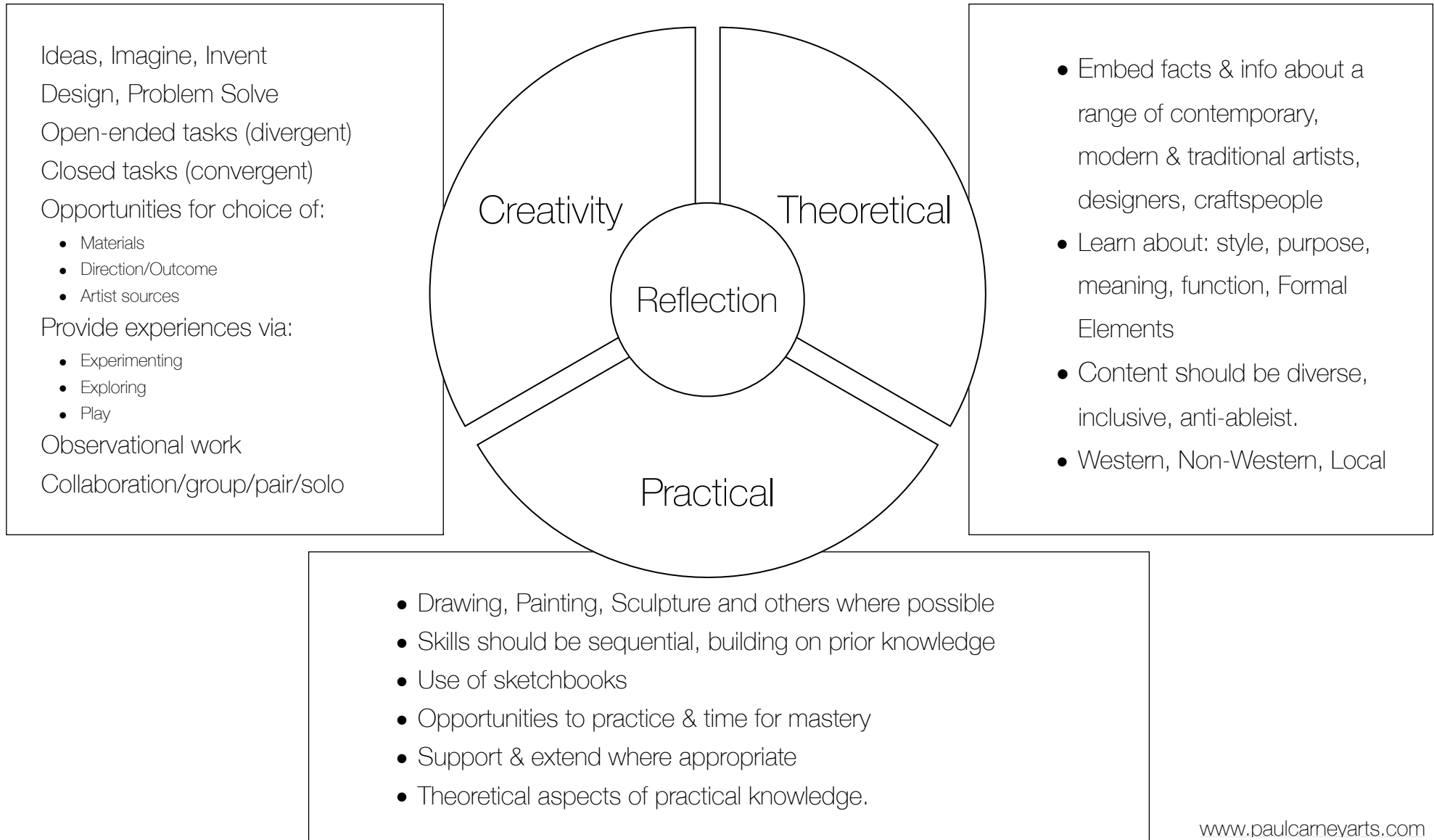


Art & Design Curriculum Content

Your curriculum content should deliver FOUR broad areas over time: Theoretical Knowledge, Practical Knowledge (Skills), and Creativity (Processes & Outcomes). Reflection is ongoing. It informs progress made & influences future actions.



