

## Developing a Knowledge-Rich curriculum Part 1: The 'Why?'

**Source:** <https://parentsandteachers.org.uk/developing-a-knowledge-rich-art-curriculum-part-1-the-why/>

**Date:** 4<sup>th</sup> February 2019

### Summary:

Dispelling the myth that teaching knowledge directly in art will stifle creativity.

Research based at Willingham Primary School

- Highlighting why knowledge is important in art
- Importance of using high quality pieces of artwork
- Teach the children not only about the piece itself, but also about the **wider historical context** at the time the artwork was created
- The **artistic techniques** should be carefully **identified** and **practised** by the pupils - **building to automaticity, both the muscle memory and disciplinary knowledge that pupils need, over time**
- Pupils should be supported in becoming inspired and inspiring people, the kind that you'd want to go to an art gallery with

## Developing a Knowledge-Rich curriculum Part 2: The 'How?'

**Source:** <https://parentsandteachers.org.uk/developing-a-knowledge-rich-art-curriculum-part-2-the-how/>

**Date:** 13<sup>th</sup> February 2019

### Summary:

The importance of interweaving substantive knowledge of art history with the procedural knowledge of techniques that will enable pupils to flourish as hands-on artists.

- Importance of children having a knowledge of art history, to be able to recognise key paintings and styles and to have a language in which to discuss and evaluate paintings unfamiliar to them

- At the same time, it is important that pupils become confident and creative young adults, who have developed skills across a range of media together with the independence and enthusiasm to make artwork of their own
- Importance of making meaningful links between artist and movements - pupils should be equipped with a good knowledge of stylistic elements as well as the technical vocabulary in which to frame their thoughts and observations
- Pupils should not be asked to copy a work of art - no artist can properly reproduce the work of another - to ask a pupil to copy is to set them up for failure
- What is important is that the piece of work is assessed in its own right, rather than judging it on how closely it resembles the original

### Further reading

Knowledge: A Dirty Word in Arts Education? Mark Londesborough 26th July 2018

<https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2018/07/dirty-words-in-arts-education>