

PRIMARY SUBJECT LEADERS

Art & Design

Name: _____

School: _____

LA/Trust: _____

Date: _____



Hounslow
Education
Partnership

Art & Design:

Art & Design Subject Leaders (Sept 2021)

This workbook has been designed specifically to support the work of subject leaders in primary schools as they keep a record of both their actions and the outcomes of these actions.

This Art & Design Subject Leaders Workbook is the companion document to the Art & Design Subject Leaders Resource File.

There are subject leaders resource files & workbooks for the following subjects:

- Art & Design
- English
- Design & Technology
- Geography
- History
- Mathematics
- MfL
- Music
- PE
- PSHE
- Science

The structure of each workbook follows the same format:

| | |
|--|----------------|
| Part A: Subject leader audit questions | Page 3 |
| Part B: Snapshot www/ebi* for Art & Design | Page 6 |
| Part C: Statement of curriculum intent | Page 7 |
| Part D: Art & Design & cultural capital | Page 8 |
| Part E: Annual monitoring calendar | Page 9 |
| Part F: Art & Design self-evaluation report | Page 20 |
| Part G: CPD log | Page 26 |
| Part H: Subject leaders development plan | Page 28 |

(***www** – what went well; **ebi** – even better if)

Part A: Subject leader audit questions

| TASK | NOTES | COMPLETED | DATE |
|--|-------|-----------|------|
| Am I clear about the NC Aims for Art & Design? | | | |
| Have I checked out the subject association website to identify resources for: * Me, as the subject leader * Teachers/assistants | | | |
| Have I completed an audit of my own knowledge, skills & understanding against these aims? | | | |
| Have I identified sources to support me in my own subject knowledge? | | | |
| Have I written a Statement of Intent for Art & Design? | | | |
| In writing the Statement of Intent, did I refer to paragraph 179 of Deep Dive Resource 1? | | | |
| Re: Para: 179, do I have a written response for each of the five bullet points? | | | |
| Has this statement been approved by HT/SLT/all staff? | | | |
| Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in Teaching, Learning & Assessment (TLA) for Art & Design? | | | |

| | | | |
|---|--|--|--|
| Have I clarified with my line manager what good or better TLA in Art & Design 'looks' like? (and hence what is not yet 'good' enough) | | | |
| Supplementary questions: | | | |
| How long have I been the subject leader for Art & Design, and what support (CPD) have I received either internally or externally? | | | |
| What resources do I use to support me as a subject leader? | | | |
| How have I designed the Art & Design curriculum? | | | |
| What am I trying to achieve through the Art & Design curriculum? | | | |
| What scheme of learning does the school follow (published or your own)? | | | |
| How is this subject taught, and why? | | | |
| How do children progress in this subject from one year to the next? (Remember that progress is knowing more, remembering more and being able to do more.) | | | |
| How do I ensure that pupils retain their subject knowledge? | | | |
| How do I ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject? | | | |

Art & Design:

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| What would I expect an inspector to see when they visit Art & Design lessons and speak to the pupils? | | | |
| How do teachers clarify any misconceptions by pupils? | | | |
| What links are made between Art & Design and other subjects – can I give an example of where this works particularly well? | | | |
| Can I tell of any examples where I have supported other teachers/assistants in Art & Design and the impact that this has had on their teaching/pupils' learning? | | | |

Part B: Snapshot www.ebi for Art & Design

THE KEY STRENGTHS IN:

Teaching, learning & assessment in Art & Design are:

The Art & Design curriculum are:

THE MAIN AREAS WE NEED TO DEVELOP IN:

Teaching, learning & assessment in Art & Design are:

The Art & Design curriculum are:

Part C: Statement of curriculum intent

From the Ofsted Education Inspection Framework (EIF)

Intent

Para: 196.

In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

Para: 197.

The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education and pupils achieve highly. These factors are listed below.

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

Art & Design: Statement of Intent (School name):

Write your Statement of Intent here:

Part D: Art & Design & cultural capital

From the Ofsted Education Inspection Framework (EIF)

Cultural capital

Para: 203.

