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| **SUBJECT KNOWLEDGE AUDIT & TRACKER**  **Art**  **2024-25** |  | Secondary  PGCE |

**Purpose of the Audit**

Your indications of specialist subject knowledge strengths and areas for development are used as a basis for discussion during your PGCE training.

At the start of the course, the audit will also be used to inform planning for the development of key ‘gap’ areas of subject knowledge, and then in subsequent school placements alongside your School Based Mentor to identify areas of curriculum about which you have less security of knowledge/which need revision. In terms of a tracker, you are able to chart the progression of both your knowledge and application of knowledge over the training year.

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| **Colour & date** | **Pre-course** | **End-SE1** | **End-SE2** | **End-SE3** |
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| **Key Stage 3 & 4** | | **I don’t know this** | **SK insecure** | **SK secure** | **I can teach this** | **I know several ways to teach this** |
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| **KS3 Curriculum Content** | Teach pupils to use a range of techniques to record their observations in sketchbooks, journals and other media |  |  |  |  |  |
| Teach pupils to use a range of techniques and media, including painting |  |  |  |  |  |
| Teach pupils to handle different materials proficiently |  |  |  |  |  |
| Teach pupils to analyse and evaluate their own work and that of others in order to strengthen the impact or applications of their work |  |  |  |  |  |
| Teach pupils about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times to the present day |  |  |  |  |  |
| **KS4 subject knowledge & understanding** | Teach pupils how sources inspire the development of ideas, drawing on: |  |  |  |  |  |
| the work and approach of artists, craftspeople or designers |  |  |  |  |  |
| contemporary and or historical environments, situations or issues |  |  |  |  |  |
| the ways in which meanings, ideas and intentions can be communicated through visual and tactile language |  |  |  |  |  |
| the characteristics, properties and effects of different media, materials, techniques and processes |  |  |  |  |  |
| the different purposes, intentions and functions of art, craft and design in a variety of contexts |  |  |  |  |  |
| **KS4 Skills** | Support students to demonstrate the ability to: |  |  |  |  |  |
| develop ideas by selecting and critically analysing sources |  |  |  |  |  |
| apply an understanding of relevant practices in industry to their work |  |  |  |  |  |
| refine their ideas, experimenting with media, materials, techniques and processes |  |  |  |  |  |
| record ideas using appropriate specialist vocabulary |  |  |  |  |  |
| use media, materials, techniques, processes and technologies safely and critically |  |  |  |  |  |
| use drawing skills for different needs, purposes and contexts |  |  |  |  |  |
| realise personal intentions through sustained application of the creative process |  |  |  |  |  |
| draw |  |  |  |  |  |
| annotate their work |  |  |  |  |  |
| **KS4 Fine Art Skills** | Mark-making |  |  |  |  |  |
| Monoprint, collagraph and block printing |  |  |  |  |  |
| Assemblage |  |  |  |  |  |
| Construction |  |  |  |  |  |
| Carving |  |  |  |  |  |
| Film and video |  |  |  |  |  |
| Digital working methods |  |  |  |  |  |
| Charcoal, pastels, pen and ink, crayons and pencil |  |  |  |  |  |
| Found materials |  |  |  |  |  |
| Clay, wood and metal |  |  |  |  |  |
| Digital imagery |  |  |  |  |  |
| Watercolour, gouache, acrylic and oil paint |  |  |  |  |  |
| **Additional notes:** | | | | | | |