**Primary 5-11 Curriculum Map (Art)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1** | To understand the place of art and design in the National Curriculum.  To recognise some of the potential barriers to effective teaching of art and design.  To be introduced to key pedagogical discussions around the teaching of primary art and design.  To develop an understanding of the elements of art, in particular line.  **SEND / adaptive teaching point – access to different drawing tools / pencil grips** | 1.1, 1.2, 1.3  3.1, 3.2, 3.5  4.3, 4.4  5.1, 5.2. 5.3 | 1c, 1d  3d  3u  4b | ACCESS ART (n.d) *Why we Need to Teach Drawing in School [online]* Available from <https://www.accessart.org.uk/why-we-need-to-teach-drawing-in-school/>  DEPARTMENT FOR EDUCATION, 2013. *Art and Design Programmes of Study: Key stages 1 and 2 (National Curriculum in England)* *[online].*  Available from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/239018/PRIMARY\_national\_curriculum\_-\_Art\_and\_design.pdf  FABIAN, M. (2005) *Drawing is a Class Act* Dunstable. Brilliant Publications  GREGORY, P., MARCH C. and TUTCHELL, S. (2020) *Mastering primary art and design*. London: Bloomsbury Academic.  OFSTED, 2012. *Art, Craft and Design Education: Making a Mark* [online]. Available from <https://www.gov.uk/government/publications/art-craft-and-design-education-making-a-mark>  OFSTED, 2023. *Research Review Series: Art and Design [online]* Available from <https://www.gov.uk/government/publications/research-review-series-art-and-design> | Questioning |
| **Session 2** | To understand the place of art and design in the National Curriculum.  To recognise some of the potential barriers to effective teaching of art and design and how to address these through effective planning and teaching.  To develop an understanding of the elements of art, in particular colour.  To further develop awareness of key pedagogical discussions around the teaching of primary art and design.  **SEND / adaptive teaching point – how to adapt for children who are colour blind.** | 5.1, 5.2. 5.3  7.1 | 4d  1b, 1c  3u  6p | DEPARTMENT FOR EDUCATION, 2013. *Art and Design Programmes of Study: Key stages 1 and 2 (National Curriculum in England)* *[online].*  Available from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/239018/PRIMARY\_national\_curriculum\_-\_Art\_and\_design.pdf  GREGORY, P., MARCH C. and TUTCHELL, S. (2020) *Mastering primary art and design*. London: Bloomsbury Academic.  OFSTED, 2023. *Research Review Series: Art and Design [online]* Available from <https://www.gov.uk/government/publications/research-review-series-art-and-design> | Subject knowledge retrieval quiz  questioning |
| **Session 3** | To understand the place of art and design in the National Curriculum.  To consider the progression of key making skills across the key stages.  To 'teach’ a short art warm-up activity to a group of peer, demonstrating an awareness of key pedagogical principles in art and design.  To develop an understanding of some key practical skills that can be developed in art and design (printing).  **SEND / adaptive teaching point – considering sensory needs when printing or in ‘messy art’ activities.** | 5.1, 5.2. 5.3  6.1  7.1 | 4b  6p  1a. 1b  3u | DEPARTMENT FOR EDUCATION, 2013. *Art and Design Programmes of Study: Key stages 1 and 2 (National Curriculum in England)* *[online].*  Available from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/239018/PRIMARY\_national\_curriculum\_-\_Art\_and\_design.pdf  OFSTED, 2023. *Research Review Series: Art and Design [online]* Available from <https://www.gov.uk/government/publications/research-review-series-art-and-design> | Subject knowledge retrieval quiz  questioning  Observation of trainee enactment |
| **Session 4** | To understand the place of art and design in the National Curriculum.  To plan an art lesson, showing an awareness of key pedagogical principles of art and design.  To develop an understanding of the elements of art, in particular, texture.  **SEND / adaptive teaching point – collage as an accessible art form (Henri Matisse as an example). Challenges of specific tools such as scissors.** | 4.15 | 1b, 1c  3u  6p | DEPARTMENT FOR EDUCATION, 2013. *Art and Design Programmes of Study: Key stages 1 and 2 (National Curriculum in England)* *[online].*  Available from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/239018/PRIMARY\_national\_curriculum\_-\_Art\_and\_design.pdf  OFSTED, 2023. *Research Review Series: Art and Design [online]* Available from <https://www.gov.uk/government/publications/research-review-series-art-and-design> | Subject knowledge retrieval quiz  questioning  Observation of trainee enactment |
