

Art and design



The National Curriculum for England www.nc.uk.net

About art and design in the National Curriculum

The structure of the National Curriculum

The programmes of study¹ set out what pupils should be taught, and the attainment target sets out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study for art and design.

The programmes of study

The programmes of study set out what pupils should be taught in art and design at key stages 1, 2, and 3 and provide the basis for planning schemes of work. When planning, schools should also consider the general teaching requirements for inclusion, use of language, use of information and communication technology, and health and safety that apply across the programmes of study.

The **Knowledge, skills and understanding** in the programmes of study identify the aspects of art and design in which pupils make progress:

- exploring and developing ideas
- investigating and making art, craft and design
- evaluating and developing work
- developing knowledge and understanding.

Teaching should ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process.

These aspects of art and design are developed through individual and collaborative work in two and three dimensions and on different scales, using a range of materials and processes, and through investigating the work of artists, craftspeople and designers as set out in **Breadth of study**.

Schools may find the DfEE/QCA exemplar schemes of work at key stages 1, 2 and 3 helpful to show how the programmes of study and attainment target can be translated into practical, manageable teaching plans.



The programmes of study for art and design



Art and design is the freedom of the individual, the freedom of expression and the freedom to fail without retort.

Simon Waterfall, Creative Director, Deepend

Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality.

Bridget Riley, Painter

Art and design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality.

Quentin Blake, Children's Laureate

Awareness and interaction with design is part of the contemporary professional environment. Design issues enter our life every day.

Peter Saville, Art Director and Designer

The importance of art and design*

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic

and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.
* Art and design includes craft.



Programme of study: art and design

Key stage 1

During key stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

Note

The general teaching requirement for health and safety applies in this subject.

1b → links to other subjects

This requirement builds on En1/2c, 2d, 3d.

2b → links to other subjects

This requirement builds on D&T/2c.

3a → links to other subjects

This requirement builds on En1/3c, 3d.

4a → links to other subjects

This requirement builds on Ma3/2a, 2c, 2d.

4a → ICT opportunity

Pupils could use 'paint' software to explore shape, colour and pattern.

Knowledge, skills and understanding

Teaching should ensure that **investigating and making** includes **exploring and developing ideas** and **evaluating and developing work**. **Knowledge and understanding** should inform this process.

Exploring and developing ideas

- 1 Pupils should be taught to:
 - a record from first-hand observation, experience and imagination, and explore ideas
 - b ask and answer questions about the starting points for their work, and develop their ideas.

Investigating and making art, craft and design

- 2 Pupils should be taught to:
 - a investigate the possibilities of a range of materials and processes
 - b try out tools and techniques and apply these to materials and processes, including drawing
 - c represent observations, ideas and feelings, and design and make images and artefacts.

Evaluating and developing work

- 3 Pupils should be taught to:
 - a review what they and others have done and say what they think and feel about it
 - b identify what they might change in their current work or develop in their future work.

Knowledge and understanding

- 4 Pupils should be taught about:
 - a visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space
 - b materials and processes used in making art, craft and design
 - c differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers].

Breadth of study

- 5 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:
- a exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment]
 - b working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
 - c using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture]
 - d investigating different kinds of art, craft and design [for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

Programme of study: art and design

Key stage 2

During key stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Note

The general teaching requirement for health and safety applies in this subject.

1b → links to other subjects

This requirement builds on En1/2b, 2e.

1c → ICT opportunity

Pupils could use digital and video cameras to record observations.

2b → links to other subjects

This requirement builds on D&T/2d.

2b → ICT opportunity

Pupils could use digital images as a starting point for creative textile work.

3a → links to other subjects

This requirement builds on En1/3b, 3c.

3a → ICT opportunity

Pupils could develop their own class art gallery on the school web site.

4a → links to other subjects

This requirement builds on Ma3/2d, 3b.

Knowledge, skills and understanding

Teaching should ensure that **investigating and making** includes **exploring and developing ideas** and **evaluating and developing work**. **Knowledge and understanding** should inform this process.

