

Keynote
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SPRING 2024

ART & DESIGN



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LEADING AN OUTSTANDING ART & DESIGN DEPARTMENT

CODE 9375

ABOUT THIS COURSE

These are exciting and challenging times to lead in Art & Design.

This refreshed course will consider what excellence in an Art & Design department looks like, and the role of the Head of Art & Design in helping to achieve and maintain such excellence. It will examine strategies for successful recruitment of students, for optimising teaching and learning, for managing teachers experienced and inexperienced, and for establishing and maintaining a position for Art & Design within a school. It will conclude with an overview of what the working year of a Head of Art & Design involves, and of the opportunities and challenges the job presents at various stages in its life cycle. It will offer constructive, pragmatic advice derived from experience, and will aim to incorporate lively discussion and question-and-answer sessions. Delegates will leave equipped with effective practical strategies and ideas.

This course is designed for current Heads of Art & Design and for anyone interested in holding such a position or in contributing to the management of an Art & Design department.

PROGRAMME

What is a successful Art & Design department? 10.00 – 10.30am

- The position of Art & Design within a school: variables, challenges and opportunities
- The quality of teaching and learning
- Managing staff towards happiness and fulfilment
- Expectations and outcomes: senior leadership, the intellectual environment, public exams and progression to higher education

Student recruitment 10.30 – 11.30am

- Key Stage 3: curricula to attract and retain students
- Stretch and challenge without intimidation
- Developing the department as a physical space
- Beyond the classroom and the curriculum: educational visits and trips
- Promotion and advertisement using traditional and new media
- Art & Design in a digital world

Discussion: coffee break 11.30 – 11.45am

Leading outstanding Teaching and Learning in Art & Design 11.45 – 12.30pm:

- How a Head of Art & Design can model outstanding teaching and learning
- Making effective use of assessment and assessment data
- Understanding when to be restrictive and when to allow creative autonomy
- Using a range of monitoring tools to track performance, recognise underachievement and motivate learners in order that they meet the needs of the new curriculum
- Selecting appropriate pathways for learners: recognising exceptional circumstances and balancing the needs of the student and school/college
- Outstanding homework that develops outstanding students
- Ofsted approved practices – department strategies and approaches to stretch & challenge highly able students

Lunch and informal discussion 12.30 – 1.30pm

Staff Development: How to support and develop your staff 1.30 – 2.40pm

- Strategies for managing your staff, from experienced to inexperienced teachers and NQTs
- Making observation and appraisal processes as effective as possible
- Involving others in decision-making, planning and delivery
- Matching your curriculum and your staff and to your team
- Strategies for ensuring the highest quality of teaching and student performances
- Resources (and budgets): alternative sources of funding and developing resources in-house

Discussion: afternoon tea 2.40 – 2.45pm

How it works: the Head of Art & Design 2.45 – 3.40pm

- Managing one's time and workload: variables and the work-life balance
- The pros and cons of delegation
- Planning ahead and finding time to do so
- Preparing for Inspections
- Department evaluation – driving up improvements to enhance performance
- Maintaining freshness and enthusiasm: professional and intellectual development
- Peaks, troughs and the long run: responding to success and failure
- Working with the SLT; the confidence to champion and compromise

LOCATION/DATE

Online

Tuesday 05 March 2024

COURSE LEADER

Dr Helen Jones is a Senior Lecturer and Subject leader of Art at the University of Chester working with Art PGCE Students, and leading national CPD in the visual Arts. Previously she was a Director of Teaching and Learning in Art with 12 years teaching experience. She has been an AQA A-Level and GCSE Art & Design moderator for the past 6 years and moderates for WJEC/Eduqas. She completed an MA in Art Education and then completed a Doctorate in the subject. She has been assessed as an outstanding teacher by OfSTED, achieved record residuals at both GCSE and A-Level and delivered at a number of Art Education conferences. She has taught in Secondary schools in the UK, Finland, Italy and Spain.

WHO SHOULD ATTEND?

- Heads of Art & Design Departments
- Aspiring Heads of Art & Design Departments
- Heads of Art & Design Faculties
- Senior Leaders responsible for Art & Design

BENEFITS OF ATTENDING

- Consider what makes an Art & Design department excellent, and the role of the Head of Art & Design in achieving excellence
- Look at a range of strategies for improving and maintaining recruitment of students
- Look at ways in which a Head of Art & Design can develop and improve teaching and learning within the department
- Enhance your ability to lead, support and nurture teachers in the department
- Examine the yearly workload of a Head of Art & Design and the life cycle of the job
- Reflect on strategies for dealing with the challenges and making the most of the opportunities presented by a Head of Art & Design position

NEW: A-LEVEL ART & DESIGN - OUTSTANDING ACHIEVEMENT WITH THE WRITTEN ELEMENT - PERSONAL INVESTIGATION

CODE 9663

ABOUT THIS COURSE

Many A-Level Art & Design students do not reach their potential grades due to a lack of intellectual rigour within their written element of component 1 - The Personal Investigation.

