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

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** | |
| **Session 1**  **within an EAD session** | **The key approaches to teaching art vocabulary, concepts and processes within the context of the EYFS Holistic Curriculum**  **Trainees will learn how to provide opportunities for children to learn essential art skills and consider the place for direct teaching and child led learning.** | | 1.1, 1.2, 1.3  1.4, 1.5, 1.6, 1.7,  2.1, 2.2,  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.12  4.1, 4.2,4.3, 4.4,  5.1, 5.2, 5.4, 5.6,  6.1, 6.2, 6.5  7.1, 7.2, 7.4, 7.5,  8.2 | 1a, 1b, 1c, 1f, 1h,  2a, 2b, 2c, 2h, 2j, 2k,  3a, 3b, 3d, 3e, 3h, 3n, 3o, 3p, 3q, 3r, 3s, 3t, 3u  4a, 4c, 4e, 4f, 4h, 4i, 4l, 4p,  5a, 5b, 5k, 5m, 5p,  6a, 6b, 6c, 6i, 6j, 6l  7a, 7c, 7d, 7e, 7j, 7m,  8a, 8b, 8d, 8e, 8j, | Chilvers, D. (2012) “Eyfs Best Practice: Be Specific … Expressive Arts and Design,” Nursery World, 2012(11). doi: 10.12968/nuwa.2012.9.11.1097437.  DfE (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.pdf  Ofsted (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 10  Penfold, 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.  Eglinton, K. A. (2003) Art in the early years. London: RoutledgeFalmer (Teaching and learning in the early years).  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-reflections  Observations of students within the session  Feedback to tutor  In session task |
| **ART NC** | Introduction to the programmes of study.  Consider pedagogical approaches to art.  Reflect upon own art experiences and relationship with this curriculum area. | | 1.3, 1.6, 1.7,  2.1, 2.2,  3.2, 3.3, 3.4,3.10, 3.12  8.1, 8.7 | 1.a, 1.b,  2.a, 2.b, 2.e,  3.1, 3.b, 3.e, 3.h, 3.n, 3.o, 3.r, 3.s, 3.t, 3.u,  8.a, 8.b, 8.d, 8.e |  |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this area of learning, in at least one lesson/experience throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in this area of learning, for at least one adult led lesson.  **Teaching :** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching or enhancements to continuous provision.  **Assessment :** Check prior knowledge and understanding during adult led sessions/continuous provision.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITEECF 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. | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7,  2.1, 2.3, 2.4,  3.1, 3.2, 3.5, 3.9,3.10, 3.12  4.1, 4.4, 4.5, 4.6, 4.7  5.2, 5.4, 5.7  6.1, 6.3, 6.5  7.1, 7.2, 7.3, 7.4, 7.5,  8.1, 8.6, 8.7 | 1.b, 1..c, 1.d, 1.e, 1.f, 1.g, 1.h  2.a, 2.b, 2.c, 2.d, 2.e , 2.h, 2.i  3.a, 3.c, 3.d, 3.f, 3.m, 3.n, 3.o, 3.p, 3.r, 3.s, 3.t, 3.u  4.a, 4.b, 4.c, 4.h, 4.i, 4.m, 4.n  5.a, 5.b, 5.f, 5.o, 5.p  6.e, 6.j, 6.g, 6.k, 6.m, 6.o  7.a, 7.b, 7.c, 7.f, 7.h, 7.i, 7.j, 7.l, 7.q,  8.b, 8.e, 8.f, 8h, 8.k, 8.n, 8.q, 8.r | As above | Weekly Development Summary    Lesson observation - subject specific feedback    Progress report |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **ART NC**  **Session**  **Practical Knowledge** | Trainees to reflect on their own experiences of art and consider how this impacts on their pedagogy  Introduce ‘domains’ of knowledge in relation to Art:  Theoretical, Practical  Disciplinary – each with a receptive and productive element.  -Participate in a demonstration Art lesson. Deconstruct and reflect on this in relation to development artistic skills and knowledge.  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.  -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.  -Build theoretical knowledge of the tools, materials and history of art, craft and design. | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7    2.2, 2.3, 2.5, 2.7, 2.8,  3.2, 3.3, 3.4, 3.5,  3.9, 3.10, 3.12  4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10    5.1, 5.2, 5.3 5.5, 5.7, 5.8,    6.1, 6.2, 6.3, 6.4, 6.5    7.4, 7.5, 7.7, 7.8,    8.2, 8.5, 8.8 | 1.a, 1.b, 1.c, 1.e,1.h,    2.a, 2.b, 2.c,  2.e, 2.f, 2.g, 2.h, 2.k,    3.a, 3.d, 3.f, 3.g, 3.h, 3.j, 3.k, 3.n, 3.o, 3.p, 3.q, 3.r, 3.s, 3.t, 3.u    4.a, 4.c, 4.e, 4.i, 4.j, 4.l, 4.p,    5.a, 5.b, 5.g, 5.h, 5.i    6.b, 6.d, 6.f, 6.g, 6.h, 6.o    7.a, 7.c, 7.d, 7.e, 7h, 7j, 7l, 7n,    8d, | 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 179  Ofsted (2023) *Research review series: Art and design*, *GOV.UK*. Available at: https://www.gov.uk/government/publications/research-review-series-art-and-design | In session tasks  Group discussions  Reflections in LJ |
