

Keynote
educational

SUMMER 2022

ART & DESIGN



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NEW: PRACTICAL DAY - OUTSTANDING ATTAINMENT: CREATING THE WOW FACTOR IN GCSE ART & DESIGN & ALL DISCIPLINES AND ALL OTHER DISCIPLINES INCLUDING PHOTOGRAPHY

CODE 9063

ABOUT THIS COURSE

This new course will explore practical approaches to the significant challenges of teaching Art & Design at KS4 and also KS3. This interactive and practical course will guide, support and challenge teachers in equal measures. You will leave with a wide range of ideas, methods and approaches, together with up-to-date insight on how best to thrive in these unprecedented times working with your students on always to maximise their potential.

Particular emphasis will be made in this course on increasing attainment of Grades 4 – 5 students, but strategies and approaches with students of grade 7 – 9 ability will also be included in the course.

This is a course with a difference, and focusses on the key essential skills for students to access the higher grades in Art & Design, over and beyond working through the specification – What needs to be in place to secure a strong basis for continued year on year cohort success, and how to do this.

Each session tackles key areas of successful students work seen nationally through practical, open ended workshops. As we progress, each strategy will be supported by off the shelf resources and time to tailor the work specifically to your students' learning needs. Future planning and delivery ideas will form the basis of a 'must have' tool kit!

PROGRAMME

	TIME
Key messages on independent learning from the lowest ability at KS3 to the high flyers of GCSE	10.00 – 11.00am

- Putting assessment criteria at the heart of each practical strategy
- Launch pads – using sources thoughtfully to unlock a student's direction of travel
- Practical workshop 1 – Visual language, making connections & producing alternative ideas
- Where can they go from here? AO1 development of work. Planning ideas tailored to your students' learning needs.

Discussion: coffee break	11.00 – 11.15am
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Putting the Wow Factor into Your Art & Design Lessons through drawing; Creative risk taking, practical speculation & personal outcomes	11.15 – 12.30pm
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- Exploring 'drawing' for different roles and purpose across all titles within Art & Design
- Drawing to plan, record, consider alternatives – exploit the 'fun factor' & create learning evidence which reviews and refines ideas and improves skills
- Practical workshop 2 – Exploring and manipulating materials, techniques and processes
- Where can they go from here? AO2 development. Individual and personal development of ideas through making.

Lunch and informal discussion	12.30 – 1.30pm
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Higher level thinking as evidence through clear annotation of ideas	1.30 – 2.30pm
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- Key essentials: the importance of nurturing personal interpretations of an idea essential for student success.
- Ways into writing & annotation – the why and the how.
- Practical workshop 3 – empowering students by giving them specific vocabulary they can use to 'unlock' ideas for their practical work. Removing the 'fear' of failure. This is a crucial strategy for The Portfolio & AO3 development – Let's walk into an image!

Discussion: afternoon tea	2.30 – 2.45pm
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Collaboration, the 'Student Expert' and sharing good practice	2.45 – 3.45pm
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- Ensure students' work is independent, personal and avoids 'spoon feeding'!
- Red hots and Ice colds in Art & Design – students' self assessment of their progress
- When, how and why to look at additional sources and maximise students' ability to reflect, review and refine their work as it progresses – staging evidence, alternative pathways
- Personal responses leading the creative process at various stages of students' work
- Practical workshop 4 – Team triggers, working together & how and when to isolate an idea to explore individually for each student.
- Where can they go from here? AO4 development. Bridges across each key stage

LOCATION/DATE

London

Wednesday 13 July 2022

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/Craft & Design
- Teachers of Art & Design at KS3 & KS4
- Teachers in their first years of teaching Art & Design

BENEFITS OF ATTENDING

- Understanding the importance of key creative operations which are seeded at KS3 & exploited at GCSE/A Level
- Off the shelf practical strategies which can easily be tailored to your students' learning needs & interests
- We will identify, embrace and exploit The Wow Factor in the practical Arts into all aspects of your teaching
- Take away a range of different and fresh approaches to building diverse and exciting programmes of study for all ability ranges
- Build into your teaching top grade assessment criteria for successful outcomes

NEW: ASPIRING TO EXCELLENCE: HOW TO LEAD AN OUTSTANDING ART & DESIGN DEPARTMENT

CODE **8982**

ABOUT THIS COURSE

This 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 curriculum mapping, departmental improvement plans, effective tracking and intervention models for optimizing teaching and learning, for managing teachers experienced and inexperienced, and for establishing and maintaining a position for Art & Design within a school.

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

TIME

Best Practice: Creating an Outstanding Curriculum Map and design 10.00 – 11.15am

- Balance and scaffolding – how the curriculum progresses and unfolds
- Breadth and variety – materials, skills, content and concepts
- Contemporary VS traditional debate.
- Updating Schemes of Learning – how often?
- Focus Students – a focus on which students Ofsted will pay particular attention to and how to produce case studies which demonstrate how ambitious and well implemented your curriculum has been.
- Cultural Capital

Discussion: coffee break

11.15 – 11.30am

Outstanding T& L in Art & Design

11.30 – 12.45pm

- Planning and managing T&L: possibilities and limitations
- High expectations – ensuring a culture of high expectation throughout the department
- Opportunities for the HoD to model T&L
- Resources (and budgets): alternative sources of funding and developing resources in-house

Lunch and informal discussion

12.45 – 1.45pm

Assessing Students in Art & Design: Improving and intervention

1.45 – 2.30pm

- Departmental improvement plans – how to identify areas of weakness and solutions for them
- Approaches to student assessment in Art and Design
- Effective tracking & intervention models
- Feedback models

Leadership skills

2.30 – 3.10pm

- Roles and Responsibilities – an outline of the key roles and responsibilities of a subject leaders under the current Ofsted framework, including curriculum map/plan development, skilling up staff and gathering evidence of progress.
- Making a Difference – to round off this session we finish with a discussion about principles and doing the right thing for the sake of the children and not Ofsted.
- Leading from the front and inspiring and motivating your team
- Managing difficult conversations

What makes an outstanding art department leader?

