

Art & DT Scheme of Work & Lesson Plan Examples



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PPA Cover Ltd. Scheme of Work & Lesson Planning Overview

PPA Cover Ltd have developed our own Art & DT curriculum, encompassing 12 units for each of the Key Stage phases; Key Stage 1, lower Key Stage 2 and upper Key Stage 2 . We match the ability level of your children, taking into account prior learning, and produce a bespoke overview that ensures continuation and progression for the children to a level that will meet all areas of the Art & DT National Curriculum, along with incorporating your teaching schemes across the year groups. PPA Cover Ltd can deliver Art &/or DT from EYFS to Key Stage 2 meeting the mandatory National Curriculum requirements.

PPA Cover Ltd.'s Art provision will:

- ✓ Ensure effective pupil progress through all year groups
- ✓ Be creative, engaging, and interactive for all children
- ✓ Raise attainment and enthusiasm in Art lessons
- ✓ Help children develop a better understanding of different Art cultures and genre's
- ✓ Differentiate success criteria for pupils of varying abilities
- ✓ Meet the aims and objectives of all the Art National Curriculum
- ✓ Be compliant to the New OFSTED Framework
- ✓ Be Deep Dive compliant

The areas of Art & DT each age phase will be taught

- | | |
|--------------------------|-----------|
| • Drawing | • Form |
| • Painting | • Colour |
| • Craft | • Line |
| • Sculpture | • Pattern |
| • 3D | • Shape |
| • Materials & Techniques | • Texture |
| • College | • Tone |



The Artists children will learnt about

- Wassily Kandinsky
- Henri Rousseau
- Claude Monet
- Sir David Hockney
- Andy Warhol
- Edward Saidi Tingatinga
- Antoni Gaudi
- Sir Christopher Wren
- Hokusai
- Clarice Cliff
- Henry Moore
- LS Lowery
- Vincent van Gogh
- Pablo Picasso
- Giuseppe Arcimboldo
- George Seurat
- Piet Mondrian
- Zara Hadid
- Keith Haring
- Banksy
- Leonardo Da Vinci
- john stezaker



Planning for the delivery of Art within a new school

The planning for the delivery of Art within a new school works as follows:

1. Firstly, an Operations Manager from PPA Cover Ltd will meet with your schools SLT and/or Art coordinator to ascertain the prior learning and previous / current scheme of work your school have in place for Art and DT. During this meeting, the Operations Manager will be able to better understand the prior learning and different ability levels across all year groups.
2. Secondly, the Operations Manager will advise your school on either continuing with the current scheme of work for Art and DT or change to PPA Cover Ltd.'s scheme of work. If you do want to continue with a current scheme of work then PPA Cover Ltd. will adapt and teach from that scheme of work i.e. Charanga, Art Express, Twinkl, etc. However, most schools choose to deliver PPA Cover Ltd.'s scheme of work and steps 3 and 4 are therefore followed.
3. Thirdly, the Operations Manager will agree a curriculum map / Art & DT year overview, mapping out the expected progression for the whole of the academic year.
4. Fourthly, from the Art & DT year overview the planning team will compile your lesson plans and a folder containing the planning for each term will be delivered to your school at the start of each term.

How Our Planning Works

As detailed above, one of our Operations Managers will agree a curriculum map / year overview for Art & DT, mapping out the whole of the academic year. From this year overview the planning department will then compile the lesson plans for each term and these lesson plans are delivered digitally to the Art teacher assigned to the school and printed to the school itself. The new lesson plan folder will arrive to school termly containing all of the Art lesson plans to be delivered during the term, printed Art resources, reward stickers and certificates and a USB flash drive containing interactive PowerPoints, Whiteboard activities and Art & DT lesson plans.

The lesson plan folder is accessed by the Art/DT teacher each day they are in school so they can record the feedback and progression of each lesson (see page 16). The lesson plan folder remains within your school so as your SLT, Art coordinator, class teacher or OFSTED can have instant access the lesson plans and children's Art & DT progression at any time. Furthermore, the lesson plan folder is invaluable if the regular Art teacher is ill for any reason, we would always arrange cover, and the lesson plan folder ensures seamless cover at all times.



Deep Dive Compliant Scheme of Work

All of PPA Cover Ltd.'s schemes of work are Deep Dive compliant and are updated annually to ensure our schemes of work and lesson plans are always kept up to date with the latest National Curriculum standards.

What To Expect From A PPA Cover Ltd Art Teacher

PPA Cover Ltd. specialise in planning and delivering effective, high quality Art & DT lessons, that are tailored to the Art National Curriculum, to primary schools throughout the UK, for EYFS, Key Stage 1 & Key Stage 2. All our Art teachers are:

- Qualified to deliver Art/DT lessons within primary schools
- DBS Enhanced Checked
- Able to teach up to 36 children without the presence of a class Teacher or Teaching Assistant
- Excellent at conveying their creative teaching ideas to children on a whole class basis
- Able to differentiate lessons to meet the needs of all children
- Able to make lessons fun as well as structured in order to meet National Curriculum standards
- Each school is assigned a Art/DT teacher and this same Art/DT teacher will deliver lessons every week throughout the whole of the academic year ensuring continuity for children and staff.

