



Art and design programme of study: Key stage 1-3

National curriculum in England:

Key

Department for Education (DfE) version (is in black text)

NSEAD additional guidance is in blue, further guidance in green

DfE 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.

NSEAD: The Importance of Art, Craft and Design

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 well being** of our society within both national and global contexts.

DfE Aims

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

- produce **creative work**, exploring their ideas and recording their experiences

Generate ideas; a key strand of art, craft and design education is to help pupils generate and develop their own **original ideas**. To support their learning in this key strand pupils should:

- develop personal and creative responses through diverse opportunities to **generate original ideas** in a variety of ways and to use **different media and processes**

- investigate, analyze, experiment and work expressively to explore and record their observations, imagination, feelings and personal responses when engaged in creative processes and when making outcomes
- become proficient in drawing, painting, sculpture and other art, craft and design techniques

Make: a key strand of all good art, craft and design education will be to help pupils to make their own work and to use materials and techniques purposefully. To support learning in this key strand pupils should:

- respond thoughtfully and act with purpose to develop skills, selecting and controlling suitable tools and systems with increasing proficiency to achieve intended outcomes
- have opportunities to work in a range of scales (from a small size to large scale works) in 2 and 3 dimensions and in virtual and time based media
- have opportunities to work in a variety of processes and media which could include:
 - **Drawing** for different purposes, including perception, communication, invention and action - using a range of media such as charcoal, pencils of different grades (hard to soft), graphite sticks, colored pencils, oil pastels, chalk pastels, conté, crayons, wax, markers, fine-liners, ball point pens, inventive mark making tools, ink pens, erasers and putty rubbers;
 - **Painting** for different purposes and in different ways, exploring diverse techniques and processes such as wash, strokes, layers, blending, scumbling, spatter, drip, glaze, wet, dry, spray - using a range of media e.g. watercolour, tempera, oil, acrylic, gouache, ink, enamel, PVA and additives such as salt, sawdust, sand and collage materials, and including any natural products e.g. beetroot juice and natural dyes – using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, rollers, palette knives, spatulas and invented painting tools made from found and selected resources;
 - **Printmaking** using monoprint, lino, collograph, press print, screen, etching, intaglio – hand printing with rollers and cloth wads, or using a roller, etching press, letter press or book binding press;
 - **Sculpture** processes such as construction: using card, paper, wood, wire, structural armatures and surfaces using plaster of Paris, ModRoc, paper lamination/papier maché, found materials. Reduction and subtraction: with carving materials including soap, cast plaster, wood, stone. Modeling using materials such as modeling clay, air drying clay, salt dough, polymer clays, Plasticine, wax, Chavant, Newplast. Casting: using plaster of Paris or silicone rubber. New 3D technologies: using 3D printing and laser cutting and laser etching;
 - **Ceramics** to develop functional, craft, sculptural or decorative outcomes – using clay, cranked clay or slip casting;
 - **Creative Craft** based outcomes exploring diverse processes that might include, jewelry, basket making, beadwork, toy making, mosaic, wood working and carving, enameling, weaving, casting, and materials such as willow, papers, yarns, plastics, wire and metals, leather, clay, textiles or recycled or up cycled materials;
 - **Collage** using torn, cut and collected papers adding inks, paints, fabrics and found images, photographs and materials, as well as frottage and montage processes using photography, lens and digital light based media;
 - **Textiles** to explore the properties of fabrics, textile materials and found materials to create visual and expressive outcomes in textile materials - design fashion and garments - construct functional or expressive/creative outcomes in fabric and malleable structural materials.
 - **Photography and lens based outcomes** (photography, film and image capture) using chemical and/or digital recording, processing and printing systems as an art-form and as a means to support/inform other creative processes;
 - **Installation and site specific works** including land art and earthworks, projected installations, interactive multi-media works, that may be temporary, semi-permanent or completely permanent and site specific;
 - **Digital and new media** including, lens and light based media for web, screen and projection, digital drawing, painting, animation, design, interactive works and performances, digital installations and multi-media works;
 - **Design and graphic design** for illustration, advertising, promotion, communication, virtual and printed publishing, packaging, styling, product design, typographic design.
- evaluate and analyze creative works using the language of art, craft and design

