

...in five minutes.

<p>In CUSP Primary Art and Design, careful thought has been given to how content has been sequenced to ensure that pupils are equipped to successfully think, work and communicate like an artist.</p> <p>Organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage.</p> <p>Vertical progression in each discipline has been deliberately positioned so that pupils can revisit key disciplines at increasing degrees of challenge and complexity.</p> <p>CUSP Big Ideas are connected to help pupils better understand the world around them. For example, Migration is linked to Y5 Subtractive Drawing and the study of Jewish displacement in the Second World War.</p>	<p>The Programme of Study outlines the totality of knowledge and skills that will be taught across Key Stage 1 and 2.</p> <p>Substantive knowledge (Core Knowledge) is mapped within each discipline. The curriculum outlines key aspects of artistic development in the Working Artistically section.</p> <p>Disciplinary knowledge (what pupils are able to do) is mapped with granular detail to identify opportunities and experiences across the long-term sequence.</p> <p>This ensures that teachers are clear about what pupils should know and be able to do at the end of each unit of study.</p>	<p>Vocabulary has been carefully mapped to ensure that pupils acquire the language needed to make sense of these concepts and explain their understanding of core curriculum content.</p> <p>Oracy tasks are designed to develop pupils' oracy and vocabulary skills to enable them to use artistic language meaningfully when talking about their work and the work of others.</p> <p>Prior learning has been identified and mapped to the curriculum so that teachers can build new knowledge.</p>	<p>Explainer clips are built into the units to directly support the development of teacher subject knowledge and expertise.</p> <p>Connections to other subject areas are made to works of literature. Specific books and illustrators are recommended and are used as a stimulus for artwork and provide examples of artistic techniques and styles.</p>
<p>CUSP 6 phases are deployed in Art lessons to guide teacher instruction and student participation and interaction:</p> <ul style="list-style-type: none"> • Connect • Explain (inc. EVI) • Example • Attempt • Apply • Challenge <p>Pupils use chunked and dual coded Knowledge Organisers and Knowledge Notes to help pupils navigate their learning.</p> <p>Opportunities for high-quality oracy are built throughout the sequence, as are prosodic reading strategies for fluency.</p>	<p>Explicit Vocabulary Instruction is built into every lesson. Threshold words are taught and applied across studies.</p> <p>Oracy opportunities are built into the six phases of a lesson. Artistic fluency, dialogue, discussion and rehearsal is a key element of thinking hard.</p> <p>Scaffolding toolkits enable teachers to make effective scaffolds and adaptive resources and practice. These could include reducing the text load in a knowledge note, chunking resources to reduce the extraneous load and using Edtech to support with additional modelling.</p>	<p><i>Use an example of a unit that you know well to talk through. You can see:</i></p> <ul style="list-style-type: none"> • <i>What students will know and be able to do</i> • Knowledge Organisers (minimum expectation of study) and Knowledge Notes (physical, locational cues to overcome the transience and split attention effect) • The key vocabulary that will be taught - threshold and clarification • Oracy tasks and use of hexagon pathways, adapted Freya models or strength of meaning tasks • Share how students are exposed to high-quality artistic language. 	<p><i>Share an example of a students' Art Sketch Book. You can see:</i></p> <ul style="list-style-type: none"> • The use of double page spreads • How KOs and KNs are used • How scaffolding strategies are used • How pupils use key vocabulary in their responses • How thinking hard routines land with students and how they are scaffolded to support SEND or disadvantaged students <p>Share a students' Art Sketch Book / English book. You can see how pupils make connections between routines and what they are learning in Art and what they are learning in Reading and Writing.</p>