**Primary Curriculum Map (Computing) School Based 2024-25**

***Level 4 Undergraduate***

|  |
| --- |
| **University Curriculum – School Based - Level 4** |
| **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 1Art 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 - LINEConsider value of art within primary curriculumAnalyse NC words and phrasesHighlights from Ofsted ReviewSketchbooksDrawing activitiesLinks to emotional literacyLooking at line in artBotanical drawingsFree drawingReflection activity | 1.1, 1.2, 1.5, 1.6, 1.72.103.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.124.2, 4.3, 4.4, 4.6, 4.7, 4.85.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.96.1, 6.2, 6.3, 6.4, 6.5, 6.67.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.88.1, 8.2 | 1c, 1n2b, 2d3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m, 3p, 3s4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p5a, 5b, 5c, 5g, 5h, 5i, 5j, 5k, 5l, 5m, 5n, 5o6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6o, 6p7a, 7b, 7c, 7d, 7e, 7f, 7n, 7o, 7p8a, 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. Subject knowledge audit |
|  |  |  |  |  |  |

|  |
| --- |
| **School Based Curriculum – Level 4** |
| **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.**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 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****(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, 1.33.2, 3.54.3, 4.45.1, 5.2. 5.37.13.1 | 1a, 1b3u4b3d | 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 ObservationsLink Tutor  |