Evaluate: A key strand of all good art, craft and design education is to help pupils evaluate, understand and improve their work. To support their learning in this key strand pupils should:

- review, think about and discuss their own work and the work of others, develop a critical and technical vocabulary relevant to art, craft and design and to creative, media and design industries

- become visually perceptive and visually literate through looking, thinking, recognising, interpreting and understanding art, craft and design as a medium of communication and meaning which uses visual symbols and icons
- develop reading and writing skills alongside speaking and listening skills as they research, communicate, analyze, critically evaluate and review their own work and the work of significant artists, craftspeople, architects and designers
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- **Knowledge:** A key strand of all good art, craft and design education is to help pupils acquire knowledge and understanding of the world of art, craft and design. To support their learning in this key strand pupils should:
 - develop and apply their reading and writing skills alongside their speaking and listening skills as they research, communicate, analyze, critically evaluate and review the work of significant artists, craftspeople, architects, film makers and designers
 - learn about, research and explore relevant and significant artists, craftspeople, architects, film makers and designers to inform their creative thinking and the development of their own creative practice, informing their outcomes and signposting to career and vocational paths
 - have opportunities to explore the work of artists, crafts people, architects, film makers and designers that should include examples selected from both male and female practitioners, examples from diverse genres, periods and cultures, exploring a range of different intentions and including examples selected from physical and virtual forms of expression
 - **Artists** to include painters, portrait artists, landscape artists, abstract and conceptual artists, print makers, illustrators and graffiti artists all from different world cultures, periods or artistic movements
 - **Crafts people** pottery, ceramicists, weavers, jewelers, glass makers, furniture makers, textile artists in weave and print, stone masons, letter cutters, toy and automata makers and craftspeople working in traditional, cultural and heritage industry craft forms to include preservation and conservation.
 - **Designers** (product and systems designers, book designers, illustrators, typographers, graphic designers, fashion and textile designers, interior and exhibition designers, stylists and advertisers).
 - **Architects.**
 - **Film makers** Digital designers, photographers, TV, media and animators
- use, where relevant, what they have learned to inform their own work and working practices
- In their study, reflection and response to the work of artists, craftspeople and designers, and to the social and historic context in which they worked, pupils develop their spiritual, moral, social and cultural understanding, empathizing with others and learning more about other world cultures. They develop awareness of the place of art, craft and design in the world to comment on and change opinion, or transform life experiences.
 - reflecting on or about the beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning,
 - developing and applying an understanding of right and wrong through the moral, social and ethical implications of ethically and economically sound systems and products,
 - collaborating creatively and responsibly in a range of activities requiring social skills, emotional intelligence and team working,
 - developing awareness of and respect for diversity in relation to e.g. gender, race, age, religion and belief, culture, sexual orientation and disability,
 - gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training,
 - developing an appreciation of cross curricular learning partnerships with other subjects and theatre, music and literature to inform their art and creative development, visiting galleries, museums, design centre's and through working with artists, craftspeople, designers, film makers and architects
 - developing a respect for the creative practice of others,

- developing the skills and attitudes to enable them to participate fully and positively in democratic modern Britain and international cultures,
 - responding positively to a range of artistic and other [cultural opportunities](#)
 - understanding and appreciating the range of different cultures within school, their wider community and further afield to inform the creative development and as an essential element of their preparation for life.
- Work safely using tools, equipment, materials and techniques appropriate to the task and with care for themselves and others.
 - Wear suitable personal [protective clothes](#) and equipment
 - Work with safety and care for themselves and others working around them
 - Ensure tools and equipment are fit for purpose and suitable for tasks intended
 - Consider and demonstrate respect for the environment, the equipment and materials
 - Consider the wider implications of the choices they make regarding impact on the environment and well being of others

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

- **Matters:** the knowledge needed to develop increasing familiarity with different media, to develop skills and the learning essential to inform creative actions through the study of creative practitioners, other cultures and times
- **Skills:** the improvement and progression in the execution and control of specific skills
- **Processes:** the experience and understanding gained through teaching and active participation in specific creative processes, design, sequences of creative action and techniques

Subject Content

DfE Key Stage 1

NSEAD Key Stage 1

Pupils should investigate explore and start to develop their understanding and control of simple techniques as they begin to look at and talk about the work of [artists](#), [craftspeople](#) [architects](#), [film](#), [media makers](#) and [designers](#) in local, as well as a variety of different national, [cultural](#) and [industrial contexts](#).