This revised course tackles the lack of connection between written material and practical work. Through hands on workshops, we will explore how students must demonstrate; clarification of their investigation, substantiate decisions made in their practical work, be reflective and insightful and show analytical and critical understanding of contextual sources. We will show you good practice examples, unpick it, and explore 'off the shelf' teaching strategies which respond successfully through time saving and empowering approaches.

This course will put you in the 'shoes' of your students, take you by the hand and provide you with essential skills and ideas for teaching and learning practice across both components for A-Level Art & Design.

PROGRAMME

PROGRAMME	TIME
Examples of good practice - Written Element - The Personal Investigation	10.00 - 11.15am
Basic, Better, Best - Workshop	
<ul style="list-style-type: none"> ● Examine written element good practice ● Unpick examples and identify national pitfalls ● Essay vs Journal vs Evaluations 	
Discussion: coffee break	11.15 - 11.30am
Workshop - Constructing the successful written element - from annotation to continuous prose	11.30 - 12.30pm
<ul style="list-style-type: none"> ● Understanding Assessment Objective 1 & 3 in conjunction with one another ● How to use annotation thoughtfully & meaningfully in a personal manner ● Strategies for organising thoughts and expanding ideas with key word and concepts ● Constructing continuous prose in a meaningful, insightful and personal manner 	
Lunch and informal discussion	12.30 - 1.30pm
Component Two: Successfully Teaching the Externally Set Assignment	1.30 - 2.30pm
<ul style="list-style-type: none"> ● Understanding Assessment Objective 2 ● Contextual references and 'Launch Pads'. Ideas for what to teach in the classroom. ● How to expand student thinking and improve grades with The Personal Investigation and the exam component. ● Creative risk taking - the drivers which relate written to practical work. ● Making ideas 'better'! 	
Discussion: afternoon tea	2.30 - 2.45pm
How embracing the written element can impact on Component 2 A-Level Externally Set Assignment	2.45 - 3.30pm
<ul style="list-style-type: none"> ● Understanding Assessment Objective 4 ● Workshop - How to form links between a variety of sources. ● How to expand student thinking and improve grades with The Externally Set Assignments. ● Planning - Key Learning Strategies for the Successful Art & Design student 	
Plenary - Hints and tips	3.30 - 3.45pm

LOCATION/DATE

London

Tuesday 05 March 2024

Tuesday 09 July 2024

COURSE LEADER

Mark Coombe is an experienced Art & Design teacher of 25 years who has taught all areas of Art & Design. He is renowned as a CPD leader, trainer and presenter across all disciplines of Art & Design. He is a practising artist, in particular in animal portraiture - livestock & rare breeds - and his current portfolio is supplying The National Trust in Norfolk, Suffolk and other regions.

WHO SHOULD ATTEND?

- All teachers of A-Level Art & Design aiming to improve standards and student outcomes in both components
- Teachers new to teaching A-Level Art & Design
- Teachers with current student written work which is; too long, too short, literal and descriptive or an art history essay rather than hinting across all four assessment objectives.

BENEFITS OF ATTENDING

- Enable your students to meet the top mark bands in your title
- Teach your students to use specialist vocabulary in relation to their practical work
- Employ insightful annotation leading to in depth continuous prose
- Utilise written work to inform the direction of practical work and make students' outcomes 'better'.
- Reach the top mark band or A* by extended thinking within your students written and practical work
- Take away essential strategies to build an effective curriculum structure for the two year course

TEACHING AQA A-LEVEL ART & DESIGN FOR THE FIRST TIME

CODE **9481**

ABOUT THIS COURSE

This new course is focussed on how to deliver all areas of the A-Level Art & Design course to maximum success. It will focus on exploring the characteristics of work produced by students working at all levels and explore a range of teaching materials that will support and underpin effective teaching of this challenging linear specification. The sessions are designed to improve delegates' understanding of the AQA specification and ensure that candidates have the best opportunity to maximise their potential grades.

Delegates will receive new teaching approaches as well as key guidance in how to develop exceptional examination and NEA techniques in AQA A-Level Art to maximise students' success when delivering the course for the first time. Using feedback from the most recent examinations, the course will outline what is expected of students and explore ways to build your teaching practice around this.