| **Session 2**  **Session**  **Art NC**  **Theoretical Knowledge and Disciplinary Knowledge** | Trainees will consider the ways in which an Art Curriculum may be designed and how the three domains of knowledge must be ‘cumulatively sufficient’ to provide a coherent understanding of art.  Trainees will return to consider theoretical knowledge required to support their practical knowledge. This will help to contextualise their practical knowledge. This will be introduced in the context of their practical art experiences.  Trainees will consider the convergent (predetermined) and divergent (less prescribed) goals of the curriculum – again reflecting upon their own experience in the previous session and applying this to planning for learners. | 1.3, 1.4, 1.5, 1.6, 1.7,    2.10    3.1, 3.2, 3.3, 3.5, 3.8 3.9, 3.10 3.12    4.7 4.8 | 1.a, 1.e,  2.a, 2.c, 2.f, 2.h,  3.a, 3.g, 3.j, 3.p,  **3.s** | Trainees will create a lesson plan for this curriculum area. |

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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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,    2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10    3.2, 3.3, 3.4, 3.5, 3.6, 3.7,  3.8,  **3.9**, **3.10, 3.12**    4.1, 4.2, 4.3, 4.4, 4.5, 4.6 ,4**.7,** 4.8, 4.9, 4.10    5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8    6.1, 6.2, 6.3, 6.4, 6.5, 6.7    7.2, 7.4, 7.5, 7.6, 7.7, 7.8,    8.1, 8.2, 8.3, 8.4, 8.5, 8.8 | 1a, 1b, 1c, 1e, 1f, 1g, 1h    2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h,    3a, 3b, 3c, 3d, 3f, 3g, 3h, 3i, 3.j, 3k, 3.l, 3.o, 3.p, 3.q, 3r, 3.s, 3.t, 3u    4a, 4.c, 4.d, 4.e, 4.g, 4.i,  4.j,  4.l, 4.o    5.c, 5.d, 5.g, 5.h, 5.i, 5.l, 5.m, 5.n    6.a, 6.c, 6.f, 6.i, 6.j, 6.l, 6.n, 6.p, 6.q    7.d, 7.e, 7.i, 7.m    8.a, 8.d, 8.g, 8.i, 8.j, 8.l, 8.o, 8.s | 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 179  Ofsted (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    Progress report |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **Art**  **(as part of EAD)** | Chance to reflect on teaching of art so far and areas for developing subject knowledge  Explore approaches to teaching EAD that exceed expectations of the EYFS SF and support transition to NC  Consider the necessity to engage with the work of a diverse range of artists when teaching children | As Year 2 plus 1.8,    2.1, 2.4, 2.6, 2.9, 2.10,    3.6, 3.7, 3.8, 4.1,    4.11,    5.4, 5.6, 5.9,    6.6, 6.7,    7.1, 7.2, 7.3, 7.6, 7.9, 7.10    8.1,8 | As Year  2 plus  1d,    2d, 2i, 2j,    3.b, 3.e, 3f, 3i, 3l,    4.b, 4d, 4f, 4g, 4h, 4k, 4m, 4n, 4o,    5b, 5d, 5g, 5o, 5p    6e, 6i, 6j, 6k, 6m, 6n,    7b, 7f, 7k, 7l, 7m, 7p    8a, 8b, 8e, 8g, 8h, 8i, 8j, 8k,8n | Hallam, J., Das Gupta, M. and Lee, H. (2011) “Shaping Children's Artwork in English Primary Classes: Insights from Teacher-Child Interaction during Art Activities,” International Journal of Early Years Education, 19(3-4), pp. 193–205. doi: 10.1080/09669760.2011.629489.  Rana, P. (2023) “Making Something Out of Nothing! Creating Art Using Recycled Materials in Early Years,” Early Years Educator, 23(24), pp. 38–39. doi: 10.12968/eyed.2023.23.24.38.  Theodotou, E. (2019) “Supporting Personal and Social Development through Child-Led Art Projects in the Early Years Settings,” Early Child Development and Care, 189(11), pp. 1889–1900. | In class discussions  Reflective logs  In session tasks  On the spot feedback |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing :**  Observe how expert colleagues use and deconstruct approaches, in this area of learning, in at least one adult led lesson throughout school.  **Planning :**  Plan a sequence of adult led sessions/enhancements to continuous provision to support the development of art skills.  **Teaching :**  Rehearse and refine particular approaches in the development of art skills in both adult led and child initiated activities.  **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, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8    2.2, 2.3, 2.6, 2.7, 2.8, 2.9    3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.12    4.2, 4.5, 4.7, 4.8, 4.10    5.1, 5.2, 5.3, 5.4, 5.5, 5.7,    6.1, 6.2, 6.3, 6.5, 6.7    7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9,    8.1, 8.2,8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 | 1.a, 1.b, 1,c,  1.f    2.b, 2.g, 2.h, 2.i, 2.j, 2.k    3e, 3.h, 3.i, 3.k, 3.n    4.e, 4.f, 4.k, 4.p    5.e, 5.f, 5.j, 5.k    6.b, 6.d, 6.h    7.g, 7.k, 7.n, 7.o, 7.p    8.c, 8.m, 8. p | 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.pdf  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 179  Ofsted (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 10  Penfold, 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 23:5  Ofsted (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      Progress report    Professional Reflective Viva |