Through a variety of [creative](#), discursive and practical activities, pupils should be taught:

- the knowledge, understanding and skills needed to engage with and participate in a process of [self expression](#) and personal response;
- to develop a basic level of understanding and technical skill in the key processes of drawing and mark making, colour mixing and painting, forming, assembling/constructing and modelling, printing and pattern making, cutting, tearing, sticking and collaging.

Pupils should be taught:

- to use a range of [materials creatively](#) to design and make [products](#)
- to use a range of [materials creatively](#) as they investigate, experiment and explore materials and processes informing the way that they [design and make products](#) and [expressive outcomes](#)
- to use [drawing](#), [painting](#) and [sculpture](#) to develop and share their ideas, experiences and imagination
- to use [drawing](#), [painting](#), [sculpture](#) and a [range of processes](#) which include [digital media](#) and [3 dimensional work](#) to develop and share their [ideas, experiences and imagination](#)
- **to learn how to investigate, explore, design, create and make as they use the key processes of:**

- **drawing** for the purpose of perception, communication, invention and action;
 - **colour** mixing to match and create colours, convey ideas and intentions;
 - **assembling/constructing and making, forming and modeling** to explore three dimensions, form and space, and learn about the tactile properties of textures and surfaces;
 - **printing and pattern** making to understand how to print from a textured surface, lift rubbings and create patterns;
 - **designing** by looking, investigating, analyzing, listing and drawing to help pupils plan and organize their creative actions;
 - **selecting, collecting, assembling, cutting, tearing, sticking and collaging** to create work from a variety of found resources;
 - **capturing and manipulation** of images through photography and digital media to enable pupils to create and make new images or simple multi-media works;
 - **developing and using creative, critical and technical language** to enable pupils to build concepts and clearly express their understanding, intentions and ideas;
 - **using number** to manage concepts of scale, quantity and proportion and when visually perceiving or physically measuring length, distance, height, width, depth, angle and comparative size.
- to develop a wide range of art, and design techniques in using colour, pattern, texture, line, shape, form and space
 - to introduce and start to develop a wide range of art, craft and design processes and techniques in using colour, pattern, texture, line, shape, tone, form and space
 - to learn how to develop their skills knowledge and understanding, gained through the key processes of:
 - **drawing** from memory, imagination and observation - using e.g. a range of fine and broad media to develop control of line, shape, colour, pattern and tone – using e.g. charcoal, a small range of soft and hard pencils, graphite sticks, wax crayons, pastels, conté pencils/sticks, coloured pencils, ball point pens, oil pastels, water soluble pastels, felt pens, hard and soft rubbers.
 - **painting** and creating colour by learning how to mix and apply paint in different ways to match and to make new colours - using water based paint and other wet and dry media to explore wash, strokes, layers, blending, splash, drip - using a range of media e.g. watercolour, tempera (block and ready-mix), ink, PVA and additives such as salt, sawdust, sand and collage materials, and including any natural products e.g. beetroot juice and natural dyes – using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, sponge rollers, spatulas and invented painting tools made from found and selected resources;
 - **assembling/constructing** and making, forming and modeling using Newclay or any form of clay medium, paper, card and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces – using 3D media to make representations of the real world (animals, heads, figures, cars and forms that interest pupils) – using card and found materials to build, stack and assemble;
 - **sculpture** processes such as construction: using e.g. card, paper, wood, flower wire and surfaces - using ModRoc, paper lamination/papier maché, found materials. Exploring subtraction by carving soft materials such as soap bars: modeling using materials such as modeling clay, air drying clay, salt dough, Plasticine, casting using plaster of Paris;
 - **ceramics** to develop functional, sculptural or decorative outcomes – using clay, before firing and simple dip or painted glazing;
 - **creative craft** based outcomes exploring diverse processes that might include, fabric collage, paper weaving, willow work, beadwork, mosaic, textile weaving, casting, and using materials such as willow, papers, yarns, plastics, wire and metals, leather, clay, textiles, found and recycled materials;
 - **design** by looking, investigating, analyzing, listing and drawing to help them plan and organize their creative actions;
 - **printing and pattern making** to understand how to Monoprint by lifting an impression or print from a textured surface, make rubbings and create single or repeat patterns using a motif/stamp/block – using e.g. Pressprint, Easiprint, cut paper and card stencils – using water based printing ink, stencil paper, coloured tissue paper,
 - **selecting, collecting, assembling, cutting, tearing, sticking and collaging** to create work from a variety of found resources
 - developing and using creative, critical and technical languages such as listening, speaking and reading, enabling pupils to build concepts and clearly express their understanding, intentions and ideas
 - **using number** to manage concepts of scale, quantity and proportion and when visually perceiving or physically measuring length, distance, height, width, depth, angle and comparative size for colour mixing, visual measuring length, scale and angle.
 - about the work of a range of artists, craft makers, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

