

A Collaborative Curriculum Planning Activity

The concept of co-creation and adult-student partnership is powerful in the context of instructional improvement. Teachers know and understand what student groups find most interesting and will always seek to make projects and classroom study interesting and meaningful. However, creating shared ownership for learning is fundamental to promoting metacognition and the engagement of students in thinking about their learning and how they can learn better. This involves moving beyond student voice and choice to include co-creation of curriculum content and objectives to ensure students also own their progress and can better self-direct or build independence of study and action. Teachers might explore sharing curriculum direction, project outlines and subject matter in advance to collaborate with student on modifications, choices and personalised opportunities.

If we accept the premise that curriculum planning is best carried out collectively and owned by the members of the art and design team, as set out here and on the website, then this is an approach which uses critical thinking, enabling all team members to collaborate and bring their ideas to the team. Collaboration is also usually a more purposeful and efficient way of working.

Prior to any curriculum planning activity or before making changes, it is wise to Audit existing provision so that you can determine the strengths and areas for development, identify possible weaknesses to curriculum content or within teaching and learning. Interviewing students in the relevant Year groups or key stage can assist in providing essential information about what they enjoy, what supports them best and those topics or curriculum areas of focus that most interest and challenge them to improve. Students are also highly aware of their learning needs and preferences. Subject leaders will need to carefully structure their Audit to ensure a complete overview of planning, teaching and learning prior to briefing the members of the team and beginning any curriculum revision or change.

Reflective Task

How might we Audit existing provision before drafting or revising your curriculum?

Prior to writing any curriculum and as a part of the wider reading around good curriculum models and examples, teachers should carry out an audit of existing provision. There is an example of an Art and Design Audit Tool on the NSEAD website, developed by the Expert Subject Advisory Group as part of the most recent revision to the English National Curriculum. This organises the audit into 5 headings. ***Principles, Curriculum, Pedagogy, Assessment and Management.***

The Audit tool can be downloaded from:

<https://www.nsead.org/files/6effe9cb05325e30896de0c5f4221071.pdf>

Alternatively, you can use this QR Code:



Team task : Collaborative Key Stage 3 Curriculum and Learning Scheme Drafting Activity

NB. These activities will take typically 2-3 hours to complete, so may need to be carried out as part of a school training day or over several department meetings, with delegated tasks.

No single member of the team should complete all the work. Different sections can be delegated to team members to prepare, resource, research and lead team discussion. Documenting should also be delegated to guarantee shared ownership and commitment. The changes and outcomes from these, can be reviewed after 6-12 months.

You will need the following:

- a. *A clear whiteboard – which can be left unchanged throughout the process.*
- b. *Coloured post-It notes or Postcard size coloured paper and tape – a range of 6-10 colours and in a medium to larger size Post-It or Sticky Note.*
- c. *'Chunky' felt pens for writing/printing clear statements on the Post-Its/Notes and for marking up the Whiteboard*
- d. *Camera/phones to record/document stages or outcomes from the process*
- e. *Print out statements of the school/MAT values and ethos.*
- f. *Key school overarching curriculum requirements and Regional Curriculum documents.*

Collaborative planning activity for a Key Stage 3 Curriculum Summary

Read through the 8 steps in the process, prepare the resource and print out the Appendix for each member of the team. Take them through the process steps as part of the explanation before beginning and agree the colour post-Its allocated to the curriculum aspects, depending on how you choose to divide your curriculum into areas or aspects for including in the process.

1. Read through the activity guidance and prepare the resources for your team.

- *Coloured sticky notes, or coloured paper (cut to A7 or A8) bold felt pens and tape/pins*
- *A large display/pin board divided into 9 areas - vertically up into 3 blocks (for Y7, 8 and 9) and horizontally for 3 terms (Autumn, Spring, Summer).*
- *Discuss, agree and list the criteria/categories you intend to use e.g. 9 are suggested in this guidance. Hence, you will probably need 9 different coloured sticky notes or coloured papers if you exactly follow the guidance. NB. This can be modified if you determine a different set of headings, compared with the ones below.*
- *The Headings you use might be organised as:*
 - 1). *Learning Focus/Intention - Knowledge*
 - 2). *Objectives or Outcomes (what they will produce/create)*
 - 3). *Process or Techniques – Practical Skills or Technical Skills (Knowledge Applied)*
 - 4). *Critical and Contextual Focus*
 - 5). *Curriculum Themes, Dimensions or Aspects*
 - 6). *Competencies, Attitudes and Behaviours (Habits of Mind) – Values/Ethos and subject related*
 - 7). *Resources (the main media/materials e.g. Painting: Watercolour or Print: Monoprint, ink, rollers, card and materials to make collagraph blocks)*
 - 8). *Assessment approaches to be used*
 - 9). *Teaching methodology/pedagogical approaches – key classroom activities*

When you are ready to start planning your curriculum scheme of work, use the activity guidelines set out in Section 7 below and in the Appendix guidance sheet. It is more helpful to follow the rest of the stages here to firstly gather all

the information you need to inform the overarching statements of values, programmes of study, conceptual framework, purpose of study etc. before beginning the Curriculum Scheme of work planning activity.

