

**A.N.D**

A new direction for arts,  
culture and young london

# New National Curriculum 2014

## Opportunities for arts and culture?



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**ARTS COUNCIL  
ENGLAND**

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Partnerships  
Director  
A New Direction**



## Introduction

### We will talk about

- Establish the basics – what is happening when?
- Brief consideration of relationship between curriculum and assessment and accountability
- Overview of new curriculum – what it is trying to achieve
- Options for expanding arts and culture

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## Establish the basics

Timescale

What's included

Impacts of changes to accountability and  
assessment

Changes to GCSEs

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## Timescale - for maintained schools only

### **Spring term 2014**

- New SEN Code of practice is published
- Schools need to publish curriculum online for current year

### **Summer 2014**

- Sample questions for new KS2 tests available

### **September 2014**

- New Curriculum – teaching begins apart from in English, Maths, Science for pupils in year 2 year 6 and at KS4
- New SEN code of practice implemented
- New accountability measures apply for pupils starting KS4

### **Autumn 2014**

- Specifications for new GCSEs published in English Language, English Literature and Maths
- New A level specifications published

### **Autumn 2015**

- First teaching of new A Levels
- First teaching of new GCSEs in English language, English literature and Maths

### **Autumn 2016**

- First teaching of other GCSEs

### **Summer 2016**

- Students sit new KS2 tests

## What's included?

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

The arts (comprising art and design, music, dance, drama and media arts), design and technology, the humanities (comprising geography and history) and modern foreign language are not compulsory National Curriculum subjects after the age of 14, but all pupils in maintained schools have a statutory entitlement to be able to study a subject in each of those four areas.

## The statutory requirements in relation to the entitlement areas are:

- Schools must provide access to a minimum of one course in each of the four entitlement areas (arts, design and tech, humanities, languages)
- Schools must provide the opportunity for pupils to take a course in all four areas, should they wish to do so
- A course that meets the entitlement requirements must give pupils the opportunity to obtain an approved qualification.



## Accountability

### Four main headline performance indicators for secondary schools

- **Attainment 8** – Student attainment in their 8 best GCSE subjects. These 8 GCSEs will need to include English, Maths and at least three other English Baccalaureate subjects
- **Progress 8** – Progress in these 8 Best GCSE subjects. Scores in Maths and English SATs at the end of Key stage 2 will be used as the baseline to assess how much progress has been made.
- **Percentage of pupils achieving a C grade or better in English and Maths.**
- The **English Baccalaureate** – the number of children getting five A to C grades in English, Maths, Science, Geography or History and a Modern Foreign Language.

## Assessment

### Levels no longer mandatory

New KS2 tests to be sat in summer 2016

Schools will be able to introduce their own approaches to formative assessment, to support pupil attainment and progression.

The assessment framework should be built into the school curriculum

Ofsted's inspections will be informed by whatever pupil tracking data schools choose to keep.

Schools will continue to benchmark their performance through statutory end of Key Stage assessments, including National Curriculum tests.

## Changes to GCSEs

[Ofqual](#) has announced that the format for GCSEs will change.

Published an outline structure that will come into force in 2016 and will affect English Literature, English Language and the EBacc subjects in the first instance.

- A new grading scale that uses the numbers 1 – 9 to identify levels of performance, with 9 being the top level.
- A fully linear structure, with all assessment at the end of the course and content not divided into modules
- Exams as the default method of assessment, except where they cannot provide valid assessment of the skills required
- Exams only in the summer, apart from English language and maths, where there will also be exams in November for students who were at least 16 on the preceding 31st August.



## New National Curriculum

### Contents

- Statutory programmes of study and attainment targets for all subjects except for English, Mathematics and Science at Key Stage 4.
- Schools are not required by law to teach the example content or the content indicated as being 'non-statutory'.
- All schools are also required to teach religious education at all key stages. Secondary schools must provide sex and relationship education. PHSE non-statutory.
- The National Curriculum describes the **minimum** schools should cover for each subject – but levels of detail vary widely between subjects

*‘The school curriculum comprises all learning and other experiences that each school plans for its pupils.*

