



St Raphael's Catholic Primary School

## Art & Design Policy

using **ART EXPRESS**

A model primary school, art and design policy which uses the Art Express programme of study. This policy is fully compliant with the National Curriculum 2014 and takes account of the withdrawal of national levels.

This policy presents a system for the assessment of progress and achievement which is in line with DfES expectations that schools are free to develop their own systems of assessing and recording progress.

# **The St Raphael's RC Primary School Policy for Art and Design**

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## **1. Purposes and Rationale**

**1.1 Introduction:** This policy defines the entitlement for pupils to an education in art and design and describes how that entitlement is founded upon the national curriculum for art and design (2014). It provides information for teachers and parents about the breadth and range of the curriculum, the expectations of achievement and the progress of children. This policy establishes the planning and assessment procedures that will ensure that all children make good progress.

### **1.2 The National Curriculum (2014)**

The national curriculum is defined as follows.

***'The National Curriculum for art and design (2014) defines the purpose of study as follows:*** *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.*

***The National Curriculum for art and design (2014) has the following aims.***

***That all pupils should:***

- 1. Produce creative work, exploring their ideas and recording their experiences*
- 2. Become proficient in using drawing, painting, sculpture and other creative expressions*
- 3. Evaluate and analyse artistic works using the language of art, craft and design*
- 4. Know about the great artists, craftsmen and designers, and understand the historical development of their art forms*

***The National Curriculum for art and design (2014) defines the subject content in broad terms as follows:***

***Pupils should be taught:***

***In Key stage 1***

- To use a range of materials creatively to design and make products*
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*

- *About the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.*

### ***In Key stage 2***

***Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.***

***Pupils should be taught:***

- *To create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas*
- *To improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)*
- *About great artists, architects and designers in history.'*

### **1.3 School Aims**

The school programme of study is founded upon the National Curriculum for art and design (2014) and is built in response to the specific needs of our children, the community in which they live and the resources and expertise of our school. This programme of study is underpinned throughout by three core aims, or principles, these give shape and purpose to the content of the curriculum, the planning of teaching and the achievement of our children. These core aims fully embrace the National Curriculum for art and design (2014).

The core aims are:

- The development of ideas and creativity (*National Curriculum Aim 1*)
- The development of skills and processes (*National Curriculum Aim 2*)
- The development of knowledge encompassing art and cultures. (*National Curriculum Aims 3 & 4*)

These core aims are based upon an understanding of art education as being the process of generating ideas, realising them in some material form, and being able to talk about what was done and why. This understanding is threaded through each unit of work providing a consistent process of investigation, development and learning underwritten by clear learning objectives and assessment outcomes.

The core aims are supplemented by the development of qualities that are important to the school. These qualities will also inform the content of the programme of study. These include:

- The capacity to understand and value different cultures and traditions
- The ability to work purposefully when independent and collaboratively when in teams
- The ability to be creative by valuing originality and imagination in pursuit of worthwhile goals
- The ability to use new technologies as both a tool for learning and a means of communication
- *We are also seeking Artsmark recognition reflected in our developing provision.*

## **2. The Curriculum Programme of Study**

**2.1 Art Express:** The curriculum programme of study for art and design is taken from the publication Art Express, adapted when appropriate to meet the explicit needs and context of our children's learning. The programme is based on teaching and learning in six areas – drawing, painting, printing, sculpture, collage and textiles and digital media. Through study in these areas children will be taught about great artists, designers, craftspeople and architects.

The Art Express programme of study provides detailed plans for six units of work in each of years 1 to 6 (24 in all). These plans present a continuous year by year developmental programme in – drawing, painting, printing, sculpture, collage and textiles and digital media. Each year teacher's will select from these 24 units those they will use, taking account of the previous experience of pupils and the curriculum context. The units provide a balanced annual programme for each age group. However, any unit can be adapted for use with another year. A unit can also be adapted to use different subject matter according to the curriculum context. The drawing and digital media units are particularly open to modification and sessions from these units may be used separately to support learning in other units. This curriculum is adaptable.

The programme of study is intended to be dynamic rather than static. This policy seeks to provide scope for development within a framework of planning and accountability that will underwrite the quality of the curriculum provided. In order to secure, breadth, balance and continuity the subject leader, in partnership with teachers, will negotiate and record those units that will be taught to each year. This is an evolving and developmental curriculum and teachers are free to adapt and develop units according to the needs of the wider curriculum and their pupils. In order to secure consistency of planning the teachers will use the planning templates provided in the appendices when adapting Art Express Units. These can be kept with the published books as the written plan. The appendices include:

- Curriculum Map: The programme of study record for all classes, showing the units taught and planned is given in appendix 2.
- A Unit Plan: A template for an Art Express unit plan is given in Appendix 3
- A Session Plan: A template for an Art Express session plan is given in Appendix 4.

