The Art Curriculum

C1: Disciplinary Knowledge

We want children to understand what it is to be an artist; to understand what it is to put your thoughts onto the page through a completely different medium. We want our pupils to express themselves through paint, pastels, clay etc.
We prioritise the teaching of observational drawing skills as a critical concept. We have a consistent method for teaching this.Every unit, no matter the outcome, will have a drawing focus to start off.

C2: Substantive Knowledge

We look to ensure substantive knowledge is taught and learned in a carefully planned progression. We make links back to previous relevant knowledge and make this explicit to the children in the elicitation exercises we carry out at the outset of each unit.

C3: Botheredness & Purpose

Wherever possible, we aim to narrow the focus of a topic and go deep- this to generate purpose, for example looking at the works of modern day artists and how these artists use them to speak their truths.

C4: Spirituality

We look to identify opportunities for spiritual reflection and growth when planning and in practice. *'Knowledge is finite. Wonder is infinite.' (Matt Haig).* For example when teaching about Stephen Wiltshire, we get pupils to wonder about his skill as the 'human camera' and how he can draw cityscapes from memory. What power does our brain truly hold?

C5: Threads

Wherever possible we plan for units of work to deliver one of our core threads as well as the subject specific objectives. For example our Banksy unit will deliver on the Eco thread, with the Y3/4 pupils being able to deliver their messages on the climate crisis through their art.

Teaching methods used in Art

Lessons/ units will/ may include the following strategies:-

Re 'Engagement':

We aim, wherever possible, for art lessons to be practical and hands on. We look to encourage pupils to develop their own artistics style(s) alongside learning the style(s) of the artists studied.

E2.Establish a learning culture- growth mindset & learning powers

- Describe learning- Praise learning by describing/ acknowledging it specifically and/or describing how it makes you feel. eg 'You have used really clear shapes and colours in your piece. I can sense the emotions you are wanting to convey.'

- Make effort visible—give pupils effort –related criteria to be able to self-evaluate their level of effort.(p.51 pocket book)

- Wonderful mistakes should be seen as positive building blocks for learning. Everyone in class to be interested in, even excited by mistakes as an opportunity for learning to take place. 'My Wonderful Mistake' Exit cards- children write as they go out. Talk about mistakes as First Attempt In Learning. Teachers share their mistakes. (see E5). Share books e.g. The Dot by Peter H.Reynolds - how one mark can become a masterpiece.

E3: High expectations & formative intervention

We want to inspire SEN and vulnerable children to develop a passion for art. We respond to their needs when planning and delivering lessons. If pupil(s) is/are struggling to understand the learning we support them through:-

- Peer support- pupil works with another pupil on the concept they are struggling with

- Adult support - adult modelling and adjusting the learning to suit the needs of the pupil, but ensuring that the objectives are still being met

- Practical—approach the learning again from a more practical and/or concrete angle

E4.Engaging activities to start unit/ lesson:

We want pupils to be inspired by the art and artists they study. Starting the unit needs to open them up to something they haven't experienced before and get them thinking.

- Stimulus- look at objects/ pictures/ video- discuss

- Visit- pupils go on a visit to a place of interest to stimulate their interest/ questions/ ideas.

- Stories—pupils read a story that related to their subject e.g. Ablaze with

Colour - The Story of Alma Thomas

E5.Quality of Teacher Questions (ref also techniques to develop MASTERY)
We have a range of questions for our pupils to engage with that opens up a conversation about the artists and the works being studied.

- Keep it challenging

- Can you develop on that? What do you mean by..? How does that help? Does anyone have a question to ask about that?

- Examples- Ask- 'give me an example of what you mean' // Ask another pupil to follow up on a response by providing an example.

- Asking for reasons and evidence (forming an argument/ assumptions/ reasons/ evidence) Why do you think..? How do we know that? What are your reasons for…? Do you have evidence of..? Can you justify your opinion?

E8: Working together, talking
It is important for pupils to see themselves as not only artists, but art critics as well. The conversation between an aspiring artist and a 'critic' can lead to a better understanding of the artist's intent behind their work. Pupils can develop their personal values and opinions through this way of working.

