


Art and Design Education, a guide for Governors and Trustees

Providing high quality art, craft
and design education in school



**ARTS COUNCIL
ENGLAND**



National
Governors'
Association



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“Studying cultural education subjects, such as art and design, dance, drama and music, sparks creativity across the curriculum, encouraging young people to be inquisitive, disciplined and determined. Wherever children start in life, a high quality cultural education in every school should be a right, not a privilege.

Alongside literacy and numeracy, another skill needed in our workforce today is creativity. Cultural education subjects help young people to unlock their innate creativity, enabling them to become more rounded and confident human beings.

All of children deserve a rich cultural education, but not all of them are getting it. The Arts Council has launched the Cultural Education Challenge in response to this to encourage educational settings, arts organisations and other partners to work together in giving our children and young people the best start we can.

This guide has been developed in partnership with Arts Council England, The National Society for Education in Art and Design and the National Governors’ Association as a resource to support you in your role as governor and critical friend.”

Darren Henley OBE
Chief Executive, Arts Council England

Context Setting and Vision



Art and design has unique creative qualities and benefits for young people that should guarantee its place on the curriculum, from the Early Years through all Key Stages.

Governors have a strategic responsibility to ensure that their school provides a high quality broad and balanced curriculum for all children and young people.

Art and design is a rich and varied field. Alongside art and design the subject embraces craft. Much cross fertilisation exists, both in the classroom and in the real world. Very generally, art might include painting, printmaking, photography, film and sculpture; craft can include ceramics, jewellery, stitched, printed, woven and constructed textiles, metalwork, furniture making and bookbinding; while design incorporates graphics, fashion design and illustration. Above all, art and design inspires personal expression, creative and practical responses. It promotes imaginative risk-taking, providing solutions to questions and issues within our material, social and virtual worlds.

A world-class art and design education will engage, inspire and challenge children and young people, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Children and young people will be empowered 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.

Numerous studies confirm that learning through creativity builds young people's life skills – helping them to be more inquisitive, persistent, imaginative, disciplined and collaborative. These are skills that employers demand from young people entering today's competitive job market.

The UK's creative industries are now worth £84.1 billion per year to the UK economy. Encompassing sectors ranging from architecture, designer fashion, film, video games, music, publishing, software, television and radio; the creative industries employ 1.8 million people and the sector is growing faster than any other industry sector (*DCMS Creative Industries Economic Estimates 2016.*) 1 in 11 of all UK jobs now fall within the creative economy.

It is likely that the creative industries will continue to grow and employers want people who are flexible,

motivated, creative, individual problem solvers. *NESTA The Creative Economy and the Future of Employment April 2015.*

Governors, trustees and senior leaders have a vital role in championing and advocating for high quality art and design education in their schools and ensuring it flourishes and is valued within the curriculum across all phases.

Acknowledgements

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Ovingham Middle School.
Photo © Sarah Deane Photography

Key questions



How can I best support art and design in my school?

- **Does your school have a dedicated art and design or visual literacy policy?**
See page 5 to learn how this can support you in your role as a governor.
- **Does your school have an Artsmark Award?**
See page 5 to find out more.
- **Is art and design in your school taught by specialist teachers and subject co-ordinators?**
See pages 6 and 7 for professional development opportunities for staff.
- **Are you aware how art and design is assessed in your school?**
See page 6 for an overview of assessment considerations.
- **Does your school provide facilities that are fit for purpose to teach art and design?**
Space and light can be as important as equipment. Find out more on page 6.
- **Are pupils given access to the work of other artists, makers and designers?**
Page 6 provides best practice guidance.
- **What opportunities are there for your pupils to present their work?**
Exhibitions and competitions are highly valued by pupils; see below.

Opportunities

Does your school provide well-resourced extra-curricular provision that allows pupils to participate in a wide range of creative activities outside the curriculum?

Does your school provide the time and resources for art and design clubs and arts weeks and festivals utilising the expertise of arts organisations and agencies where appropriate?

Do pupils visit local and national collections and temporary exhibitions in museums and galleries, and take part in the programmes run by these institutions?