These will be used by teachers to amend and adapt the original Art express plans where appropriate and to create new units over time.

Appendix 6.6 provides further information about how this programme of study might be adapted as teachers become familiar with the process of planning exemplified by Art Express. This will enable the teachers to further extend the content, skills and knowledge of the programme of study while maintaining delivery of the national curriculum aims and high standards of learning and progress defined by this policy.

*(Eg. It is hoped that this policy will be a liberating framework rather than a constraining straightjacket)*

## **3. Expectations, Standards and Progress**

**3.1: Expectations:** In 2013 the national standards defining ‘levels of achievement’ were withdrawn. This places a requirement upon schools to define expectations and progress in line with their own programme of study. The programme of study plans, include specific statements of expectations (aims) for each unit of work. These which reflect the core aims of the curriculum. The statements of expectations for each unit are given in Appendix 2.

**3.2 Progress:** Each session plan contains clear learning objectives and assessment for learning guidance which describes what children will be able to do as a result of what they have learned in that session. The sequential session by session learning objectives complimented by notes on differentiation will ensure all pupils make good progress in each session. At the end of the unit the overall expectations for the unit will provide an opportunity to assess the progress of individual pupils and the group.

**3.3 Standards:** The Art Express unit plans all contain examples of pupil’s work. These indicate, in broad terms, the quality of outcomes that might be expected from pupils in that age. These provide an initial benchmark against which teachers can review the standard of work produced by their own pupils. Over time the school will create an archive of samples of work produced by their own pupils. This can be used by the subject leader in partnership with teachers as a benchmark to monitor and assess the quality of outcomes and standards over time. Such an archive will enable the school to monitor trends in the quality of outcomes produced by pupils. Subject leaders will use this material to reflect on the standards and quality of learning across each of the core aims. This will support their responsibility to report to the head teacher on standards and learning.

**3.4 Inclusion:** The scheme provides clear information in each lesson about how differentiated support can be provided. Each lesson describes how ‘children who have not progressed as far’ and children who have progressed further’ might be supported. This will ensure that the more able are appropriately challenged throughout the unit of work and that further support and differentiated activities are planned for those who might need to work in a different way.

## **4. Assessment, Recording**

**4.1 Formative assessment:** The session plans provide information to support regular formative assessment (in the sections on ‘learning objectives’, ‘assessment for learning’ and ‘differentiation’). They provide details of what can be expected which are supplemented by pictures of pupil’s work in the books. It will be the usual practice for teachers to share session learning objectives with pupils and to reflect on what has been learned towards the end of the session. In addition resources provided for some units include a variety of sheets which support self and peer assessment by pupils.

Formative assessment and feedback will always reflect and illuminate the three core aims of the curriculum.

**4.2 Summative assessment:** At the end of each unit teachers and pupils will reflect upon the progress made and whether the broad expectations have been achieved. They will consider pupil progress over the course of the unit and whether pupils have exceeded, confidently met or not yet met the expectations of the unit. Assessment in this school, therefore,

measures the progress pupils have actually made towards achieving the school's own explicit expectations. It is not based upon assessment against vague national levels which have been withdrawn. In seeking evidence for assessment in art teachers will take account of, not only what pupils make (outcomes), but also how they use tools and materials (teacher observation) and what they know (what they say, or write).

**4.3 Moderation:** Teachers, in partnership with the subject leader, will reflect upon whether the summative statements of expectations for each unit are sufficiently challenging, or explicit, for the class, and whether they need to be adapted to support end of unit assessment. The subject leader, in partnership with teachers, will seek to review and moderate these summative unit assessments to ensure consistency across year groups and from year to year. This will be done by comparing and discussing samples of work drawn from different classes.

The subject leader, in partnership with teachers, will compile a simple portfolio of moderated work each year. This can be done digitally using PowerPoint. The portfolio will be used to reflect upon standards over time and to ensure that teachers' expectations are appropriately challenging. Where possible the subject leader will also seek evidence of standards from other schools, or sources such as online archives, that will enable the school to reflect upon whether expectations are high enough.

**4.4 Recording Progress:** At the end of each unit of work a summative assessment will record students' progress against the three core expectations of the unit using three grades.

