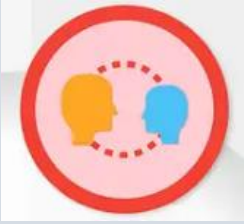






The 'Five a Day' Principles in Art and Design

 <p style="text-align: center;">Explicit Instruction</p>	 <p style="text-align: center;">Cognitive and metacognitive strategies</p>	 <p style="text-align: center;">Scaffolding</p>	 <p style="text-align: center;">Flexible Grouping</p>	 <p style="text-align: center;">Using Technology</p>
<ul style="list-style-type: none"> • I do, we do, you do teacher approach • Clear and unambiguous language • Using diagrams, images or videos to aid understanding 	<ul style="list-style-type: none"> • Revisit prior learning in each lesson – last lesson, last week, last term, last year etc • Pre-teach new vocabulary • Repetition and re-capping of new vocabulary • Opportunities to mark and evaluate own learning • Teacher modelling 	<ul style="list-style-type: none"> • Appropriate level of challenge • Task plans • Pre-teaching • Visual representations • Practical activities • Different sized tools for hand grips 	<ul style="list-style-type: none"> • Allocating groups flexibly, based on the individual needs that pupils currently share with other pupils. • Grouping pupils together where they all need additional instruction to carry out a skill, remember a fact or understand a concept • Collaborative learning across pupils with a range of attainment levels. 	<ul style="list-style-type: none"> • Avoid white IWBs • IPADS, Chrome books, talking postcards etc used to record learning • Researching • Videos used to model and explain new concepts