3.10 – 3.30pm

- Monitoring and Self-Evaluation – best practice in lesson observations, work sampling, planning monitoring and gathering pupil voice in art and design.
- What makes an outstanding art department leader?
- Opportunity for Q&A and reflection

LOCATION/DATE

London

Wednesday 22 June 2022

COURSE LEADER

Dr Helen Jones is a Director of Teaching and Learning in Art with 11 years teaching experience. She has been an AQA A level and GCSE Art & Design moderator for the past 5 years. Helen 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.

WHO SHOULD ATTEND?

- Heads of Art
- Deputy/Assistant Heads of Art
- Art & Design Line managers
- All teachers wanting to raise student performance in Art
- Experienced Art teachers
- New Art teachers aspiring to lead their own department one day

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 their 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: BOOSTING THE GRADES OF LOWER ABILITY A LEVEL ART & DESIGN STUDENTS

CODE 9064

ABOUT THIS COURSE

This new course practically based course is aimed for all teachers of Art & Design looking for new ways to support and maximise lower ability students' achievement, regardless of examination board.

There will be focus on ways to develop the weaker A Level Art & Design student, how to motivate reluctant learners, and ways to stimulate and develop creative ideas appropriate for them. The course will also demonstrate how to avoid common pitfalls and break through barriers instigated by reluctant learners.

There will also be focus on these common issues amongst lower ability students – many Art & Design 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!

PROGRAMME

TIME

What does Gaining a Grade C or above involve?

11.00 – 11.00am

- Key elements for achieving a Grade C or beyond
- Identifying and considering the main challenges when teaching lower ability A level students
- Develop effective techniques to help lower ability learners develop skills and techniques, and build knowledge and understanding
- Teaching strategies that address difficult concepts where students experience difficulties
- Less able or less motivated? Unpicking the reasons for 'perceived lower ability'

Discussion: coffee break

11.00 – 11.15am

Monitoring and early Intervention strategies that positively impact on student performance

11.15 – 12.30pm

- Techniques to quickly identify underperforming students and implement strategies to effectively support them.
- Using a range of monitoring tools to track performance, recognise underachievement and motivate learners.
- Explore early intervention strategies that engage learners
- Implement mastery tests to identify students who haven't grasped the fundamental concepts
- Motivate student progress through marking and effective feedback.
- Effective strategies to motivate students through exciting schemes of learning – visual planning and exemplars, alongside dramatic and varied displays.

Lunch and informal discussion

12.30 – 1.30pm

The Assessments: practical strategies to raise attainment levels and enhance results

1.30 – 2.30pm

- Helping lower ability students produce in-depth investigations that are assured, thoughtful, personal and organised.
- Starting points – inspirational ideas which work well in getting a weaker student started
- Methods to help students understand how The Personal Investigation & Externally set assignments are assessed and ways to help students use this knowledge
- Ways to uses the language of learning effectively

Discussion : afternoon tea

2.30 – 2.40pm

Moving weaker Art & Design students towards mastery of knowledge understanding and skills

2.40 – 3.30pm

- Strategies to enable students to demonstrate these competencies consistently and routinely
- Developing and assessing the more challenging skills
- Demonstrating approaches and methods that are both fun and allow the weaker student to build their knowledge, and skills

LOCATION/DATE

London

Monday 13 June 2022

Tuesday 29 November 2022

COURSE LEADER

Dr Helen Jones is a Director of Teaching and Learning in Art with 11 years teaching experience. She has been an AQA A level and GCSE Art & Design moderator for the past 5 years. Helen 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.

WHO SHOULD ATTEND?

- All A Level Art & Design teachers
- Art & Design teachers considering moving over to AQA
- Heads of Art & Design
- Heads of Creative Arts

BENEFITS OF ATTENDING

- Unpick exam board requirement for teaching lower ability learners
- Take away ideas, approaches and effective methods which work with lower ability students
- Take away methods that boost students' confidence and also motivation
- Find out more about what lower ability students must do to raise their potential grades in the Personal Investigation
- 40% of the marks is on the Externally Set Assignment – gain effective practical strategies and approaches to help weaker students maximise their marks in this Assignment

AQA A LEVEL ART & DESIGN: HOW TO MAXIMISE THE PERFORMANCE OF ALL STUDENTS

CODE **8931**

ABOUT THIS COURSE

This practically inspired new course will focus on curriculum mapping and design, especially how to structure the course after disrupted learning. It will focus on effective best practice in shaping a well structured course which ensures balance, breadth, scaffolding and an effective curriculum, whilst minimising workload. Key focus areas will include assessment, feedback, tracking intervention, and ultimate achievement for your students.

The course will also aim to provide post-covid disruption recovery plans and Intervention strategies, as well as effective tracking models to increase attainment for students.

The is aimed for all teachers of AQA A level Art & Design, who are looking to raise the standard of their students' achievement, in part, by scrutinising effective curriculum models, planning, tracking and, importantly, effective, accurate assessment.

PROGRAMME

TIME

Shaping a well structured A level Art & Design Course and assessment guide

10.00 – 10.30am

In light of disrupted learning we will cover ideas to restructure and recover your curriculum and to structure the course to achieve maximum potential for students. This part of the training explains the very best practice seen nationally and how to approach assessment. This part of the training will cover:

- Fresh ideas to restructure and recover your curriculum
- How to structure the course to achieve maximum potential for students
- Effectively approaching assessment and feedback: looking at the moderator report to help prepare for best practice assessment in 2022.
- Visual exemplars: Identifying the key characteristics in students' work that demonstrate achievement of potential
- Missing out on grades: common mistakes and key issues
- Best Practice for cross standardisation: Departmental approaches to moderation

Discussion: coffee break

11.15 – 11.30am

Effective Action Planning for Progress and Attainment

11.30 – 12.15pm

- How to interleave assessment, feedback, intervention to action plan effectively to ensure progress
- In depth exploration of approaches to student assessment and feedback in Art and Design
- Effective tracking of student progress
- Intervention models: how to effectively recover students who are struggling in art and design
- Selling the purpose of each task and the importance of success criteria