All Art teachers are qualified to take Art/DT lessons within primary schools. They are excellent at conveying their creative teaching ideas to children on a whole class basis, ensuring lessons are differentiated to meet the needs of all children, while maximising engagement by making lessons fun, as well as structured to meet National Curriculum standards.



Example Art Year Overview

Early Years Foundation Stage

Yr R	Unit 1a Self – Portrait Self-awareness	Unit 1b Webbing & Weaving Textiles	Unit 1c Sculpture Shape, form, texture and the sensory qualities of materials	Unit 2a Illustrious Illustrations Children explore an issue or event in their lives	Unit 2b Springtime Observations and ideas using a variety of methods, including tracing and collage	Unit 2c Can Buildings Speak? Children explore shape and pattern in buildings
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Key Stage 1

Yr 1	Unit 1 Colour Art Fundamentals (Wassily Kandinsky)	Unit 2 The Nature of Art (Autumn) Working with natural materials	Unit 3 Jungle Portraits Drawing & painting animals and nature (Henri Rousseau)	Unit 4 Surface pattern & Camouflage Exploring natural pattern and print	Unit 5 A picture for my House A look at famous paintings and pictures, also learning printing skills (LS Lowery) (Vincent van Gogh) (Claude Monet) (Pablo Picasso) (Sir David Hockney)	Unit 6 Water The Seaside. Animals that live in the sea
	Unit 7 What is Art? A look at the elements of art	Unit 8 Flying (Hot Air Balloons) Looking at design development & working with 3D	Unit 9 Recycled Structure Making a Bird structure from Recycled materials	Unit 10 Fruit & Veg Drawing subjects and creating collage (Giuseppe Arcimboldo)	Unit 11 Portraits Making plaques of a chosen face	Unit 12 Water lilies Famous impressionism paintings that show water and reflection in water (Claude Monet)



Lower Key Stage 2

Yr 3 / 4	Unit 1 Typography & Words Typography used to portray an emotion, feeling or state	Unit 2 POP ART 1 Andy Warhol and an introduction to Pop Art <i>(Andy Warhol)</i>	Unit 3 Jewellery Designing and making Jewellery (Art Deco & Art Nouveau)	Unit 4 George Seurat & Pointillism Painting Techniques & Drawing on rough surfaces with Crayon <i>(George Seurat)</i>	Unit 5 The Prehistoric World Drawing techniques of the Stone & Iron Age <i>(Cave Paintings)</i>	Unit 6 Roman Mosaics Exploring Mosaic Patterns
	Unit 7 African Art Symbolism and a way of communication <i>(Edward Saidi Tingatinga)</i>	Unit 8 Buildings The wonders of architecture and cultural influences <i>(Antoni Gaudi)</i>	Unit 9 Construct Viking Longships	Unit 10 Colour Structure and grid work of Mondrian <i>(Piet Mondrian)</i>	Unit 11 Portraits Drawing / Painting skills <i>(Vincent van Gogh)</i>	Unit 12 Sculpture Greek Pottery Designs



Upper Key Stage 2

Yr 5 / 6	Unit 1 Sign Posting around School Vital form of communication	Unit 2 POP ART 2 David Hockney and the influence of pop art Still life introduction, Influenced by pop art <i>(Sir David Hockney)</i>	Unit 3 Textiles Ancient Egypt	Unit 4 Famous Buildings and Architects Architectural influences such as Sir Christopher Wren & Zaha Hadid <i>(Zara Hadid)</i> <i>(Sir Christopher Wren)</i>	Unit 5 Japanese Art Japanese Inspired Artworks Banksy <i>(Hokusai)</i>	Unit 6 Street Art Graffiti Art & Banksy <i>(Keith Haring)</i> <i>(Banksy)</i>
	Unit 7 Maps The school area, landmarks & maps	Unit 8 Working with Clay Clarice Cliff and the Art Deco movement <i>(Clarice Cliff)</i>	Unit 9 Portraits to Flying Machines The work and influence of Leonardo Da Vinci <i>(Leonardo Da Vinci)</i>	Unit 10 Photography Ways photography can and is used in art <i>(john stezaker)</i>	Unit 11 Art In Wartime (WW1 & WW2 Art, Henry Moore, Henry Carr and the Blitz) <i>(Henry Moore)</i> <i>(Henry Carr)</i>	Unit 12 Designing A Bridge over water- Group Teamwork – building a bridge



Overview of Key Stage 1 – Unit 1B Webbing & Weaving

Overview of Unit 1B: Webbing & Weaving

In this unit children investigate the qualities of a variety of natural and made materials. They learn skills for weaving and gain sensory experience of materials and an understanding of colour, texture and pattern. They learn about how textiles are used in their own and others' lives.

Cross Curricular Related

This unit links to ongoing skills by reinforcing and extending understanding different art techniques and different media.

