**Primary Early Years 3-7 Curriculum Map (Art)**

***Post Graduate Programme***

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| **University Curriculum** |
| **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****EAD 1.5 hours** | Develop critical awareness of the nature of children’s early artistic development, considering prior learning and other factors which may contribute to artistic development, such as individual needs and cultural background. To begin to develop knowledge of art pedagogy and key contributors to the development of art education in the early years. To understand that Art contributes to children’s holistic development, cultural identity and cultural development. The key approaches to teaching art - vocabulary, concepts and processes within the context of the EYFS Holistic Curriculum Trainees will be introduced to key policy documents relating to this area of learning and the associated NC areas. With an opportunity to reflect on what must be taught in the Early Years as well as how it is delivered.Trainees will consider how to provide opportunities for children to learn essential art skills and consider the place for direct teaching alongside child led learning. | 1.1, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2, 3.6 3.7, 3.10,  4.7,  5.1, 5.2,        | 4A, 4B, 4E, 4H, 4J, 4M, 4N, 5J, 5K, 6C, 6D, 6E, 6F, 6G        | Chilvers, D. (2012) “Eyfs Best Practice: Be Specific … Expressive Arts and Design,” Nursery World, 2012(11). doi: 10.12968/nuwa.2012.9.11.1097437.Department for Education (2022) Statutory framework for the early years foundation stage. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>DfE (2021) *Development matters*, *GOV.UK*. Available at: https://www.gov.uk/government/publications/development-matters--2 (Accessed: 27 June 2023). Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. Available at: https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdfThompson, P. and Maloy,L.(2022) ‘The benefits of art, craft and design education in schools: a rapid evidence review’, National Society for Education in Art and Design, page 10Penfold, L. (2019) What is the role of materials in children’s learning through art? Art. Play. Children. Learning. Blog post. Theory-led piece on children’s use of materials.Statutory framework for the early years foundation stage – [(publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)Terenni,L. (2015) Young Children’s Learning in Art Museums: A Review of New Zealand and International Research Literature in European Early Childhood Education Research Journal Vol 23:5  | In class discussions Self-reflectionsObservations of students within the sessionFeedback to tutorIn session task |
| **Session 2****EAD 1.5hours** | Begin developing knowledge of National Curriculum, the Art Curriculum, key resources to teach Art, Art terminology.  Consider the OFSTED Art Research Review and understand the implications for teaching.  To develop knowledge of how children’s knowledge and skills develop in art, including the 3 forms of knowledge and the importance of planning a sequenced curriculum to allow for progression.  |  |  | Trainees will produce a lesson plan for an art activity to be incorporated into the continuous provision or to be used as an adult led activity. |
| **Session 3** **Art KS1****1.5 hours** | Practical SessionRevisit domains of knowledge. Trainees to reflect on their personal experiences of art and consider how this informs their pedagogy. Trainees to reflect on their own experiences of art and consider how this impacts on their pedagogyIntroduce the idea of ‘domains’ of knowledge in relation to Art:Theoretical, Practical Disciplinary – each with a receptive and productive element. Trainees to engage in a demonstration Art lesson which will be deconstructed as they participate providing opportunities for reflection and consideration of necessary artistic skills.  |  |  |  |
| **Session 4 Art KS1****1.5. hours** | Reflection on previous session Trainees will be able to reflect upon the difference between direct teaching of specific skills and opportunities for learners to practice and develop this independently.This session will provide trainees with the chance to also build theoretical knowledge of the tools, materials and history of art, craft and design.Provide trainees with the opportunity to see how they can support pupils to develop practical knowledge of how to create art, craft and design, for example by learning the methods and techniques that artists, craft-makers and designers use whilst considering the place of the curriculum design.  |  |  |

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| **School Based Curriculum – Introductory Phase** |
| **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, 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** |
| Observe and understand how settings take account of children’s artistic development and individual learning needs to plan for children’s learning in EAD art through a combination of effective adult-led learning experiences and continuous provision, using a range of starting points, e.g. children’s interests, stories, themes, religious/cultural events and so on.     Use the setting’s plans and key resources to implement artistic learning experiences (both adult-led and through the  indoor/outdoor environment) for children based on their understanding of how children’s artistic learning develops, effective pedagogical approaches and adaptive teaching.   Work with colleagues to develop efficient approaches to assessment and draw conclusions about children’s artistic learning/development.    To understand the importance of ensuring strong subject knowledge in EAD art to recognise early concepts art to impact on children’s learning and develop high-quality teaching.  | **3.3, 3.5, 3.9, 3.12, 4.1, 4.2, .1, 5.2, 5.3, 5.7 6.1, 6.7**       | **3C, 3E, 3.I, 3.L, 4.A, 4.B, 4.E, 4.G 4.H, 4.J, 4.M, 4N, 5B, 5C, 5I, 5J, 5O 6C, 6D, 6E, 6F, 6G**         | As above | Weekly Development Summary  Lesson observation - subject specific feedback  Reflections in blue book  Progress report  |

