

## (Draft) Primary Early Years Initial Teacher Education: Curriculum Plan

### Art and Design - Undergraduate Programmes

#### Curriculum Intent:

Our Primary Early Years Art and Design curriculum, at Edge Hill University, is designed to ignite trainees' enjoyment, interest and understanding of the impact that art and design has had upon our history and in shaping our cultural values, practices and beliefs. Our art curriculum is designed to support our students' understanding of the values that an art and design curriculum can bring to children and how these values are connected to key research-informed practices. There is a strong focus upon enabling them to understand how the subject promotes children's creativity, thinking skills and independent learning through effective pedagogy.

As a team we recognise the impact of habitus on our students' perception, experience and confidence in engaging with cultural. The Discipline-Based Arts Education approach is embedded within our curriculum to support trainees' understanding that an effective art curriculum should address an understanding that art making, art history, art criticism and aesthetics.

Trainees are introduced to a range of artists that reflect different cultures, traditions, communities over an expansive range of time. They learn about the role of cultural institutions in providing opportunities to view original artworks and being able to discuss cultural objects. The role of art and design in developing children's cultural capital is integral to the art curriculum through exploring a rich array of artistic traditions and new genres. Our art curriculum has a strong focus on critical practice and how art can be used to explore wider social and ecological issues and inform a deeper understanding of themselves and others.

Phase	Learn that...	Learn how to...
<b>Phase 1 EYFS</b>	<b>Trainees will know:</b>	<b>Trainees will be able to:</b>
	<ul style="list-style-type: none"> <li>• Expressive Art and Design is one of the seven areas of learning within the EYFS curriculum.</li> <li>• Expressive Arts and Design is assessed through the attainment of two ELGs at the end of the EYFS phase: Creating with Materials, Being Imaginative and Expressive</li> </ul>	<ul style="list-style-type: none"> <li>• Consider holistic ways to offer opportunities to</li> <li>• Consider the ways in which children demonstrate their progress towards these goals and what this might look like in their professional practice.</li> </ul>

	<ul style="list-style-type: none"> <li>The EYFS curriculum is underpinned by the characteristics of effective learning.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the direct and implicit links between the CoEL and EAD and begin to identify examples of this in the classroom.</li> </ul>
	<ul style="list-style-type: none"> <li>This particular area of learning is connected with other aspects of the curriculum due to the holistic nature of the EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the ways in which this area of learning is connected to other areas of the EYFS curriculum.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Trainees will understand</b></li> <li></li> </ul>	<p style="text-align: center;"><b>Composite knowledge/understanding/skills</b></p> <p><i>By the end of this phase trainees will <b>know</b>:</i> The key values and principles of Expressive Art and Design</p> <p><i>By the end of this phase trainees will <b>understand</b>:</i> The key pedagogy connected to the holistic nature of the EYFS curriculum and the placed of EAD within this</p> <p><i>By the end of this phase trainees will <b>be able to</b>:</i> Begin to plan an artistic learning experience</p> <ul style="list-style-type: none"> <li></li> </ul>