- Develop it—one pupil gives their response- then another is asked to qualify or build on their response- then a third is asked to qualify the response further and so on

- Snow-balling- individual pupils develop an idea/ response--- then join with a partner to share their responses—then pair joins with a group etc etc

- Mini art gallery - pupils walking around the classroom to discuss opinions/thoughts on the work/skills shown.

E9: Engaging with Challenge
Pupils need to face challenges across all aspects of life. In Art. pupils will come across areas that they find difficult e.g. observational drawing. They will need to persevere with this skill and learn how to develop it as they progress through the school.

- Embrace difficulty- encourage children to embrace difficult tasks and mistakes and to persevere. eg 'It's great that you're finding that tricky- it means you are learning.'.

- The pit—talk to pupils in terms of the learning pit—describing the place we find ourselves in when we don't know how to do something/ when the learning is a challenge—display pictures of the pit.

E10: Organisation
You may find in an art lesson that the teacher is working with specific

individuals/groups while the rest of the class are working independently on a skill. These groups may rotate during the lesson or across a unit, depending on the needs.

- Flexible groups— groups decided daily or within a lesson- based on ongoing evaluation of learning.

- No set seating plan- given flexible grouping- pupils have no set places in classroom or at least no set group to work in.

E11- How can we help our vulnerable/SEND learners with this?

Engaging students in the learning process increases their attention and focus and moves them to more critical thinking. However for some vulnerable learners or those with SEND, their needs provide additional barriers to engaging with learning. Therefore it is important for teachers to adapt and use strategies to promote engagement, such as;

- Offer a range of sensory resources that the pupil can use supportively to maintain an appropriate arousal level for learning. These resources should be individually selected to help the pupil:
  - become more alert,
  - remain focussed or
  - become calmer.

  This approach could form part of a wider sensory diet. These resources could include but are not limited to:

  - Wobble cushion
  - Wobble stool
  - Stretchy resistance chair band
  - Fidget resources
  - Theraputty
  - Movement breaks
  - Standing desks
- Offer a visual task timeline as part of a task slicing approach
- Offer frequent and planned refresh/refocus breaks built into a visual timeline
- Use of a table top timer to show how long the child has to work for
- Develop self-monitoring and regulation skills as part of a whole class approach through Zones of Regulation
- Adults and pupils need to be aware of their arousal levels and be able to respond positively and re-adjust their emotions to allow them to be an active, engaged learner
- Record instructions using a voice-recording device for the pupil to play back as required
- Ask the child to explain in their own words what they are learning/their task
- Break larger tasks into small steps and offer a motivator for successful completion of each one.
- Keep focused activities short and intersperse with child-led activity

∉ Offer a privacy board to limit visual stimuli/distractions

Re: Thinking
Pupils need to be able to offer opinions on the artworks they are studying. It's important to remember that in art there are usually many 'right' answers and it is the aim of the teacher to encourage imagination and diversity.

T1: Generating thinking/ P4C

- Visualisers- many uses- eg evaluate a pupil's writing.. eg demonstrate peer marking…eg analysising responses to test…eg evaluate photo of a DT product.

- Links—develop synthetic thinking by asking pupils to make links between different objects/ statements etc

- Six steps to success- provide the pupils with a destination in a bubble- list six things in six other bubbles that you need to get you to that destination?

T3: How can we help our vulnerable/SEND learners with this?

• Offer additional thinking time to formulate responses and act upon instructions. To support this warning of the question/response is useful

• Limit concurrent processing demands

• Offer short, personalised instructions in the correct task sequence

• Increase general visual support to aid recall and support thinking. This can be in the form of word webs, picture cues; visual task timelines, story maps and graphic organisers

• Limit movement between instructions and beginning the task so that the pupil can begin work immediately. The pupil could sit at their table with resources ready during the lesson introduction to limit the interruption of thinking

Re Clarity of Learning:
Every year, all pupils will be asked to draw a self-portrait which is then moderated across the school to see where improvements have occurred as well as where skills needs further developing.
CL1: Know their starting points

- Elicitation - Have a go at the focus skill of the unit at the start. What do we need to improve? What can we already do?