Assessing and evidencing maximum potential in AO1 and AO2

12.15 – 1.00pm

- What AQA moderators expect to see to award marks – with exemplar visual examples.
- Pinpointing intellectual rigour through AO1 critical and analytical understanding
- How to support students in demonstrating a balance of knowledge & understanding and skills and techniques – 'skill and idea'
- Use visual & written language critically as appropriate to their own creative intentions
Taking inspiration from artists without copying them: developing a personal language
- Reviewing & refining: AO2 as highest order thinking and making

Lunch and informal discussion

1.00 – 2.00pm

Assessing and evidencing maximum potential in AO3 and AO4

2.00 – 2.45pm

- What AQA moderators expect to see to award marks – with exemplar visual examples.
- Providing evidence of drawing in a range of forms
- Purpose and need VS technical mastery
- Ideas and approaches to refine the final realisations in high ability students' work
- How to ensure students' extended creative responses explicitly evidence their ability to draw together different areas of knowledge, skill and/or understanding

Discussion: afternoon tea

2.45 – 3.00pm

The reflective, outstanding Art teacher, Plenary and feedback

3.00 – 3.30pm

- Monitoring and Self-Evaluation – gathering pupil voice in art and design.
- Reflecting in action and on action: How can our reflections influence our planning.
- A review of the main takeaways from the session
- An opportunity to ask any further questions, summarise key learning and provide feedback

LOCATION/DATE

London

Tuesday 21 June 2022

COURSE LEADER

Dr Helen Jones is a Director of Teaching and Learning in Art with 11 years teaching experience. She has been an AQA A level and GCSE Art & Design moderator for the past 5 years. Helen 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.

WHO SHOULD ATTEND?

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

BENEFITS OF ATTENDING

- Take away exemplar curriculum planning design models, assessment guides, annotation resources, AO2 experimentation lesson resources, assessment/feedback sheets, and transition projects
- Gain a variety of effective intervention models
- Discover how to prioritise and implement improvements to enhance the quality of outcomes at A Level
- Gain confidence with your assessment in each Assessment Objective, with support from the course leader – an experienced moderator, and the reviewing of several sets of work
- Adopt a range of approaches to assessment and intervention
- Network with other likeminded individuals

AQA A LEVEL ART & DESIGN: ACHIEVING GRADES A/A*

CODE **8649**

ABOUT THIS COURSE

This new course is aimed for all A Level Art & Design teachers looking to expand their range of approaches with inspiring, high quality practical strategies to achieve the very highest results in their students. The course will also focus on how to 'unlock' student pathways to the top mark bands without over-directing each student! There will be structured creative risk taking strategies to take away and apply to your students. Focus will also be on how to ensure students work efficiently, with purpose and relevance; how to deliver an outstanding 1st year of a two year A level which builds confidence in how students make the correct choices about the direction of their work. We will build an intervention structure which ensures students take ownership of the assessment objectives as a launch pad for both The Personal Investigation & The Externally Set Assignment.

PROGRAMME

TIME

Challenging our most able A/A* Art & Design students

10.00 – 10.45am

- What do 'gifted', 'talented' and 'able' mean Art & Design & how must student work demonstrate this?
- What does an A/A* component of student work look like?
- Why do we have to challenge our most able students?
- How should we be challenging them?

How are A/A* grades achieved?

10.45 – 11.30am

- Feedback: looking back at the summer exams: What went well? What did examiners look for at the top levels?
- Identifying the key characteristics in students' work that demonstrate and A or A* – AO2 ability to review and refine and AO4 present personal responses that realise intentions, personal student choices through the development of ideas – AO1,
- Missing out on the A/A* grades: common mistakes and key issues
- Exploring examples of A/A* students' work in detail

Discussion: coffee break

11.30 – 11.45am

Shaping a well-structured course for A level Art & Design

11.45 – 12.30pm

- How students make the correct choices about the direction of their investigations – course structure examples
- How to select a successful area of study for The Personal Investigation that ensure scope & depth of learning evidence
- Demonstrating intellectual rigour through the essay: Structure and samples
- Selling the purpose of each task and the importance of success criteria

Lunch and informal discussion

12.30 – 1.30pm

Developing A/A* AO1 and AO2 Skills

1.30 – 2.15pm

- Pinpointing intellectual rigour through AO1 critical and analytical understanding
- How to support students in demonstrating a balance of knowledge & understanding and skills and techniques – 'skill and idea'
- Reviewing & refining: AO2 as highest order thinking and making
- Practical strategies and approaches to take away for creative risk taking which leads to high end results

Developing A/A* in AO3 and AO4 Skill

2.15 – 3.00pm

- What Grades A/A* look like in Assessment Objective 3 and 4 and what AQA moderators expect to see to award marks across the top 2 mark bands in these areas
- Workshop strategies to ensure your students provide evidence of drawing in both their portfolio submission and externally set assignment taking different forms depending on intentions
- Purpose and need VS technical mastery
- Ideas and approaches to refine the final realisations in high ability students' work
- How to ensure students extended creative responses explicitly evidence their ability to draw together different areas of knowledge, skill and/or understanding

Plenary

3.00 – 3.30pm

LOCATION/DATE

London

Monday 06 June 2022

COURSE LEADER

Dr Helen Jones is a Director of Teaching and Learning in Art with 11 years teaching experience. She has been an AQA A level and GCSE Art & Design moderator for the past 5 years. Helen 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.

WHO SHOULD ATTEND?