2. Identify the values you and your team use to guide your practice

- Your school or MAT may well have Values and an Ethos set of statements published in the school Handbook and used to guide the way in which the school shapes the curriculum, ethos and matters of mutual behaviours, respect and codes for the way staff and students act, treat each other and the way staff conduct their professional roles.
- Ensure these values and any ethos statements are printed out and attached to the whiteboard to one side, where they can be clearly seen.
- Discussions should begin with reviewing these to determine those most relevant to art and design and any additional values you collectively wish to agree for your subject and specific to learning in art and design.
- Write these up ready for including in the allocation of values to projects and aspects of the planned curriculum.

3. Determining your conceptual framework for your curriculum

- Depending on your regional curriculum or choices you have made, the team should review the next 2 sections (Purpose and Programmes of Study), or consider other conceptual frameworks – discuss and determine how you would summarise your curriculum into a helpful visual mnemonic or diagram that is helpful in capturing your curriculum structure. Your framework might include either: curriculum objectives, key elements, features of effective learning or programmes of study (depending on your regional curriculum).
- NB. In the NSEAD Big Landscape, there are several conceptual frameworks and diagrams listed and shown that might help shape the thinking of your team or determine how you collectively visualise the organisation of your curriculum around 2, 3, 4 or more aspects of learning and activity.
- For example, the English National Curriculum conceptual Diagram here by D. China, The Expert Subject Group and NSEAD gives a simple illustration of a highly visual and memorable example.
- As a subject leader, you will have already considered your philosophy for the ways in which you will organise learning and creative development, possibly by structuring planning and learning into specific 'creative process' learning models. By this, we mean the ways in which you sequence the range of learning activities within your KS3 projects. This will probably vary across the key stage, introducing increasing independence over the 3 years and increasing choice, personalisation and challenge.
- As a team, you can choose an existing model, adapt a model or create new models with particular emphasis you all agree and incorporating the learning structure within your regional curriculum. Agree who will complete draft diagrams for your team before being added to your Policy and Curriculum. Your conceptual framework or learning model will need to be annotated to explain how it will be applied to project and lesson planning, and modified to increase creativity, independence and challenge, to either successfully conclude art and design study, or prepare students for beginning GCSE art and design.



4. The Purpose of study in Art, Craft & Design

- As a team, you need to come to some agreement regarding a Purpose of Study. You can start with your own Regional Curriculum statement, but may adapt and shape this to meet your own needs.
- These statements are normally identified within regional curriculum guidance documents, but these statements can be further shaped and detailed, providing any statutory minimum purpose is retained. For example in England, look at the Purpose of Study statement in the National Curriculum programmes of study.
- As a team, discuss the relevant statement and if you wish, include other statements you think could inform your own department statement. As a team, come to agreement with any additions and changes. Draft a statement for including in your own Policy and Curriculum. Keep this in mind while you are planning your curriculum as it should be an over-arching and defining statement of belief and intent.

5. Identify the Programmes of Study, Curriculum Objectives or other Regional curriculum guidelines you plan to use

- These statements are typically identified within regional curricula guidance, but these statements and learning objectives can be further shaped and detailed, ensuring any statutory minimum purpose is retained and embedded into your curriculum and your planned schemes of work.
- In England and Wales, these are set out as programmes of Study. See England: <https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study/national-curriculum-in-england-art-and-design-programmes-of-study>
- Wales: <https://hwb.gov.wales/api/storage/4b10c73d-a7d6-4f29-b163-c2e53bf326b0/art-and-design-in-the-national-curriculum.pdf>
- In Northern Ireland these are set out in the Art and Design Resources and the Thinking Skills and Personal Capabilities Progression Map for KS3. See: <https://ccea.org.uk/key-stage-3/curriculum/arts/art-and-design#section-3538>
- In Scotland these are set out in the Purposes of Learning contained within the Experiences and Outcomes. See: <https://education.gov.scot/Documents/expressive-arts-eo.pdf>
- As a team, discuss and come to agreement with any additions and changes. Draft a statement for your Policy and Curriculum which includes your regional curriculum statements.

