

A comparison of Ofsted's *Observing teaching and learning in: Art, craft and design*, National Curriculum for England: *art and design programmes of study (Key Stages 1-3)*, the EYFS Characteristics of Effective Learning and Department for Education Teachers' Standards.

This resource aims to help teachers, trainees and their tutors to identify links between the expectations of various Government documents alongside the prompts developed by Ofsted to explore the best practice in the subject.

| Ofsted | EYFS | | | NC KS1-3 | | | | Expert Group notes | DfE Teachers' Standards | | | | | | | | | |
|--|---|------------------------------|---|---|--|---|--|--|--|---------------------|---|---|---|---|---|---|---|--------|
| | Playing and Exploring - engagement | Active Learning - motivation | Creating and thinking critically - thinking | Purpose of Study | Aims The National Curriculum (NC) for art and design aims to ensure that all pupils: | KS1 Pupils should be taught: | KS2 Pupils should be taught: | | KS3 Pupils should be taught: | Teachers' Standards | | | | | | | | |
| Good teaching and learning in art, craft and design will be evident through some of the following: | | | | | | | | | Explanatory notes: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Part 2 |
| Sketchbooks and other evidence of the creative process that show pupils are taught how to: | | | | | | | | | Sketchbooks are not referenced at KS1. | | X | X | | | X | | | |
| o Practise their drawing skills regularly | | X | | | ▪ become proficient in using drawing...' | ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | ▪ improve their mastery of techniques, such as drawing,... | ▪ to use a range of techniques to record their observations in sketchbooks, journals... | NC and Ofsted emphasises drawing. | | X | X | X | X | X | | | |
| o experiment with different materials creatively | X | X | X | ...equipping them [pupils] with the knowledge and skills to experiment, invent and create their own works of art, craft and design. | ▪ produce creative work... | ▪ to use a range of materials creatively to design and make products | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation | Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. | NC promotes creativity at KS1 through art and design the experimentation of materials at KS2. NC prioritises proficiency of techniques over experimentation. | | X | X | X | X | | | | |
| o research artists, craftmakers and designers analytically | | | X | 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. | ▪ evaluate and analyse artistic works using the language of art, craft and design. ▪ know about the great artists, craftsmen and designers, and understand the historical development of their art forms. | ▪ ...about the range of artists, craftmakers and designers in history, describing the differences and similarities between different practices and disciplines, and making links to their own work. | '...increasing awareness of different kinds of art, craft and design' ▪ about the greatest artists, architects and designers in history | They should develop a critical understanding of artists...and expressing reasoned judgements that can inform their work ▪ about the history of art, craft and design, including periods, styles and major movements from ancient times to present day | Both the NC and Ofsted note 'analysis' of works of art. The NC PoS places greater emphasis on teaching <i>about</i> and Ofsted references <i>how to</i> research. | | | X | X | X | | | | |
| o explore a wide range of ideas imaginatively | X | X | X | | ▪ to use a range of materials creatively to design and make products | Pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation... | | ▪ to use a range of techniques and media | NC references imagination or imaginative practice in KS1 only. NC at KS3: encourages the use of a 'range' as opposed to 'wide-range' of techniques and media | | | X | X | X | | X | | |
| Displays that show teachers prepare for lessons by: | | | | | | | | | | X | X | X | X | X | X | X | X | |
| o showing examples of high quality work related to the lesson | | | | | | | | | Display and exhibiting of art, craft and design is not referenced within the guidance | X | X | X | X | X | | | | |
| o arranging materials and tools to aid pupils' self-selection | X (This is a teaching approach that will assist this characteristic) | X | X | | | | | | Self-selection, working independently, problem-solving, are not a focus for the NC. | X | X | | X | X | | X | | |
| o selecting visual/tactile | | | | | ▪ produce creative | | | | Pupils' curiosity is not explicitly | X | X | X | X | X | | X | | |

| | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|--|---|--|---|---|---|---|---|---|---|---|--|--|--|
| stimuli that arouse pupils' curiosity | X | | X | | work, exploring their ideas and recording their experiences | | | | referenced in NC. | | | | | | | | | |
| o creating resources that present images and text professionally | X | | | | | | | | This is a teaching tool and an Ofsted judgment rather than a focus for the curriculum. | X | | X | X | | | | | |
| Teacher's planning that shows the lesson intends to: o use information about pupils to encourage individuality of work | X (This is a teaching approach that will assist this characteristic) | X | X | ...experiment, invent and create their own works of art, craft and design | produce creative work, exploring their ideas and recording their experiences | | | to use a range of techniques and media... as a basis for exploring their ideas | This is a pedagogic approach, i.e. suitable for Ofsted to comment on rather than having a place in the NC | | X | X | X | X | X | | | |
| o help pupils review and refine existing subject skills and knowledge *1 | X | X | X | | become proficient in using drawing, painting, sculpture and other creative expressions | using a range of materials to design and make products | to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay) | develop their ideas and increase proficiency in their execution. | This is a pedagogic approach, i.e. suitable for Ofsted to comment on rather than perhaps having a place in the NC | X | | X | | X | X | | | |
| o take pupils out of their comfort zone through new experiences *2 | X | X | X | | | Pupils should be taught creativity in art, craft and design by:' | Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design. | Pupils should be taught to develop their creativity and ideas... | New experiences, challenge and problem-solving skills are highlighted in Ofsted's checklist – they are not a focus in the NC. At KS2 experimentation with techniques and materials has been referenced. | X | | | X | X | X | | | |
| o explicitly promote key skills valued in the creative industries *3 | | | | They [pupils] should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. | produce creative work | to use a range of materials creatively to design and make products | | | The NC references the 'wealth of our nation' but the creative industries are not referenced throughout the PoS. The NC Aims reference that all pupils should 'produce creative work' but not the 'key skills' needed for such work | X | X | X | X | | | | | |
| *1 for example, related to drawing, painting, collage, printmaking, textiles, sculpture, ceramics *2 for example, unfamiliar stimuli, materials, tools, techniques, scale *3 for example, visual communication, problem-solving, resilience, creative risk-taking, collaboration | X | X | X | | become proficient in drawing, painting, sculpture and other art, craft and design techniques | | | | 'Problem-solving, resilience, creative risk-taking, collaboration' are not referenced in the NC | | | | | | | | | |
| Lesson content that shows teachers are able to: o demonstrate tools and techniques skilfully without inhibiting pupils | X | | | | become proficient in using drawing, painting, sculpture and other creative expressions' | use a range of materials'...'developing techniques. | to improve their mastery of techniques,... | to increase their proficiency in the handling of different materials. | Teaching will lead to skilful use of tools and materials. | | | X | X | X | | | | |
| o draw on wide knowledge of artists, makers and designers unexpectedly | X | | | 'Pupils should learn about the achievements of great artists and designers.' | evaluate and analyse artistic works using the language of art, craft and design' | Pupils should be taught creativity in art, craft and design by: being taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and | ...awareness of different kinds of art, craft and design. about great artists, architects and designers in history. | They should develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform their own work. Pupils should be taught: about the history of art, craft and | The PoS and Aims identify knowledge that pupils should learn about. This is referenced at every key stage. The NC aims note evaluation and analysis of artworks – it is not clear if this refers to the great artists referred to in the next bullet point. At KS1 reference to 'creativity in art, craft and design' and 'taught about...describing and making links' KS3 to analyse and evaluate their | | | X | X | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|--|---|--|---|--|---|--|---|---|---|---|---|---|--|---|--|
| | | | | | | making links to their own work. | | design, including major movements from ancient to the modernist periods (e.g. Art Nouveau, Impressionism, Dadaism). | own work and that of others – this will impact on work. Drawing from and upon their growing history of art knowledge is not made clear. | | | | | | | | | | |
| o observe pupils' emerging creative responses in order to improvise | X | | X | | | | | | This is a pedagogic approach, i.e. suitable for Ofsted to comment on rather than perhaps having a place in the NC. | | | | | | X | X | | | |
| o select subject matter that inspires boys and girls equally well *4 *4 for example, by referring to male and female creative practitioners whose work challenges stereotypes. | | | | | | | | | Contemporary arts, collaboration, animation, games-based learning are not identified in the NC. Subject matter or practitioners that challenges stereotypes are not referenced in the NC. | X | X | X | X | | | | | X | |
| Teaching that shows pupils are taught how to: o record their first-hand experiences *5 | X | | | | | ▪ produce creative work, exploring their ideas and recording their experiences | ▪ using drawing, painting and sculpture to share their ideas, experience and imagination' | ▪ to create sketch books to record their observations | ▪ to use a range of drawing techniques to record their observations in sketchbooks and journals | Observation or 'first-hand' experiences are not explicitly mentioned in the KS1 subject content. Working with art galleries, museums and creative practitioners are not identified in the NC | | X | X | X | | | | X | |
| o interpret secondary sources, including digital images and information | X | | X | | | ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | ...develop and share their ideas, experiences and imagination | | ...critical understanding of artists.... | Secondary sources including digital images are not referenced in the NC statutory guidance. | | X | X | X | | | | X | |
| o use visual concepts to express ideas, insights and feelings emotively *6 | | | X | | | | ▪ using drawing, painting and sculpture to share their ideas, experiences and imagination | | | The emotive expression of ideas, insights and feelings are not referenced in the statutory guidance. | | X | X | X | | | | X | |
| o revisit, critically review and refine their sketchbook and other work *5 for example, work directly from the natural/built environment, in art galleries, or with creative practitioners *6 for example, line, tone, shape, pattern, colour, composition, texture, structure, form | X | X | X | | 'As pupils progress they should be able to think critically and develop...' | ▪ evaluate and analyse artistic works using the language of art, craft and design | ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | ▪ to create sketch books to record their observations and use them to review and revisit their ideas | ▪ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work | Reviewing of work is explicitly referenced in KS2 | | X | X | X | | | | X | |
| Teacher's assessment that shows pupils understand how to: o make more of the skills, knowledge and understanding they use well | X | X | X | | | | | | | This is a pedagogic approach. | X | X | X | X | X | X | | | |
| o refine their skills, broaden their knowledge or deepen their understanding | X | X | X | | | | | | | This is a pedagogic approach. | X | X | X | X | X | X | | | |
| o give and take advice in order to reflect positively and act creatively | X | | X | | | | | | | This is a pedagogic approach. | X | X | X | X | X | X | | | |
| o relate the standard of their work to that of their peers | | | X | | | | | | | This is a pedagogic approach. | X | X | X | X | X | X | | | |
| Pupil's work that shows they are able to: o communicate visually, with purpose and meaning *7 | X | X | X | | | ▪ using drawing, painting and sculpture to share their ideas, experiences and imagination | | ▪ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work | | Art, craft and design's role in purposeful and meaningful visual communication is not made explicit in the NC. | | | X | X | | | | | |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|--|--|---|--|---|---|---|---|---|---|---|--|---|---|
| ○ handle large or small scale, 2D or 3D, or mix media to maximise impact | X | | X | | | to use drawing, painting and sculpture... | ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | ▪ to use a range of techniques and media | Scale noted in KS1 | | | X | X | | | | |
| ○ work creatively, drawing selectively on the work of creative practitioners | X | | X | | | ...produce creative work, exploring their ideas and recording their experiences | ▪ to use a range of materials creatively | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity... | They [pupils] should develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform their own work. | At KS1-2 the NC emphasises the creative use of materials and techniques. At KS3 pupils should be taught to develop their creativity. Contemporary practitioners are not noted in NC. | X | | X | X | | | X |
| ○ make decisions independently about the direction of their work *8 *7 for example, to share personal reflections, observations, memories, imagination with minimal use of words *8 for example, developing alternatives to 'house style' or managing time to balance process with outcomes | X | X | X | | | | | | | Self-regulation and independence are not mentioned in the NC | | X | X | X | | X | |

