# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## Art and Design

Subject rationale

Our aim is that all Brunel Student Teachers should feel confident and positive about teaching Art and Design. A high quality, inclusive Art and Design curriculum enables each child to progress in their learning and development by creating a stimulating learning environment that elicits the children’s personal interests, enhancing their intrinsic motivation and creative engagement. BSTs have opportunities to explore a range of approaches to art, craft and design in the early years and primary education, practising the teaching of some of the processes and developing their understanding of art as form of communication and expression.

## **Sequencing the subject for each phase**

Phase 1: Explore why art and design is an important contributor to a broad and balanced curriculum promoting curiosity and creativity. Raise awareness of children requiring high quality regular opportunities to engage with art e.g. through play and exploration of a range of media and how this helps to develop children’s imagination, skills, and cultural awareness. BSTs recognise how art can be effectively taught through cross curricular connections with other subjects. They become familiar with processes and pedagogical approaches whilst learning to using a range of materials and media to practice specific techniques in observational drawing and painting. Consideration is given to overcoming barriers and how teaching is adapted to meet the needs of all children. The ECRA model is used to introduce the planning and teaching of art and design ensuring all children have access to high quality teaching.

Phase 2: Observe how expert colleagues use a deep understanding of the art, craft and design to develop children’s knowledge and skills in key processes. Practice, discuss and refine their skills deconstructing approaches and recognising how art promotes collaboration and creativity through annual school events. They will continue to independently explore and develop subject knowledge of processes and curriculum.

Phase 3: Consider a range of formative assessment approaches including, opportunities for children to value art encouraging talk and reflection and including peer and self-assessment. Investigate three-dimensional form using and including the natural environment and recognising other artists in this field, how art is a form of communication and as a means of expression. To review substantive knowledge within art and design.

### How mentors can support BSTs in school

* ​​​​​​​​​​​​​Model how to observe and identify children’s initial skills and strengths and how this forms the basis for following lessons.
* ​​​​​​​Explain how the school’s art and design curriculum shows progression in children’s knowledge and skills of processes and how it contributes to culture and creativity of our nation.
* ​​​​​​​Provide opportunities for BSTs to observe the modelling of specific skills and deconstruct your practice with them, discussing and identifying key points throughout the lesson e.g. revisit the practising of techniques, opportunities to pause, examine and reflect.
* ​​​​​​​Model how to use specific materials, processes, and technical vocabulary.
* ​​​​​​​Discuss the organisation of heavily resourced art lessons and how to manage the learning environment for art.
* ​​​​​​​Model how to give formative feedback to children about their learning, focusing on questions that support children to value their art and what it means to them.
* ​​​​​​​Provide opportunities for art to take place in different environments e.g. outside.
* ​​​​​​​Provide opportunities for BSTs to observe children discussing art and what it means for them.
* ​​​​​​​Discuss with BSTs how art can be used for children to express how they feel, how they see things and to be creative in their thinking and problem solving, affording opportunities for children to see different perspectives and promote creativity.
* ​​​​​​​Discuss through other curriculum areas how art has and continues to influence our lives.

### Indicative open access reading

1. Creativity Exchange Available at: [Welcome to Creativity Exchange | ACE](https://www.creativityexchange.org.uk/)
2. The National Society for Art and Design Available at: [We are the National Society for Education in Art and Design | NSEAD](https://www.nsead.org/)
3. Access Art Primary Curriculum Available at: [Information about the AccessArt Primary Art Curriculum](https://www.accessart.org.uk/primary-art-curriculum/)
4. Starcatchers Available at: [Starcatchers - Inspiring babies and young children](https://starcatchers.org.uk/)