

Principles of Knowledge



Substantive

Practical

"Knowledge from making"
"To know how to"

Theoretical

"About artists, movements
& history (Juxtaposition)"

Disciplinary

Discipline Based

"Exploring semiotics and multiple
ways in which art exists,
what artists do and why"

Curriculum Design



Specialisms

Secured as a result of
learning the curriculum
(depth vs breadth)

Sequencing

To build/develop
knowledge &
challenge students.
(Always revisiting).

Teaching

Focuses on teaching
the important
knowledge. "No fluff"

Home Learning

- Always retrieval based
- Develops fluency and
independence of cumulative
experiences

Assessment

- Checks understanding
- Identifies misconceptions
- Informs teaching
interventions

What does it mean to get better? (FEA)



Fluent

Automaticity & proficiency in
the traditions of chosen specialism.

Experimental

Trying out ideas, methods and
convention to find original solutions.

Authentic

Visually performing thinking
of an issue, topic or theme.

Progression (AIM)



Automaticity

Practical components
isolated and **practised**.

Internalisation

Re-encountered and building
in **complexity** and opportunities.
(Removal of scaffold)

Magic

Enquiry, imagination and creativity
(schema) Building on prior knowledge
& re-encountering

Golden Threads