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It (cultural capital) is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

How Art & Design at (School X) contributes to the development of pupils' cultural capital:

Part E: Annual monitoring calendar

- 1) Exemplar calendar
- 2) Your version
- 3) Checklist: groups
- 4) Annual overview
- 5) Evidence collected against NC Aims

Exemplar calendar

| Month | Learning Observation | Pupil Voice * suggest doing this at the same time as 'pupil work' | Pupil Work | Any Other Activity |
|-----------|--|---|---|--|
| September | xxx | week 3/4: talk to pupils about experiences in subject last year | if new to post, search out pupils' work from previous year to get an overview of learning against the subject's NC Aims | meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals' |
| October | learning walk in EY/KS1/L & U KS2 (eg – visits to YN, Y2, 4 & 6) | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | always feedback the www/ebi from any monitoring/review activities |
| November | learning observations in EY/KS1/L & U KS2 (eg – a selection of YR, 1, 3 & 5) | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | always feedback the www/ebi from any monitoring/review activities |
| December | xxx | | | Gather feedback from teachers from Term 1 (re: www/ebi) Prepare termly update of www/ebis (for feeding back to HT/SLT – and possibly linked Governing Body (GB) representative) |
| January | xxx | talk to pupils about experiences in subject last term | | meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals' |

| | | | | |
|----------|---|---|---|---|
| February | learning walk in EY/ KS1/L & U KS2 (eg – visits to YR, Y1, 3 & 5) (<i>check whether the www/ebis from term 1 are the same/improving ...</i>) | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | |
| March | learning observations in EY/KS1/L & U KS2 (eg – a selection of YN, 2, 4 & 6) (<i>check whether the www/ebis from term 1 are the same/improving ...</i>) | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | |
| April | | | | Gather feedback from teachers from term 2 (re: www/ebi) Prepare termly update of www/ebis |
| May | follow-up learning observations/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | |
| June | follow-up learning observations/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | Gather feedback from teachers from terms 1-3 (re: www/ebi) |
| July | | | | Gather feedback from teachers from terms 1-3 (re: www/ebi) Complete subject self-evaluation report/action plan for the next academic year (<i>share with HT/SLT – and possibly also linked GB representative</i>) |

Art & Design:

Your version

| Month | Learning Observation | Pupil Voice * suggest doing this at the same time as 'pupil work' | Pupil Work | Any Other Activity |
|-----------|----------------------|---|------------|--------------------|
| September | | | | |
| October | | | | |
| November | | | | |
| December | | | | |

Art & Design:

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| | | | | |
| January | | | | |
| February | | | | |
| March | | | | |

Art & Design:

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|-------|--|--|--|--|
| April | | | | |
| May | | | | |
| June | | | | |
| July | | | | |

Art & Design:

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Checklist: Have I included as many as possible of the following 'groups' of pupils?

| Group | When | Who |
|--|------|-----|
| EYFS | | |
| KS1 | | |
| KS2 (Lower) | | |
| KS2 (Upper) | | |
| Lower/Middle/Upper Ability pupils | | |
| Disadvantaged/Non-disadvantaged pupils | | |
| Pupils with SEND | | |
| EAL pupils | | |
| (What other 'groups' do you need to focus on?) | | |

Annual overview

| Month | Learning Observation | Pupil Voice | Pupil Work | Any Other Activity |
|-----------|----------------------|-------------|------------|--------------------|
| September | | | | |
| October | | | | |
| November | | | | |
| December | | | | |
| January | | | | |
| February | | | | |
| March | | | | |
| April | | | | |
| May | | | | |
| June | | | | |
| July | | | | |

Evidence collected against NC Aims

| NC Aims | 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 analyse 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. |
|----------|---|---|--|--|
| Yr N www | | | | |
| Yr N ebi | | | | |
| Yr R www | | | | |
| Yr R ebi | | | | |
| Yr 1 www | | | | |
| Yr 1 ebi | | | | |
| Yr 2 www | | | | |
| Yr 2 ebi | | | | |
| Yr 3 www | | | | |
| Yr 3 ebi | | | | |
| Yr 4 www | | | | |
| Yr 4 ebi | | | | |
| Yr 5 www | | | | |
| Yr 5 ebi | | | | |

Art & Design:

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|----------|--|--|--|--|
| Yr 6 www | | | | |
| Yr 6 ebi | | | | |

Monitoring Calendar B (Summary)

| | | | | |
|------|--|--|--|--|
| Yr N | | | | |
| Yr R | | | | |
| Yr 1 | | | | |
| Yr 2 | | | | |
| Yr 3 | | | | |
| Yr 4 | | | | |
| Yr 5 | | | | |
| Yr 6 | | | | |