- Immersion –before trying to elicit prior knowledge, immerse pupils in the topic- eg visitor in/ resources layed out/ trip out

CL2: Be clear about the end point and the big picture

- Sharing the learning intention- needs to be clear and unambiguous. Careful to separate clearly the task instructions from the learning intention; provide examples alongside the learning intention to ensure they are fully understood.

- WAGOLL- Final pieces as well as the journey in the sketchbook shown to pupils throughout the unit.

CL3: Be clear about the steps to get there

- Success Criteria- The purpose of the success criteria is to make the children absolutely sure about what is in the teacher's mind as the criteria for judging their work . The success criteria can take many forms. Examples might include a piece from a previous year or teacher's own version. Basically they are a visual aide-memoir for pupils and a reference point for teachers when explaining and then evaluating learning during a lesson

- Excellent examples- best generated from previous work by pupils. Carry out pre-mortems on these pieces. V good use if compare against a not so excellent but still excellent example- decide with pupils why is one even better.

- Comparing examples- examples of 'products' that could be compared:- in Art, compare artist's final pieces vs. pupil final pieces.

CL4- How can we help our vulnerable/SEND learners with this?

Evidence and research shows that supporting high quality teaching improves outcomes for pupils with SEND. The EEF 'Five-a-day Principle' of High Quality Teaching benefits for SEND demonstrates offers five specific approaches below that are well-evidenced as having a positive impact. These strategies should be use daily and flexibly in response to individual needs, as the starting point for classroom teaching for all pupils, including those with SEND. These strategies can be applied and adapted to all subjects within the National Curriculum and Early Years Foundation Stage.

		Outcome	Aims	Examples
1.	**Explicit Instruction**	Teacher-led approaches with a focus on clear explanations, modeling and frequent checks for understanding. This is then followed by guided practice, before independent practice.	Use clear and succinct language when explaining things to pupils, checking their understanding frequently. Use dual coding to aid students' understanding of new content. Model how to complete a task before expecting pupils to work	*Diagrams, images or tables on a mini-whiteboard. Teaching skills and concepts in small steps. Use examples and non-examples. Use clear and unambiguous language. Anticipate and plan for common misconceptions. Highlight essential content and remove distracting information. Simulations or virtual experiments to support hands-on practical work. Curiosity cube.*

		independently.	*Object association - making links*
2. **Cognitive and metacognitive strategies**	Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning	Support pupils to recall previously learned content, before they move on to new content. Help pupils to organise their thinking by 'chunking' the content into smaller steps. Ask metacognitive questions that support pupils to plan, monitor and evaluate their own learning. Think about the learning environment and potential sensory overwhelm, reduce overload and use resources/equipment to meet identified sensory need. Reduce language. Keep instructions as short as possible. Break them into small steps and give one at a time.	*Low stakes quizzing* *Incorporate phrases such as "My turn, your turn", providing opportunities for low stakes recall of knowledge.* *Learning is broken down into a series of very short but engaging tasks.* *Task slicing.* *The pupil can record (draw and/or write) their ideas on post it notes and 'park' them for later.* *Limit copying. Give the pupil their own table top copy to highlight/interact with.* *Limit movement between instructions and beginning the task so that the pupil can begin work immediately.* *Show what 'finished' looks like. Include top down models and working examples.* *Precision Teaching.* *Support for organisation- timelines, diary, equipment, days.* *Using Pupil Interests* *Flash cards* *Memory matching*
3. **Scaffolding**	When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less	Use scaffolding in a way that reduces pupils' reliance on adult support, lessening scaffolds over time. Provide scaffolds in a non-stigmatising way (i.e. providing them for a small group or pair, rather than only for 1 pupil)	*Interactive, multisensory and reflect early learning experiences.* *Role Play.* *Stem sentences/parrot responses* *Continuous Provision learning* *Market place - pupils sharing learning and picking up learning*

