**Primary Curriculum Map (Art & Design)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence**  **Include details of creative** | **Session Content**  **Subject Specific Components** | **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** |
| **Seminar 1**  **Art in the primary curriculum** | * To understand the place of art and design in the National Curriculum. * To know some of the potential barriers to effective teaching of art and design. * To know some key pedagogical discussions around the teaching of primary art and design. * To understand of the elements of art, in particular line. * To understand of some key practical skills that can be developed in art and design (drawing).   **SEND / adaptive teaching point – access to different drawing tools / pencil grips**  DRAWING - LINE   * Consider value of art within primary curriculum * Analyse NC words and phrases * Highlights from Ofsted Review * Sketchbooks * Drawing activities * Links to emotional literacy * Looking at line in art * Botanical drawings * Free drawing * Reflection activity | 1.1, 1.2, 1.5, 1.6, 1.7  2.10  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.12  4.2, 4.3, 4.4, 4.6, 4.7, 4.8  5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9  6.1, 6.2, 6.3, 6.4, 6.5, 6.6  7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8  8.1, 8.2 | 1c, 1n  2b, 2d  3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m, 3p, 3s  4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p  5a, 5b, 5c, 5g, 5h, 5i, 5j, 5k, 5l, 5m, 5n, 5o  6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6o, 6p  7a, 7b, 7c, 7d, 7e, 7f, 7n, 7o, 7p  8a, 8b, 8c, 8d, 8e | 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> | Reflection:  How did you feel about teaching art & design before the session? How do you feel about teaching art & design now?  Something you have learned in this session.  Something you would like to know more about.  Retrieval activity at beginning of sessions 2-6.  Subject audit at the end of session 6.  Peer and tutor feedback on mini-teach (session 4).  Peer and tutor written feedback on planning activity (session 6) |
| **Seminar 2**  **All about colour** | * To understand the place of art and design in the National Curriculum. * To know some of the potential barriers to effective teaching of art and design and how to address these through effective planning and teaching. * To understand of the elements of art, in particular colour. * To know of key pedagogical discussions around the teaching of primary art and design. * To understand some key practical skills that can be developed in art and design (painting).   **SEND / adaptive teaching point – how to adapt for children who are colour blind.**  PAINTING – COLOUR - EMOTIONS   * Retrieval activity - Vevox * Observation in art * Colour theory * Applying colour theory * Intuitive abstract painting * Colour mixing * Reflection activity | 1.5, 1.7  2.2, 2.8, 2.9, 2.10  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.12  4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8  5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9  6.1, 6.2, 6.3, 6.4, 6.5, 6.6  7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8  8.1, 8.2 | 1c, 1h  2b, 2i, 2j  3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m, 3p, 3s  4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p  5a, 5b, 5c  6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6o, 6p  7a, 7b, 7c, 7d, 7e, 7f, 7n, 7o, 7p  8a, 8b, 8c, 8d, 8e |
| **Seminar 3**  **Texture and pattern in printing** | * To understand the place of art and design in the National Curriculum. * To be able to plan for progression of key making skills across the key stages. * To understand elements of art, in particular pattern and texture. * To understand 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.**  PRINTING – PATTERN & TEXTURE – NATURE   * Retrieval activity - Vevox * Printing context * Finger painting * Pattern and texture * Printing techniques * Reflection activity | 2.2, 2.8, 2.9, 2.10  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.12  4.2, 4.3, 4.4, 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, 5.9  6.1, 6.2, 6.3, 6.4, 6.5, 6.6  7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8  8.1, 8.2 | 1c, 1h  2b, 2i, 2j  3a, 3b, 3c, d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m, 3p, 3s  4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p  5a, 5b, 5c, 5g, 5h, 5i, 4j, 5k, 5l, 5m, 5n, 5o, 5p, 5q  6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6o, 6p  7a, 7b, 7c, 7d, 7e, 7f, 7n, 7o, 7p  8a, 8b, 8c, 8d, 8e |
| **Seminar 4**  **Symbolism and stories of identity** | * To be able to teach a short art warm-up activity to a group of peers, demonstrating an awareness of key pedagogical principles in art and design. * To understand the place of art and design in the National Curriculum. * To understand the elements of art, in particular, shape. * To understanding some key practical skills that can be developed in art and design (collage).   **SEND / adaptive teaching point – collage as an accessible art form. Challenges of specific tools such as scissors.**  COLLAGE – SHAPE – IDENTITY   * Retrieval activity - Padlet * Mini teach * Collage introduction * Portraits and symbolism * Identity collages * Reflection activity | 1.5, 1.7  2.2, 2.8, 2.9, 2.10  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.12  4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8  5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9  6.1, 6.2, 6.3, 6.4, 6.5, 6.6  7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8  8.1, 8.2 | 1c, 1h  2b, 2i, 2j  3a, 3b, 3c, d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m, 3p, 3s  4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p  5a, 5b, 5c, 5g, 5h, 5i, 4j, 5k, 5l, 5m, 5n, 5o  6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l,6o, 6p  7a, 7b, 7c, 7d, 7e, 7f, 7n, 7o, 7p  8a, 8b, 8c, 8d, 8e |