6. Completing a Policy statement

Set out the scope of whole school curriculum requirements.

- The 3 activities you have carried out will make up the majority of your subject Policy and are also core components of your planned Curriculum.
- In addition, as a team, you should review whole school curriculum policy and guidelines. Then:
 - Identify any whole school statements that you will need to add to your own Policy and Curriculum to reflect particular aspects you wish to emphasise e.g. enjoyment of learning, learning behaviours, citizenship, increasing independence, flexible and critical thinking, cultural learning entitlement etc.
 - Identify any whole school teaching and learning policy requirements you need to include e.g. marking and assessment, recording data, marking policies, student feedback, lesson requirements, study visit requirements, behaviour related expectations and student management requirements, student equipment resources, health and safety etc. Discuss and add these to your Policy.
 - Identify any whole school curriculum requirements you need to include e.g. SMSC, British values, Cultural learning opportunities, student art and design

equipment resources (i.e. sketchbook/folder) etc. Discuss and add these to your Curriculum planning in preparation for the next discussion.

- Discuss and agree how you will ensure that your Curriculum plans and lesson planning will include all of these elements sufficiently to meet both whole school and your own subject requirements.

7. Key Stage 3 Curriculum and Scheme of Work Planning activity

- In this part of the activity, you are setting out scheme of work. This is the long-term planning, or overview of intended learning or sequence of projects by year and to summarise the entire learning intentions of the key stage.
 - *NB: Medium-term planning is project level planning and short-term planning is weekly or individual lesson planning.*
- Follow the activity guidelines to distribute the coloured paper slips/sticky notes, so that every member of the team has a full range of coloured notes.
- Discuss and agree an overall strategy, acknowledging that Y7 might start with diagnostic teaching for a term or more, which can also be marked/used as a baseline assessment. Agree where major assessments points will be positioned across the years, where options have to be finalised in Y9 and when student reports are due. Add any formal assessment points. Seek to build your planning and curriculum around the structure you are mapping out.
- Mark out the whiteboard with a grid of 9x9 squares if you intent to plan Years 7-9 and use one block/project unit space for each term. Otherwise, divide the Whiteboard up with three vertical columns for Years 7-9 and add horizontal bands that represent the duration of each project or group of related project units (see the diagram in the Appendix).
- Move through the elements of the curriculum/scheme of work, one section and one colour at a time e.g. Year 7 first. Everyone generates ideas one year at a time and places their ideas in bold on the notes and attaches them below the Year block. In the form of a 'ideas-storm'
- Use discussion to start to group these elements into projects/activities and sequences of learning.
- Focusing on one colour/element at a time, discuss as a group, then arrange the ideas into each year, before then as a group, arranging these into clusters of information that can be shaped into both project Units and a whole curriculum.

8. NB: Planning to ensure Progression in KS3.

- Each region of the UK uses different language to define the way in which the art and design curriculum sets out progression. The regional curriculum for both Wales and Northern Ireland both set out models for progression within their online guidance.
- Setting out planning for progression is helpful in determining improvement markers or milestones in skills, knowledge and understanding.
- Any Progression model or table will inevitably be linked to your assessment strategy, where expected measures and standards should coincide with the planned progression milestones.
- Student, group and Class level differentiation within your model of progression is best set out within medium and short-term planning rather than as a fully differentiated model. Differentiation is always specific to the needs of individual students and groups, in the context of a specific lesson within a project and taking into account other issues impacting on progress.
- Differentiation cannot be specified fully in advance, other than as a principle. However, planning a curriculum to include scope for differentiation and modification in the light of assessment of outcomes, is always a good idea.

Appendix: Team task – Collaborative Key Stage 3 Curriculum/Policy drafting activity

Collaborative planning activity for a Key Stage 3 Curriculum

The Conceptual Framework of the English National Curriculum



It is important to define a conceptual framework for the model of the curriculum. This could use the existing 3 Aims, plus an expectation of knowledge, which defines learning in art and design through 4 strands:

MAKE - Investigating and making art, craft & Design

GENERATE IDEAS - Exploring and developing ideas

EVALUATE - Understand, evaluate to improve outcomes

KNOWLEDGE - Knowledge of... and through...
Acquiring & applying knowledge to inform actions and progress

The national curriculum for art and design has specified aims, These ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyze creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The Purpose of study in Art, Craft & Design e.g. the Statement for England states:

- *Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design.*
- *As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.*

NB. If you teach in another Region, download and include the correct statement within your curriculum plans, using it also to define your scope and aspirations.