PROGRAMME

PROGRAMME	TIME
Identifying methods that will enhance performance from the start <ul style="list-style-type: none"> ● What's involved in the course? Exploring the key challenge spots, and ways to structure your teaching to give time to the most demanding sections ● Review characteristics of exemplar work in AQA GCSE Art & Design ● Recognising which areas will be the most challenging and preparing for these ● What are the standards in each component? <ul style="list-style-type: none"> ● Component 1: Portfolio – exploring in more depth ● Component 2: Externally Set Assignment – exploring in more depth 	10.00 – 10.55am
Discussion: coffee break	10.55 – 11.15am
Component One: The key challenges of the Portfolio <ul style="list-style-type: none"> ● Choosing the project that will unlock student potential – building on prior knowledge ● Practical strategies to experimentation with a purpose ● How do I know when a student has reached the top of the assessment bands? ● Teaching lower and higher ability students to ensure success ● What does evidence look like in Component 1 and what do AQA moderators expect to see to award marks across the mark bands? 	11.15 – 12.15pm
Reinvigorated approaches to recording <ul style="list-style-type: none"> ● Demonstrating intellectual rigour through the essay: Structure and samples ● Approaches to developing students' skills in drawing as process, practice and purpose ● Organising and presenting work effectively ● Successful approaches to constructing a portfolio with drawing in its various forms at its basis ● How to support students in realising their intentions in final outcomes 	12.15 – 1.00pm
Lunch and informal discussion	1.00 – 2.00pm
Component Two: Successfully Teaching the Externally Set Assignment <ul style="list-style-type: none"> ● Useful advice on how to approach the teaching of the Externally Set Assignment – effective strategies, methods and techniques ● Scenarios and responses in the Externally Set Assignment ● Responding to starting points effectively – examples ● Where and why students can struggle with this component ● What are the key points for examination success in component 2? 	2.00 – 2.45pm
Planning your course and assessments over 2 years <ul style="list-style-type: none"> ● Effectively structuring your course to maximise end outcomes ● How to confidently assess your students, give effective feedback, and ensure they remain on track throughout the two-year course – how to structure for this ● Strategies to prepare your students for the examination. ● How can you track and use intervention models effectively? ● How can I challenge and stretch and challenge more able students to reach the highest grades? 	2.45 – 3.30pm

LOCATION/DATE

London

Tuesday 19 November 2024

COURSE LEADER

Dr Helen Jones is a Senior Lecturer and Subject leader of Art at the University of Chester working with Art PGCE Students, and leading national CPD in the visual Arts. Previously she was a Director of Teaching and Learning in Art with 12 years teaching experience. She has been an AQA A-Level and GCSE Art & Design moderator for the past 6 years and moderates for WJEC/Eduqas. She completed an MA in Art Education and then completed a Doctorate in the subject. She has been assessed as an outstanding teacher by OFSTED, achieved record residuals at both GCSE and A-Level and delivered at a number of Art Education conferences. She has taught in Secondary schools in the UK, Finland, Italy and Spain.

WHO SHOULD ATTEND?

- All new A-Level Art & Design teachers
- ECT Art teachers
- PGCE Art Teachers

BENEFITS OF ATTENDING

- Obtain excellent understanding of the complexities of the AQA A-Level Art & Design specification
- Examine how to maximise success in the personal investigation coursework unit
- Gain insight into the content, the exam structure and how the exam component is marked
- Take away a set of resources for the 2 year course
- Understanding of how to differentiate using scaffold and stretch strategies for essay writing
- Develop your teaching in specific discipline areas to raise standard of achievement
- Examples of A-level coursework and exam component sets: how to prepare students to get the most possible marks

AQA A-LEVEL ART & DESIGN: AIMING FOR A/A*

CODE 9410

ABOUT THIS COURSE

This new course is focussed on how to ensure your students achieve the highest marks in all areas of the A-Level Art & Design course. It will focus on exploring the characteristics of work produced by students working at the highest levels and explore a range of teaching materials that stretch and challenge your students to achieve A and A* grades.

Using feedback from the most recent examinations, the course will outline what is expected of high ability students and explore ways to build your teaching practice around this.

PROGRAMME

Grades A and A* in AQA A-Level Art & Design: What is Involved? TIME

10.00 - 11.00am

- Examine the assessment demands of both components
- Understanding what moderators expect to see in the highest achieving students
- Missing out on the A/A* grades: common mistakes and key issues: lessons learnt from previous examination series for Grade A and A* students
- Review characteristics of an A and A* A-Level student in the context of this specification
- Delivering feedback using the vocabulary of the mark scheme to further the progress of your high achieving students.

The Key Challenges for A/A* Students in Component 1:

11.00 - 12.15pm

The Personal Investigation

- Choosing the right topic to unlock student potential
- How to get students to excel in annotation
- How to get A/A* students to develop an exceptional ability to effectively develop ideas through creative and purposeful investigations
- What constitutes an outstanding A/A* Portfolio and how to build towards this
- How to refine A/A* work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Practical strategies and approaches for creative risk taking which leads to high end results for A/A* students

Lunch and informal discussion

12.15 - 1.15pm

Achieving A/A* in Component 2: The Externally Set Assignment

1.15 - 2.30pm

- Time management support guides: High output in a short timescale
- What Grades A/A* look like in the Externally Set Assignment and what AQA moderators expect to see
- Strategies to help a very good A grade artist become an outstanding A* artist
- Purpose and need VS technical mastery: Ideas and approaches to refine the final realisations in high ability students' work
- How to ensure A/A* students extended creative responses explicitly evidence their ability to draw together different areas of knowledge, skill and/or understanding

Discussion: afternoon tea

2.30 - 2.35pm

Stretching and Challenging A/A* Students

2.35 - 3.30pm

- Effective use of questioning techniques to boost A/A* students thinking
- Thought provoking examples to challenge A/A* learners' understanding
- Practical strategies to ensure your students provide evidence of drawing in both their portfolio submission and externally set assignment taking different forms depending on intentions
- Demonstrating intellectual rigour through the essay: Structure and samples
- Refining students' extended creative responses to clearly evidence their ability to draw together different areas of knowledge, skills and/or understanding

LOCATION/DATE

Online

Tuesday 12 March 2024

COURSE LEADER

Dr Helen Jones is a Senior Lecturer and Subject leader of Art at the University of Chester working with Art PGCE Students, and leading national CPD in the visual Arts. Previously she was a Director of Teaching and Learning in Art with 12 years teaching experience. She has been an AQA A-Level and GCSE Art & Design moderator for the past 6 years and moderates for WJEC/Eduqas. She completed an MA in Art Education and then completed a Doctorate in the subject. She has been assessed as an outstanding teacher by Ofsted, achieved record residuals at both GCSE and A-Level and delivered at a number of Art Education conferences. She has taught in Secondary schools in the UK, Finland, Italy and Spain.