- A. exceptional progress which exceeded the expectations,
- B. expected progress which confidently met the unit expectations,
- C. progress which has not yet met the expectations in full.

These records of pupil progress in each unit will be held in a class record sheet (Appendix 5). This will provide a record of each pupil's progress and of their particular strengths and areas for development. This record will support assessment for learning as the course unfolds. At the end of the year it will support the annual report to parents. *(These codes will be developed over the next two years in line with our developing assessment of Art policy. These three levels might be further subdivided using a + or -, but this is not strictly necessary in art and design where numbers might simply obscure sensitive reasoned assessment. )*

**4.5 Targets:** The school has a standing target that 90% of pupils in each class will make expected progress and that 30% will make exceptional progress in achieving the unit expectations. The subject leader, in partnership with teachers, will seek to record and archive the work of some students who make exceptional progress in order to provide benchmark standards. These will be used as a reference to monitor standards and continuing improvement of successive school cohorts over time. *(The school will determine the precise nature of targets as the implementation of the policy develops. These are given here as examples)*

## **5. Leadership and Resources**

### **5.1 Leadership and Management roles and responsibilities:**

The subject leader is responsible for:

1. Developing their own subject knowledge and providing advice and guidance to colleagues;
2. In partnership with teachers leading the development of subject policy;
3. Leading the planning and the management of the art and design curriculum;
4. The management of subject resources;
5. Advising the head teacher on the standards of teaching and the progress of pupils' learning in art and design.

The head teacher is responsible for:

1. The implementation of the art and design policy;
2. Monitoring teaching and learning in art and design.

**5.2 Resources and Learning Environment:** Each pupil will have a sketchbook to record and develop ideas and observations. These feature as a significant and continuous part of learning in art in every year.

Resources will be provided which will enable pupils to engage meaningfully and at an appropriate level with the following media and processes, Drawing, Painting, Printing, Collage and Textiles, Sculpture and ceramics, Digital Media. The subject leader, in partnership with teachers, will ensure that such specialist equipment is maintained in good condition, and enables children to make informed choices and develop skills.

The subject leader, in partnership with teachers will ensure that classrooms are resourced with a set of art materials that enable drawing and painting to be undertaken and managed freely allowing children to make choices and develop their skills. (An audit will be carried out to facilitate full implementation of the policy and scheme.)

**5.3 Health & Safety:** The school is fully committed to securing the health and safety of children and adults. It takes account of the Guide to Safe Practice in Art and Design published by the National Society for Education in Art and Design ([www.nsead.org/hsg/index.aspx](http://www.nsead.org/hsg/index.aspx)). The subject leader is responsible for working in partnership with other teachers to identify and resolve potential risk. Teachers will ensure that particular care is taking when children, or adults, use tools with the potential to cause harm (tools which may be sharp, pointed, heavy, hot, electrical). Children will be taught to have a care for their own safety and that of others at all times.

**5.4 Resources:** Art Express provides the detailed programme of study lesson plans in the published book. These may be adapted as appropriate using the planning forms provided in the appendices. Art Express also provides supplementary resources on CD. These include PowerPoint presentations, a wide range of relevant (jpg) images of the work of artists, designers, craftspeople and further images to inspire children. Art Express also provides (on CD) a range of supplementary resources for use by teachers, such as: assessment and recording sheets, planning and peer assessment sheets.

NSEAD: National Society for Education in Art and Design (NSEAD) is the subject association for art and design. It provides useful, up to date and relevant information about the art and design curriculum. It also provides access to a wide range of further resources.

### **5.5 Staff Development:**

Staff development and training needs are identified by the SMT through performance management and as a response to the annual review of the school development plan. The subject leader will work with the SMT to identify further subject specific training needs and opportunities. These will usually be reflected in the art and design development plan. Membership of a subject association is recommended for all subject leaders and in art and design this is the National Society for Education in Art and Design (NSEAD).

**5.6 Curriculum provision:** Pupils are taught art and design for one hour each week. Work is organised in units with clearly defined expectations for all and opportunities for more able pupils to develop mastery and understanding at a greater depth. In addition there will be times when there are opportunities for further extended work either within a subject framework, or as a part of cross-curricular projects or extra-curricular opportunities. These may vary from year to year and might include visits to galleries, curriculum weeks, and cross-curricular projects. (A separate audit of children's wider experiences in and out of school, including extra-curricular areas is available on request and is updated annually. Mapping of visits to and by Arts events, artists and experiences is also being undertaken. A list of local galleries, artists etc is also being developed. Our school is currently seeking the ArtsMark award.)