| **Lecture 1** | To understand the importance of developing good subject knowledge in art.  To understand how to develop visual literacy and cultural capital through responding to art. | 2.1, 2.3, 2.4  2.7, 2.8  3.10  4.7, 4.9, 4.10 | 2k  3d  3u  4b | Department for Education, 2013. *Art and Design Programmes of Study: Key stages 1 and 2 (National Curriculum in England)*  SWARTZ, D. (1997) *Culture & Power : The Sociology of Pierre Bourdieu.* London: University of Chicago Press  TERRENNI, L. (2015) *Young children's learning in art museums: a review of New Zealand and international literature*  *European Early Childhood Education Research Journal, 2015Vol. 23, No. 5, 720–742,*  OFSTED, 2023. *Research Review Series: Art and Design [online]* Available from <https://www.gov.uk/government/publications/research-review-series-art-and-design> |  |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  Observe how expert colleagues organise and manage the classroom (including resources) in order to maintain a safe and inclusive environment.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Trainees understand how expert colleagues manage the organisation of an art lesson (transitions, groupings and using equipment) in order to create a safe and inclusive environment.  Trainees have secure subject knowledge relating to a specific art lesson and demonstrate this through modelling of practical knowledge, theoretical knowledge (specific artists, movements, techniques and vocabulary) and disciplinary knowledge (the ability to facilitate and engage in broader discussions around art – *What is art? What value does art have? What makes ‘good’ art?)*  Trainees understand that an art lesson is part of a sequence in which knowledge and skills are developed.  Trainees are able to identify specific components of knowledge that need to be developed within a lesson (whether these are convergent or divergent endpoints)and can plan and teach effectively to allow children to progress towards these endpoints. They are able to draw upon their art subject knowledge in order to implement the appropriate pedagogy for the task (such as modelling, scaffolding, questioning).  Trainees are beginning to make judgements around a child’s progress in art. | 1.1, 1.2, 1.3  3.2, 3.5  4.3, 4.4  5.1, 5.2. 5.3  7.1  3.1 | 1a, 1b  3u  4b  3d | OFSTED, 2023. *Research Review Series: Art and Design [online]* Available from <https://www.gov.uk/government/publications/research-review-series-art-and-design>  GREGORY, P., MARCH C. and TUTCHELL, S. (2020) *Mastering primary art and design*. London: Bloomsbury Academic. | Weekly Development Summary  Lesson Observations  Link Tutor |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1** | To explore the use of a sketchbook in a sequence of lessons.  To plan a sequence of lessons, inspired by an artist.  **SEND / adaptive teaching point – non-normative approaches to art through sketchbook use / exploratory drawing activities.**  **Access to different drawing tools / pencil grips** | 1.3,  3.2, 3.3, 3.5  3.20,  2.2, 2.7, 2.8  4.1  3.3  5.1, 5.3, 5.7  6.1 | 3c, 3t, 4p, 4q, 6f  4b, 4j  2c, 5a, 5e | ROBINSON, G., MOUNTAIN, A., HULSTON, D., (2011) *Think Inside the Sketchbook* , Glasgow, Collins  TTS (2017) The use of sketchbooks at Gomersal Primary School, *TTS Group* [online] | Subject knowledge retrieval quiz  questioning  Observation of trainee enactment |
| **Session 2** | To consider ways to develop a sequence of lessons in art by using a cross-curricular / thematic approach  To understand the benefits and drawbacks of using a cross-curricular / thematic approach  To further develop practical skills around the elements of art (line)  To plan a sequence of lessons  **SEND / adaptive teaching point – non-normative approaches to art through sketchbook use / exploratory drawing activities.**  **Access to different drawing tools / pencil grips** | 1.3,  3.2, 3.3, 3.5  4.1  6.1 | 3c, 3t, 4o, 4p, 6f  2c, 5a, 5e  4b, 4j  3d, 3g  3a  3c, 4a | GREGORY, P., MARCH C. and TUTCHELL, S. (2020) *Mastering primary art and design*. London: Bloomsbury Academic.  OFSTED, 2012. *Art, Craft and Design Education: Making a Mark* [online]. Available from <https://www.gov.uk/government/publications/art-craft-and-design-education-making-a-mark>  OFSTED, 2023. *Research Review Series: Art and Design [online]* Available from <https://www.gov.uk/government/publications/research-review-series-art-and-design> | Subject knowledge retrieval quiz  questioning  Observation of trainee enactment |
