - Soft Sculpture Wall Hangings



Shrink Art Landmarks



Transparent Dragons



Van Gogh's Trees



Whimsical Caterpillars



Whimsical Winged Figures

<https://www.pinterest.com/laurarsloan/teaching-art-ideas/>

## teaching art ideas



Laura Sloan  
300 followers

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Ideas you might love



Art lessons elementary



Kids art projects



Art classroom



19 Distance Learning Art...



Glitter Meets Glue: Sparkli...



나만의 어항 [밤비니 5세 수업 / 시흥시 정왕동 배곧 미술학원 - 창의미술 크리아



Art Smarties

1st Grade Wacky Baskets



<https://cornerstoneseducation.co.uk/news/what-to-expect-from-ofsted-subject-deep-dives/>



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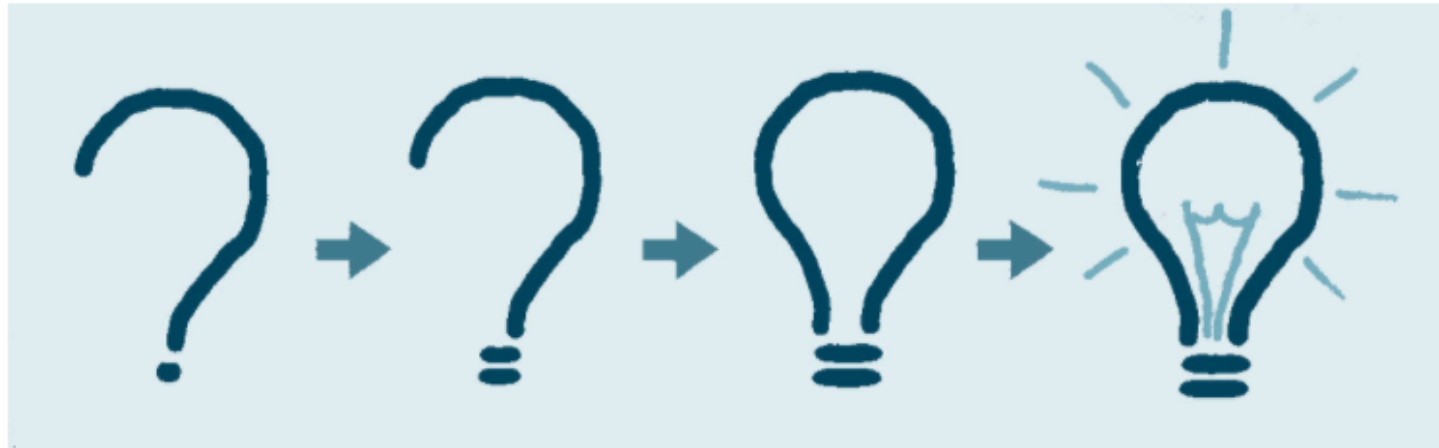
**Ofsted Deep Dive: What It Is, What to Expect And How To Prepare (40 Questions)**

<https://www.focus-education.co.uk/blog/subject-leader-questions/>

Home / Questions to Ask a Subject Leader

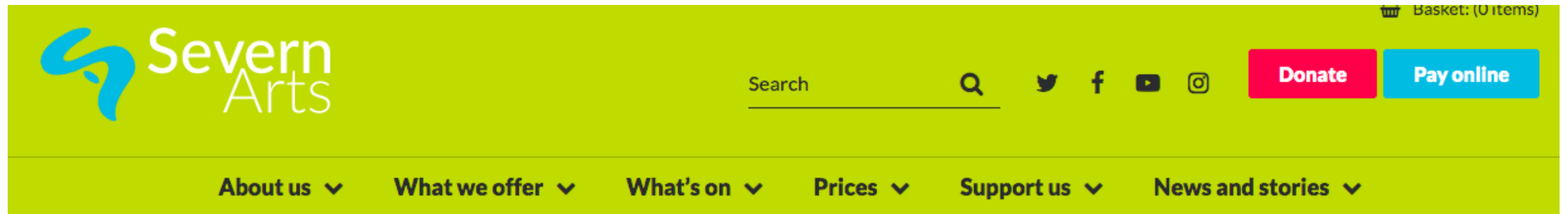
## Questions to Ask a Subject Leader

Posted by: Shekina Rose Category: Subject Leadership



**Model for a subject leaders' answers**

<https://www.severnarts.org.uk/curriculum-and-ofsted-advice>



What we offer > Schools

## Curriculum and Ofsted support

<https://www.artisfoundation.org.uk/blog/blogposts/2019/05/new-ofsted-framework/>



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## A Broad and Balanced Curriculum: Creativity in the New Ofsted Framework

We're here, we've made it to the Summer term. Before you know it we'll be attending the end of year performances, packing up our books, and embarking on the six week Summer holidays. Yippee!