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| **School Based Curriculum – Keystage 1 placement**  |
| **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** |
| Observe expert practitioners teaching art and specifically reflect on how they adapt lessons for different needs, chunk lesson content, use worked examples, address misconceptions, develop children’s schema in the subject, the appropriate use of enquiry based approaches, develop children’s motivation and self-esteem in the subject.  To use school’s medium-term plans to plan and deliver (or observe) an art lesson that takes account of different needs and builds children’s prior learning and promotes key artistic vocabulary, chunking content so as not to overload working memory and avoid cognitive overload    To use school’s medium-term plans and/or art schemes to devise a series of art lessons that address practical theoretical and disciplinary knowledge **OR** use the school’s medium-term plans and/or art schemes to identify the sequence of learning used and explore how this builds upon prior learning across the primary phases.  Including identifying artistic progression and forms of knowledge.     To organise the classroom  to ensure safety, and to familiarise routines and artistic language through teaching OR observing a lesson in their own or another year group.  To understand retrieval practice is vital to ensure that children know more and remember more, and that they can make demonstrate progression in their knowledge and skill.    Through conversations with school colleagues (mentor, class teacher or subject lead), that ongoing formative assessment of pupils’ understanding is necessary to know their learning needs  and that schools use varied approaches to assessing children in the foundation subjects and that pupils’ progression can be assessed using guidance from subject associations and other sources.  Discuss with a mentor or an experienced member of staff that progression should be planned for from the outset, including small step progression to take account of pupils with SEND from the outset and to set challenging learning goals.  Identify targets for their own professional development within art, with awareness of potential CPD provision  Discuss with your mentor or subject leaders that the subject policies are designed to provide curriculum guidance and entitlement, risk assessment, health and safety and safeguarding children (e.g. online safety and acceptable use policies), both at home and at school.  Discuss with Subject leaders their key role in monitoring the quality of education provision in their subject area.  Discuss with the subject leader for three foundation subjects: * progression across the year groups
* planning small step progression in the foundation subjects to take account of pupils with SEND from the outset
* How subject policies are used
* how they check the quality of education in their foundation subject

 Work with an experienced member of staff to monitor and assess progress in the foundation subjects. This might be through a sequence of lessons being taught by the trainee, or by reviewing children’ work from previous lessons.  Review with an experienced member of staff documentation, policies and practice for risk assessment and planning activities for learning outside the classroom, including educational visits and how these are used to enhance the curriculum and contribute to the cultural capital of children.  | **1.1, 1.6, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 3.1, 3.2, 3.3, 3.4 3.5, 3.7, 4.1, 4.4, 4.5, 5.1, 5.2, 5.3, 5.7,  6.1, 6.2, 6.3, 6.4, 6.7, 7.2, 7.6, 7.7,   8.1, 8.3, 8.7**              | **1A, 1C, 2.A, 2B, 2C, 2D, 2E, 2F, 2.G, 2H, 2I,  2.J, 2. K, 3.A, 3.B, 3.C, 3D, 3E, 3J,  3T, 4A,4B, 4I 4.O, 4.P, 5B, 5C, 5E, 5F, 5I, 5J, 5O,   6A, 6D 6.E, 6G 6.J, 7.B, 7.E, 7.F, 8.E, 8F, 8.G**               | Bufferey.J.(2010) Accessart Sketchbooks in Schools: Final Evaluation Report Esme Fairbeam Foundation  accessed at <https://www.accessart.org.uk/wp-content/uploads/2017/03/sketchbooks_in_schools_final_report.pdf>Cooper, B (2018)  [‘Primary colours: the decline of arts education in primary schools and how it can be reversed’](https://fabians.org.uk/publication/primary-colours/), Fabian Society Report page 11.Cox, M., Griffin, D. and Cooke, G. (1995) ‘Teaching children to draw in the infants’, International Journal of Art & Design Education, Volume 14, Issue 2, pages 153 to 163.Lindström, L. (2012) ‘Aesthetic learning about, in, with and through the arts: a curriculum study’, in ‘International Journal of Art & Design Education’, Volume 31, Issue 2, pages 166 to 179Ofsted (2023) *Research review series: Art and design*, *GOV.UK*. Available at: https://www.gov.uk/government/publications/research-review-series-art-and-design  | Weekly Development Summary  Lesson observation - subject specific feedback  Reflections in blue book  Progress report  |

