



**Cambridge Assessment
International Education**

For ages 5 to 11 years old

Cambridge Primary Art & Design

Curriculum outline



Available to teach from September 2019

**Cambridge
Pathway** 

Learn • Discover • Achieve

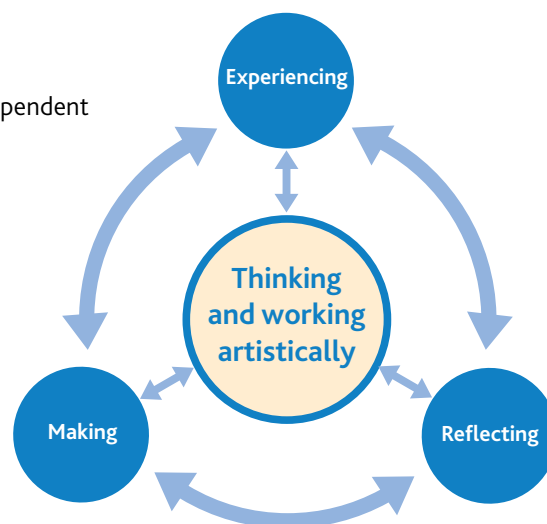
Art and design gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Students explore and push boundaries to become reflective, critical and decisive thinkers. They learn how to articulate personal responses to their experiences and to think about how their artistic development will support them throughout all areas of their education.

What will students learn?

Cambridge Primary Art & Design students will:

- learn to see themselves as artists and become increasingly reflective and independent
- develop the skills needed to express creative ideas and communicate visually
- understand their place and the place of others in a creative, innovative and interconnected world
- make increasingly informed decisions about the art and design they encounter, engage with and produce
- understand the role of creative arts in society
- analyse and reflect on creative intentions, ideas, practices and outputs from different perspectives.

Students develop creative skills that will help with many aspects of their future learning and development. This course supports progression to the next stage of the Cambridge Pathway.



The curriculum and progression

Cambridge Primary Art & Design includes a comprehensive set of learning objectives that provide a structure for teaching and learning, and a reference against which learners' attainment and skills can be checked. These learning objectives are divided into four main areas called 'strands' that can be taught separately or together. We have designed learning objectives to ensure progression in learning from Stage 1 to Stage 6 and onwards into Cambridge Lower Secondary. Here are some examples of how knowledge, understanding and skills progress across the stages:

Learning objective examples			
Strand	Stages 1 and 2	Stages 3 and 4	Stages 5 and 6
Experiencing	Simple formal elements of art, such as texture, are encountered and discussed, as is art and design in a range of forms, and from different times and cultures.	Comparisons are made between works of art and design from different times and cultures to identify features such as the use of media or the subject that is being represented.	Understanding of sources is demonstrated through the creation of interpretations of the original rather than the making of direct copies.
Making	Learners are encouraged to develop their skills, both independently and with support, and should be praised for trying new things, and for showing confidence.	Development of work is demonstrated, for example by showing a series or sequence of stages towards an outcome in a visual journal or portfolio.	The benefit of learning from mistakes is acknowledged and visual journals are enhanced by decisions and experiments that have not been successful.
Reflecting	Learners begin to critique and connect their own and others' work as part of the artistic process, for example by forming connections between their own work and that of a peer or other artist.	Decisions are articulated which are informed by the work of others. For example, a learner may be able to describe how the work of peers or other artists has helped them to move forward.	Thoughts and feelings are explained and the relationship between artworks and the artists that produce them is recognised.
Thinking and working artistically	Simple ways that work may be refined are identified and shared throughout the process of working on a particular task.	Learners use their knowledge of artistic terms, processes and the work of other artists in refined ways to challenge themselves in their own art making.	Independence is demonstrated through the enjoyment of new challenges and through the application of experience, knowledge, skills and understanding when meeting those challenges.

How is the programme taught?

Schools can teach Cambridge Primary Art & Design through a broad range of investigative, art-making and reflective activities. These include a number of study areas, for example painting, print making, model making or digital art, but you can also apply the curriculum content to your local context and to the resources that you have available.

We provide a wide range of support to help deliver Cambridge Primary Art & Design, including activities that can be adapted to suit a range of artistic contexts and resources.



How are students assessed?

The emphasis of Cambridge Primary Art & Design is for teachers to focus on formative feedback on the understanding and skills they want students to develop. This subject should be assessed in the classroom through discussion, observation and lesson outputs where teachers discuss with students 'what went well' and how they can improve further, so they can reflect on, and improve, their performance.

There are no Cambridge Primary Progression Tests or Checkpoint in this subject. To support assessment in the classroom, we have produced some guidance that is available on the Cambridge Primary support site.

Support to help you deliver the course:



Teaching support

- **Curriculum framework** – outlines the structure of the curriculum, specifying how learning is organised.
- **Teacher guide** – support to plan and deliver lessons using effective teaching and learning approaches.
- **Schemes of work** – one for every stage; contains a suggested long-term plan, a medium-term plan and sample lesson plans with suggested teaching and learning activities and projects.

Go to <https://primary.cambridgeinternational.org>



Community

- **Online forum** – ask questions about the curriculum or share ideas, challenges, resources and best practice with other Cambridge teachers.
- **Local networks/schools.**
- **Social media.**

Cambridge Lower Secondary Art & Design support

Online training – tutor-guided, this allows teachers to study at their own pace (February 2020 onwards). Learn more at cambridgeinternational.org/training

Assessment support – to support the delivery of assessment in the classroom. Learn more at <https://primary.cambridgeinternational.org>



About Cambridge Primary

Cambridge Primary starts learners on an exciting educational journey, setting out what they should be able to do at each stage of their primary education. Typically for students aged 5 to 11 years, it develops young learners who are confident, responsible, reflective, innovative and engaged. The programme offers a broad curriculum with 10 subjects including English, mathematics and science.

Schools can shape the curriculum around their learners, with flexible ways to offer a wide range of subjects. For more information about how to implement Cambridge Primary in your school, visit *Implementing the Curriculum with Cambridge* on our website at www.cambridgeinternational.org/implementing-curriculum

Learn more! Visit cambridgeinternational.org/primary to find out more and register for the programme.