WHO SHOULD ATTEND?

- All A-Level Art & Design teachers
- Heads of Art & Design
- Heads of Creative Arts

BENEFITS OF ATTENDING

- Explore exemplar materials to identify characteristics of outstanding work
- Consider lessons learnt from previous examination series and how to apply these to your teaching
- Take away key methods for ensuring students access the A/A* grades in each of the practical and written components.
- Take away insight in what AQA moderators expect to see to award marks across the top 2 mark bands
- Take away ideas and approaches to refine the final realisations in students' work

NEW: A-LEVEL PHOTOGRAPHY - ESSENTIAL PHOTOGRAPHY SKILLS TO MEET THE HIGHER GRADE BOUNDARIES "THE COG WHEEL APPROACH"

CODE 9664

ABOUT THIS COURSE

Many A-level Photography students do not reach their potential grades due to higher grade boundaries than other Art & Design titles. This revised course tackles the lack of photographic approaches missing in national entries which tend to favour image capture and image manipulation.

Through hands on workshops, we will explore how students must demonstrate both aesthetic and technical considerations in their work. Using aperture, shutter speed, depth of field & ISO, i.e. Camera Craft, we will explore 'off the shelf' teaching strategies which respond successfully through skill-based activities exploiting contextual sources in an analytical and critical manner.

This course will put you in the 'shoes' of your students, take you by the hand and provide you with essential skills and ideas for teaching and learning practice across both components for A-Level Photography.

You must bring a digital SLR camera or bridge camera, fully charged with a memory card.

PROGRAMME

TIME

Why are there higher grade boundaries for Photography and how can students achieve them? 10.00 - 11.15am

Exploring Exposure Workshop Pt 1

- Examine the uses of Photography
- Technical and Aesthetic
- Importance of 'Intent' and planning
- Genres and contextual references

Composition practical workshop - "50 Steps" Getting to know your camera.

Discussion: coffee break

11.15 - 11.30am

Working manually with your Digital SLR - Component 1 Portfolio/

11.30 - 12.30pm

Personal Investigation

- Aperture override - building confidence with camera control
- Using shutter speed creatively - "Cog Wheel Approach"
- Importance of recording to raise attainment

Exploring Exposure Workshop Pt 2

- Technical considerations with ISO & white balance - "The Bucket Theory"

Lunch and informal discussion

12.30 - 1.15pm

Responding to a Theme - Component 2, The Externally Set Assignment

1.15 - 2.15pm

- Let's get creative! - Inspirational workshop based on informed responses to:
- Contextual references
- Genres
- Areas of study within Photography (Lens-based and Light-based media)
- Show & Share

Discussion: afternoon tea

2.15 - 2.30pm

Building intent and extending thinking - Reaching for A*

2.30 - 3.30pm

- Higher level thinking strategies
- Appropriate intentions
- Meaningful explorations
- Personal responses

Building a scheme of work

- Sequence of operations vital for a successful Photography course

Production quality

- Important factors, the "Must Have's"
- Documenting "The Journey" for assessment success

LOCATION/DATE

London

Tuesday 19 March 2024

Thursday 11 July 2024

COURSE LEADER

Mark Coombe is an experienced Art & Design teacher of 25 years who has taught all areas of Art & Design. He is renowned as a CPD leader, trainer and presenter across all disciplines of Art & Design. He is a practising artist, in particular in animal portraiture - livestock & rare breeds - and his current portfolio is supplying The National Trust in Norfolk, Suffolk and other regions.

WHO SHOULD ATTEND?

- All teachers of A-Level Digital Photography aiming for their students to achieve the higher grade boundaries
- Non specialist teachers who are teaching this title
- Photographers who are teaching and want clarification and lesson ideas to ensure their students are creative and respond to contextual references

BENEFITS OF ATTENDING

- Enable your students to meet the higher grade boundaries in this title
- Teach your students to use an SLR or bridge camera with skill and confidence
- Employ camera functions manually and creatively
- Utilise skills and techniques to respond to starting points in an informed way
- Focus on 'intent' when planning for photography
- Reach the top mark band or A* by extended thinking within your students photography work

You must bring a digital SLR camera or bridge camera, fully charged with a memory card.

NEW: GCSE ART & DESIGN – SUCCESS WITH COMPONENT 2: THE EXTERNALLY SET ASSIGNMENT

CODE 9665

ABOUT THIS COURSE

Based on 2023 feedback from teachers, this new course holds emphasis on the exam component.