- Introduce pupils to specific named [creative practitioners](#) and some relevant examples of the work produced by these [artists](#), [craft makers](#), [architects](#), [film makers](#) and [designers](#), or creative practitioners who are part of a group e.g. [artistic movement/community](#), or the collective work represented by a [genre](#), [period](#) or [culture](#).
- Introduce and explore one or more selected key features of the work of a range of significant [artists](#), [craft makers](#), [architects](#), [filmmakers](#) and [designers](#), describing the differences and similarities between different [practices and disciplines](#), and start to make links to pupils' own work.
- Look at pictures, films, clips, books, reproductions, websites and original work (where possible) to start to develop skills of [reflection](#), [consideration](#), [identification](#), [analysis](#), [selection](#), comparison, [speculation](#), [imagination](#), [questioning](#), [interpretation](#), [evaluation](#) and [inform their own creative decision making](#)
- through reading, speaking and listening, pupils share their developing views and ideas, using this to inform their own creative actions.
- [\[Link to a short list of artists, designers, craftspeople, architects and film makers\]](#)

DfE 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 learn how to further develop their understanding and control of more varied techniques as they improve their skilful handling of a range of [two and three dimensional media and digital media](#) through approaches that include [investigation](#), [experimentation](#) and [exploration](#).

They will develop skills, knowledge and understanding in more diverse art, craft and design contexts, including other cultures and times, as well as [local](#), [contemporary](#) and [industrial/applied contexts](#).

To develop this knowledge and understanding, they will look at, talk about, critique and creatively respond to the work of artists, craftspeople, film and media makers, architects and different forms of designers; becoming increasingly aware of the broad diversity of [creative practice](#) across the visual arts.

DfE Key Stage 2

Pupils should be taught:

- to create [sketch books](#) to record their [observations](#) and use them to review and revisit ideas
- Understand that a [sketchbook](#) is not limited to the Victorian concept of a hard back book of plain drawing paper, in which pupils make [observed sketches](#). It can contain such sketches, but is far more than this. A sketchbook is the term we give to a [creative journal](#) or [visual diary](#) that provides the space for pupils to [draw](#), [design](#), [investigate](#), [explore](#), [experiment](#), [document](#), [list](#), [review](#), [evaluate](#), [collect](#), [collate](#), [annotate](#), [compose](#), [communicate](#), [act creatively](#) to support through diverse forms of design the [creative process](#) they are engaged in.
- To create [sketch books](#) and [methods of recording](#) to generate, develop, research and record their [observations](#) and use them to review and revisit ideas
- To develop [design skills](#) through [research](#), [investigation](#), [exploration](#) and [experimentation](#), learning how to [document](#) and record their thinking and ideas; suggesting alternatives, [speculating](#), [hypothesizing](#) to develop imagination and ideas for alternatives and improvements in their own work.
- To look at examples of [sketchbooks](#) and sample pages produced by local or professional artists, craftspeople, architects and filmmakers and designers, as well as examples from significant [historical and contemporary practitioners](#), to learn how to use a [sketchbook](#) well and the diverse ways that different creative practitioners use these for different purposes e.g. comparing the ways in which sketchbooks are used by an artist as compared with a graphic designer or typographer, a product designer with a [ceramicist](#), a [textile artist](#) with an [architect](#), or a [film maker](#) with a digital artist or illustrator.