Art & Design Project Learning Stages

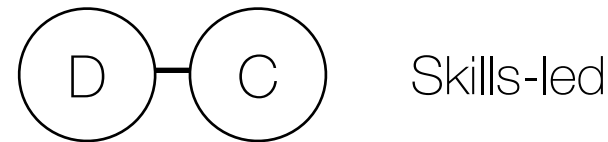
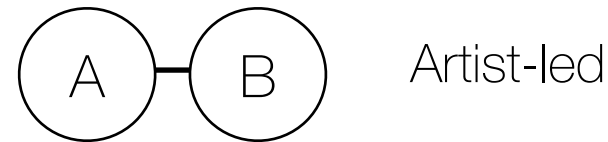
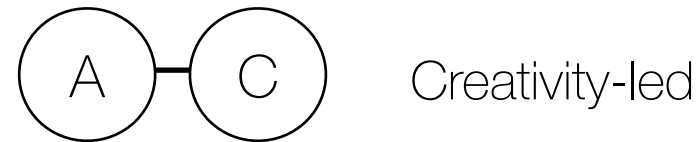
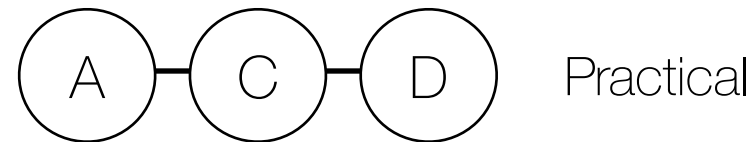
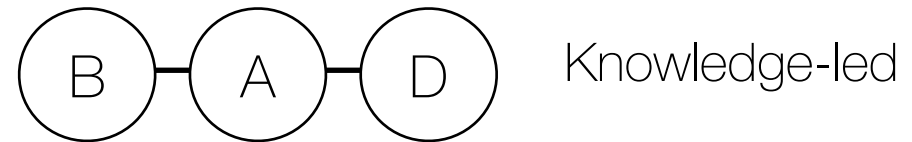
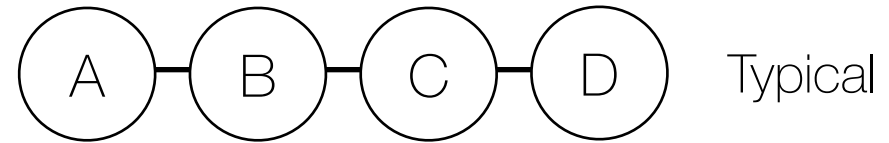
Art education is usually project based. We can divide projects into four learning stages: Stimulus - Artists - Creativity - Practical Skills/Activities. These link to Curriculum Content coverage. By altering the order in which we teach these, we can emphasise different curriculum approaches.

A Stimulus
Themes, objects, images, art, film, visits, Books/texts, observational study, Design Brief, News, Events

B Artist Sources *(theoretical)*
Art, Craft, Design. Artists, Style, Function, Purpose, Meaning, Formal Elements

C Creativity
Ideas, Imagine, Invent. Design. Choice of: materials, artists, direction. Experimenting, exploring, play.

D Practical/Activities
Skills, Making, Drawing/Painting/ Sculpture etc. Process & Outcomes



Art & Design Teaching & Learning Considerations

The projects and activities we design must take a range of complex teaching & learning factors into consideration. These are either prior considerations that affect the type, length or complexity of an activity; or they are part of ongoing classroom practice; or they are summative activities we do after the principal learning has taken place.

REFLECTION

- Thoughts, ideas, opinions about own & others' work
- Metacognition - Thinking skills, evaluation
- Can be oral or written
- Is often evidenced through annotated notes in sketchbooks
- Might be a final written evaluation at end of a project
- Is developed through ongoing dialogue between teachers, peers, self
- Formative assessment feeds into reflection process & informs future actions

ASSESSMENT

- Formative and Summative
- Clear learning objectives
- Success criteria shared
- Measure individual progress to learning objectives and end points
- Ownership and awareness of own development
- Opportunities to reflect on learning then correct, develop & improve
- Critiques are used to consolidate learning & motivate

ADAPTIVE TEACHING


- Understanding needs of pupils: SEND, EAL, HLP
- Knowing prior attainment/ability
- Setting high expectations
- Supporting pupils with literacy
- Clear direction and focus for the learning
- Awareness of relevant disciplinary/ component knowledge
- Linking to prior & future learning
- Awareness of Cognitive Load Theory to 'chunk' information
- Use of different types of instruction
 - Teacher-led, pupil-directed

Art & Design Project Planning

The projects you plan should motivate the pupils and be rich in knowledge, learning and creative potential. You will probably combine different learning experiences within the same project. Usually, you'll lead with explicit instruction of teacher-led knowledge and skills, then provide creative opportunities to implement them. Keep it simple if you aren't experienced at planning and learn from other examples.

