




Contents

- ⇒ This document has been created to support inspectors undertaking a deep dive in Art.
- ⇒ It provides a high-level summary of stage two training and wider guidance.
- ⇒ The six focus areas provide a structure to explain subject level outcomes as identified by inspection activities.
- ⇒ School leaders may not be able and should not be expected to articulate their intent **as it is outlined** in this aide-memoire or to provide documents which neatly provide the evidence for the focus areas.

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1. Curriculum

Scope (Q1)

Pupils should develop a knowledge of:

- **Practical** — Methods, techniques, media, materials, technical language, formal elements and principles of art
- **Theoretical** — Art movements, genres, themes, artists and art, including context and significance
- **Disciplinary** — How experts have expressed quality and value throughout history

Substantive knowledge

Practical (Q2)

- Do pupils learn about the **components knowledge** of the practical content?
- What skills and component knowledge are identified as **core or most important? What is the rationale?**

Substantive knowledge

Theoretical (Q3)

- Do pupils learn about the component knowledge of the theoretical content?
- Are pupils able to confidently and securely **discuss art and artists?**

Disciplinary knowledge

(Q4)

- Do pupils learn about the different **paradigms of art?**
- Can children engage in **debate and dialogue** about art?

Components and sequencing (Q5)

- Does curriculum coherence help pupils acquire knowledge or make outcomes?
- How does pupils knowledge build in growing complexity?
- How do teachers break down knowledge for novices or sequence the curriculum to build expertise?

Memory (Q6)

- Do pupils remember the core knowledge long term?
- **Are pupils building a schema over time?**
- **Are pupils achieving the ambitious goals?**
- **Are pupils learning the curriculum or performing outcomes?**



Ambitious end goals (Mental model of an expert)

- **Fluency:** Pupils are proficient and can make well in the traditions of their chosen specialisms.
- **Experimentation:** Pupils try out ideas, methods and convention to find original solutions.
- **Authenticity:** Pupils visually perform their thinking of a issue, topic or theme.

SEND pupils (Q7)

- How do you ensure those pupils who find it most difficult to learn, are given the best chances to keep up?

Early Years (Q8)

- How effectively does the early education curriculum (EYFS and KS1) prepare pupils for their learning in KS2?



2. Pedagogy

(Q9,Q10)

What is the rationale for the activities chosen in lesson (**fit for purpose**)?



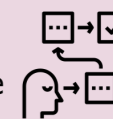
How well do resources and activities support pupils' learning?

Do pupils have ample time and opportunity to **practise** to build fluency?

3. Assessment

(Q11)

Does assessment check that pupils have learnt the component knowledge of the art curriculum?



How does assessment impact pupils' learning?

How does assessment inform curriculum design and adaption?

4. Culture

(Q12,Q13)

Does the school have high expectations of what all pupils can learn in art?



Does the school foster a love of the subject and understand its value?

How well is art & design included and represented in the whole-school curriculum?

5. Systems

(Q14,Q15,Q16)

How well is the subject led? Can the school readily explain and qualify potential systemic issues?



What mechanisms are there for curriculum construction, adaption and renewal?

How well are staff supported in developing their own subject and pedagogical knowledge? What support are non-specialists given?

6. Policy

(Q17,Q18,Q19)

How do **school-wide policies** impact art?



Do whole-school policies, such as assessment, support and give flexibility to enable a high-quality art education?

Official - For training only

Primary
Art & Design
aide-memoire

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Principle 1: Pupils learn 'Practical, Theoretical and Disciplinary' knowledge

Categories of knowledge

- **Practical**—Methods, techniques, media.
- **Theoretical**—history of art, including meanings and interpretations, materials and processes.
- **Disciplinary knowledge**—Different paradigms of Art. What is Art?

Insight

- 12 areas of making: includes, as referenced in NC, drawing, painting and sculpture.
- There is no prescribed content. Teachers select the content.
- Teachers must make strategic decisions about what knowledge is most important.
- Skills are broken down into tangible components.

Non Example

- Art-based activities—no subject knowledge.
- Prescriptive outcomes—unsecure knowledge.

Principle 3: Components are organised and sequenced to help pupils acquire knowledge

Components

- **Organised** in meaningful way (project).
- **Broken down** and isolated components for novice learners.
- Sequenced to activate **prior knowledge** and **re-encountered** in different contexts.

Insight

- Teaching knowledge not activities.
- Coherence is primarily concerned with learning not outcomes.

Non Example

- Treating pupils as expert without secure knowledge.
- Planning curriculum as a series of activities towards a final piece.
- Coverage of broad content – pupils do not get to revisit.

Principles of Art

Principle 2: Pupils learn the curriculum to achieve ambitious goals

Ambitious goals

- **Fluency:** Demonstrate automaticity and proficiency in a chosen specialism or tradition.
- **Experimentation:** Experiment, test and break rules of convention to create something new.
- **Authenticity:** Make work with a visual commentary, relating own ideas and experiences often relating to an issue, topic or theme.

Insight

- Ambitious goals are indicators of an emerging expert mental model.
- Expertise is a well-connected schema, recalling and using the interplay of knowledge.

Non Example

- Formulaic outcomes.
- Skills ladders.

Principle 4: Disciplinary knowledge is the heart of the subject, shaping the curriculum and pedagogical choices

Paradigms of Art

- Traditional—Convention and imitation.
- Modern—Originality, experimentation.
- Contemporary—Collaborative and deconstructs norms.

Insight

- Disciplinary knowledge teaches pupils how **quality and value** have been expressed throughout history - **What is Art?**
- Pupils learn disciplinary knowledge to be able to engage in dialogue and debate, acquire cultural capital and be affected by art.

Non Example

- Mimicking what artists do as a process—without secure subject knowledge.
- Vicarious experience—cannot appreciate and enjoy.

National Curriculum 2013

Key stage 1 pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Examples of components

Drawing

- **Media** - Graphite, pen, ink, charcoal, oil pastel, soft pastel
- **Methods and techniques**—Mark making, hatching, cross hatching, scribble, stippling, blending, shading, enlarging, reducing, gridding, sighting

Painting




- **Media** - Poster paint, powder paint, paint blocks, watercolours
- **Methods and techniques** -blocking in, wet on wet, building up, dry brushing

Sculpture

- **Media**—Clay, cardboard, card, found objects
- **Methods and techniques**—Modelling, carving, fixing or joining materials such as card, soldering, gluing,

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