- Heads of Creative Arts
- Heads of Art & Design Departments
- All experienced teachers of A level Art & Design titles Fine Art, Graphics, Textiles & 3D design

BENEFITS OF ATTENDING

- Expand your range of teaching approaches and techniques with inspiring new strategies
- Hit exam board requirements for reaching A*/A and the top mark band descriptors
- Take away practical strategies for creative risk taking which leads to highest results
- Learn how to 'sell the meaning of the assessment objectives' to your students
- Explore strategies for dealing with students of all abilities, including the weak student
- Take away essential strategies to build an effective curriculum structure for the two year course

BOOSTING THE GRADES OF LOWER ABILITY STUDENTS IN GCSE ART & DESIGN

CODE 7941

ABOUT THIS COURSE

This new practically based course is aimed for all teachers of GCSE Art & Design looking to increase their practical approaches, ideas and techniques to boost the grades of lower ability students. The will focus on ways to develop the weaker student, how to motivate reluctant learners, and ways to stimulate and develop creative ideas appropriate for them. It will also demonstrate how to avoid common pitfalls and break through barriers instigated by reluctant learners.

This in depth, excellent course includes a range of practical strategies which have been graded 'Outstanding' by Ofsted and which can be adapted and integrated into your teaching approaches to suit your students groups. They can also be tailored for online learning, which will be demonstrated during the course.

There will also be focus on these common issues amongst lower ability students - many Art & Design 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!

PROGRAMME

	TIME
What Does Gaining a Grade 5 or beyond involve?	10.00 – 10.30am
<ul style="list-style-type: none"> ● Key elements for achieving level 5 or beyond. ● Identifying and considering the main challenges when teaching the weaker student. ● What are the 'hurdles' and how to overcome them ● Reflect on how the assessment objectives can help these students 'travel' through their component 1 portfolio 	
Getting students started	10.30 – 11.15am
<ul style="list-style-type: none"> ● Inspirational ideas and approaches in a practical session to get a weaker student 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	11.15 – 11.30am
Using 'the correct' annotation – empowering the weaker student	11.30 – 12.30pm
<ul style="list-style-type: none"> ● Practical workshop session – empower your weaker students 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 The Portfolio. A02. Workshop – Walking into an image! 	
Lunch and informal discussion	12.30 – 1.30pm
Creative risks, motivation and excitement through non threatening drawing	1.30 – 2.30pm
<ul style="list-style-type: none"> ● Responding to starting points efficiently is key for a successful student at the beginning the Externally Set Assignment. This session demonstrate ways to do this in practical investigation with launches from an object, location or previous experience. ● Weaker 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. A03 Workshop – Working in 2D & 3D imaginatively! 	
Discussion: afternoon tea	2.30 – 2.45pm
Collaboration, working together with momentum	2.45 – 3.45pm
<ul style="list-style-type: none"> ● 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. A04 Workshop – Visual 'Chinese Whispers'! 	

LOCATION/DATE

London

Tuesday 12 July 2022

Tuesday 15 November 2022

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

BENEFITS OF ATTENDING

- Unpick exam board requirements for reaching level 5 or above
- Gain ideas, approaches in workshops to tweak & apply the following day in your classroom
- Focus on 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 **8650**

ABOUT THIS COURSE

This course will provide new art teachers with the key elements of the specification structure, teaching content and assessment. We will consider the requirements for Component 1, The Portfolio and understand the implication for teaching and learning. We will address the new requirements for the organisation of preparatory time and the supervised sessions for Component 2 externally set assignment. There will also be an exploratory exercise of general strategies for pupils to evidence appropriate drawing and written work in both components.

You are invited to bring examples of current student work to review and a blank A5 or bigger sketchbook to work in during the sessions.

PROGRAMME

	TIME
Underlying Principles of GCSE Art & Design <ul style="list-style-type: none"> ● Changes have been made to further develop opportunities for teaching and learning and to address stipulated regulatory requirements; ● Maintenance of teacher and student choice and creative opportunities; ● Suitability for students across the ability range; ● Building on KS3 experiences; ● Providing progression opportunities; ● Accessible and ongoing support; ● Clear assessment criteria which are common to both components. 	10.00 – 10.45am
Discussion: coffee break	10.45 – 11.00am
Accessing Component 1 <ul style="list-style-type: none"> ● What does evidence look like in Component 1 and what do AQA moderators expect to see to award marks across the mark bands? ● Exploring ways in which to encourage 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 Component 1. ● Sustain and develop practical responses true to intention. 	11.00 – 12.00pm
Accessing Component 2 <ul style="list-style-type: none"> ● Scenarios and responses in the Externally Set Task ● Responding to starting points efficiently 	12.00 – 1.00pm
Lunch and informal discussion	1.00 – 2.00pm
A Deep Dive into Drawing <ul style="list-style-type: none"> ● Drawing, as process, practice and purpose. ● Organising and presenting work effectively ● Constructing a portfolio with drawing in its various forms at its centre ● Providing a checklist of questions for students to refer to ● Points to consider 	2.00 – 3.00pm
What should a GCSE sketchbook contain? <ul style="list-style-type: none"> ● Presenting Evidence ● Knowledge and understanding in research and practical responses. ● Skills within chosen media ● Written annotation, empower your students by giving them specific vocabulary they can use to 'unlock' ideas for their practical work. ● Raising achievement 	3.00 – 4.00pm

LOCATION/DATE

London

Monday 20 June 2022

Monday 07 November 2022

COURSE LEADER

Dr Helen Jones is a Director of Teaching and Learning in Art with 11 years teaching experience. She has been an AQA A level and GCSE Art & Design moderator for the past 5 years. Helen 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.

WHO SHOULD ATTEND?

- New Art & Design Teachers

BENEFITS OF ATTENDING

- Expand your range of teaching approaches and techniques. Hit exam board requirements and clearly meet mark band descriptors.
- Practical strategies for creative risk taking which leads to highest results.
- How to 'sell the standards of the assessment objectives' to your students. Reinvent and update approaches to the Fine Art curriculum.

GCSE **NEW: AQA GCSE ART & DESIGN: ACHIEVING GRADES 7-9**

CODE **8984**

ABOUT THIS COURSE

This updated 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 2022, and will include practical examples, explorations, active discussions, to give all teachers valuable guidance and practical advice.