1	Establish length of activity	How long have you got for the project? How many hours in total/ each week?
2	Outline what the learning should be - linked to curriculum progression map	What do you want pupils to know/be able to do? What experiences will they have? How does it link to prior learning & current needs?
3	Decide basic content: Theme, Artists, Area of Practical Activity (drawing, painting, sculpture etc.)	Roughly work out what the main content will be and what theme it will have.
4	Divide time available into learning stages (A,B,C,D)	Now begin writing the learning stages in more depth, thinking about the order you want to teach it in and the approach you want to take- teacher-led, or more self-determined for example.
5	Adapt learning - build in assessment, reflection opportunities, SEND etc.	It takes some expertise to know how to embed support for SEND, Higher Learning Potential, literacy support and how and when to assess for example. You should always be thinking about how you will support students to achieve the learning you are planning, and also how you might extend the same activity. Make sure each learning stage has clear success criteria so that pupils know how to achieve it.



Design a Bear			
<p>Outline of activity: pupils will use simple shapes to draw a teddy bear from a tutorial. They will study fictional bears, analysing their design features, before designing their own Teddy Bear from imagination.</p>			
<p>Learning Objectives</p> <ul style="list-style-type: none"> To develop skills in drawing using a tutorial Study and describe the works of famous art Design a product using their imagination and by referencing source materials Develop their design for their product making improvements and alterations <p>Use their design to create a digital book cover using photo apps.</p>			
<p>Progression</p> <p>Drawing</p> <ul style="list-style-type: none"> Skill & Control - increasing control of line & using simple 2D shapes when drawing. Explore light & dark. Practice shading tones. Control the pressure of their drawing materials. Medium - Use a range of drawing media. Try new ways of drawing. Purpose - draw from observation. <p>Design - Pupils should design & make something they have imagined or invented.</p> <p>Digital: They learn to take photos with digital cameras taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos.</p> <p>Creativity - develop an idea linked to a theme they are studying. Draw things they know and love.</p> <p>Knowledge - Study famous works of art craft & design, learning how and when they were made. Describe the content and the feelings & emotions conveyed by the work. Compare their art to appropriate works of art recognising what is the same and what is different.</p> <p>Knowledge of subject language - Learn subject vocabulary and begin using it. Recognise when they are using formal elements and describe how they are using them.</p> <p>Reflection - Makes creative decisions about their work, select appropriate media. Develop skills in orally describing their thoughts, ideas and intentions. They form opinions about the process of their work saying what went well & how they might improve it. Compare their art to works of art recognising what is the same and what is different.</p>			
<p>Key Vocabulary: Design, accessories, shading, similarities, differences, sketch, design.</p>			
	Creative Activity	Knowledge & Skills	Assessment
1	<p>Draw a toy bear How to draw from imagination and observation.</p> 	<p>How to draw a Teddy Bear tutorial https://youtu.be/L9IEQif23yA</p> <p>Pupils develop their ability to draw with increasing control of line & using simple 2D geometric shapes when drawing.</p>	<p>There is evidence of improvement in the skill and control of the pupil's drawing ability and their picture represents what they have described.</p> <p>The drawing exercise should be repeated to be properly understood.</p>
2	<p>Study the illustrations of several famous bear characters from books to identify how they have been animated to look more human. E.g. Paddington, Winnie the Pooh, Rupert etc. Use images from this link https://www.theguardian.com/culture/gallery/2014/apr/25/the-10-best-fictional-bears-paddington</p> <p>Bear children's books https://bookshop.org/lists/best-children-s-books-featuring-bears</p> <p>Compare the drawn characters with a photo of a real bear. Can they see the similarities and differences? How has the artist changed the bear? What have they added? How have they used colour? What details have they left out to simplify it?</p>	<p>Pupils should orally describe art & learn and apply the meaning of the words colour, line, tone, shape, texture and pattern.</p> <p>Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them.</p> <p>Shading tutorial here https://youtu.be/aitjiaObPJo</p>	<p>Look for evidence of participation in the discussion. Some, more quiet pupils, might demonstrate their understanding when drawing or writing.</p> <p>Some pupils may be very practiced at colouring and so will shade confidently. Others will need repeated practice.</p>