If your students spend too much time deliberating how to respond to the exam papers then this is the course for you.

Workshop based activities will provide a comprehensive range of 'ready to go tasks' enabling students of all abilities to begin and develop their starting points with rigour, speed and scope.

Advice on avoiding pitfalls, getting students productive straight away, maximising a clear sequence of practical learning evidence during the preparatory period. How to use annotation in a quick, simple and insightful way, hitting across all four assessment objectives and making student art work 'better'! What can be undertaken prior to and during the supervised time will be dealt with. How students should select, organise and present work ready for assessment

This course is suitable for teachers following all exam boards and all titles. **You must bring an A5 or bigger sketchbook and drawing materials to work with on the day.**

PROGRAMME

TIME

Successful 'Responses'. The characteristics of successful student artwork 10.00 – 10.30am

What is and is not required of Component 2: The Externally Set Assignment. We will identify key characteristics found in successful artwork submissions. Explicitly flag the national pitfalls. Set out a clear time line and milestones for a key sequence of operations within the preparatory period. Advice on stages with intervention strategies and how to build your students' own 'Toolkit' for success. Advice on how prep work should be organised and presented. Tackle what can take place prior to the supervised 10 hours.

Getting students started 10.30 – 11.15am

We will 'put you in the shoes of your students'. This exercise tackles the ability of students to get started from the exam paper and to stick with an idea without jumping from one unrelated idea to the next. This approach allows the teacher to manage how students get started and develop their work while ensuring the student builds confidence in making choices about their ideas. AO1 Workshop - Gut reactions, second thoughts & third time lucky! Great for getting all students starting with speed and momentum.

Discussion: coffee break 11.15 – 11.30am

Using 'the correct' annotation quickly to drive their practical work 11.30 – 12.30pm

Students can fear annotation or labour with it using it as an excuse not to start producing practical work! This session empowers the student by giving them specific vocabulary they can use to 'unlock' ideas for their practical work. It removes the 'fear', helps those students with limited vocabulary of their own, puts both you and them in control of how it connects with the practical work. This is a crucial strategy for hitting across all four assessment objectives and can be employed at various stages throughout the preparatory period. Workshop - Walking into an image!

Lunch and informal discussion 12.30 – 1.30pm

Creative risk taking through drawing for the correct role and purpose 1.30 – 2.30pm

Responding to starting points efficiently is key for a successful student at the beginning the Externally Set Assignment. But this might not be looking at the work of others, it could be a practical investigation with launches from an object, location or previous experience. Students can waste time predicting what their 'final piece' might be before they start any work! This strategy not only exploits drawing in different ways but allows students the experience and confidence to work open ended and speculatively. Workshop - Working in 2D & 3D imaginatively!

Discussion: afternoon tea 2.30 – 2.45pm

Collaboration, working together with momentum & extended thinking! 2.45 – 3.45pm

Here, we ensure students' work is independent, personal and avoids 'spoon feeding', which of course cannot happen in this component! We will explore how students can work together in groups. It has also been tried as an observed OFSTED lesson by different teachers who have all received 'Outstanding'! It has been a magnificent way for an art student to work quickly from the Externally Set Assignment paper set in January each year. Workshop - Visual 'Chinese Whispers' & 'Compare & contrast'!

LOCATION/DATE

London

Monday 26 February 2024

Wednesday 10 July 2024

COURSE LEADER

Mark Coombe is an experienced Art & Design teacher of 25 years who has taught all areas of Art & Design. He is renowned as a CPD leader, trainer and presenter across all disciplines of Art & Design. He is a practising artist, in particular in animal portraiture – livestock & rare breeds – and his current portfolio is supplying The National Trust in Norfolk, Suffolk and other regions.

WHO SHOULD ATTEND?

- Teachers with little or no experience of delivering this component
- All teachers of GCSE Art & Design - Fine Art, Graphics, Textiles, 3D & Photography
- Heads of department

BENEFITS OF ATTENDING

- Strategies to get all students underway with their exam board set starting points
- Time saving approaches you can use which fit into the preparatory period
- 'Off the shelf' workshops to apply the following day in your classroom
- Focus on teaching strategies which will 'turn on' and motivate less confident learners
- Activities which allow students to collaborate and work together
- Help you help your students to select the 'best' and make it better
- Hit exam board requirements for Component 2: The externally Set Assignment
- Avoid national pitfalls which cost students time, marks and grades

You must bring an A5 or bigger sketchbook and drawing materials to work with on the day.

CODE 9411

ABOUT THIS COURSE

This new course is intended for all teachers who wish to ensure the high achievement of students in GCSE Art & Design. The course focuses on excellent teaching approaches, methods, resources, and techniques to help teachers raise attainments in students of all abilities by improving student confidence, knowledge and a stronger understanding of what examiners are looking for.