<b>Phase 2 National Curriculum</b>	<b>Trainees will know</b>	<b>Trainees will be able to</b>
	<ul style="list-style-type: none"> <li>Visual literacy is central to artistic understanding and recognise how artists create meaning in their work</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise how to support children's understanding of the <b>visual elements</b> (line, colour, shape space/form texture, pattern, tone) and <b>design concepts (mood, movement, rhythm, harmony contrast, symmetry)</b> to communicate meaning in both making art and interpreting art</li> </ul>
	<ul style="list-style-type: none"> <li>Art and Design is comprised of four integrated learning experiences; art making, art history, art criticism and aesthetics (philosophy and ideas).</li> </ul>	<ul style="list-style-type: none"> <li>Consider ways to use the work of other artists to shape learning experiences</li> </ul>
	<ul style="list-style-type: none"> <li>Understand the key principles of the Three Lens Approach in particular recognising that the primary aim of the curriculum is for children to be able to understand how artists think and behave.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to act and behave as an artist, designer craftsperson</li> </ul>
	<ul style="list-style-type: none"> <li>key values from research, that a high quality art curriculum can promote for children (e.g. wellbeing, cultural development, cognition, creativity)</li> </ul>	<ul style="list-style-type: none"> <li>Reflect upon children's learning in art and the role of the teacher</li> </ul>
	<ul style="list-style-type: none"> <li>Art and Design enables children to understand and learn about themselves and the world they live in. Art as critical practice provides opportunities to explore how artists engage in their society and explore key issues, debates and controversies of their period</li> </ul>	<ul style="list-style-type: none"> <li>Consider the significance of Art and its influence upon the settings they engage with as part of their professional practice.</li> </ul>
		<ul style="list-style-type: none"> <li>Begin to use, select and to create learning experiences that support children's ability to talk about and evaluate the work of other artists.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognise some methods of using the Art and Design curriculum to support children's cultural capital</li> </ul>
		<ul style="list-style-type: none"> <li>Identify some ways to monitor progression within Art and Design</li> </ul>
	<b>Trainees will understand</b>	<b>Composite knowledge/understanding/skills</b>  <i>By the end of this phase trainees will <b>know</b>:</i> The key values and principles of art and design
There are different types of artists- (artists, craftspeople, designers, architects) and different forms of art, (painters, ceramists, sculptures, printers, textile, photographers etc.)		
<ul style="list-style-type: none"> <li>A sequence of lessons should provide opportunities to produce art, explore art history, develop their art criticism skills and explore philosophical ideas</li> </ul>		

	<ul style="list-style-type: none"> <li>• Art Criticism provides opportunities for children to become confident at being able to read, interpret, talk about and evaluate art</li> <li>• Approaches for using a range of artists work to explore ideas around self and the wider world</li> <li>• Trainees understand the significant role that art can play in developing children’s cultural capital through exposure to different art forms and art spaces</li> </ul>	<p><i>By the end of this phase trainees will <b>understand:</b></i> The key pedagogy connected to using sketchbooks and the ‘work of other artists’.</p> <p><i>By the end of this phase trainees will <b>be able to:</b></i> Begin to plan an artistic learning experience</p>
<b>Phase 3 EYFS</b>	<ul style="list-style-type: none"> <li>• <b>Trainees will know:</b></li> </ul>	<b>Trainees will be able to:</b>
	<ul style="list-style-type: none"> <li>• How to develop progression in a range of artistic techniques</li> </ul>	Plan and deliver a sequence of art lessons reflecting DBAE
	<ul style="list-style-type: none"> <li>• How to use a range of artists reflecting different cultural traditions and times.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Plan a sequence of art lessons that reflect good practice (DBAE)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use LOTC to support the development of children’s artistic experiences and cultural capital</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Trainees will understand:</b></li> </ul>	<b>Composite knowledge/understanding/skills</b>
	<ul style="list-style-type: none"> <li>• The value of using a range of artists from different traditions and periods to support children understanding of art history</li> </ul>	<p><i>By the end of this phase trainees will <b>know:</b></i> <b>How to plan a sequence of art lessons that supports the DBAE approach to effective art education.</b></p>
	<ul style="list-style-type: none"> <li>• To plan and deliver effectively lessons to support art making, art history, art criticism and aesthetics</li> </ul>	<p><i>By the end of this phase trainees will <b>understand:</b></i></p>

	<ul style="list-style-type: none"><li>• Begin to appreciate the role of the Art Subject Leader</li></ul>	<p><b><i>The application of different approaches to support art learning.</i></b> <b><i>To begin to understand how to plan for progression within techniques</i></b></p> <p><i>By the end of this phase trainees will be <b>able to:</b></i> Plan and evaluate effective sequence of art lessons art lessons</p>
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