Outline of Activity - this is a simple outline overview that might link to the Long Term Plan

Main Learning Objectives - these describe what learners should know and do after completing the unit



Progression - this is taken directly from the curriculum progression map and makes it clear how the curriculum is being covered. You should ensure that the unit of work is specifically addressing this knowledge. It should be sequenced, build on prior knowledge and be appropriate for their age.

Assessment - this indicates the success criteria for the learning stage. It should make it explicit what the teacher is looking for.

The Knowledge & Skills sets out what pupils will know and do. This should link to the progression of skills above, but be more descriptive & pragmatic.

Creative Activity - this is a description of the activity the pupils will do. It should be stimulating and engaging, and be relevant and appropriate for the age and ability of the pupils.

Learning Stages - notice each section is numbered. Stages aren't really separate lessons, but rather are a learning stages that might be spread across one or more lessons.

<p>Practice drawing their favourite famous bear in their sketchbooks or on paper. They might copy it freehand, or trace over a line drawing.</p> <p>Shade the drawings using a suitable medium such as coloured pencil, felt pens or use chalk pastel on sugar paper.</p> 		
<p>3 Study this page from the Jill Murphy website called Baby Bear's cut outs https://www.jillmurphy.co.uk/babybearsoutbook Can they see how it works? You have to cut the different clothes out and put them on a basic unclothed baby bear.</p> <p>Show the webpage Design a Bear https://www.designabear.co.uk showing the different styles, clothes and accessories you can choose from.</p> <p>If we were going to design our own bear, how would yours look? What clothes would it wear? What would it be called? What accessories would it have? What colour would it be?</p> <p>Draw and sketch your thoughts and ideas in your sketchbooks or on paper in rough.</p> <p>Provide pictures of different outfits that could inspire them or to copy from. Just do an internet image search for 'line drawings of children's clothes' and print out your favourites.</p> <p>Don't worry about the ideas being neat. Get lots of different ideas and see which one works best.</p>	<p>Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.</p> <p>Pupils should design and make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example.</p> 	<p>Look for evidence of imagination and invention. Who is simply copying what they see and who is creating new imaginative ideas?</p> <p>How skilfully are their ideas being realised?</p>
<p>4 Explain that the children will now develop their design for their own bear.</p> <p>First, they are to draw a simple bear in outline building on the techniques they learned in lesson 1.</p> <p>Then, build on their rough design ideas for how they might dress it, accessorise it and colour it. Their ideas might change or be improved or adapted.</p> <p>Provide the children with simple line drawings of bears, clothes, and accessories for them to copy.</p> <p>The children might draw the bear first, then draw clothes on tracing paper overlaid on the drawing.</p> <p>The children should end up with a final design for their bear. It should be drawn as accurately and neatly as possible and be coloured in an appropriate way; using either paint, or pastels, crayons, pencils, or pens. Give the bear a name and perhaps add a description of its character.</p>	<p>Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles.</p> <p>Pupils develop their knowledge, skill, and control of using art materials.</p> <p>Learn how ideas change, grow and develop as work is produced.</p> <p>Create art from personal experiences and imagination.</p>	<p>Pupils should demonstrate improvement and development of idea from first, rough sketches.</p> <p>Ideas might change, alterations made and the work should improve in quality of execution.</p>

Over the unit, the pupils are given teacher-led instruction to teach them how to draw a teddy bear.

Next, they learn how artists and writers have animated bears in their stories.

They then design a bear themselves using simple line art to help them.

Finally, they draw, paint or make their design in final format.

They might write a story using their character, give it a name and turn their design into a mock-up book.

Notice how knowledge and skills are taught first. These usually come before creative practices. We learn something, we practice it, then we do something creative with it. We do this in small cycles within a unit of work.