PROGRAMME

Grades 7 – 9: what do they involve? TIME

- Key behaviours of Grade 7/9 students: what marks out a top GCSE Artist?
- How can we design schemes of work to encourage these?
- How can we structure the course to maximise potential?
- Feedback and grading analysis from the most recent papers: what standards are top students expected to meet?
- Analysis of mark schemes and examiners' reports: which questions differentiated the most?

Discussion: coffee break 10.40 – 11.00am

Teaching Component 1: key challenges for Grade 7 – 9 students 11.00 – 12.15pm

- What Grades 7-9 look like in component one
- Evidencing within your students' work the ways that have used artists to develop their intentions, and experimented with a purpose
- Use visual & written language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of media
- Missed Opportunities: How to evidence reviewing and refining
- Evidencing exceptional achievement within recording
- Ideas and approaches to refine the final realisations in high ability students' work

Marking Workshop: Component 1 12.15 – 12.45pm

- The use of marking descriptors and levels in the assessment of students coursework
- Making marking decisions when assessing component 1
- An opportunity [with feedback] to assess student responses to the externally set assignment
- Preparing for moderation
- Conclusions to take away

Lunch and informal discussion 12.45 – 1.45pm

Teaching Component 2: stretching and challenging able students 1.45 – 2.30pm

- The assessment demands of the externally set component
- What Grades 7-9 look like in component 2
- Structuring the approach to this component to ensure students extended creative responses explicitly evidence their ability to draw together different areas of knowledge, skill and/or understanding

Marking Workshop: Component 2 2.30 – 3.00pm

- The use of marking descriptors and levels in the assessment of students externally set assignment
- Making marking decisions when assessing component 2
- An opportunity [with feedback] to assess student responses to the externally set assignment
- Conclusions to take away

Stretching and challenging highly able Art & Design students 3.00 – 3.40pm

- Steps to success, success criteria and other strategies for teaching practical skills ensuring that high ability students improve performance across both components
- Challenging and stretching high level students to reach the highest grades with enrichment opportunities
- Exploring ways in which to encourage the higher ability students to use the assessment criteria to greatest effect.
- HOTs not MOTs: Higher Order Thinking skills in Art
- Opportunity for Q&A

LOCATION/DATE

London

Friday 08 July 2022

COURSE LEADER

Dr Helen Jones is a Director of Teaching and Learning in Art with 11 years teaching experience. She has been an AQA A level and GCSE Art & Design moderator for the past 5 years. Helen 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.

WHO SHOULD ATTEND?

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

BENEFITS OF ATTENDING

- Focussed on identifying the demands of Grades 7 – 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

AQA GCSE ART & DESIGN: RAISING THE ATTAINMENT OF WEAKER ART & DESIGN STUDENTS

CODE **8985**

ABOUT THIS COURSE

This new course is aimed for all teachers of Art & Design looking for new ways to support and raise the attainment level of weaker art students. The course will present strategies, resources and techniques to support students, and build their confidence without sacrificing academic rigour or ambition.

There will also be emphasis on assessment, what the moderator is looking for, feedback, tracking, intervention, as well as practical sets of work to explore and review.

Emphasis will also be how to differentiate learning for the lower ability student, most notably with regards to improving the quality of students' development, recording, contextual and presentation skills and supporting teachers with accurate marking and assessment of student work. There will also be hints and tips along the way for how to keep students engaged and motivated, as well as how to promote and grow your course.

PROGRAMME

GCSE Art & Design Teaching for Under Confident Students – the challenges and opportunities

10.00 – 11.15am

- The challenges and opportunities of teaching under-confident students
- Key elements for achieving level 4 and beyond
- Identifying and considering the main challenges when teaching the weaker student.
- Building student confidence and ways to do this
- Teacher expectations: The pygmalion theory
- Ways to get around the typical ways students can waste time and ways of getting around the more common issues

Discussion: coffee break

11.15 – 11.30am

Putting the Wow factor into your GCSE lessons

11.30 – 12.30pm

- Captivating student interest through exciting schemes of learning
- Kagan collaborative learning strategies and how they can be used to build excitement in the classroom.
- Relating art learning to the real world
- Enrichment and additional opportunities
- The art of Debate: using whole class discussion to ignite passion and critical thinking
- Embracing broader conceptions of art, and enabling students to find the specific discipline that works to their strengths
- Practical suggestions for supporting students in broadening their repertoire of skills

Lunch and informal discussion

12.30 – 1.30pm

Focus on Boys and under engagement – creative and stimulating techniques and approaches to unlock potential

1.30 – 2.30pm

- Types of content that appeal to boys: how to plan medium term projects that will capture the interest of boys
- Understanding the nature of boys and considering that when planning
- The upside down lesson: Turning thinking and drawing on its head – an easy strategy to create instant gratification and achieve good results
- The language of learning and how this can be used to engender motivation and excitement
- Raising the stakes: competition and timed strategies for boys
- Open ended opportunities which involve creative problem solving
- Intervention strategies
- Sharing best practice with boys; techniques, ideas and pupil voice

Focus on SEND students – effective, creative ideas and approaches to unlock potential

2.30 – 3.30pm

- Structuring the approach to component 1 and 2 – how to alter your course structure to suit SEND students
- Knowing your students well and building a motivational toolkit.
- What are the 'hurdles' for SEND students and how to overcome them
- Making the course accessible: Resources, chunking, structure and differentiation including grid drawing techniques
- Writing frames and alternatives for evidencing AO1 and AO3
- Providing feedback and monitoring students to track their progress and give precise and timely feedback

LOCATION/DATE

London

Friday 01 July 2022

COURSE LEADER

Dr Helen Jones is a Director of Teaching and Learning in Art with 11 years teaching experience. She has been an AQA A level and GCSE Art & Design moderator for the past 5 years. Helen 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.

WHO SHOULD ATTEND?

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

BENEFITS OF ATTENDING

- Unpick exam board requirement for teaching level 4 or above
- Identify and consider the main challenges when teaching the weaker student.
- Take away a toolkit of practical ideas, methods and approaches which work with lower ability students
- Review sets of work with your experienced moderator course leader.
- Take away exemplar curriculum planning design models, assessment guides, annotation resources, AO2 experimentation lesson resources, assessment/feedback sheets, and transition projects
- Gain a variety of effective intervention models

CODE 8935

ABOUT THIS COURSE

This revised course focuses 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.