New language introduced in this unit

Natural, made, recycled, velvet, net, lace, satin, cotton, polyester, colour, form, texture, pattern, flexible, soft, smooth, shiny, coarse, fleece, fiber, thread, weaving, loom, warp, weft, shuttle

Expectations at the end of this unit:

All children should be able to:

Use materials to make weavings; describe what they think or feel about their own and others' work. Explore and use natural and made materials to communicate ideas and meanings in a weaving; comment on differences in others' work; suggest ways of improving their own work.

Some children will have progressed further and will:

Investigate and use materials and processes to explore and communicate ideas and meanings; comment on similarities and differences between their own and others' work; adapt and improve their own work.

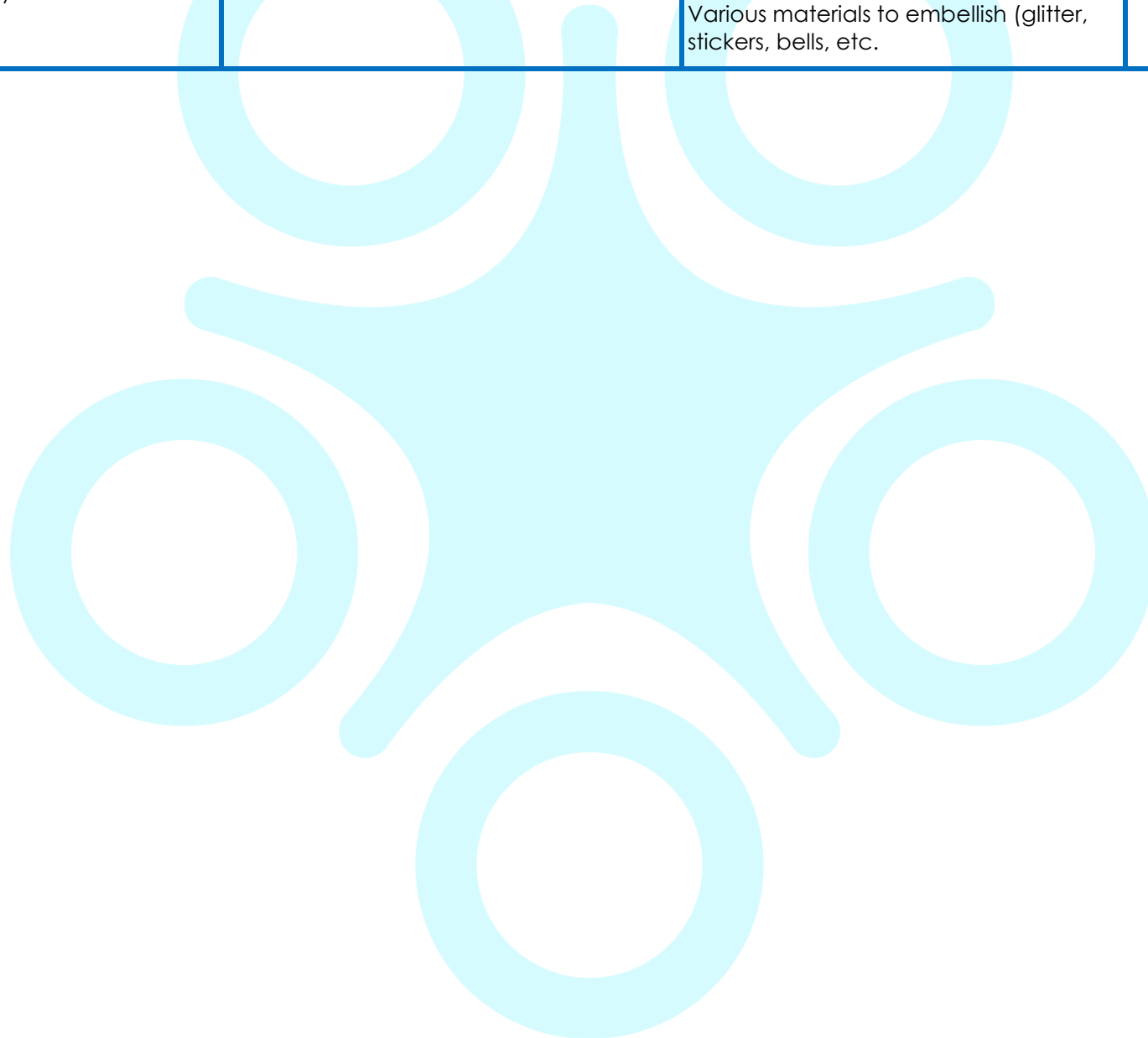


Medium Term Plan Example – Key Stage 1 (Unit 1B Webbing & Weaving)