- Understand that sketchbooks can vary in size, in the type of papers they contain, be hardback or softbound. Pages can extend beyond the size of the book and when completed, a sketchbook may bulge with additions and collections of visual information and ephemera glued and attached. Using separate sheets of paper and a clip folder does not perform the same function as a sketchbook as it allows pupils to filter or select what they keep or show. A sketchbook is a challenging medium with an accompanying discipline integral to the creative nature of the subject.
- Sketchbooks are valuable to teachers as part of the assessment process as they document the thinking and creative actions of the pupils. They are also a place where teachers can write feedback and engage in developmental dialogue. Feedback is more important and more valuable to pupils than a mark or grade.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- To develop and evaluate a variety of art, craft and design techniques, to include drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay and digital technologies, and make work in a range of different media and in 2 and 3 dimensions.
- **to further develop and extend their skills knowledge and understanding through the key processes of:**
 - physical mixing of colours using paint and optical colour mixing by placing colours together on the picture surface, to create descriptive, expressive, emotional effects to convey ideas and intentions - using a range of wet and dry media, including PVA and additives such as salt, sawdust, sand and other collage materials, and including any natural products e.g. beetroot juice, cabbage juice, ground spice and natural dyes – using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, rollers, palette knives, spatulas and invented/constructed painting tools made from found and selected resources to create a visual vocabulary of new marks;
 - drawing from memory, imagination and observation using an increasing range of fine and broad media to more carefully or expressively enable them to control line, shape, colour, pattern, texture, form and tone – using charcoal, a range of soft and hard pencils, graphite sticks, wax, pastels, conté pencils/sticks, coloured pencils, fine liners, oil pastels, water soluble pastels, hard and soft rubbers
 - painting increasingly controlling colour, tint, tone and shade by learning how to mix and apply paint in different ways to match and to make new colours - using a range of wet and dry media to explore wash, transparency, marks and strokes, layers, blending, splash, drip and dribble, scumble etc - using e.g. watercolour, tempera (block/ready-mix), ink, acrylic, PVA and additives such as salt, sawdust, sand and collage materials, and including any natural products e.g. beetroot juice and natural dyes – using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, rollers, palette knives, spatulas and invented painting tools made from found and selected resources;
 - assembling/constructing and making, forming and modeling using clay or air drying clay, paper, card and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces – using 3D media to make representations of the real world as well as imagined and invented worlds – using e.g. card and 'safe' found materials, masking tape, gumstrip tape, string and glue to build, stack and assemble;
 - sculpture processes such as:
 - Construction: using card, paper, wood, wire, structural armatures and surfaces using ModRoc, paper lamination/papier maché and found materials
 - Reduction and subtraction: carving soft materials including soap or cast plaster –
 - Modeling using materials such as modeling clay, air drying clay, salt dough, polymer clays, Plasticine, Chavant or Newplast;
 - Casting: using plaster of Paris;
 - ceramics to develop functional, craft, sculptural or decorative outcomes – using clay and simple techniques of coil, slab, pinch or press mold casting to make products before firing and simple dip or painted glazing;
 - creative craft based outcomes exploring diverse processes that might include, fabric collage, paper weaving, jewelry, basket making, beadwork, toy making, mosaic, wood working, enameling weaving, casting, and materials such as willow, papers, yarns, plastics, wire, leather, clay, textiles or recycled materials;
 - design by looking, investigating, analyzing, listing and drawing to help them plan and organize their creative actions, exploring – e.g. illustration, surface and product design, typefaces, logo design, text and image, visual communication, composition etc;
 - printing and pattern making to technically develop their ability to lift an impression or print from a textured or incised surface using a stamp or block and water based printing ink and prepared surfaces – using e.g. Easiprint, Pressprint or lino, and create surface pattern by 'repeat printing' a motif or simulate repeat pattern using digital technology, fabric printing and surface colouring - using e.g. wax resist and tie-dye;
 - researching, selecting, collecting, assembling, cutting, tearing, sticking, layering and collaging to create work from a variety of found and created resources;
 - developing and using creative, critical and technical languages such as listening, speaking, reading and writing, enabling pupils to interact with others as they build concepts and clearly express their understanding, intentions and ideas;