PROGRAMME

TIME

What is 'Brilliant' GCSE Art & Design teaching

10.00 – 10.40am

- What do we mean by brilliant teaching in GCSE Art & Design? What do our students expect, want and need?
- What makes an outstanding GCSE Art & Design teacher and why?
- Exploring the theory behind an 'active' classroom environment
- Develop a range of approaches to tackling key areas of GCSE Art & Design

Discussion: coffee break

10.40 – 11.00am

The Key Challenges and Opportunities in GCSE Art & Design teaching

11.00 – 12.00pm

- How can we ensure all students become better artists through studying this specification?
- How might we create a coherent Art & Design journey for our students over two years?
- How do we develop our GCSE class into a powerful artistic community?
- What subject knowledge do we need to brush up on as teachers to teach this specification?
- Putting together a plan to teach the toughest topics and skills

Lunch and informal discussion

12.00 – 1.00pm

Developing Drawing and Development Skills – Practical Session

1.00 – 2.00pm

- Approaches to developing students' skills in drawing as process, practice and purpose
- Organising and presenting work effectively
- Successful approaches to constructing a portfolio with drawing in its various forms at its basis
- How to get students to push ideas with originality and innovation in their practice

Putting the WOW factor into Teaching GCSE Art & Design

2.00 – 3.00pm

- Practical approaches to putting the 'wow' factor into GCSE Art & Design lessons
- How we can help students to engage fully and take creative risks in their work
- How to get students to demonstrate that they have used artists to develop their intentions, and experimented with a purpose
- How to get students looking forward to using visual & written language critically as appropriate to their own creative intentions

Discussion: afternoon tea

3.00 – 3.05pm

How to keep students progressing through the two year course

3.05 – 3.40pm

- Review characteristics of Grade 7-9 AQA GCSE Art & Design students
- What the highest achieving students can do
- What does a grade 7-9 student do differently to other students?
- What are the main reasons why a student may fail to gain a 7-9 grading?
- What is the best pedagogical culture to have in your Art department for success
- Ways to boost students from a grade 5-6 to a 7-9

LOCATION/DATE

Online

Tuesday 27 February 2024

COURSE LEADER

Dr Helen Jones is a Senior Lecturer and Subject leader of Art at the University of Chester working with Art PGCE Students, and leading national CPD in the visual Arts. Previously she was a Director of Teaching and Learning in Art with 12 years teaching experience. She has been an AQA A-Level and GCSE Art & Design moderator for the past 6 years and moderates for WJEC/Eduqas. She completed an MA in Art Education and then completed a Doctorate in the subject. She has been assessed as an outstanding teacher by OfSTED, achieved record residuals at both GCSE and A-Level and delivered at a number of Art Education conferences. She has taught in Secondary schools in the UK, Finland, Italy and Spain.

WHO SHOULD ATTEND?

- Teachers of AQA GCSE Art & Design
- Heads of Art & Design
- Heads of Creative Arts

BENEFITS OF ATTENDING

- Develop a range of approaches to tackling the key areas of GCSE Art & Design
- Understand how to set an engaging and motivating classroom
- Understand effective differentiation to challenge and extend all students specific to their potential
- Take away AFL techniques, feedback and marking strategies to raise attainment
- Explore exciting schemes of learning that will develop all students as artists
- Find out more about the challenges and opportunities of AQA GCSE Art & Design
- Explore exemplar materials to identify characteristics of outstanding work

CODE 9378

ABOUT THIS COURSE

This new course focusses on meeting the demands of the higher-level marking bands across the specification components. It will focus on exploring the characteristics of work produced by students working at the highest levels and will demonstrate teaching and learning ideas which will stretch and challenge able students and develop their higher-level skills. Using feedback from the most recent results, the course will explore what is expected of high ability students and outline ways to build your teaching practice around this.

Emphasis will also be on assessing with confidence for summer 2023, and will include practical examples, explorations, active discussions, to give all teachers valuable guidance and practical advice.

PROGRAMME

TIME

Focus on Assessment demands for Grades 8-9 including feedback

10.00 – 11.00am

- Examine the assessment objective specific demands of both components. The use of assessment objectives as a framework for Pearson directed learning.
- Consider the most successful national models for delivery of the course to ensure effective assessment practice across 2 years
- Review characteristics of Grade 8-9 students in GCSE Art & Design
- Providing feedback that makes positive change in order to achieve the higher grades
- Developing ways that students can use sources to inspire the development of ideas, drawing on the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures, environments, situations or issues
- Where, when and in what form should students demonstrate the ability to develop their ideas through investigations informed by selecting and critically analysing sources

Discussion: coffee break

11.00 – 11.15am

Achieving Grades 8 – 9 in Component 1: Portfolio

11.15 – 12.45pm

- What Grades 8-9 look like in Component 1 and what moderators expect to see to award marks across the top mark bands.
- Exploring ways in which to encourage the higher ability students to use the assessment criteria to greatest effect.
- Evidencing within your students' work the different purposes, intentions and functions of art, craft and design in a variety of contexts which are relevant & appropriate.
- Employing the above as a key strategy within the Component 1 Supporting Studies and Personal Responses.