The Regional Curriculum – Programmes of Study, Curriculum Objectives or other Regional curriculum guidelines you plan to use

The team should consider:

What should students be taught

What skills should students develop, and

What understanding are they expected to gain

- The team will look at their own regional curriculum and consider other examples of published curriculum models, download these and ensure every member of the team has a copy to inform discussion.
- The team may also look at standards in relation to knowledge, understanding and skills of students on entry or at transition into the school and beginning KS3. The department can discuss how best to define these standards and what they will do to ensure their planned curriculum and the Programme of Study remains relevant to ensure standards at the end of Key Stage 3 meets end of key stage expectations.

Completing a Policy statement

- The 3 activities above will contribute to the majority of your subject Policy and they are also core components of your Curriculum.
- In addition, as a team, review whole school curriculum policy and guidelines. Then:
 - Identify any whole school statements that you will need to add to your own Policy and Curriculum
 - Identify any whole school teaching and learning policy requirements you need to include e.g. marking and assessment, recording data, marking policies, student feedback, lesson requirements, study visit requirements, behaviour related expectations and student management requirements, student equipment resources, health and safety etc. Discuss and add these to your Policy.
 - Identify any whole school curriculum requirements you need to include e.g. SMSC, British values, Cultural learning opportunities, student art and design equipment resources (i.e. sketchbook/folder) etc. Discuss and add these to your Curriculum planning in preparation for the next discussion.
 - Discuss and agree how you will ensure that your Curriculum plans and lesson planning will include all these elements to meet whole school and your subject requirements

Key Stage 3 Curriculum and Scheme of Work Planning Activity

The simplest way to do this is to use coloured Post-It notes and a marked series of half-termly blocks on a whiteboard or large sheets stuck to clean wall, in order to set out the basic outline map of a scheme-of-work for the key stage e.g. 9x9 matrix.

When completed, it is a good idea to photograph the map of Post-It notes to be typed up and printed as a scheme-of-work outline. From this, teachers can go on to draft each Project Unit, completing these in more detailed medium term planning. Typically these are e.g. half-termly project plans. Whereas, weekly short-term lesson plans can be drafted by teachers in the team from the details set out in the half-termly Project/Unit plans.










Term	Year 7	Year 8	Year 9
Autumn 1st half term			
e.g.			
Autumn 2nd half term			
Spring 1st half term			
Spring 2nd half term			
Summer 1st half term			
Summer 2nd half term			

- **A Scheme-of-work:**
This is the long-term plan, overview or outline (in brief) of the learning planned for a whole key stage. A summary of the sequence of Projects/Units.
 - **Project or Unit of work:**
The medium-term plan containing a detailed outline of each Project/Unit, specifying objectives, outcomes and a summary of the teaching and learning planned, critical and contextual study, curriculum links, Aspects for learning and assessment planned.
 - **Lesson Plan:**
The short-term planning for a single lesson, taken from the outline summarised in the Project/Unit plan and detailing the lesson objectives, success criteria, learning outcomes for the lesson, practical activities, teacher input and demonstrations, differentiation any assessment/feedback/critique /evaluation activities and any other aspects such as health & safety, critical and contextual study, school lesson plan model etc.
- Mark out the Key Stage you are planning for into blocks on a whiteboard (as in the example illustration). In key stage 3, you will have 3 year blocks and in each of these 3 terms. It is reasonable to then divide each term into 2 half term blocks of 6-7 weeks each. Hence, 9 half term blocks, or 18 blocks overall.
 - NB. As you start planning, you may choose to divide some terms into 3 shorter projects of 4-5 weeks each, or one longer project and one shorter project e.g. 8 weeks and 4 weeks). These details can be added as the planning develops.
 - By dividing Key Stage 3 into 18 blocks on a whiteboard (using a whiteboard marker – as in the example below) you can focus on the learning and teaching that will take place in each half term, while easily scanning to look for breadth and balance in each year, the progression of skills across a year and over the 3 years, the balance of 2D, 3D, Print, Design, Textile or Digital projects.

NB. How to use the coloured sticky notes or Postcard sized coloured sheets to record each area of curriculum and planning content

- Each coloured sticky note or postcard sheet should be used to write on, printing clearly in uppercase letters using the chunky felt pens. This is so they can be read clearly by the group standing back to view the big picture of ideas and intentions.
- Each note or sheet should be filled-in with a single word or couple of words, with possibly very brief clarifying statements below.