	Activities	Learning Objectives	Resources Needed (Differentiated Resources in Brackets)	Cross Curricular Links/Theme Opportunities
1	<ul style="list-style-type: none"> Puppetmasters Puppet Task 	Try out different materials when creating art work	Paper, Tissue paper, Paper plates, Popsicle Sticks, Glue Sticks, Scissors	Literacy PSHE School Rules
2	<ul style="list-style-type: none"> Line Up Fabric Investigation Fabric Board 	Explore a range of materials and note my thoughts about them.	Range of Fabric scraps, Large card/paper, glue, scissors, pens/pencils	Nature Fabrics Textiles Literacy
3	<ul style="list-style-type: none"> Making a Loom Weaving 	Explore techniques and methods for weaving patterns	Styrofoam Tray/Carboard/Stiff Paper, Coloured string/paper/ribbon	Fabric and Material Patterns Frameworks Starting Points
4	<ul style="list-style-type: none"> Natural Weave Patterns Material Collection Making a Loom Natural Weaving 	Explore fabrics and materials and their function in patterns and weaving	Stiff paper or card	Nature Local Surroundings Patterns
5	<ul style="list-style-type: none"> Starting Point Planning Stages Loom Making 	Explore a range of loom shapes, styles and materials as a starting point.	Loom Materials (sticks, popsicle sticks, dowling, card, paper, pipe-cleaners, etc.)	Holidays Celebrations Nature Patterns Frameworks Starting Points Planning



6	<ul style="list-style-type: none"> • Rhyme Recap • Weaving a Pattern • Gallery Walk 	Develop skills for creating patterns and weaving	<p>Various materials for weaving (ribbon, string, fabric strips, paper, etc.)</p> <p>Various materials to embellish (glitter, stickers, bells, etc.)</p>	As above Music Literacy
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Overview of Lower Key Stage 2 – Unit 3B Patterns and Printing

Overview of Unit 3B: Patterns and Printing

In this unit children investigate patterns used in and on textiles. They will use these ideas as a starting point for developing their own designs. Children will investigate stencilling and print-making techniques, and will explore ways of combining and organizing shapes, colours and patterns to make a decorative piece.

Cross Curricular Related

This unit links to ongoing skills by reinforcing and extending understanding different art techniques and different media.

New language introduced in this unit

Stencil, stippling, block, print, roller, printing ink, calico, hessian, space, symmetry, identical, reflective, rotate, translation, pattern, repeat, motif

Expectations at the end of this unit:

All children should be able to:

Explore shape, colour and pattern; use stencilling and print-making techniques to make a printed pattern; talk about the differences between their own and others' work; suggest improvements for their own work. Explore how shape and colour can be organised and combined to create patterns for different purposes; collect visual information; experiment with stencilling and print-making techniques to make a printed pattern; comment on similarities and differences between their own and others' work; adapt and improve their own work, according to its purpose.

Some children will have progressed further and will:

Explore relationships between shape, colour and pattern and textile materials and processes; collect visual and other information with a purpose in mind; choose and experiment with materials and techniques to suit their intentions; compare the ideas, methods and approaches used in their own and others' work; improve and adapt their own work according to its purpose.



Medium Term Plan Example – Lower Key Stage 2 (Unit 3B Patterns and Printing)

	Activities	Learning Objectives	Resources Needed (Differentiated Resources in Brackets)	Cross Curricular Links/Theme Opportunities
1	<ul style="list-style-type: none"> Line Up Pattern Investigation Pattern Extension 	Explore a range of patterns and how to extend them	Pattern Cut-Outs Sketchbooks/Paper Pens/Pencils/Crayons/Markers	Patterns Investigating
2	<ul style="list-style-type: none"> Animal Charades Pattern Cats 	Try out different patterns when creating artwork.	Paper Pens/Pencils/Crayons/Markers	Animals Patterns
3	<ul style="list-style-type: none"> Stencils Stippling 	Explore stenciling and stippling techniques	Paper Pencils Scissors Sponge/Brushes Paints	Animals Nature Seasons Holidays
4	<ul style="list-style-type: none"> Block Printing Print creation 	develop original and creative tools to use when creating my art work.	Sponge Black Marker Scissors	Animals Nature Seasons Holidays Shapes Patterns
5	<ul style="list-style-type: none"> Natural printing 	develop original and creative tools to use when creating my art work.	Natural Print Materials (cork, rubber, wood, plastic, etc.) Paints Paper Scissors	Animals Nature Seasons Shapes Holidays



				Patterns
6	<ul style="list-style-type: none"> Class Display 	Apply techniques and process learned throughout this project	Large Display Paper Card Paper Pens/Pencils/Markers Scissors Glue/Blue Tack Sponge Cats Natural Materials Paints	Animals Nature PSHE Holidays Seasons Shapes Patterns Displays



Overview of Upper Key Stage 2 – Unit 6B Pop Art

Overview of Unit 6B: Pop Art

In this unit children explore the Pop Art styles. They explore famous artists and their work as a starting point for making work in two dimensions. They look at how the idea of colour is used to convey emotion and experiment with different methods and techniques.

Cross Curricular Related

This unit links to ongoing skills by reinforcing and extending understanding different art techniques and different media.

