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**Interview for the PGCE in Art and Design**

Congratulations on having been offered an interview for a place on the PCGE course for September 2024. As you will have read from the pre-interview information online, the interview process provides an insight into the course and an opportunity for you to ask questions. The interview will comprise of several different activities that enable you to demonstrate a variety of attributes and skills that successful teachers draw upon to enable learning to happen in the classroom and therefore is fair and rigorous.

This document provides an overview of the subject element of the interview and should be read in conjunction with the main webpage. There are two key processes that make up the subject element of the selection process:

**THE SUBJECT INTERVIEW**

You will have a specialist subject interview which is usually in a small group consisting of other Art and Design PGCE Secondary candidates and is designed to introduce you the Art and Design requirements and for you to get a flavour of the nature and demands of the subject element of your PGCE. It aims to build upon the process of reflecting which began when you applied for the PGCE, on how your own creative practice relates to your intentions as an art and design teacher, what are your reasons for wanting to be a teacher of art and design in the secondary sector, what you see as the importance of art and design in education.

**You need to present your Art Portfolio**

The subject interview includes a presentation of your portfolio and discussion. Your interview portfolio will be instrumental in this and therefore it should clearly illustrate your range of experiences, skills, knowledge and understanding in Art, Design, Craft (include the full range of materials, processes and ways of working). It should include:

* Your degree work
* If you have already completed your degree, work since graduation, recent and current work
* A discussion about your creative lesson planning task from the morning’s Group interview – remember this should not be based on your specialist subject. See notes about the Group interview
* And where you have examples; workbooks, 2D and 3D work, digital media, etc. DO NOT include any work you produced prior to a BTEC Foundation or a National Diploma course.

The portfolio can be in any form, and applicants often share their websites, send links to folders of images, or present a Powerpoint online.

If you have been working with pupils/students then bring a representative selection of examples of the work you have been involved in teaching/supporting/facilitating.

Pay careful attention to the quality of presentation of your portfolio as I am looking for presentation that demonstrates your ability to communicate with others in an appropriate manner.

**Discussion**

Other topics discussed will include your:

* previous experience of working with young people in educational settings
* view of how Art and Design could/should be taught in the classroom
* present skills base and your associated cultural knowledge
* developmental needs

**THE INITIAL SUBJECT KNOWLEDGE AUDIT IN ART and DESIGN**

Below you will find a copy of the Initial Subject Knowledge Audit in Art and Design which will help you and I to assess your current level of readiness for the course. I would be grateful if you would return your completed version of this document to me via email at least two days prior to your interview day at Canterbury. Should this not be possible, I would ask you to contact me in advance. My email address is [emily.smith@canterbury.ac.uk](mailto:emily.smith@canterbury.ac.uk)

I wish you luck with your preparations for the interview and look forward to meeting you on the day.

Kind wishes,

Emily Walker-Smith

Secondary subject lead for Art and Design in Initial Teacher Education

Canterbury Christ Church University



**Secondary Initial Subject Knowledge and Pedagogical Content Development Audit in Art & Design**

**Name:**

**Date:**

What do your levels of competence/confidence look like in different areas?

For each area listed below indicate where you assess your level of competence/confidence to be currently. Please use the descriptions provided and be frank and honest in your self-assessment.

Important note:

The level descriptions should be used as a guide rather than a check list, to aid you. We are not expecting you to be able to demonstrate many areas at level 3 or 4 at this stage, therefore do not worry about ticking any of the boxes as this audit is used as a tool to help support and develop your subject knowledge rather than a judgement tool.

1. Some/None: No idea or unsure, insecure knowledge. Need to look it up or refresh knowledge Know the rules but need to refresh knowledge/skills

2. I know and can do: Quickly recall, answer exam style questions without a prompt. Know the key information, meanings and have the knowledge

3. I understand and can explain: Focus on teaching: Can explain how and why to someone else. Can use analogies, models or similar. Can link prior knowledge and next development stages. Understands the progression in a topic

4. I can help others to learn: Focus on individual learning and understanding: Can interconnect and link to other topics. Use relevance and everyday applications to motivate. Anticipate problems and difficulties through use of common misconceptions and other strategies. Understand conceptual structure. Deconstruct learning into manageable chunks. Enable meta-cognition

Then reflect on the 8 questions that follow.

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| **Area** | **1** | **2** | **3** | **4** |
| Your own abilities to use a range of 2D media and processes |  |  |  |  |
| Your own abilities to use a range of 3D media and processes |  |  |  |  |
| Your own knowledge of Critical and Contextual Studies |  |  |  |  |
| Your own abilities to use new technologies to create work |  |  |  |  |
| Your own abilities to use ICT for administration purposes |  |  |  |  |
| Your confidence in your ability to advise, discuss and teach students/pupils to develop work using a range of 2D media and processes |  |  |  |  |
| Your confidence in your ability to advise, discuss and teach students/pupils to develop work using a range of 3D media and processes |  |  |  |  |
| Your confidence in your ability to encourage students/pupils to record first-hand observations |  |  |  |  |
| Your confidence in your ability to integrate new technologies  into your teaching |  |  |  |  |
| Your confidence in your ability to integrate Critical and Contextual Studies in your teaching to develop student/pupils understanding of art, craft and design from different cultures, times and contexts |  |  |  |  |

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| What particular strengths have you in your own creative practice which you can use to inform your pedagogical practice? |
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| How do you intend to develop your weaker areas of creative practice and knowledge? |
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| In no more than100 words outline what your current creative practice is concerned with. (Place the word count at the end of your statement.) |
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| Highlight any other experiences or interests you have as a creative practitioner that you could utilise in your work with pupils/students. |
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| In no more than 100 words illustrate clearly your reasons for wanting to be a teacher of art and design in the Secondary sector. (Place the word count at the end of your statement.) |
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| In no more than100 words comment on the following quotation: “**Art, images, artifacts, songs; culture are the principal means by which Human beings define themselves.”** Bob and Roberta Smith. (Place the word count at the end of your statement.) |
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| In no more than 100 words reflect on the positive features of the National Curriculum for Art and Design 2014. (Place the word count at the end of your statement.) |
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| In this section mind map the key issues you believe should be addressed in art and design education in the secondary sector the 21st Century. |
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