Summary

- Ofsted explicitly promote the creative and portfolio industries: noting key skills and experiences – collaboration and working with creative practitioners.
- Ofsted highlights independence, improvisation, challenge and problem-solving in art and design – these experimental learning habits and approaches are not highlighted in the NC.
- The use of emotive expression or responses, have not been identified in the NC. Ofsted identifies that art can be challenging, for example that it can challenge stereotypes.
- Digital research is not identified in the NC.
- Both the NC and Ofsted identify knowledge, evaluation and analysis of others' work.
- 'Great' artists, architects and designers are referenced throughout the statutory guidance. *Observing teaching and learning in: Art, craft and design* contains no presupposed view of history of art.
- Ofsted's *Observing teaching and learning in: Art, craft and design* describe valued elements of good teaching, i.e. the pedagogic approaches (ways of teaching, the how); Pedagogic elements are not specified in the NC, this omission allows educators to decide how to teach the curriculum.
- In addition to the different purposes of the two documents (see 7 above), the NC Aims and Purpose of Study contrast with range and purposes of the art, craft and design curriculum as illustrated in Ofsted's *Observing teaching and learning in: Art, craft and design*. (See 1, 2 and 3).
- In addition to the EYFS *Characteristics of Effective Learning*, characteristics that permeate all areas of the EYFS curriculum, it is recommended that reference is also made to *Development Matters & Early Learning Goals in 'Expressive Arts & Design'*.