New language introduced in this unit

photograph, picture, illustration, painting, collage, sequence, plan, outline, shape

Expectations at the end of this unit:

All children should be able to:	Investigate different methods and techniques to communicate their ideas; comment on differences in their own and others' work; suggest ways of improving their own work
Most children will be able to:	Explore ideas about movement; collect visual and other information on how to communicate emotion using colour; investigate a range of materials and processes and combine and organise line, tone, shape and colour; compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context of the work; adapt and improve their work to realise their intentions
Some children will be able to:	Select relevant visual and other information; manipulate materials and techniques, using visual and tactile qualities to communicate ideas about movement; analyse and comment on ideas, methods and approaches; refine their work to reflect their view of its purpose and meaning



Medium Term Plan Example – Upper Key Stage 2 (Unit 6B Pop Art)

	Activities	Learning Objectives	Resources Needed (Differentiated Resources in Brackets)	Cross Curricular Links/Theme Opportunities
1	<ul style="list-style-type: none"> Intro to Pop Art Andy Warhol Sketching Media Q&A 	explore the work of famous pop artist Andy Warhol	Sketchbooks, drawing materials	
2	<ul style="list-style-type: none"> Task Intro Mickey mouse Book swap 	explore techniques used in Pop Art	chalks/oils, thick paper, sketchbooks, scrap paper, Mickey Mouse outlines	
3-4	<ul style="list-style-type: none"> Task Intro Collage Mickey HOMEWORK 	explore a range of materials and techniques used in Pop Art	range of coloured paper, old magazines, scissors, glue, sketchbooks/thick paper, Mickey mouse outlines	
5	<ul style="list-style-type: none"> Task Intro Task Evaluation 	explore a range of starting points and develop my work	Tracing Paper, Drawing Materials, Watercolours, Brushes, Waterpots, etc.	
6	<ul style="list-style-type: none"> Recap Task Completion Gallery Walk 	develop and refine my work using a range of techniques and materials found in Pop Art	As above	



Lesson Plan Example – Key Stage 1

Year 1, Unit 1B: Webbing & Weaving		Resources: Paper, Tissue paper, Paper plates, Popsicle Sticks, Glue Sticks, Scissors Accompanying Powerpoint: Unit 1b Weaving and Webbing
Lesson no: 1	Duration: 1 hour	
Lesson Objective: Try out different materials when creating my art work.		
Learning Outcome: Use paper in creative ways to make a Pupil Puppet		

	Time	Content	Teaching Points	Group/ Independent activity
Focus Activity	10-15 mins	Puppetmasters - place children in pairs and explain that once child will be the puppet and one will be the puppet master. Call out various actions or positions and get children to arrange their 'puppet' accordingly. Swap if time. Before starting, reinforce ground-rules about respecting others etc.	Make sure children are aware of any touching rules or respect rules in the school.	Extension - in order to engage children you could get them to demonstrate the noises or actions that their monsters might create.



Main Content	25-30 mins	<p>Puppet Task - explain that children are going to make a Pupil Puppet which will demonstrate what a model pupil for their school would look like.</p> <ul style="list-style-type: none"> • Give out paper plates and T-Shirts. Explain that children are going to use paper in creative ways to decorate these. • model some alternative ways to use paper (scrunching into small bunches, twisting, cutting out, etc.). • Ask the children for any other ideas they might have. <p>Creating - separate children into pairs and ask them to decide which colours they will use for their Puppets. Give out paper and allow children to create their Puppets. At end - give out popsicle sticks to attach body to head.</p> <p>Break Up - break up the task by modelling techniques</p> <ul style="list-style-type: none"> • Scrunching paper • Cutting fringes for fur or hair • Making uniforms or shirts • Cutting out shapes for eyes/mouth/nose/hands 	<p>Prepare in advance - cut out T-shirt shapes.</p> <p>Break up this task by using peer assessment and sharing good work. Model good practice and ensure you refocus children at various points.</p>	<p>Group children to support each other</p>
Plenary	10-15 mins	<p>Puppet Show - get volunteers to come to the front and have their puppets 'introduce themselves'. Encourage students to ask the puppets questions about how they were made and what techniques were used.</p>	<p>You may need to point out how things have been done or encourage children to talk using word cards or a word wall.</p>	<p>Extension - children should find a match for their own Pupil Puppet and say what is different between the two.</p>