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| **School Based Curriculum – EYFS Placement** |
| **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** |
| The importance of ensuring strong subject knowledge in EAD to recognise early concepts in art to impact on children’s learning and develop high-quality teaching.  How to make informed decisions about EYFS EAD art planning, teaching and assessment for the phase in which they are teaching, based on the appropriate level of subject knowledge to support children’s creative artistic development in EAD through continuous provision and adult-led activities using relevant policy and research, the statutory and non-statutory curriculum guidance.  How to develop the environment in different areas of continuous provision (indoors and outdoors) to embed opportunities for EAD art development drawing on appropriate resources.  How to plan and teach for effective learning in EAD by carefully sequencing learning to best facilitate transferal to long term memory.  How to adapt teaching and plan for the needs of the learners within their school-based placement.  Use subject and curriculum knowledge to plan and teach EAD lesson/s which use appropriate knowledge, skills and techniques to facilitate progress that draws on children’s prior learning, addresses misconceptions, sequences learning and integrates formative assessment.  Take a holistic approach to planning for EAD learning in an enabling environment, critically evaluating a school’s EAD art provision with a view to ensuring coverage and progression which takes into account the importance of diversity and representation.  Through observations and interactions, recognise children’s artistic development, making accurate assessments against the ELGs  Identify targets for their own professional development within art, with awareness of potential CPD provision.  | **1.1,1.6, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9,  3.1, 3.2  3.7, 4.1, 4.6, 5.1, 5.2, 5.3, 5.7, 6.2, 6.4, 8.1, 8.3, 8.7**                           | **1A, 1C, 2A, 2C, 2D, 2E, 2G, 2H, 2I, 2J, 2K,  3A, 3B, 3C, 3D, 3E, 3J, 4A, 4B,4F, 5B, 5C, 5E, 5F, 5G, 5I,  5O, 6C, 6F, 6G 8E, 8F, 8G**                  | Bufferey.J.(2010) Accessart Sketchbooks in Schools: Final Evaluation Report Esme Fairbeam Foundation  accessed at <https://www.accessart.org.uk/wp-content/uploads/2017/03/sketchbooks_in_schools_final_report.pdf>Cooper, B (2018)  [‘Primary colours: the decline of arts education in primary schools and how it can be reversed’](https://fabians.org.uk/publication/primary-colours/), Fabian Society Report page 11.Chilvers, D. (2012) “Eyfs Best Practice: Be Specific … Expressive Arts and Design,” Nursery World, 2012(11). doi: 10.12968/nuwa.2012.9.11.1097437.Cox, M., Griffin, D. and Cooke, G. (1995) ‘Teaching children to draw in the infants’, International Journal of Art & Design Education, Volume 14, Issue 2, pages 153 to 163.Department for Education (2022) Statutory framework for the early years foundation stage. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>DfE (2021) *Development matters*, *GOV.UK*. Available at: https://www.gov.uk/government/publications/development-matters--2 (Accessed: 27 June 2023). Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. Available at: https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdfLindström, L. (2012) ‘Aesthetic learning about, in, with and through the arts: a curriculum study’, in ‘International Journal of Art & Design Education’, Volume 31, Issue 2, pages 166 to 179Ofsted (2023) *Research review series: Art and design*, *GOV.UK*. Available at: https://www.gov.uk/government/publications/research-review-series-art-and-design Thompson, P. and Maloy,L.(2022) ‘The benefits of art, craft and design education in schools: a rapid evidence review’, National Society for Education in Art and Design, page 10Penfold, L. (2019) What is the role of materials in children’s learning through art? Art. Play. Children. Learning. Blog post. Theory-led piece on children’s use of materials.Terenni,L. (2015) Young Children’s Learning in Art Museums: A Review of New Zealand and International Research Literature in European Early Childhood Education Research Journal Vol 23:5Ofsted (2023) *Research review series: Art and design*, *GOV.UK*. Available at: https://www.gov.uk/government/publications/research-review-series-art-and-design  | Weekly Development Summary  Lesson observation - subject specific feedback  Reflections in blue book  Progress report  Professional Reflective Viva  |