Knowledge/Skills/Learning	For example:	Coloured Post-it
Learning Focus Subject matter or purpose for the half-term block (Project/Unit)	What do you want the students to learn? e.g. Identity portrait, Composing a landscape, Design a mural for a space, Colour mixing to create skin tones, Apply rules of 2 point perspective, Site and Issue specific sculpture.	Pink 
Objective or Outcome	e.g. Students will look at 2 Pop Art artists, create a series of experiments then a final outcome influenced by their research. e.g. Develop an understanding of abstraction, its importance in the evolution of modern art and apply this to create abstract works following drawing from life. e.g. Students will research black artists to design and create a sculpture that affirms the BLM meme with a virtual visualisation and maquette.	Cream 
Processes or Technique Practical Skills and technical knowledge	e.g. Monoprint, Weaving, Watercolour painting, acrylic, Clay Slab-building, Assemblage, Collage, Mark-making... The Artistic Element focus: e.g. Line drawing to develop control/fluidity/accuracy/expressive and descriptive line; or Create a vocabulary and grammar through mark-making and selecting painting tools, brushes using tempera, watercolour and acrylic to develop an expressive landscape based on study of e.g. Van Gogh's ink studies, Jackson Pollock, Paul Klee, Robert Motherwell, Wassily Kandinsky, Cy Twombly.	Blue 
Critical & Contextual: Artist/Maker/Designer/Photographer etc	Research and study of genre/movement/period/culture/style western/non-western other cultures/times, Designers, Architects, Photographers, Typographers, Craftspeople etc. to inform designing, creating, making art, craft and design. Critical thinking, evaluating and cultural capital.	Orange 
Curriculum Themes, Dimensions or Aspects	Spiritual, Moral, Social, Cultural; Racism or Equalities; Human rights; Global Awareness; Careers in Creative Industries; Ethical Behaviour, Environment/Sustainability; Mental health.	Green 
School and subject Values and Ethos Competencies significant to the subject - including: attitudes, behaviours, character development and habits of mind	Development of intellectual and personal character traits e.g. independence, perseverance, inquisitiveness, self-confidence, responsible, curiosity, questioning, conceptualising, reasoning, imagination, analysing, synthesising, speculating, risk-taking, tolerance, respectful, integrity, empathy, personal responsibility, trustworthy, flexible-thinking, awareness of prejudice and bias.	Lemon yellow 
Resources	The principle resources for the half-term block/Project/Unit e.g. Cartridge paper and acrylic paint and charcoal; Graphite sticks, cartridge paper, ink and watercolour; Clay, modelling tools and glaze effects; Textile fibres, natural materials and card looms.	Yellow 
Assessment approach i.e. Assessment for Learning	Formative, summative assessments, peer assessment, group critique, test, weekly teacher feedback etc.	Dark Green 
Teacher delivery/pedagogy method	Teacher led; Demonstration and independent practical development; Independent research then student led activity; Presentation before collaborative team working.	Dark Pink 

Collaborative Curriculum Activity Process

- Identify** - the essential learning: Knowledge, Skills and Understanding i.e. Be able to... Use the Progress Objectives and Knowledge
- Place and map** - to ensure opportunities to revisit/develop progressively and sequence the learning
Position learning outcomes
- Reflect and reposition** - edit and modify or remove all unnecessary content
Reposition and edit

4. **Specify a title** – for each half term block of learning. Consider how the grouping of Post-Its might define the new projects that collectively encompass the identified learning
Use/modify existing projects to consider a best fit to the learning outcomes required
Draft new units or projects

Expectations, assessment and Intervention: *is set out in medium-term planning (Project or Unit plans)*

- The language of expectation is very important. If, for example, we say that by the end of Year 7, children must know, understand and be able to..... Then this defines a minimum expectation i.e. everyone 'must'. If we say 'should', then we have the problem of defining who should, or what % of the cohort, or are we referring to the most able, the talented, the majority of the group or cohort or the weakest students? Review school requirements and agree by team in line with whole school guidance.
- This language can/might be defined as (or modify in line with school defined terms):
 - **Must** = what standard children absolutely have to reach
 - **Should** = what standard the teacher hopes children will achieve
 - **Could** = an aspirational target for those who want to achieve it

Differentiation: *is set out in short-term planning (lesson plans)*

As part of the lesson planning, most teachers set out their different expectations using the terms, all, most and some. This means that they can differentiate their statements or success criteria to define the following (agreed by team and in line with whole school guidance):

All children (must or should) achieve the **minimum** expectation/s defined by the team

Most children (must or should) achieve the **average or higher** expectation/s defined by the team

Some children (must or should) achieve the **highest** of the expectation/s defined by the team