*The National Curriculum forms one part of the school curriculum.’*

## Emphasis

- Providing minimum content
- Setting out the aims for all pupils and a skeleton of content for the subject at each key stage
- Exam boards will flesh out programmes of study over-time
- Some subjects have far more detail than others – notably history and english
- Arguably there is an emphasis on knowledge rather than application/thinking skills





## Arts subjects within the National Curriculum

- There is no guidance on Drama and Dance as stand alone subjects or Film or Creative digital media – but these will continue to be offered as GCSEs and will be revised alongside all GCSEs from 2015
- Schools can continue to offer these subjects – but this is not required – it's about how schools choose to define their offer within the entitlement areas
- Dance is mentioned in the PE curriculum and drama is part of the English curriculum

# Arts subjects within the National Curriculum

## Art and design

### Purpose of study

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.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

### Subject content

#### Key stage 1

Pupils should be taught:

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

#### 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
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

#### Key stage 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

# Arts subjects within the National Curriculum

## Music

### Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Subject content

#### Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

*develop an understanding of the history of music.*



## Aim of National Curriculum

*‘to engender an appreciation of human creativity and achievement.’*

## What are the opportunities for arts and culture?

- Whole school curriculum approaches
- Area-based curricula
- Partnership and consortia approaches
- Cross curricular opportunities
- Subject specific and specialisation approaches

# Whole school approaches

**There is an argument that the new National Curriculum has fewer requirements which frees up space in the school calendar – how could this be used to support a creative offer within and outside of the main curriculum?**

## Example

Islington Arts and Media School (foundation trust, secondary)

*‘There is a vibrant carousel of arts subjects that include Art, drama, dance, Music and Media as well as design & technology. In tutor time we cover personal, social, Health and Citizenship education. Gifted and talented students are encouraged to sit GCSEs early, which increases their motivation and self-belief.’*

(Islington Arts and Media School Prospectus

see <http://www.iamschool.co.uk/wp-content/uploads/2010/10/Our-prospectus.pdf>)

# Area-based curricula

**Schools prepared for significant reprofiling of whole curricula could consider a local, area based curriculum working with partners**

Example

Peterborough

*'In the primary schools the initiative met all of its objectives. It led to the collaborative design of curriculum and to a series of activities that achieved new forms of connection between children and their City and with some of the people and organisations within it.'*

(The RSA Area Based Curriculum in Peterborough: An Independent Evaluation. See [www.thersa.org/action-research-centre/learning,-cognition-and-creativity/education/practical-projects/area-based-curriculum/reports](http://www.thersa.org/action-research-centre/learning,-cognition-and-creativity/education/practical-projects/area-based-curriculum/reports))



# Partner and consortium approaches

**How could schools develop whole school curricula in partnership with other agencies and organisations?**

Example

St Paul's Way – Trust school (secondary)

*'Our undergraduate curriculum is the result of very close work with two of our Trustees: Queen Mary, University of London and King's College, London. It is precisely because of our unique relationship with these Higher Education institutions, alongside Warwick University and the University of East London, that we are able to provide this exciting, relevant and robust learning experience.'*

(St Paul's Way School Prospectus.

See

[www.spwt.net/publications/prospectus2012/SPWTS%20Prospectus%202012.pdf](http://www.spwt.net/publications/prospectus2012/SPWTS%20Prospectus%202012.pdf))

# Cross curricula approaches

## What are the opportunities for teaching the curriculum *through* the arts and culture?

### Maths KS2 year 3

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn

### Science KS 1 year 2

- explore and compare the differences between things that are living, dead, and things that have never been alive

