

ART & DESIGN

Key Concepts

The NSEAD believes that a world class art, craft and design education provides and inspires personal expression, cultural understanding, creative and practical responses, promoting imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds. A world class, art, craft and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Pupils should be able to think creatively and critically. They should investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our history and future. This will enable pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within both national and global contexts. (NSEAD, 2019)

Art and design is not a fixed subject but through deep thinking, allows sense to be made of the world around us. It should be engaging and absorbing, affecting emotions, intellect and possibility spirituality (Gregory, March and Tutchell, 2019).

Herne (in Cox and Watts, 2007, p6.) lists reasons for primary art and design as:

- Opportunities to develop a range of skills, techniques and practices (both historical and contemporary)
- A unique and tactile language which makes powerful statements, possible
- Visual literacy through development of skills and through responses to, and interpretations of, works of art.
- Potential for individual expression, supporting a need to communicate.
- Development of observational skills through visual and tactile sensitivity.
- Development of an understanding of the creative process
- Introduction to art and culture and through global perspectives, supporting cultural literacy.
- Practical activities support development of intellectual awareness and design skills which are also relevant to everyday life.

Specific pedagogical considerations

Art and design involves development of both process skills associated with creating and art form, and technical skills relating to different media.

The process skills can be considered to be:

- Invention (making, drawing, modelling)
- Analysis (reflecting and evaluating work)
- Expression (confidence in self expression)
- Imagination (this needs stimulation and opportunities to recombine and recall mental images)
- Observation (provide children with interesting objects to handle, posing questions and prompts).

(Gregory, March and Tutchell, 2019).

What does it look like in EYFS?

The ELG of *Creating with Materials* falls under *Expressive Arts and Design* within the FS curriculum.

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques;
- experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

National Curriculum Purpose of Study and Aims

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 design and technology 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.

Specific issues to be aware of:

- What technical vocabulary do the children need to develop and how can you introduce this in lessons?
- What do you need to do to encourage individuality in expression whilst also modelling techniques?
- Be aware of those who have had more experience than others. Some pupils in your class will have different experiences and confidences with materials. Make sure you build in time to ensure all pupils have the same opportunity to develop their understanding and build on prior experiences.
- Consider how to build on children's prior experiences- what have they used before and what do they remember? How can you ensure progression in technical skills alongside criticality?

What might progression look like? What do look out for and emphasise in your teaching

Within your teaching, look out for opportunities to develop observation skills used in other curriculum subject, for example, science.

Development in skills will be evident through the key stages across the areas of:

- Generating ideas
- Making
- Evaluating
- Knowledge

For example, in EYFS, children will create simple representations of people and objects, but by Year 2 they will be able to do this using drawings to records their ideas. You may notice that children use a sketchbook to record artwork and sketching skills during their time in primary school. Development and progression of skills can be seen in these.

Assessment and planning are closely linked and progression can be seen in the following ways:

- Increased confidence
- Development of technical skills
- Development in research skills
- Increasing complex and challenging ideas
- Articulation of responses to artwork- shape, tone, colour, texture etc.
- Greater knowledge of art and artists
- Increasing experimentation with resources and materials
- Imaginative and creative approaches
- Independence.

(Gregory, March and Tutchell, 2019)

Further questions for reflection

- What does it mean to be artistic and how can teachers facilitate experimentation?
- How is the creative process valued and recognised alongside the result?
 - What makes an activity 'irresistible'?
- How often are children given opportunities to experience art and design?

Resource links

National Curriculum programmes of study

Take One Picture – 'A national programme for primary schools which aims to inspire a lifelong love of art.'

National Gallery - online resources to support develop their understanding

NSEAD – an organisation protecting and supporting art, craft and design education. A curriculum document aligned to the NC provides greater detail and suggested activities to support teachers.

Why study art?- a short video from Tate Shots

Art For Small Hands- step-by-step guidance for a range of projects.

Key questions when observing or teaching this subject

How are children's technical skills developed across a range of processes and using different materials?

What contribution to Cultural Capital does art and design have, and how is this seen?

How are children provided with opportunities to experience different media?

Is there an opportunity for pupils to develop their observation skills?

How is diversity within art, challenged?

How are children introduced to a range of artworks and artists from different era and in different media?

Further reading

NSEAD – an organisation protecting and supporting art, craft and design education. Regular publications and newsletters for members.

Noble, K. (2021) 'Getting Hands On with Other Creative Minds': Establishing a Community of Practice around Primary Art and Design at the Art Museum (<https://doi.org/10.1111/jade.12371>)

Ofsted Research Review – published in Feb. 2023

Health and safety in primary art- This website provides useful guidance

Be Safe - a publication from the ASE which covers science and some aspects of art and design. (<http://www.ase.org.uk/bookshop/new-books/>)

Ogier, S. (2017) *Teaching Primary Art and Design*, London: Sage.

Gregory, P, March, C. and Tutchell, S. (2019) *Mastering Primary Art and Design*. London: Bloomsbury.