	support of this nature throughout the course of the lesson, week or term.		
		Visual Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.	*A task planner.* *A list of the steps a pupil needs to take.* *Model examples of work Images that support vocabulary learning.* *Checklists.* *Visualisers to improve the quality of explanation and modeling.* *Visuals to support vocabulary.* *Manipulatives and tools on hand to support retention.*
		Verbal Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.	*"Let's look at this together..."* *"What have you done before, that will help you with this task?"* *"Don't forget, your work needs to include..."* *Model thinking whilst reading – 'Think out loud'*
		Written A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.	*A word bank.* *A writing frame.* *Sentence starters.* *Clearly identifying how much the child is expected to write using markers on a page.*
4. **Flexible Grouping**	Allocate groups temporarily, based on current level of mastery. This could, for example, be a	Work with several different pupils, forming temporary groups when several pupils have the same current difficulty.	*Peer feedback and a peer buddy to check work with - Talk partners.* *My turn/your turn activities so that the pupil can work collaboratively with another to complete a task.*

	group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.	Promote peer tutoring, facilitating pupils learning from one another. Interventions should be carefully targeted through identification and assessment of need. The intensity of intervention (from universal to targeted to specialist) should increase with need.	*Use talk partners to model new activities and offer pre-teaching to make the unfamiliar feel familiar.*
5. **Using Technology**	Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.	Utilise technology as part of the delivery of interventions. Support pupils to use technology to record their learning.	*Speech-to-text software. Voice recording device to aid memory or to record their ideas for writing and check back. E-books and audio books. Voice recording devices to record whole class instructions and give to individuals who need to hear them several times. Opportunity to record learning via different methods - word processing, powerpoint, story frames, video.*

Re Pupil autonomy:

PA1: Pupils exploring their own ideas and questions

It is extremely important for pupils to see themselves as artists and to know that any mark they make on a page is their art. Art does not have one final answer or style. Pupils celebrate the differences and uniquenesses of themselves and others.

- Immersion- before asking them what they know, pupils immersed in the topic / provided with experience to stimulate their interest/ ideas/ existing knowledge.

PA2: Pupil self-evaluation

We want pupils to understand the steps they need to take in order to further develop their skills for future use. Evaluating and assessing their own learning is key to this.

- Self evaluation prompts -use standard prompts for self evaluation e.g. 'I created this piece because…' 'I was inspired by…'

PA5: How can we help our vulnerable/SEND learners with this?

Top tips to help with executive function in class

Working memory

Use short instructions and keep information brief. Don't overload the child with too much information at a time.

Use visual reminders and checklists e.g. use colours, cartoons with speech bubbles.

Encourage jottings or notes to reduce the load on their memory & use highlighters.

Give them extra time to process information and think about what they see or hear.

Use of a voice recording device such as: Talking Tin, for the pupil to record their ideas for writing and check back;

Organisation

Visual/itemised timetables/kit lists/routines; chronological 'to do' lists.

Checking in with an adult at the start/end of the day.

Timetabled personal organisation time.

Colour-coding / transparent pencil case etc.

Short, timed tasks using a sand-timer.

Ensure equipment is well organised and clearly labelled; (object of reference, pictures, words);

Use of personal timeline- now and next board, colour coded timetable.

A task planner.

A list of the steps a pupil needs to take.

Monitoring and self-evaluation

Give clear tasks with progression built in.

Use of rating scales and solution-focussed questions

Traffic light system, smiley face symbols.

Checklists.

Planning to do a task

Learning common routines. "What do you need to do this task?" "What are the steps (beginning, middle, end)?" What does 'finished' look like?"

Work with an adult or peer to help them with the first part of a task.

Offer a visual task timeline as part of a task slicing approach

Model examples of work

Images that support vocabulary learning.

A word bank.

A writing frame.

Sentence starters.
Thinking and focussing

Set up situations where the child can succeed, by starting with tasks that are easy for them.

Introduce small 'thinking' tasks within the bigger task (e.g. "Let's stop and think about what kind of picture you're going to draw").

Gradually extend the length of tasks.

Use simple verbal or non-verbal reminders, possibly a code word to remind them to focus.

Shift and cognitive flexibility

Use visual timetables.

Give verbal/visual notice of upcoming changes in tasks or routines.