| **Seminar 5**  **Sculpture, installation and memories** | * To understand the place of art and design in the National Curriculum. * To know some of the potential barriers for children to access art and design. * To understand key pedagogical discussions around the teaching of primary art and design. * To understand elements of art, in particular form. * To understand some key practical skills that can be developed in art and design (sculpture and installation).   **SEND / adaptive teaching point – considering sensory needs when using modroc or in ‘messy art’ activities.**  SCULPTURE/ INSTALLATION – FORM – MEMORIES   * Retrieval activity – mindmap * Mini teach * Sculpture introduction * Barriers to accessing art * Installation introduction * Article analysis * Safeguarding * Sculptures – Modroc * Installation – paper/ card * Reflection activity | 2.2, 2.8, 2.9, 2.10  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.12  4.2, 4.3, 4.4, 4.6, 4.7, 4.8  5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9  6.1, 6.2, 6.3, 6.4, 6.5, 6.6  7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8  8.1, 8.2 | 1c, 1h  2b, 2d, 2i, 2j  3a, 3b, 3c, d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m, 3p, 3s  4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p  5a, 5b, 5c, 5g, 5h, 5i, 4j, 5k, 5l, 5m, 5n, 5o  6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6p  7a, 7b, 7c, 7d, 7e, 7f, 7n, 7o, 7p  8a, 8b, 8c, 8d, 8e |
| **Seminar 6**  **Planning to teach** | * To understand the place of art and design in the National Curriculum. * To know some of the potential barriers to effective teaching of art and design. * To understand key pedagogical discussions around the teaching of primary art and design. * To know how to plan an art lesson, showing an awareness of key pedagogical principles of art and design.   **SEND / adaptive teaching point – considering needs of a range of children when planning sessions.**  SCULPTURE/ INSTALLATION – FORM – MEMORIES   * Finish sculptures/ installation * Self-evaluation – The dot * Kapow planning * Planning a lesson * Present to group * Reflective activity | 1.5, 1.7  2.8, 2.9, 2.10  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 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, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9  6.1, 6.2, 6.3, 6.4, 6.5, 6.6  7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8  8.1, 8.2 | 1c, 1h  2b, 2d, 2i, 2j  3a, 3b, 3c, d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m, 3p, 3s  4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p  5a, 5b, 5c, 5g, 5h, 5i, 4j, 5k, 5l, 5m, 5n, 5o, 5p, 5q  6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6p  7a, 7b, 7c, 7d, 7e, 7f, 7n, 7o, 7p  8a, 8b, 8c, 8d, 8e |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing:**  Observe how expert colleagues plan for the needs of all learners while maintaining high expectations, providing targeted support and promote an inclusive and equitable learning environment.  **Planning:**  Observe how expert colleagues adapt content, approaches, and environments to support all learners especially those with an additional need, for at least one lesson.  **Teaching:**  Rehearse and refine approaches to adaptive teaching to meet the needs of all learners. Deliver group/whole class teaching.  **Assessment:**  Rehearse and refine how to adapt assessment to enable and support children to demonstrate what they know, remember, and understand using a range of assessment strategies.  **Subject Knowledge:**  Demonstrate the ability to work within the key legislation and policies that underpin adaptive teaching and inclusive practice for all children including those with Special Educational Needs/Disability.Discuss and analyse 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** |
| 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** | | | | | |
| **Overview of Content** | | | | | |
| **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** |
| **Seminar 1** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |
| **Seminar 4** |  |  |  |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing:** Observe how expert colleagues use distributed and spaced learning in at least 4 lessons throughout school.  Observe how expert practitioners use motivation and build self-esteem of all learners.  **Planning:** Plan for opportunities to increase cultural capital.  Plan for the effective use of additional adults  Discuss with expert practitioners how they embed adaptive approaches into planning.  With the support of expert practitioners, capture and incorporate the voice of the child for example through a one-page profile.  **Teaching:** Rehearse and refine chunking, scaffolding, and fading in lesson planning over a sequence of lessons. Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum.  **Assessment:** Use peer and self-assessment to aid and support independent learning.  **Subject Knowledge:**  Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. | | | | |
| **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** |
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***Year 3 Undergraduate***

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| **University Curriculum – Year 3** | | | | | |
| **Overview of Content** | | | | | |
| **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** |
| **Seminar 1** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing:** Observe how expert colleagues identify and implement reasonable adjustments for children with identified Special Educational Needs  **Planning:**  Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom.  Plan for children who may need adaptations beyond the classroom to support their social inclusion.  **Teaching:**  Observe and implement reasonable adjustments for children with identified special Educational Needs and Disability  **Assessment:** Discuss with expert colleagues’ summative assessment, reporting and how data is used.  **Subject Knowledge:**  Acknowledge and identify when their own social, emotional and mental health needs to be supported.  Identify and access sources of support for their own wellbeing where appropriate. | | | | |
| **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** |
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