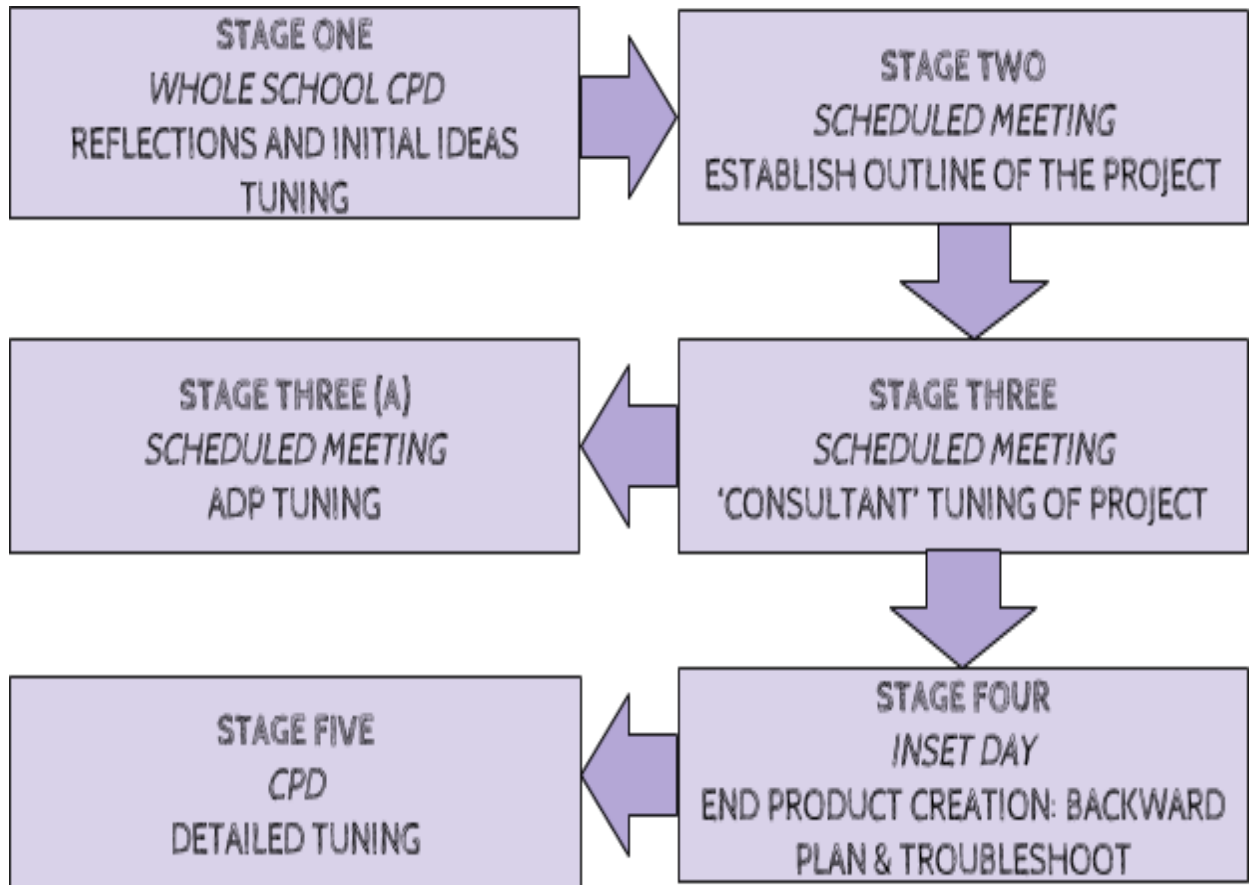


ESSENTIAL QUESTION:	
PRACTITIONERS:	
SUBJECT AREAS:	
YEAR GROUP:	
NO. OF STUDENTS:	
TOTAL HOURS:	

CHECKLIST:

COMPONENT	CONSULTANT	DEPT/YEAR	MIXED PANEL
ESSENTIAL QUESTION			
AUDIENCE / EXHIBITION			
END PRODUCT			
SIGNIFICANT CONTENT			
RIGOROUS ASSESSMENT			
TIMELINES / TRANSPARENCY			
STUDENT CHOICE			
GROUNDING TEXT			