- apply the use of number to manage concepts of scale, quantity, proportion and when visually perceiving or physically measuring length, distance, height, width, depth, angle and comparative size when applied to e.g. colour mixing, visual measuring of length, scale and angle when drawing from observation, and when designing or planning before making.
- about great artists, architects and designers in history.
 - Introduce pupils to great and significant artists, craftspeople, architects, film makers and designers in history and also within contemporary and future contexts.
 - Introduce pupils to selected named creative practitioners and using relevant examples of their work, including those who are part of a group e.g. artistic movement/community, or the collective work represented by a genre, period or culture, to exemplify and model practices that inform the development of creative understanding, as well as design and making.
 - Look at original works, pictures, films, clips, books, reproductions, projections and websites to inform the continuing development of the skills of reflection, consideration, identification, analysis, selection, comparison, speculation, imagination, questioning, interpretation, evaluation; all used to inform their own creative decision making;
 - through reading, speaking and listening, pupils share and document their developing views and ideas, to understand why artists and designers work in the ways that they do, make decisions and use this to inform their own creative actions.

DfE 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 judgments that can inform their own work.

- Pupils should increasingly develop their creative confidence, through being taught different ways in which they can design and develop a range of creative outcomes and personal ideas.
- They should learn how to make individual choices, improve their creative and technical skills and gain mastery of specific techniques as they increase proficiency in their execution.
- They should be taught how to broaden their critical and technical language and their understanding of significant artists, architects, craft makers and designers, expressing reasoned judgments that they can use to inform specific developments/improvements in 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 sketchbook, visual journal or alternative digital or virtual recording/documenting tool, to draw, design, investigate, explore, experiment, document, list, review, evaluate, collect, collate, annotate, compose, communicate, simulate, prototype in order to support the creative design process, taking risks and safely failing, as well as being successful.
 - to create sketch books and methods of recording to generate, develop, research and record their observations and use them to review and revisit ideas
- **to learn how to explore different stages of the design process, including:**
 - Define - the identification of need or specification including customer/user profile.
 - Research - identifying all salient information needed to complete the design including customer/user profiles, markets, purpose, need, previous similar products, stylistic influences, preferences and cost effectiveness, but also early investigation and media experimentation.

- Imagine/Ideate - Idea generation (key to innovation and creative development).
 - Refine - the development of the idea, through stages that improve the outcome (including further experimentation and investigation).
 - Prototype/visualise - the modelling and creation/manufacture of versions to enable definitive testing or consideration against the brief/intention.
 - Implement - the move to final production, realisation or manufacture.
 - Evaluate - a QA process that seeks to confirm the effectiveness of the outcome/s.
- to use alternative creative processes to engage and motivate all groups and avoid defining a particular creative process orthodoxy.
 - to develop broadly defined design skills learning how to document and record their thinking and ideas; suggesting alternatives, speculating, hypothesizing to develop imagination and ideas for alternatives and improvements in their own work.
 - to look at examples of sketchbooks and sample pages produced by a range of artists, craftspeople and designers, as well as examples from significant historical and contemporary practitioners, to learn how they use a sketchbook and to inform their own choices and ways of working.

NB. Sketchbooks are valuable to teachers as part of the assessment process as they document the thinking and creative actions of the pupils. Teachers will use these to set both classwork and homework and as a place to write feedback and engage in developmental dialogue with pupils. Written and verbal feedback, along with tracking and follow up actions, are all more important and more valuable to pupils than just being given a mark or grade.

- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to further develop, broaden and extend their skills knowledge and understanding of materials and processes through the key processes of art, craft and design