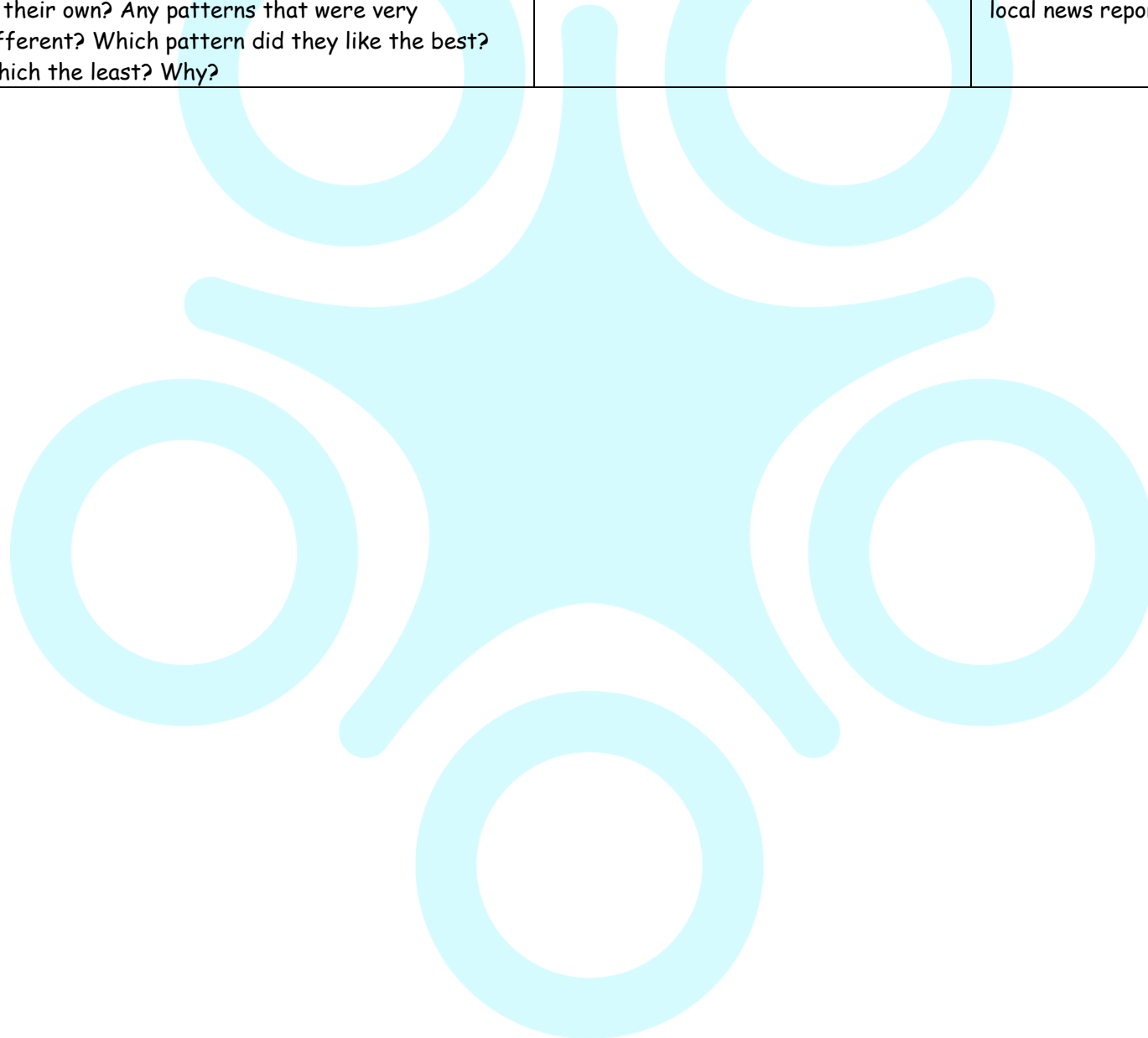
Lesson Plan Example – Lower Key Stage 2

Year 3, Unit 3B: Patterns and Printing		Resources: Accompanying Powerpoint: Unit 3b Patterns and Printing
Lesson no: 1	Duration: 1 hour	
Lesson Objective: Explore a range of patterns and how to extend them		
Learning Outcome: Extend and develop an existing pattern.		

	Time	Content	Teaching Points	Group/ Independent activity
Focus Activity	10-15 mins	Line Up - This is a good starter to introduce the idea of repeating features/patterns. Place children in two or three large groups (at least 5 or 6 per group, preferably more). Tell children that they must place themselves in order of _____ but they must do so without speaking or making any noise (fill in the blank with thinks like age, shoe size, first letter of name, etc.). When a group completes their order, they must sit down and remain silent. Check groups for correct order. The first correct group wins.	Some children may need help with ideas for how to communicate - model miming or how to line up if necessary.	
Main Content	25-30 mins	<p>Pattern Investigation - give out a range of pattern cut-outs and ask children to sort them into categories. Use Q&A to explore what categories children decided to use and why.</p> <p>Pattern Extension - children will use a Pattern cut-out to extend a pattern.</p> <ul style="list-style-type: none"> Give groups a large piece of paper, glue sticks and one of the pattern cut outs Ask children to stick the patter in the centre of their paper and then use pens/pencils/crayons, etc. to extend the pattern to fill the paper 	Encourage children to use appropriate language and vocabulary	Use a word wall/word cards to support this task



Plenary	10-15 mins	<p>Pattern Walk - ask children to rotate around the groups and check out the different boards. Ask them if they found any patterns that were similar to their own? Any patterns that were very different? Which pattern did they like the best? Which the least? Why?</p>	<p>Remind children that they do not touch the art work - they only look.</p>	<p>Extension - if time, encourage children to make a report/review of what they've seen in the style of a local news report.</p>
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Lesson Plan Example – Upper Key Stage 2

Year 6, Unit 6B: Pop Art		Resources: sketchbooks, drawing materials Accompanying Powerpoint: <ul style="list-style-type: none">Unit 6b Pop Art
Lesson no: 1	Duration: 1 hour	
Lesson Objective: Explore the work of famous pop artist Andy Warhol		
Learning Outcome: Sketch a piece of Pop Art in my sketchbook		

	Time	Content	Teaching Points	Group/ Independent activity
Focus Activity	10-15 mins	<p>Introduction to Pop Art - use Powerpoint to introduce. Does anyone know of an artist who created pop art?</p> <p>As class discuss the similarities and differences between the work of the different artists. Whose work do they like and why? Are there any pieces that they do not like? Why?</p>	There were several Pop Artists: Andy Warhol, Robert Rauschenberg, Roy Lichtenstein, and Richard Hamilton.	



