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

***PGCE***

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| **University Curriculum** | | | | | |
| **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 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 2-3.  Peer and tutor feedback on mini-teach (session 3). |
| **Session 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 | 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> |
| **Session 3**  **Using Artists’ work to inspire** | * To understand the parameters of the National Curriculum for art and design. * To know about contemporary and historical issues around fame in the art world. * To know how to undertake an artist study and understand what this might look like in children’s sketchbooks. * To be able to develop subject knowledge through the practical application of theory.   **SEND / adaptive teaching point – non-normative approaches to art through sketchbook use / exploratory drawing activities.**  **Access to different drawing tools / pencil grips**  MIXED MEDIA – CONTRAST - ARTISTS | 1.3, 1.6, 1.8  2.2, 2.3, 2.8, 2.9, 2.10  3.2, 3.5  4.2, 4.3, 4.4, 4.7, 4.8 | 1c, 1e  2b, 2f  3a, 3b, 3d, 3k, 3l, 3p, 3q  4a, 4i, 4l  5k, 5p | DALBOW, T. A., 2024. *How contemporary women artists are reimagining cubism – and the body* [online]. Available from: <https://www.artsy.net/article/artsy-editorial-contemporary-women-artists-reimagining-cubism-body> [Accessed 16 July 2024].  OFSTED NEWS, 2021. *Art and design curriculum | Webinar from the East Midlands region* [online video]. Available from: <https://www.youtube.com/watch?v=cFKzGpWcwFg> [Accessed 16 July 204].  TTS, 2017. *The use of sketchbooks at Gomersal Primary School* [online]. Available from: <https://www.tts-group.co.uk/blog/2017/08/08/use-sketchbooks-gomersal-primary-school.html> [Accessed 16 July2 024]. | Subject knowledge retrieval quiz  questioning  Observation of trainee enactment |

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| **School Based Curriculum – Introductory** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  Observe how expert colleagues manage and organise the classroom during an art lesson in order to maintain a safe and inclusive learning 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**  **(Use language “to know”, “to understand”, “to be able to”)** | **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 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 |
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| **School Based Curriculum – Developmental** | | | | |
| **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**  **(Use language “to know”, “to understand”, “to be able to”)** | **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 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 |
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| **School Based Curriculum – Consolidation** | | | | |
| **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**  **(Use language “to know”, “to understand”, “to be able to”)** | **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 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 |
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