But wait...before we get ahead of ourselves, now is the time to be looking ahead to next academic year, thinking about the plans we want to have in place that will help us when September comes round. Now is the time that school leaders will be thinking to the new proposed Ofsted Framework and what it means for their schools.

We've highlighted some of the key changes and what these changes could mean for creativity in schools:

### The Judgement areas

The four areas of judgement have changed from:

- the effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour welfare
- outcomes for pupils

to:

- the quality of education
- behaviour and attitudes
- personal development
- leadership and management

02 May 2019

### Recommended Blogs

[Why is an arts education at primary school so essential for cultural understanding?](#)

[10 reasons why Artis' creative programmes support schools](#)

[You, Me, Together – a mental health and wellbeing project in Milton Keynes](#)

[Art is... Essential](#)



<https://curiousminds.org.uk/wp-content/uploads/2016/11/How-to-make-the-most-of-arts-and-culture-in-your-school.pdf>



**How to make the most of arts and culture in your school's Ofsted inspection.**



# Deep dive – what is it?

- **intent** – how does the pedagogy, leadership, teaching and learning of the arts intend to give students the highest quality experiences and opportunities?
- **implementation** – how is the teaching and learning of the arts implemented?
- **impact** – what progress do children make over time?
- Next question – **what exactly are intent, implementation and impact?**

# Deep dive – the 3 I's

- Your arts curriculum **intent** is what you want children to learn in order to gain an understanding of new things; and the skills the ability to do certain things well.
- Be clear on exactly what this is so you don't go off on a tangent. What is key to their future life chances? What do teachers think is their objective in teaching the arts really well across the school?
- Your arts **implementation** is how you put your plans into practice, how you ensure that your intent is being carried out. How likely is it that the teaching methods used will deliver the teacher's objectives for that subject?
- Curriculum **impact** is whether the children have learnt what they are supposed to have learnt. Has the intent and implementation worked? What is the potential impact on the wider learning for the pupils? Have the children gained the knowledge and skills that they need?

# Why is the arts teaching structured the way it is in your school?

- ✓ Link to your School Improvement Priorities.
- ✓ Think about context.
- ✓ Are you able to collaborate with other schools and phases?
- ✓ Do your children need a particular approach to learning to build resilience and success?
- ✓ Do you have a strong arts community?

# What are the children learning? How do you know?

- ✓ Evidence
- ✓ Learning walks
- ✓ Comparisons with other schools
- ✓ Pupil voice
- ✓ Previous Ofsted recognition
- ✓ Arts Awards and Arts Mark

# How do you ensure the National Curriculum is covered?

- ✓ Match NC coverage to Long term plans
- ✓ Identify gaps and plan for covering these in innovative ways
- ✓ Highlight additional intent to cover wider curriculum opportunities
- ✓ Extra-curricular opportunities
- ✓ Clubs
- ✓ Showcase events
- ✓ Workshops, visits, visitors
- ✓ Talented students

# How do you ensure progression in your subject?

- ✓ Monitoring and moderation against NC
- ✓ Use of sketchbooks and photographs films, to capture live learning and evidence progression
- ✓ Highlight gaps and offer CPD for key staff / year groups / key stages or whole school
- ✓ Evidence assessment in terms of evaluation using questioning, recording, writing and re-working

# What topics do you cover and why?

- ✓ Highlight reflection of your school context
- ✓ Reflect your cohorts, if your children are Black African does the artist's work they are looking at reflect this cultural background?
- ✓ Are you expanding and enhancing the local community experience?
- ✓ Are you using opportunities for local, national and global working?
- ✓ Are your students taking part in exhibitions, showing in galleries and entering competitions if they need to work towards a goal and build resilience?



# What provision do pupil premium, EAL children, SEND children and lower ability children have?

- ✓ Celebrating achievement
- ✓ Adapting vocabulary
- ✓ Teaching backwards
- ✓ Giving clear models
- ✓ Adapting tools and techniques
- ✓ Making more time for experimentation, evaluation and re-working

How do you challenge something that is difficult to achieve for your higher ability children?

- ✓ Opportunities to see quality work
- ✓ Opportunities to talk to artists, makers and crafts people
- ✓ Collaboration
- ✓ Joint creative projects
- ✓ Apply for scholarships and funding
- ✓ Share information with parents

# How important are the arts as a vehicle for improvement in your school?

- ✓ Ensure SLT and Governors know your plan – use students to share this – add to SIAP
- ✓ Plan and implement big projects – through CPD
- ✓ Capture the value in the event in enhancement of learning and experience
- ✓ Make critical links to other subjects – draw in other subject leaders
- ✓ Celebrate locally, nationally, internationally
- ✓ Evaluate and excite for the future