Lunch & informal discussion (delegates can also continue to work on mini project through lunch)

12.45 – 1.45pm

Component 2: the Externally Set Assignment

1.45 – 3.00pm

- Analysing a top-grade Assignment: applying the mark scheme with confidence and using it with your students
- Challenging and stretching high level students to reach the highest grades
- How to develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products throughout both components
- How to ensure your students exploit drawing at the heart of art, craft and design – from initial sketches and detailed observations to wild mark-making and expressive lines
- Workshop on how students can develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills

Stretching and challenging the most able

3.00 – 3.45pm

- Teaching practical skills ensuring that high ability students improve performance across both components
- Ideas and approaches to refine the final realisations in high ability students' work
- How to ensure students develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- Practical methods to enable students to record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses

LOCATION/DATE

London

Monday 04 March 2024

Monday 08 July 2024

COURSE LEADER

Mark Coombe is an experienced Art & Design teacher of 25 years who has taught all areas of Art & Design. He is renowned as a CPD leader, trainer and presenter across all disciplines of Art & Design. He is a practising artist, in particular in animal portraiture – livestock & rare breeds – and his current portfolio is supplying The National Trust in Norfolk, Suffolk and other regions.

WHO SHOULD ATTEND?

- All teachers of GCSE Art & Design
- Heads of GCSE Art and Design
- Heads of Creative Arts Faculties

BENEFITS OF ATTENDING

- Find out the very latest on how the current situation will affect your teaching and assessment
- Focussed on identifying the demands of Grades 8-9 students and providing materials to help teachers prepare students effectively.
- Gain enhanced understanding of the specific assessment demands of the GCSE Art & Design for higher level students
- Gain insight into what examiners are looking for at the highest grades
- Explore exemplar materials to identify characteristics of outstanding work

RAISING THE ATTAINMENT OF WEAKER GCSE ART & DESIGN STUDENTS

CODE 9230

ABOUT THIS COURSE

The challenges of GCSE Art & Design for the weaker student! Many students are unable or unwilling to get started from starting points, jump from one unrelated idea to the next, expect the teacher to make choices about the direction of their work with little intention of their own, selecting creative ideas beyond their strengths, lacking skill with the correct way to use drawing for a role or a purpose, and see annotation as an area of failure before they even begin their work!

This in-depth, excellent course focuses on specific practical approaches, methods and strategies effective in raising the attainment levels of weaker GCSE students facing issues and challenges common to them.

PROGRAMME

Key Messages for 2023

- Feedback from the most recent exam: what is essential to be aware of?
- How to engage students in the context of the course, and how to maximise their focus on what brings the most reward in examination
- Identifying and considering the main challenges when teaching the weaker student.
- What are the 'hurdles' and how to overcome them

Initial Investigations – Getting Your Students Engaged, Excited and Started!

- Part practical session – Inspirational ideas and approaches to get weaker students started from a given starting point such as an artwork, and to stick with an idea without jumping from one unrelated idea to the next.

Discussion: coffee break

VAKOG – Walk Into an Image!

- Strategies for students to connect with sources and build their own intentions and personal responses throughout their work, from the start.
- Using specialist vocabulary – key words
- Forming a personal response: key concepts
- Helping the weaker student to become more empowered

Lunch and informal discussion

Drawing and the Weaker Student

- Drawing to explore, observe, analyse, speculate
- Responding to starting points efficiently for the Externally Set Assignment
- Drawing as a communication tool
- Developing ideas through drawing
- Ways to build the confidence of the weaker student in drawing
- AO3 Workshop – Working in 2D & 3D imaginatively!

Discussion: afternoon tea

Practical Strategies For Students to Work in Collaboration

- Demonstrating practical strategies which are both fun & allow students to work together in groups. It has also been tried as an observed OFSTED lesson by different teachers with weaker students who have all received 'Outstanding'! It has been both a great ice breaker for students but also a magnificent way for an art student work quickly from the Externally Set Assignment paper set in January each year. AO4 Workshop – Visual 'Chinese Whispers'!

LOCATION/DATE

London

Tuesday 27 February 2024

COURSE LEADER

Mark Coombe is an experienced Art & Design teacher of 25 years who has taught all areas of Art & Design. He is renowned as a CPD leader, trainer and presenter across all disciplines of Art & Design. He is a practising artist, in particular in animal portraiture – livestock & rare breeds – and his current portfolio is supplying The National Trust in Norfolk, Suffolk and other regions.

WHO SHOULD ATTEND?

- Heads of Art & Design Departments
- All teachers of GCSE Art & Design – Fine Art, Graphics, Textiles, 3D & Photography

BENEFITS OF ATTENDING

- Find out more from the exam boards- where do weaker GCSE students mostly lose marks?
- Take away practical approaches and methods to raise attainment of weaker GCSE students
- Take away teaching strategies which will 'turn on' and motivate reluctant learners
- Take away methods to build student confidence when drawing and annotating
- Find out successful ways to use emulation as a starting point for students' practical work
- Understand what a lower ability student must do to maximise their use of the 10 hours supervised time for The Externally Set Assignment.

You must bring an A5 or bigger sketchbook and drawing materials to work with on the day.

AQA GCSE ART & DESIGN: A COMPLETE GUIDE FOR NEW TEACHERS

CODE 9231

ABOUT THIS COURSE

This course offers an introduction and overview of AQA GCSE Art & Design, providing essential skills and tips in how to effectively deliver the specification, ensuring maximum student engagement and maximum attainment.