- 10 physical mixing of colours and optical colour mixing, to create descriptive, expressive, emotional effects to convey ideas and intentions - using a range of wet and dry media - including e.g. PVA and additives such as salt, sawdust, sand and other collage materials, and including any appropriate natural products e.g. beetroot juice, cabbage juice, ground spice and natural dyes – using an increasing variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, rollers, palette knives, spatulas and invented/constructed painting tools made from found and selected resources to create and exploit their vocabulary of marks;
- 10 drawing from memory, imagination and observation, to perceive, communicate, invent and inform actions, using an increasing range of fine and broad media to carefully and/or expressively control line, shape, tone, colour, pattern, texture, tone, form and space – using e.g. fine and broad types of charcoal, a range of soft and hard pencils, graphite sticks, wax, pastels, conté pencils/sticks, coloured pencils, fine liners, oil pastels, water soluble pastels, rubbers and digital media;
- 10 painting increasingly controlling colour, tint, tone, shade, hue and temperature by mixing and controlling how they apply different types of paint - using a range of wet and dry media to explore wash, transparency, marks and strokes, layers, blending, splash, drip and dribble, scumble etc - using e.g. watercolour, tempera (block/ready-mix), ink, acrylic, PVA and additives such as salt, sawdust, sand and collage materials, and including any natural products e.g. beetroot juice and natural dyes – using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, rollers, palette knives, spatulas and invented painting tools made from found and selected resources;
- 10 assembling/constructing, making, forming and modeling using e.g. clay or air-drying clay, paper, card and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces – using 3D media to make their ideas and design physical and real – using e.g. card and ‘safe’ found materials, masking tape, gumstrip tape, string and glue to build, stack and assemble;
- 10 sculpture processes such as:
 - Construction: using card, paper, wood, wire, plastics, glues, glue-guns, tape and binding, structural armatures and with surfaces using ModRoc, plaster of Paris, paper lamination/papier maché, assemblage and installation from made and found materials;
 - Reduction and subtraction: carving soft materials including e.g. soap, cast plaster, soft stone or wood;
 - Modeling using materials such as clay, air-drying clay, polymer clays, Plasticine, wax, Chavant or Newplast;
 - Casting: using plaster of Paris or silicone rubber.
 - Exploiting new 3D technologies - using e.g. 3D printing and laser cutting/etching;
- 10 ceramics to develop functional, craft, sculptural or decorative outcomes – using clay techniques of coil, slab, pinch, press mold and slip-casting, wheel thrown ceramics, or hand-built products before firing and dip or painted glazing;
- 10 creative craft and textile based outcomes exploring diverse processes that might include - e.g. fabric collage, paper and/or textile weaving, jewelry, willow and woven construction crafts, beadwork, toy making, mosaic, wood working and carving, enameling, cold metal casting with materials such as e.g. willow, papers, yarns, plastics, wire and metals, leather, clay, textiles or recycled materials, or using e.g. surface pattern design, stencil and silk-screen printing, batik and tie dye techniques;
- 10 printing and pattern making to technically develop their ability to lift an impression or print from a textured or incised surface using a stamp or block and water based printing ink and prepared surfaces – using e.g. monoprint,

intaglio, Easiprint, Pressprint, lino, dry etching etc. and create surface pattern by 'repeat printing' a motif or simulate repeat pattern using digital technology, or silk screen and stencil printing;

- 10 design and applied product development for screen, web, projection, paper, print and manufactured outcomes, exploring – e.g. illustration, surface and product design, typefaces, logo design, advertising, text and image, visual communication, composition, virtual screen and web based multi-media;
 - 10 digital and virtual lens, light-based and time-based media to capture and record, invent and design or produce products for printing, presentation, projection and installation, including – e.g. photography, film, animation, illustration, surface and product design, web design, typeface design, logo design, advertising, text and image, visual communication, composition, screen and web based multi-media, and installation;
 - 10 developing research skills, reading, selecting, collecting, assembling, cutting, tearing, sticking, layering and collaging to create work informed by a variety of found and created resources, from other sources, artists, craftspeople and designers, other times and cultures;
 - 10 developing and using creative, critical and technical languages such as listening, speaking, reading and writing, enabling pupils to interact with others as they develop more sophisticated concepts and clearly express their personal understanding, intentions and ideas;
 - 10 apply the use of number to manage concepts of scale, quantity, proportion and when visually perceiving or physically measuring length, distance, height, width, depth, angle and comparative size when applied to e.g. colour mixing, visual measuring of length and angle when drawing from observation, changing scale to enlarge or reduce, manage and understand two point perspective and when designing or planning before making.
- to analyze and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
 - to learn about the relationship of art, craft and design to the creative, cultural and digital industries and to the contemporary and emerging practices within these industries.
 - to learn how to critically and technically analyze and evaluate their own and others work, identify key features, make comparisons and use this information to inform their own actions to improve their work.
 - about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
 - to learn about the relationship of art, craft and design to the creative, cultural and digital industries and to the contemporary and emerging practices within these industries.
 - to learn about the art, craft and design of different periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical/ political/ spiritual/ cultural/ social/ moral/ environmental context/s in which the work/s was, were or are created.