Consistent routines for beginnings and endings.

Treat transitions as a separate activity; one to prepare and plan for, e.g. spend time talking about changing from one activity to another.

Clearly identifying how much the child is expected to write using markers on a page.

Re Proof of learning:
PL1: All student response systems

All student response systems will mean you engage pupils better; keep track of where pupils are at in their learning during a lesson and not allow anyone to slip through the learning net.

Imperative: We rarely use hands up unless 'asking' a question.

- **Talk partners-** again the pupils need to be trained in use of. Change talk partners weekly- on rolling basis. Pupils need to discuss/ decide what makes a good talk partner and review their perf as talk partners . Create cards to show how expected to behave as talk partners

- **Card** fans— ABCD, Yes/No, 1-5, Strongly agree---Strongly disagree---For example give pupils multiple choice answers and ask them to vote A, B, C or D. *(see Embedded FA p 90)*

- **Hand signals-** thumbs up down or sideways// 5 finger scale of understanding. When doing this ask a question that is cognitive rather than about a feeling (latter being v unreliable) –ie use thumbs as way of voting for which of three answers they think it correct.

PL2: Picking up on and responding to needs quickly:

- Support the skill- provide the pupils who need it with a resource to support them- for example a x tables square if it is there knowledge of times tables standing between them and achieving the learning.

- Simplify the skill- Change the task for the group who are struggling to make the learning more accessible for them.

- Go back to the beginning- start again with the group who are struggling and take them right back to the beginning of your teaching/ the unit/ the concept to the point where they do begin to understand.

- Repetition/ practise/ over-learning- provide those struggling with further opportunities to repeat and over-learn the skill/ concept.

PL3: Feedback pupils to teacher (ref also techniques to develop MASTERY)

Learning needs to be evaluated at every stage to ensure all children are making progress. Next steps need to be informed.

Top 10: We evaluate learning at every stage to make ensure children are progressing.

- **Mini white boards**

- **Boards in plastic**– advantage of these over mini white boards is that subject appropriate materials can be placed inside the plastic sleeve eg maps for pupils to annotate in geography

- **Presentation 2:** pre-empting misconceptions—present a heads up to all prospective learners about the possible pitfalls/ misconceptions in an area of learning before they start out.

PL4: Retrieval Practice

Important to transfer information to long-term memory. Important to be able to access and recall information from long-term memory with ease and accuracy. We need to engage actively and deliberately in retrieving information from long-term memory. https://www.retrievalpractice.org/strategies/2018/9/28/retrieval-grids

- **Heard the Word vocab elicitation** - at start of unit and then revisited at the end

- **Brain dump**- Pupils write down on whiteboards as much as they can about the given topic/unit. This could be timed e.g. 5 mins to…or as much time as you choose. Quite a useful starter for lessons.

- **Keyword grid** -Pupils have to write short definitions for each of the words and then put into a paragraph to then share with a peer. Partners then edit each others to make a stronger piece of writing.

PL5: How can we help our vulnerable/SEND learners with this?

Proving learning is particularly challenging for vulnerable children and those with SEND because they tend to show their learning in very individual ways. The challenge is therefore how to demonstrate both how and why progress is taking place.

Some children may find the organisation to record their learning challenging. Therefore some ideas to support organisation include;

- *Rainbow sentences to help group ideas.*
- *Use post it notes – one idea per post it notes, then write each one as a discrete sentence*
- *Talking tin (pupil records one idea/sentence at a time)*
- *Colourful semantics approach*
- *'Hold a sentence' activities.*
- *Practitioner modeled sentence stems.*

Technology can be used to record their learning and reduce barriers and empower reluctant writers. Examples may include;

- *Speech-to-text software.*
- *Voice recording device to aid memory or to record their ideas for writing and check back.*
- *E-books and audio books.*
- *Voice recording devices to record whole class instructions and give to individuals who need to hear them several times.*
- *Opportunity to record learning via different methods - word processing, powerpoint, story frames, video, photograph.*

When letter formation/independent writing is not the focus, adults may scribe for the child, recording their learning and showing their understanding.