### History KS2

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

### Citizenship

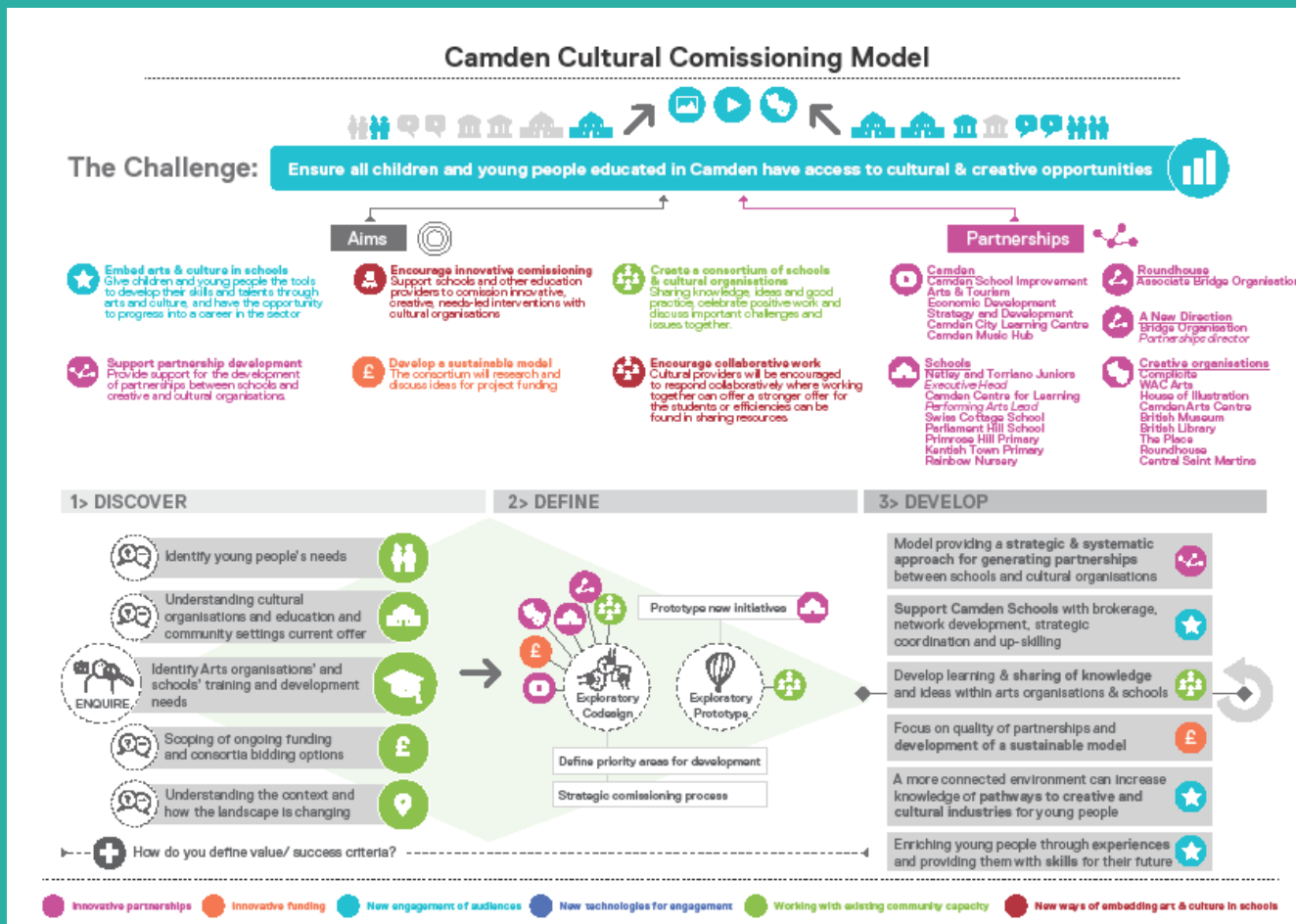
- Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.

# Subject specific and specialisation approaches

## What are the opportunities for specialisation, perhaps becoming known for a particular curriculum offer?

- Could different schools in a teaching school alliance or other cluster provide/devise a range of offers between them?
- Could schools jointly pay for practitioners to come in and provide specific expertise?
- Could schools jointly fill gaps and consider joint professional development or out of school hours activity?
- Could schools jointly devise new schemes of work – with *partners*?

# Camden Commissioning model



## Artsmark

- Prestigious award validating excellence in schools arts provision
- Opportunity to sustain profile of arts in school
- Need to offer more than the minimum requirements of the new National Curriculum (eg in terms of accredited artforms at KS4 & 5)

## Arts Award

- Arts Award is an opportunity to gain accredited award for young people's arts engagement
- The Arts Award framework is a good one for developing schemes of work
- Meets needs of variety of learners and validates non-curricular as well as curricular activity

## Where next?

- Opportunities to devise schemes of work with partners?
- Opportunities to network with other schools?
- Development of expertise around cross-curricular approaches?
- Development of area based curricula opportunities?

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