| **Session 3** | To consider ways to develop a sequence of lessons in art by using a cross-curricular / thematic approach  To understand the benefits and drawbacks of using a cross-curricular / thematic approach  To plan a sequence of lessons  **SEND / adaptive teaching point – non-normative approaches to art through sketchbook use / exploratory drawing activities.**  **Access to different drawing tools / pencil grips** | 1.3,  3.2, 3.3, 3.5  4.1 | 3c, 3t, 4o, 4p, 6f  2c, 5a, 5e  4b, 4j  3d, 3g | GREGORY, P., MARCH C. and TUTCHELL, S. (2020) *Mastering primary art and design*. London: Bloomsbury Academic.  OFSTED, 2012. *Art, Craft and Design Education: Making a Mark* [online]. Available from <https://www.gov.uk/government/publications/art-craft-and-design-education-making-a-mark>  OFSTED, 2023. *Research Review Series: Art and Design [online]* Available from <https://www.gov.uk/government/publications/research-review-series-art-and-design> | Subject knowledge retrieval quiz  questioning  Observation of trainee enactment |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Trainees have secure subject knowledge relating to a specific art lesson and demonstrate this through modelling of practical knowledge, theoretical knowledge (specific artists, movements, techniques and vocabulary) and disciplinary knowledge (the ability to facilitate and engage in broader discussions around art – *What is art? What value does art have? What makes ‘good’ art?)*  Trainees understand that an art lesson is part of a sequence in which knowledge and skills are developed.  When teaching in a cross-curricular manner, trainees are able to identify specific components of knowledge that need to be developed within art. They explore ways in which to meet these endpoints without diminishing the outcomes in other subjects which are part of the cross-curricular approach.  They are able to draw upon their art subject knowledge in order to implement the appropriate pedagogy for the task (such as modelling, scaffolding, questioning).  Trainees make judgements around a child’s progress in art.  Trainees establish / maintain effective classroom management systems which are appropriate to an art lesson. | 1.2, 1.3, 2.7, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.2, 4.3, 4.4, 4.6, 4.7,  5.1, 5.3, 5.5, 6.1, 6.5 7.1 7.2 | 1.b  1.c  2.a  2.b  2.c  2.d  2.e  2.h  3.a  3.c  3.d  3.e  3.f  3.g  3.i  3.j  4.a  4.b  4.e    5.b  5.c  5.e  6.f  6.g  7.b  7.d  7.j  7.k  7.n | GREGORY, P., MARCH C. and TUTCHELL, S. (2020) *Mastering primary art and design*. London: Bloomsbury Academic.  OFSTED, 2012. *Art, Craft and Design Education: Making a Mark* [online]. Available from <https://www.gov.uk/government/publications/art-craft-and-design-education-making-a-mark>  OFSTED, 2023. *Research Review Series: Art and Design [online]* Available from <https://www.gov.uk/government/publications/research-review-series-art-and-design> | Weekly Development Summary  Lesson Observations  Link Tutor |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1** | To consider how schools might use schemes of work to form a basis for their art curriculum and how these schemes can / should be adapted in order to reflect the context of a specific school.  To consider a scheme’s approach to the development of practical skills and to further develop trainee practical skills in art. | 1.6  2.7  3.1  4.1 | 2c  2h  2j  3f  3k  3t  4n  5i  5j  5k  5o | ACCESS ART (n.d) *Why we Need to Teach Drawing in School [online]* Available from <https://www.accessart.org.uk/why-we-need-to-teach-drawing-in-school/> ACCESS ART (2022) *ACCESSART PROGRESSION OF SKILLS YEARS 1 TO 6* [online] Available from [AccessArt-Progression-of-Knowledge-Skills-with-Links.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.accessart.org.uk%2Fwp-content%2Fuploads%2F2022%2F05%2FAccessArt-Progression-of-Knowledge-Skills-with-Links.docx&wdOrigin=BROWSELINK) DEPARTMENT FOR EDUCATION, 2013. *Art and Design Programmes of Study: Key stages 1 and 2 (National Curriculum in England)* *[online].*  Available from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/239018/PRIMARY\_national\_curriculum\_-\_Art\_and\_design.pdf  FABIAN, M. (2005) *Drawing is a Class Act* Dunstable. Brilliant Publications  GREGORY, P., MARCH C. and TUTCHELL, S. (2020) *Mastering primary art and design*. London: Bloomsbury Academic.  NSEAD, 2022 *The Framework for Progression, Planning for Learning, Assessment, Recording and Reporting* [online]. Available from <https://www.nsead.org/resources/curriculum/assessment/assessment-and-progression/>  OFSTED, 2012. *Art, Craft and Design Education: Making a Mark* [online]. Available from <https://www.gov.uk/government/publications/art-craft-and-design-education-making-a-mark>  OFSTED, 2023. *Research Review Series: Art and Design [online]* Available from <https://www.gov.uk/government/publications/research-review-series-art-and-design> | Subject knowledge retrieval quiz  Questioning  Group work presentations  Observation of trainee enactment |