Emphasis will also be on assessing with confidence 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 7 – 9 including feedback 10.00 – 11.00am

- Examine the assessment objective specific demands of both components.
- Explore effective assessment practice
- Review characteristics of Grade 7-9 students
- Provide feedback that makes positive change in order to achieve the higher grades
- Develop ways that students can use sources to inspire the development of ideas

Discussion: coffee break

11.00 – 11.15am

Achieving Grades 7 – 9 in Component 1: Portfolio 11.15 – 12.45pm

- What Grades 7-9 look like in Component 1?
- What do AQA moderators expect to see to award marks across the top 2 mark bands.
- Explore 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

Lunch and informal discussion

12.45 – 1.45pm

Analysing a top grade Assignment: how to develop your students' capabilities 1.45 – 2.45pm

- 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
- Workshop on how students can develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- 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

Stretching and challenging the most able 2.45 – 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
- Practical methods to enable students to record their ideas, observations, insights and independent judgements

LOCATION/DATE

London

Tuesday 18 October 2022

Tuesday 06 December 2022

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

- Focussed on identifying the demands of Grades 7 – 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

NEW: A LEVEL PHOTOGRAPHY: AIMING FOR A AND A*

CODE 8932

ABOUT THIS COURSE

This updated course is aimed for all A Level Photography teachers looking to expand their range of approaches with inspiring, high quality practical strategies to achieve the very highest results in their students.

The course will also focus on how to 'unlock' student pathways to the top mark bands without over-directing each student! There will be structured creative risk taking strategies to take away and apply to your students. The greatest focus will be on how to ensure skills and techniques provide sufficient evidence of learning to reach to top level of assessment and this title's own grade boundaries.

Focus will also be on how to ensure students work efficiently, with purpose and relevance; how to deliver an outstanding 1st year of a two year A level which builds confidence in how students make the correct choices about the direction of their work. We will build an intervention structure which ensures students take ownership of the assessment objectives as a launch pad for both The Personal Investigation.

PROGRAMME

TIME

Challenging our most able A/A* Photography students

10.00 – 10.30am

- Identifying 'gifted', 'talented' and 'able' mean in Photography & how must student work demonstrate this?
- What does an A/A* component of student work look like?
- Practical strategies to challenge the A/A*

How are A/A* grades achieved?

10.30 – 11.15am

- Feedback from previous exam series- What did examiners look for at the top levels?
- Identifying the key characteristics in students' work that demonstrate and A or A* - AO2 ability to review and refine and AO4 present personal responses that realise intentions.
- Strategies to address missing out on the A/A* grades: common mistakes and key issues
- Workshop - Personal student choices through the development of ideas - AO1
- Exploring examples of A/A* students' work in detail

Discussion: coffee break

11.15 – 11.30am

Shaping a well structured course for A level Photography

11.30 – 12.00pm

- Methods to ensure that students make the correct choices about the direction of their investigations - AO2 reviewing and refining ideas.
- Developing relevant camera craft linked to clear intentions and personal response strategy AO4, to ensure outcomes in both written and practical work for component 1.

Creative risk taking and personal choices

12.00 – 12.30pm

- Ways to select a successful area of study for The Personal Investigation that ensure scope & depth.
- Ways to avoid the digital 'seductive' image and ensure students select the best of their work and make it better.
- Workshop - Practical strategies and approaches to take away for creative risk taking which leads to high end results - Explore non over direction strategies embracing AO2 & AO4

Lunch and informal discussion

12.30 – 1.15pm

Developing A/A* AO1 and AO2 Skills to go beyond

1.15 – 2.30pm

- Ways to support students in demonstrating a balance of knowledge & understanding and skills and techniques - 'skill and idea'
- Strategies to pinpoint intellectual rigour through AO1 critical and analytical understanding
- Reviewing & refining AO2 as a key element to the highest order thinking and making
- Workshop - Exploiting the imagination through photography and annotation

Discussion: afternoon tea

2.30 – 2.45pm

Developing A/A* in AO3 and AO 4 Skills

2.45 – 3.40pm

- Selling the purpose of each task ensuring students' work leaps beyond the expectations of AO1 and AO4 - identifying 'red hot' strategies & avoiding 'ice colds' in students' learning evidence.
- Build confidence with the 'student expert' - their strengths identified and utilised within their work and through peer work
- Workshop - Bringing students 'on board' their own choices of in depth investigation

LOCATION/DATE

London

Monday 11 July 2022

Tuesday 08 November 2022

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 Creative Arts
- Heads of Art & Design Departments
- All experienced teachers of A level Art & Design titles Fine Art, Graphics, Textiles & 3D design

BENEFITS OF ATTENDING

- Expand your range of teaching approaches and techniques with inspiring new strategies
- Hit exam board requirements for reaching A*/A and the top mark band descriptors addressing Photography's own higher grade boundaries.
- Take away practical strategies for creative risk taking which leads to highest results
- Learn how to 'sell the meaning of the assessment objectives' to your students
- Explore strategies for dealing with students of all abilities, including the weak student
- Take away essential strategies to build an effective curriculum structure for the two year course

NEW: AQA A LEVEL PHOTOGRAPHY: ACCELERATED PROGRAMME FOR ART TEACHERS TEACHING PHOTOGRAPHY

CODE **8933**

ABOUT THIS COURSE

If you are an experienced teacher of Art & Design now teaching A level Photography this course will ensure you are able to teach your students the ability to meet the higher grade boundaries. Photography students need to demonstrate full control of their photographic kit, clarity of skill and intentions with clear contact sheets, be able to select the best shot from a photo shoot and make clear and subtle changes to their next photographs.