STAGE	CHECK	DATE
ONE		
TWO		
THREE		
THREE (a)		
FOUR		
FIVE		

STAGE ONE:

REFLECTION OF PREVIOUS PROJECT

What was good about the project?
<ul style="list-style-type: none">●●●●●
What would you have done differently?
<ul style="list-style-type: none">●●●●●
What are your key learnings from the experience?
<ul style="list-style-type: none">●●

IDEA TUNING PREP

CURRICULUM 'NON-NEGOTIABLES' (IF ANY)	

ESSENTIAL QUESTION IDEA(S)
END PRODUCT IDEA(S)
AUTHENTIC AUDIENCE / EXHIBITION IDEA(S)
ANY OTHER IDEAS (CONTENT/ACTIVITIES/TRIPS ETC)

IDEA TUNING (25 MIN)

NOTES FROM TUNING	
WWW	IMPROVEMENTS

COMPLETE THIS STAGE BEFORE THE 'CONSULTANT MEETING' STAGE. IF THIS IS A COLLABORATIVE PROJECT, THIS STAGE SHOULD BE COMPLETED WITH YOUR TEACHING PARTNER / TEACHING ASSISTANT

Enquiry Question / Real World Problem

What is the question or problem that will help frame students' understanding?

Authentic Audience / Exhibition

Who is the right audience for this type of outcome? Will they have a specific role?

Products / Outcomes

What is the main product? What professional role will students play?

Grounding Text / Key Stimulus

What is the grounding text or stimulus that can be used as a main reference?

Possible Activities, Trips and Opportunities

Resources Needed

Significant Content

Overview of knowledge / skill covered	Links to National Curriculum / GCSE / other external measures

Rigorous Assessment

Project Skills	Description:	How will this be assessed?
Organisation	Ability to plan and meet deadlines	
Critiquing & evaluation	Ability to give and receive feedback given kind, specific and helpful advice	
Collaboration & communication	Ability to reflect on and evaluate story of learning	
Grit	Effort put into project sessions on a consistent basis	

Assessed Outcome(s):	Subject	How will this be assessed?

STAGE THREE:

PRESENT YOUR PROJECT TO THE 'CONSULTANT' PANEL. RECORD ANY FEEDBACK ON THIS DOCUMENT.

WWW

AREAS FOR DEVELOPMENT

STAGE THREE (a):

IF NEEDED, PRESENT YOUR PROJECT TO THE ART AND DESIGN CONSULTANT. RECORD ANY FEEDBACK ON THIS DOCUMENT.

WWW

AREAS FOR DEVELOPMENT

STAGE FOUR:

BACKWARDS PLANNING DAY. MAKE THE OUTCOMES OF THE PROJECT AND PRODUCE A TIMELINE OF YOUR PROJECT. ADAPT THE TABLE AS NECESSARY. REMEMBER TO BUILD IN 'CONTINGENCY' TIME (ABOUT 2 WEEKS) IN ORDER TO COPE WITH UNFORESEEABLE PROBLEMS / TIMETABLE CHANGES.

<i>WEEK</i>	<i>KEY ACTIVITIES</i>	<i>MILESTONES/DEADLINES</i>
12		
11	<i>EXHIBITION</i>	<i>EXHIBITION</i>
10		
9		
8		
7		
	<i>HALF TERM</i>	<i>HALF TERM</i>
6		
5		
4		
3		
2		
1		

STAGE FIVE:

THIS IS A DETAILED TUNING BY A MIXED PANEL OF A STUDENT, STUDENT / PRIMARY ACHIEVEMENT COACH, PRIMARY / SECONDARY TEACHERS AND TEACHERS FROM OUTSIDE YOUR DEPARTMENT. YOU SHOULD PRESENT ALL OF YOUR PLANNING AND EXAMPLES YOU HAVE CREATED TO THE PANEL.

WWW
AREAS FOR DEVELOPMENT