Exploring and developing ideas

- 1 Pupils should be taught to:
 - a record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes
 - b question and make thoughtful observations about starting points and select ideas to use in their work
 - c collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

Investigating and making art, craft and design

- 2 Pupils should be taught to:
 - a investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
 - b apply their experience of materials and processes, including drawing, developing their control of tools and techniques
 - c use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

Evaluating and developing work

- 3 Pupils should be taught to:
 - a compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
 - b adapt their work according to their views and describe how they might develop it further.

Knowledge and understanding

- 4 Pupils should be taught about:
 - a visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
 - b materials and processes used in art, craft and design and how these can be matched to ideas and intentions
 - c the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world].

Breadth of study

- 5 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:
- a exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments]
 - b working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
 - c using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]
 - d investigating art, craft and design in the locality and in a variety of genres, styles and traditions [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

Breadth of study

- 5 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:
- a exploring a range of starting points for practical work including themselves, their experiences and natural and made objects and environments
 - b working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
 - c using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]
 - d investigating art, craft and design in the locality, in a variety of genres, styles and traditions, and from a range of historical, social and cultural contexts [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

The attainment target for art and design



About the attainment target

An attainment target sets out the ‘knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage’¹. Except in the case of citizenship², attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The level descriptions provide the basis for making judgements about pupils’ performance at the end of key stages 1, 2 and 3. At key stage 4, national qualifications are the main means of assessing attainment in art and design.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key stage 1	1–3	at age 7	2
Key stage 2	2–5	at age 11	4
Key stage 3	3–7	at age 14	5/6³

Assessing attainment at the end of a key stage

In deciding on a pupil’s level of attainment at the end of a key stage, teachers should judge which description best fits the pupil’s performance. When doing so, each description should be considered alongside descriptions for adjacent levels.

Arrangements for statutory assessment at the end of each key stage are set out in detail in QCA’s annual booklets about assessment and reporting arrangements.

¹ As defined by the Education Act 1996, section 353a.

² In citizenship, expected performance for the majority of pupils at the end of key stages 3 and 4 is set out in end of key stage descriptions.

³ Including modern foreign languages.

Attainment target for art and design

Level 1

Pupils respond to ideas. They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They describe what they think or feel about their own and others' work.

Level 2

Pupils explore ideas. They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They comment on differences in others' work, and suggest ways of improving their own.

Level 3

Pupils explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.

Level 4

Pupils explore ideas and collect visual and other information to help them develop their work. They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions. They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. They adapt and improve their work to realise their own intentions.

Level 5

Pupils explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose. They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions. They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context. They adapt and refine their work to reflect their own view of its purpose and meaning.

Level 6

Pupils explore ideas and assess visual and other information, including images and artefacts from different historical, social and cultural contexts. They use this information to develop their ideas, taking account of purpose and audience. They manipulate materials and processes and analyse outcomes. They interpret visual and tactile qualities to communicate ideas and meanings, and realise their intentions. They analyse and comment on how ideas and meanings are conveyed in their own and others' work. They explain how their understanding of the context affects their views and practice.

Level 7

Pupils explore ideas and assess visual and other information, analysing codes and conventions used in different genres, styles and traditions. They select, organise and present information in visual and other ways, taking account of purpose and audience. They extend their understanding of materials and processes and interpret visual and tactile qualities. They show increasing independence in the way in which they develop ideas and meanings and realise their intentions. They analyse and comment on the contexts of their own and others' work. They explain how their own ideas, experiences and values affect their views and practice.

Level 8

Pupils explore ideas and evaluate relevant visual and other information, analysing how codes and conventions are used to represent ideas, beliefs and values in different genres, styles and traditions. They research, document and present information in visual and other ways appropriate to their purpose and audience. They exploit the potential of materials and processes to develop ideas and meanings, realise their intentions and sustain their investigations. They evaluate the contexts of their own and others' work, articulating similarities and differences in their views and practice. They further develop their ideas and their work in the light of insights gained from others.

Exceptional performance

Pupils explore ideas, critically evaluate relevant visual and other information and make connections between representations in different genres, styles and traditions. They initiate research, and document and interpret information in visual and other ways appropriate to their purpose and audience. They exploit the characteristics of materials and processes to develop ideas and meanings and realise their intentions. They extend their ideas and sustain their investigations by responding to new possibilities and meanings. They identify why ideas and meanings in others' work are subject to different interpretations, using their understanding to extend their thinking and practical work. They communicate their own ideas, insights and views.