Weaker students stop after emulating the work. We will show you how to ensure this forms the trigger for the development of their work in a personal manner for both The Personal Investigation. We will also ensure any annotation is insightful and informs the practical work and avoid copious amounts of time wasting. Too many students under perform during the 15 hours of supervised time, we will show you how this period can be maximised.

PROGRAMME

TIME

Key messages from the A level Photography Exam Results

10.00 – 10.30am

- Reflecting on Examination board 'must haves' – Key elements for Grades A* to B Photography
- Unlocking 'exceptional' – considering the right approach to the Component 1 Personal Investigation and when to start this?
- Timing – how students demonstrating aesthetic and technical considerations in their work through student planning, subtle refinements, contact sheets and personal outcomes.
- Dispelling myths and mis-interpretations of The Assessment Criteria.

Full control of Kit & clarity of skill and intentions

10.30 – 11.15am

- Strategies to get students to plan efficiently for a photo shoot
- Ways to choose and investigate an area of study with sufficient scope
- How to ensure students are in control of their kit based on their clear intentions. A01 Workshop – 50 Steps

Discussion: coffee break

11.15 – 11.30am

Technical Vs Aesthetic considerations in A level Photography

11.30 – 12.30pm

- Identifying the balance between knowledge and understanding, skill and technique,
- Embracing and manipulating the camera to unlock both evidence of technical and aesthetic learning.
- Exploring media, technique, reviewing and refining as we go.
- A02. Workshop – The Bucket Theory!

Lunch and informal discussion

12.30 – 1.30pm

Reflecting and recording intentionally and in an informed way

1.30 – 2.30pm

- Responding to starting points efficiently is key for a successful student beginning the Externally Set Assignment.
- Exploring the practice of emulation, insightful annotation to unlock a student's potential with their exam component.
- Analysing the difference between analytical and critical understanding demonstrated within photography.
- Ensuring digital photography students maximise the 15 hour supervised time.
- A03 Workshop – Working from references

Discussion: afternoon tea

2.30 – 2.45pm

Intentions, higher order thinking and producing the best 'Photographs'

2.45 – 3.45pm

- Ensuring students' work is independent, personal and avoids 'spoon feeding'!
- When, how and why to look at additional sources and maximise students' ability to reflect, review and refine their work as it progresses – staging evidence, alternative pathways
- Embedding insightful annotation quickly and meaningfully and embracing whole school literacy strategies – thought triggers for subtle adjustments of intent.
- A04 Workshop – Cup & Saucers!

LOCATION/DATE

London

Monday 04 July 2022

Monday 07 November 2022

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 – Photography
- Heads of department
- Non specialists Art Teachers responsible for Photography

BENEFITS OF ATTENDING

- Hit exam board requirements for reaching grade boundaries higher than that of Art and Design
- 'Off the shelf' workshop and independent learning activities
- Teach your students essential & higher level 'camera craft' operations for 'exceptional ability' learning
- Content and layout of contact sheets best practice
- How to use emulation as a starting point for students' photography
- Make selection, reviewing and refinement explicitly clear for moderation
- Ensure intentions are clearly evident within sequential photo shoots which demonstrate the work 'gets better'
- Understand what a digital photography student must do to maximise their use of the 15 hours supervised time

GCSE PHOTOGRAPHY : BOOSTING THE GRADES OF LOWER ABILITY STUDENTS IN GCSE PHOTOGRAPHY

CODE 8942

ABOUT THIS COURSE

This new practically based course is aimed for all teachers of Photography looking to increase their practical approaches, ideas and techniques to boost the grades of lower ability students. We will focus on ways to develop the weaker student, how to motivate reluctant learners to get to grips with camera craft, and ways to stimulate and develop creative ideas beyond emulation. Starting points will be the work of others, drawing and insightful annotation. I will also demonstrate how to avoid common pitfalls and break through misconceptions about digital image manipulation.

There will also be focus on these common issues amongst lower ability students – many Photography students are unable or unwilling to master basic camera skills and techniques, they jump from one unrelated idea to the next, get easily seduced by after the shot processes using Photoshop, expect the teacher to make choices about the direction of their work with little intention of their own, selecting photographic 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!

PROGRAMME

TIME

What Does Gaining a Grade 5 or beyond involve?

10.00 – 10.30am

- Key elements for achieving level 5 or beyond in Photography
- Identifying and considering the main challenges when teaching the weaker student.
- What are the 'hurdles' of the digital process and how to overcome them
- Reflect on how the assessment objectives can help these students 'travel' through their component 1 portfolio with greater emphasis on supporting 'additional' work.

Getting students started

10.30 – 11.15am

- Inspirational ideas and approaches in a practical session to get a weaker student 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. Mastering camera craft and making it the driver for creative ideas.

Discussion: coffee break

11.15 – 11.30am

Using 'the correct' annotation – empowering the weaker student

11.30 – 12.30pm

- Practical workshop session – empower your weaker students 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 The Portfolio. A02. Workshop – Walking into an image!

Lunch and informal discussion

12.30 – 1.30pm

Creative risks, motivation and excitement through non threatening drawing

1.30 – 2.30pm

- Responding to starting points efficiently is key for a successful student at the beginning the Externally Set Assignment. This session demonstrates ways to do this in practical investigation with launches from formal elements, on location, studio photography
- Weaker students can waste time predicting what their 'final piece' might be before they start any work! This strategy not only exploits drawing to inform photography but allows students the experience and confidence to work open ended and speculatively. A03 Workshop – Working in 2D & 3D imaginatively!

Discussion: afternoon tea

2.30 – 2.45pm

Using emulation as a launch pad for personal responses which gather momentum

2.45 – 3.45pm

- Demonstrating practical strategies which are both fun & allow students to access, interpret and unlock their own ideas based on contextual references. This strategy has 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 a photography student work quickly from the Externally Set Assignment paper set in January each year. AO4 Workshop – Photographs which connect not copy an idea.