| **Session 2** | To compare published progression frameworks, such as the one from NSEAD (art subject association) and consider the differences.  To explore the wider discussion around assessment in art.  To further develop practical skills in art. | 6.1  6.2  6.3  6.4  6.5 | 6a  6b  6c  6e  6f  6g  6n | Subject knowledge retrieval quiz  Questioning  Group work presentations  Observation of trainee enactment |
| **Session 3** | To consider how schools might use published progression frameworks, such as the one from NSEAD (art subject association) in conjunction with their existing long-term plans.  To further develop practical skills in art. | 1.6  2.7  3.1  4.1  6.1  6.2  6.3  6.4  6.5 | 2c  2h  2j  3f  3k  3t  4n  5i  5j  5k  5o  6a  6b  6c  6e  6f  6g  6n | Subject knowledge retrieval quiz  Questioning  Group work presentations  Observation of trainee enactment |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Plan a sequence of lessons in all core and foundation subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Trainees have secure subject knowledge relating to a specific art lesson and demonstrate this through modelling of practical knowledge, theoretical knowledge (specific artists, movements, techniques and vocabulary) and disciplinary knowledge (the ability to facilitate and engage in broader discussions around art – *What is art? What value does art have? What makes ‘good’ art?)*  Trainees understand that an art lesson is part of a sequence in which knowledge and skills are developed. They understand that the progression in art is mapped across a whole school’s curriculum and they use the school’s long-term plans to support their own planning.  When teaching in a cross-curricular manner, trainees are able to identify specific components of knowledge that need to be developed within art. They explore ways in which to meet these endpoints without diminishing the outcomes in other subjects which are part of the cross-curricular approach.  They are able to draw upon their art subject knowledge in order to implement the appropriate pedagogy for the task (such as modelling, scaffolding, questioning).  Trainees use their subject knowledge to assess and give feedback to individuals. Their assessment, when appropriate, informs their planning.  Over the course of a sequence of lessons, trainees make judgements around a child’s progress in art, drawing upon a range of evidence. This evidence is in line with the school’s assessment document (or, in the absence of such guidance, the trainee should use a published progression framework).  Trainees establish / maintain effective classroom management systems which are appropriate to an art lesson. | 1.2, 1.3, 2.7, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.2, 4.3, 4.4, 4.6, 4.7,  5.1, 5.3, 5.5, 6.1, 6.5 7.1 7.2 | 2c  2h  2j  3f  3k  3t  4n  5i  5j  5k  5o  6a  6b  6c  6e  6f  6g  6n | GREGORY, P., MARCH C. and TUTCHELL, S. (2020) *Mastering primary art and design*. London: Bloomsbury Academic.  NSEAD, 2022 *The Framework for Progression, Planning for Learning, Assessment, Recording and Reporting* [online]. Available from <https://www.nsead.org/resources/curriculum/assessment/assessment-and-progression/>  OFSTED, 2012. *Art, Craft and Design Education: Making a Mark* [online]. Available from <https://www.gov.uk/government/publications/art-craft-and-design-education-making-a-mark>  OFSTED, 2023. *Research Review Series: Art and Design [online]* Available from <https://www.gov.uk/government/publications/research-review-series-art-and-design>  Sewell, K. (ed.) (2021) Planning the primary national curriculum : a complete guide for trainees and teachers. Third edn. Los Angeles: Learning Matters  Webster, M. and Misra, S. (2015) Teaching the primary foundation subjects. Maidenhead: McGraw-Hill/Open University Press | Weekly Development Summary  Lesson Observations  Link Tutor |