Encounter variants

Creative Arts · Autumn 2 · Week 2 · Public

This guide preserves the Week 7 pack’s encounter support. It offers planning choices for a later real arts encounter. It does not confirm a visitor, visit, booking or completed experience. Week 2 performance practice does not itself establish an encounter.

Before making a plan

Check the intended purpose, staff arrangements, accessibility, consent and safeguarding requirements. Keep pupil names and identifying details out of public resources. Confirm real arrangements separately before telling pupils an event will happen.

Pupil choice

I would like to find out about ___ because ___.

_____

_____

My question is ___.

_____

_____

A visit to an arts setting

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Status: unconfirmed until the owner has confirmed the actual arrangement.

• Choose a real arts setting and clarify what pupils will actively try or observe.

• Check travel, access, quiet spaces, staffing and timing locally.

• Offer a short visual plan and a supported question.

• At the actual encounter, record what the individual pupil did, saw or heard and learnt.

• Keep the actual date, the role of the artist or arts group, and the pupil's own account.

Confirmed date and arrangements _____

_____

_____

Active pupil task _____

_____

_____

A visitor or live conversation

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Status: unconfirmed until the owner has confirmed the actual arrangement.

• Invite a real arts practitioner or arts group through the usual approved route.

• Agree a brief demonstration and an active pupil task in advance.

• Check access, communication, technology if used, consent and staff support.

• Use a trusted adult to repeat a short question or scribe exact pupil words.

• After the real event, record the actual interaction and individual learning.

Confirmed date and arrangements _____

_____

_____

Active pupil task _____

_____

_____

Record only what happened

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A plan or a model answer is not a completed encounter. Keep unanswered questions and gaps visible. If a planned encounter changes, update the plan and offer a calm explanation. Never invent a response, attendance or a pupil comment.

Actual date _____ Pupil code _____

_____

I tried or found out ___.

_____

The artist or arts group showed ___.

_____

I asked or chose ___.

_____

I learnt ___.

_____

Evidence file and page ___.

_____

One task still to do ___.

_____