LOCATION/DATE

London

Wednesday 06 July 2022

Monday 14 November 2022

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 Department
- All teachers of GCSE Photography both experienced and non specialists

BENEFITS OF ATTENDING

- Unpick exam board requirements for reaching level 5 or above
- Gain ideas, approaches in workshops to tweak & apply the following day in your classroom
- Focus on 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 a digital SLR camera or bridge camera on the day

NEW: AQA GCSE PHOTOGRAPHY: ACHIEVING GRADES 7-9

CODE **8936**

ABOUT THIS COURSE

This updated course which responds to the latest GCSE Art and Design Photography requirements. It provides up to date feedback on 2021 teacher series, key strategies for Grades 7 to 9 and the higher mark bands and clarification on what is needed within Photography students' outcomes. Workshops and strategies put you 'in the shoes of your students' and provide comprehensive learning strategies in drawing, annotation, technical skill with 'camera craft' and creative & personal investigations for successful GCSE Photography components.

PROGRAMME

TIME

Key messages from the GCSE Photography 2021 Teacher Result

10.00 – 11.00am

- Identifying the examination board 'must haves' – ways to ensure you students include these
- Understanding the right approach to the Component 1 Portfolio for your students
- Gaining an insight into the Assessment Criteria – targeted level 7 to 9 learning strategies in Photography
- Dissecting the mark schemes and what they really mean- methods to ensure students can relate to these

Discussion: coffee break

11.15 – 11.30am

Technical Vs Aesthetic considerations in level 7 to 9 Photography – Workshops & Activities

11.30 – 12.30pm

- Aperture override – building confidence with camera control
- Methods to ensure students use shutter speed creatively
- Working on 'manual' – the fun
- Understanding the Importance of recording to raise attainment at the top end

Lunch and informal discussion

12.30 – 1.30pm

High level 'Drawing' in Photography – Workshops & Activities

1.30 – 2.30pm

- Drawing to plan, record, consider
- Drawing to compose, select, examine
- Strategies to enable students to draw with light
- After the shot!

Discussion: afternoon tea

2.30 – 2.45pm

Annotation – which drives and supports level 7 to 9 student outcomes – Workshops and Activities

2.45 – 3.45pm

- Ways to ensure students' work is independent, personal and avoids 'spoon feeding'!
- When to look at additional sources and maximise students' ability to reflect, review and refine their work as it progresses
- Embedding insightful annotation quickly and meaningfully and embracing whole school literacy strategies

LOCATION/DATE

London

Tuesday 05 July 2022

Tuesday 22 November 2022

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
- All teachers of GCSE Art & Design – with Photography

BENEFITS OF ATTENDING

- Hit exam board requirements for reaching grades 7 to 9 with all your students' work
- 'Off the shelf' workshop and learning activities
- Ways to teach your students essential 'camera craft'
- Focus on 'Drawing' in Photography for different roles and purposes
- Embedding annotation into all areas of students' work
- Building exciting and inspirational schemes of work for your photography students

BIOGRAPHIES

Mark Coombe

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.

Gina Hellis

Gina Hellis is an experienced teacher of GCSE and A-level Textiles with a degree in Textiles and Surface Design. Currently working as the Head of Department in a large and successful secondary school in the South East. During her thirteen year teaching career Gina has supported her students to achieve outstanding results alongside being an experienced A-level moderator. More recently SHE has had articles published in embroidery magazines about the benefits crafts have on mental health.

Dr Helen Jones

Dr Helen Jones is a Director of Teaching and Learning in Art with 11 years teaching experience. She has been an AQA A level and GCSE Art & Design moderator for the past 5 years. Helen 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. Helen achieved a 1st Class honours in Fine Art and continues to be a practicing Artist from her home studio in Chester. She has also received additional intensive CPD in Finland, to understand their world class education system and to draw progressive teaching and learning strategies from the Finnish approach to education.

Graham Mason

Graham Mason is an experienced, collaborative and inclusive leader of education, having ran the Art Department at Royal Grammar School, Newcastle for eight years. Graham works as moderator for AQA at GCSE and A-level and supports teachers within the area. He is an international speaker in European, National and Regional Art network meetings. He inspires superior results from students, surpassing other departments in leading schools. A proud governor of a Primary School in Sunderland, he is passionate about opportunities to work closely with teams, motivating, inspiring and coaching individuals to reach and exceed their goals.

In School Student Revision Sessions – GCSE and A level

Ensure your students reach their target grades with our fully customised, examiner led, in school sessions.

Last bookings are being taken for in-school revision sessions for students in April and May, with new bookings coming in for June and July for Year 10 to 11 and Year 12 to 13 cohorts.

The focus is to maximise all student grades and boost performance.
All conferences are fully updated to provide vital insights into:

All areas of specifications
Examiner insights into exams
Question types and strategies to avoid common pitfalls

These can be held in school as part of your revision session for your cohorts, they are fully bespoke and led by examiners who are familiar talking to all sizes of cohorts, to make each session an enriching and interactive learning experience from another voice.

These sessions are available across all exam boards at GCSE & A Level for 18 subjects and whole cohorts. You can book during term, weekends, and holidays.

These will cover each exam board, and give your students:

Exam technique and tactics
Study skills
Grade attainment (low / mid / high level)
Example top band responses
Scaffolding for lower band students
Full revision session
Challenging area of the specification
Specific papers, questions & essays

All sessions are completely organised by Keynote. We offer for full days or half days, and these can be delivered face-to-face or online on a date of your choice.

Exam Revision & Study Skills for GCSE and A-Level Exam Success

This new study and revision skills, adaptable and flexible course for all teachers supporting their students in the run up to the final study skills, revision and run up to the exam itself.

The course will focus on high expectations including:

Aspiring to achieve top grades
Tactics and methods for students to boost grades
Top tips for memory retrieval
Pragmatic approach to study skills
Attacking the exam questions
Promoting good study habits
Relieving the pressure on the day
Effective study techniques for GCSE and A-Level and strategies to motivate students in the final run up to exams

This course is flexible and can be tailored for your students. The course is an absolute must for all students preparing for exams. Specific papers, questions & essays.

All sessions are completely organised by Keynote. We offer for full days or half days, and these can be delivered face-to-face or online on a date of your choice.