Main Content	25-30 mins	<p>Andy Warhol -</p> <p>Explain that we are going to be looking at the work of Andy Warhol over the next couple of weeks. Does anyone know anything about him?</p> <p>Look at his work on Powerpoint. What do children think of his pictures? How do they feel when they know that his picture of Eight Elvises sold for \$100 million? Why is his work worth so much? Discuss the value of art as being as much about the artist and what it says about them and the time they lived as about the art itself.</p> <p>Sketching -</p> <p>Ask the children to choose their favourite Andy Warhol work and sketch it in their sketchbooks.</p> <p>Ask children to then annotate their sketch, listing techniques and skills used and reasoning behind them.</p>	<p>Think about:</p> <p>How does Warhol use colour?</p> <p>How does he create his images?</p> <p>What effect does the repetition of images have?</p> <p>What effect does the use of such unrealistic colour have?</p> <p>Do you like the picture? Why/Why not?</p>	<p>Lower ability children may be more able to simply annotate a piece of Andy Warhol's work in their sketchbooks rather than sketching their own.</p>
Plenary	10-15 mins	<p>Media Q&A -</p> <p>What media could we use to create Warhol style pictures? E.g. pastels, paint, coloured paper for collage effect etc...</p>	<p>List these somewhere for future use</p>	



Lesson Evaluation Example

Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Date of lesson:

Lesson Evaluation: What worked well? What did not work as well?

Success Criteria:

- I know what Pop Art is.....
- I can describe what Pop Art is.....

Did Most Children Meet The Success Criteria?

Strategies for next lesson:

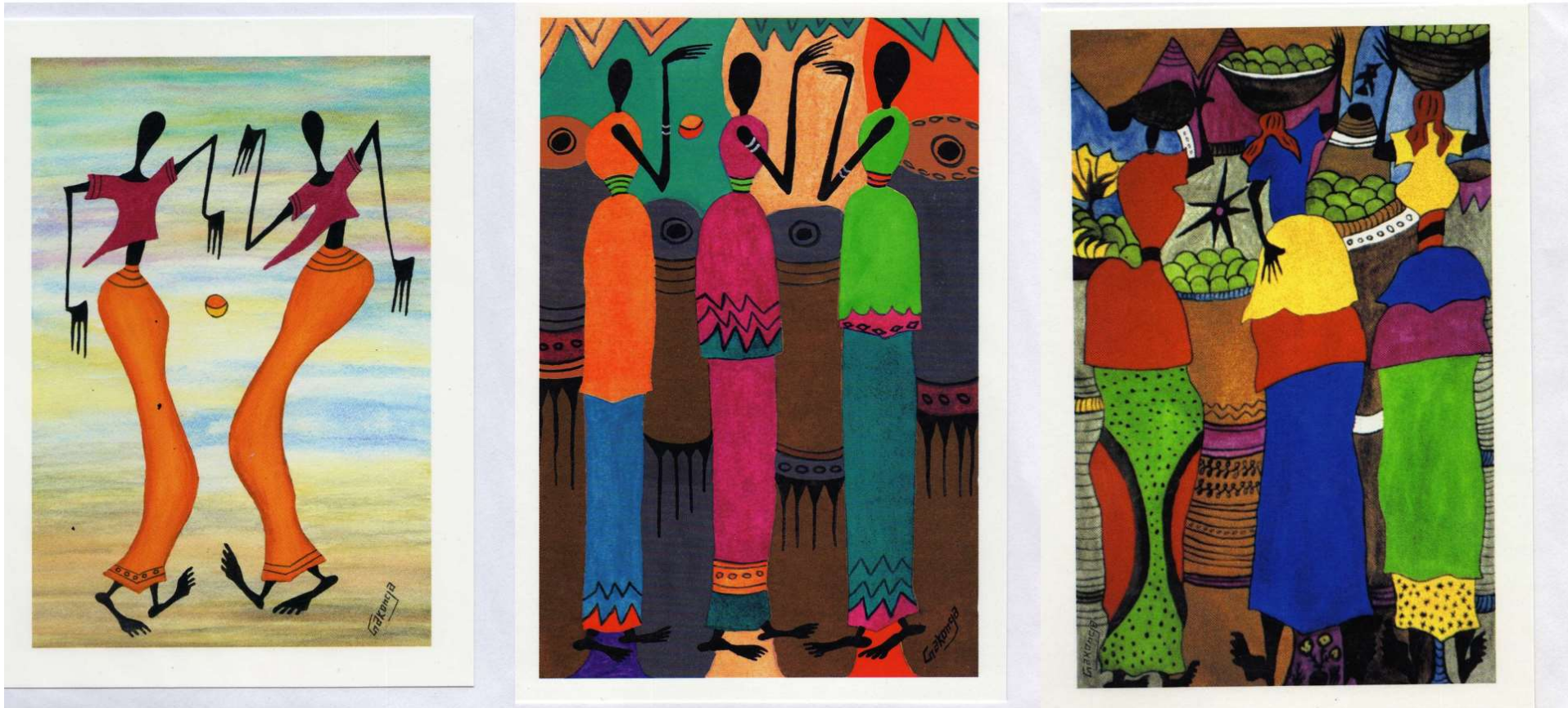


Resources Example - Interactive PowerPoints

LO: Try out different materials when creating art work



LO: develop techniques of using colour appropriately



LO: explore the work of famous pop artist Andy Warhol



Art Work Examples











Frequently Asked Questions

Do your staff have DBS?

Yes, all of our staff have Enhanced DBS checks. A copy of the DBS and all other safeguarding information will be sent to a school via a staff datasheet prior to any staff member's first day of teaching.

Do your staff have Safeguarding training?

Yes, all of our staff undertake safeguarding training annually.

Are your staff all qualified teachers? Have they got QTS?

All of our staff are subject specialists and are not only qualified to teach their given subject but also bring great passion and enthusiasm to teaching their subject. We have Qualified and Non-Qualified Teaching Specialists across our pool of staff with around 60% being QTS. However, during OFSTED inspections and regular lesson observations our Non-QTS staff score on par with our QTS staff.

What training do your staff have?

Prior to any staff member being placed within a school for PPA Cover Ltd they undertake training in areas such as behavior management, classroom management, teaching strategies, lesson pace and delivery, school codes of conduct, child psychology.

What Happens if your staff are off sick?

Our sickness and illness policy states that a staff member must call into the head office before 7am if they are going to be off sick that day. We will then arrange for one of our cover PPA teachers to cover the regular PPA teacher.

Do you do assessments?

Yes, after every lesson the PPA teacher will record an assessment on the lesson evaluation sheet.

Do you do end of year reports?

Yes, towards the end of the school year the PPA teacher will complete reports in accordance with the school's requirements.



What is your Quality Assurance?

Our Quality Assurance firstly starts with our Operations Managers. Every school is assigned an Operations Manager who is tasked with ensuring high quality teaching and learning within any of our PPA subjects. The Operations Manager will assess a school's requirements and then assign the teacher that best meets the school's requirements. The Operations Manager will then conduct termly lesson observations on the PPA teacher to ensure high quality teaching and learning.

Do you complete lesson observations?

Yes, lesson observations are completed by our Operation Managers termly, and a copy of the formal lesson observation is submitted to the school. A member of the schools SLT can also observe alongside the Operations Manager if required.

Will I have a Main Point of Contact?

Yes, all of our schools are designated a School Liaison Officer who will be your direct point of contact, for any questions, queries and support. You will also be assigned a local Operations Manager, who will visit school throughout the Academic Year to provide quality assurance and complete observations on our staff members.

How do I get Feedback?

Feedback from the PPA teacher is given daily in regards to how the lesson went that day or any information that needs to be passed on. Management feedback from lesson observations is given termly via the Operations Manager and School Liaison Officer.

Can you guarantee me the same teacher week in week out?

Yes, you will be assigned one PPA teacher for each PPA subject and this teacher will be assigned to your school for the whole of the academic year.

Are the lessons in-line with the National Curriculum?

Yes, our lesson plans / scheme of work are updated annually to ensure they meet the latest National Curriculum / OFSTED guidelines as well as incorporating best practice.

What about OFSTED Framework Deep Dive?

All schemes of work and lesson plans meet the OFSTED Framework Deep Dive. PPA Cover Ltd. provide each school with documentation evidencing the teaching and learning within each PPA subject. This evidence includes what children have been taught, what curriculum points they have covered, each topic taught and what children have achieved throughout the year.



What If I am unhappy with my provision?

If you are unhappy with any part of your provision, please contact your designated School Liaison Officer as soon as possible to discuss your concerns. A meeting will be arranged for your Operations Manager to visit school within 7 days to complete a full observation. Full support will be provided to the Teacher and school in order to provide a solution to your concerns. A return visit will be scheduled for 14 days' time to ensure the smooth delivery of service, should for any reason this not be the case a replacement teacher will be offered.

What other services do you offer?

We can also provide Lunchtime Clubs and After School Clubs in addition to PPA service on those days, unfortunately we do not offer stand alone clubs. Please ask for further details with a PPA Cover Ltd. representative.

Are there any additional charges?

There are no additional charges to your PPA Cover Service. Registration, Dismissal of the children and daily evaluations are all part of the complete service that we provide.

Further questions or information required do not hesitate to contact us.





CONTACT US!

0800 448 0404

info@schoolppacover.co.uk

www.schoolppacover.co.uk