Overall Summary

| | | | | |
|----------------|---|---|--|--|
| NC Aims | 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 analyse 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. |
| www | | | | |
| ebi | | | | |

Part F: Art & Design self-evaluation report

This is the author's initial interpretation of a best-fit between the previous subject criteria and the current (2021) Quality of Education (QoE) criteria.
(See Subject Leaders Resource File for this information).

| INTENT | | |
|--|----------|---|
| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i> | | Subject leaders stimulate high levels of interest by pupils, parents, staff and governors in art, craft and design by exploiting the visual impact of the subject. A common sense of purpose has been established among staff and with partners in the creative and cultural sector, all of whom understand the value of art, craft and design education. The curriculum enables pupils to experience first-hand the original work of artists, craft makers and designers, and the stimulus that inspired their work, including the natural and built environment. |
| The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i> | | Provision in art, craft and design is wide-ranging and provides pupils with an historical context in which to place contemporary practice. There are good opportunities for pupils to learn about creative practice rooted in the locality and further afield, including other cultures. Well-structured provision introduces pupils to increasingly challenging subject matter, media and processes, including drawing. Curriculum planning ensures that pupils revisit subject skills and knowledge in order to refine and apply previous learning. |

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. *[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]*

The curriculum is responsive to individual needs, interests and aspirations.

| IMPLEMENTATION | | |
|--|----------|---|
| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. | | Pupils' interest is attracted and sustained due to teachers drawing on their own creativity, use of the classroom, and resources made for pupils. They successfully bring the art world into the school. |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. | | Difficult concepts or skills are made accessible for all pupils because of the specialist knowledge and professional development of the teacher. Teaching challenges and supports all groups of pupils. |
| Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. | | Pupils with different starting points make equally good progress in the subject, including pupils with low prior-attainment and the most able. This is a result of teaching taking good account of pupils' cultural interests and their stages of drawing or creative development, so expectations are pitched appropriately. As a result, teaching enables pupils to work independently, creatively and collaboratively. |
| Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. | | Teaching provides pupils with clear feedback about how to build on their strengths and tackle challenges by referring to visual examples. Annotated work by creative practitioners is used to show pupils how to review and assess their own work. |

| | | |
|--|--|--|
| Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | | |
| The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. | | |
| Reading is prioritised to allow pupils to access the full curriculum offer. | | |
| A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. | | |
| The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. | | |

Art & Design:

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|---|--|--|
| Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. | | |
|---|--|--|

| IMPACT | | |
|---|----------|---|
| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| <p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p> | | <p>Pupils handle a range of 2D, 3D or digital media competently and confidently. They explore and exploit the visual language well to develop individual and diverse responses to given or chosen starting points.</p> <p>Pupils use drawing to aid thinking. They enjoy using different drawing materials or techniques to record observations, recall memories or express imagination. Pupils appreciate the qualities and understand the value of drawing to other artists, craft makers and designers.</p> |
| <p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p> | | <p>Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas or style.</p> <p>Pupils strive for originality in the development of their ideas and approaches. They understand the value of experimentation and working beyond their comfort zone in order to discover and develop creativity.</p> <p>Pupils compare, contrast and criticise their own achievements, those of their peers and other creative practitioners in order to make connections and understand creative diversity. They are reflective about their own development and the work of others.</p> |

| | | |
|--|--|---|
| Pupils' work across the curriculum is of good quality. | | Pupils contribute positively and purposefully to their learning in lessons and in between. They cooperate well with staff and visiting artists, and collaborate effectively with other pupils. Pupils show initiative and an ability to work unaided, and respond to advice actively. |
| Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. | | |

Part G: CPD Log

- 1) CPD I have attended
- 2) CPD I have delivered

CPD I have attended

| Date | Title | Provider | Actions |
|------|-------|----------|---------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

CPD I have delivered

| Date | Title | Who to | Impact/feedback |
|------|-------|--------|-----------------|
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |

Part H: Subject leader development plan

Subject: _____

Subject Leader: _____

Academic year: _____

| Date | Target | Record of actions taken | Impact/evaluation | Target achieved (& date) |
|---------------------|--------|-------------------------|-------------------|--------------------------|
| Autumn Term | | | | |
| Spring Term | | | | |
| Summer Term | | | | |
| End of year summary | | | | |