It is suitable for anyone just starting to teach Art, in their first few years of teaching or lacking confidence in teaching AQA GCSE Art. Whilst the focus of the day will be on the AQA course, many of the ideas will be applicable to all Art & Design lessons.

PROGRAMME

	TIME
Subject Content of the Specification <ul style="list-style-type: none"> ● What's involved in the course? Exploring the key challenge spots, and ways to structure your teaching to give time to the most demanding sections ● Review characteristics of exemplar work in AQA GCSE Art & Design ● What are the standards in each component? <ul style="list-style-type: none"> ● Component 1: Portfolio – exploring in more depth ● Component 2: Externally Set Assignment – exploring in more depth 	10.00 – 10.45am
Discussion: coffee break	10.45 – 11.00am
Component One: The key challenges of the Portfolio <ul style="list-style-type: none"> ● Choosing the project that will unlock student potential – building on prior knowledge ● Practical strategies to experimentation with a purpose ● How do I know when a student has reached the top of the assessment bands? ● Teaching lower and higher ability students to ensure success ● What does evidence look like in Component 1 and what do AQA moderators expect to see to award marks across the mark bands? 	11.00 – 12.00pm
Ways to Develop Students' Drawing Skills <ul style="list-style-type: none"> ● Ideas and approaches to developing students' skills in drawing as process, practice and purpose ● Organising and presenting work effectively ● Successful approaches to constructing a portfolio with drawing in its various forms at its basis ● How to support students in realising their intentions in final outcomes. 	12.00 – 12.45pm
Lunch and informal discussion	12.45 – 1.45pm
Component Two: Successfully Teaching the Externally Set Assignment <ul style="list-style-type: none"> ● Useful advice on how to approach the teaching of the Externally Set Assignment – effective strategies, methods and techniques ● Scenarios and responses in the Externally Set Assignment ● Responding to starting points effectively – examples ● Where and why students can struggle with this component ● What are the key points for examination success in component 2? 	1.45 – 2.45pm
Planning your course and assessments over 2 years <ul style="list-style-type: none"> ● Effectively structuring your course to maximise end outcomes ● How to confidently assess your students, give effective feedback, and ensure they remain on track throughout the two-year course – how to structure for this ● Strategies to prepare your students for the assessments and examination. ● How can you track and use intervention models effectively? ● How can I challenge and stretch and challenge more able students to reach the highest grades? 	2.45 – 3.30pm

LOCATION/DATE

Online

Tuesday 19 March 2024

COURSE LEADER

Dr Helen Jones is a Senior Lecturer and Subject leader of Art at the University of Chester working with Art PGCE Students, and leading national CPD in the visual Arts. Previously she was a Director of Teaching and Learning in Art with 12 years teaching experience. She has been an AQA A-Level and GCSE Art & Design moderator for the past 6 years and moderates for WJEC/Eduqas. She completed an MA in Art Education and then completed a Doctorate in the subject.

WHO SHOULD ATTEND?

- NQT's in Art
- Teacher's entering their second year of teaching GCSE Art
- Teachers wanting to build up their skills set in effective Art teaching.
- Teachers lacking confidence in the AQA GCSE Art specification

BENEFITS OF ATTENDING

- Provide teachers of GCSE Art with the material and confidence to teach effectively to all ability ranges.
- Obtain an exceptional understanding of the key challenges in GCSE Art and how to teach them.
- Learn how to take a Level 4 student and help them attain a Level 9.
- Gain insight into the content of the course, the exam structure and how the exams are marked.
- Leave with resources ready to use.
- Understand how to scaffold lower ability students and stretch higher ability students.
- Find out more about practical strategies for creative risk taking which leads to highest results.

BIOGRAPHIES

Mark Coombe is an experienced Art & Design teacher of 25 years who has taught all areas of Art & Design. He is renowned as a CPD leader, trainer and presenter across all disciplines of Art & Design. He is a practising artist, in particular in animal portraiture – livestock & rare breeds – and his current portfolio is supplying The National Trust in Norfolk, Suffolk and other regions.

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We know that every school is unique, and we can work with you to create a tailored student revision session that is bespoke to your needs.

We can offer a full range of subject specific, exam board specific GCSE and A-Level student revision sessions, all of which can be tailored and customised by your school's requirements.

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- Over 20 years of experience **providing student revision sessions**, regularly running multiple sessions throughout the year at individual schools
- **Dedicated team of specialist examiner experts**; these individuals are not only experts in their particular fields but also familiar with delivering to student groups, and understand the need to make the days enriching, stimulating, informative and worthwhile
- **Invaluable, reliable and enriching** source of extra boost for students, and teachers
- Receive **key messages and feedback** from the 2023 June examinations
- Students will take away **first hand guidance** and crucial insight along with great strategies for structuring their answers and techniques to **build strong answers for success in the 2024 examinations**

You may also be interested in bringing into your school our new student sessions that specifically focus on **successful study habits, good retrieval, recall and revision techniques**, how successful students learn differently and so on. These are generic sessions, and can be tailored for specific year groups, for half days or full days, tailored once again to suit.

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