What opportunities or competitions are there for your pupils to present their work in the public domain?

Are there opportunities at your school for pupils to exhibit work in the school or in local public spaces such as libraries and arts centres?

Are teachers and subject co-ordinators encouraged and resourced to support these opportunities at your school?

Values and Ethos



Are you aware of the position of art and design in the curriculum?

Art and design is on the National Curriculum for maintained schools and should be taught from the Early Years Foundation Stage through Key Stage 1 and 2 and up to Key Stage 3. It is an entitlement at Key Stage 4, requiring that all children who wish to opt for art and design may do so.

While Academies are not subject to the National Curriculum, they must teach a broad and balanced curriculum which should include art and design.

Ofsted inspectors will consider whether the governing body ensure a broad and balanced curriculum. Ofsted will acknowledge the quality of provision that the school makes for spiritual, moral, social and cultural values, where art and design is seen as a key contributor.

What value does your school place on art and design?

Are you aware of the contribution art and design makes to all phases of education? Art and design contributes to specific areas of learning in the Early Years Foundation Stage Framework, developing fine motor skills and hand to eye co-ordination.

Across the key stages, art and design can signpost to career pathways through Higher Education into the creative, cultural and heritage industries as well as being of high value as a unique creative subject in its own right.

As a subject, is art and design valued alongside other subjects? Is that value reflected in resources, budgets and its position in the curriculum?

Are you aware if your school has a dedicated art and design or visual literacy policy?

An effective whole-school policy should ensure all pupils will access a high quality art and design education.

A policy will ensure that the value placed on art and design can be effectively communicated to pupils, staff, parents and governors and the wider school community.

How might this support you in your role as a governor?

Does your school have an Artsmark Award?

This flagship award celebrates high quality arts and cultural provision in schools. Artsmark schools gain access to networks of the country's leading cultural organisations, helping them develop and strengthen their arts provision. Artsmark can also provide evidence of how a school is meeting its spiritual, moral, social and cultural requirements for Ofsted.

Does your school have, or is it working towards an Artsmark? Visit www.artsmark.org.uk for more information.



Children's Art Week, New Walk Museum and Art Gallery. © Maria Zahle



Comber Grove Primary School, Southwark, London. © Roger Brown for A New Direction

Teaching



Is art and design in your school taught by specialist teachers and subject co-ordinators?

Do teachers and co-ordinators at your school access high-level subject specific professional development on an annual basis, such as those offered by the museum and gallery sector and professional bodies such as NSEAD? Does this include and promote improved teaching and learning, subject depth and breadth, and innovation and pedagogical improvements to raise standards?

Does subject-specific support and professional development extend to technicians, higher level teaching assistants and teaching assistants at your school?

Are you aware how art and design is assessed in your school, and the breadth of relevant exam qualifications?

As the only subject without a written examination at GCSE, art and design is assessed differently from other subjects. Work is marked and moderated by art and design teachers and then externally moderated before a final grade is awarded.

Are you aware that art and design teachers need dedicated time to mark and internally standardise work within the examination period?

Are you aware that some external moderators view work within the context of an exhibition to include finished pieces, portfolios and sketchbooks? Talk to the art and design teachers in your school about specific needs around moderation.

GCSE art and design is presented by the Awarding Organisations as a suite of courses and specifications to include art and design, graphic communications, three-dimensional design, critical and contextual studies, photography (lens and light based media) and textile design. Each can be studied as a separate GCSE or A-level.

Art and design is represented within the context of other qualifications, to include BTEC and NCFE V Certificates.

Does your careers advice recognise the importance of arts-based qualifications to support career pathways in the creative industries?

An A-level in art and design can support pathways through Higher Education to careers within the

creative, cultural and heritage industries sectors which include architecture, designer fashion, film, video games, publishing, software, contemporary and heritage craft and the art and antiques market.

Does your career advice inform young people about opportunities in art and design, enabling them to plan progression routes into these fields if they choose to do so?

Does your school provide facilities that are fit for purpose to teach art and design?

Are the art and design studios or spaces large enough, and resourced appropriately so that all pupils can benefit from working with a range of tools, materials, equipment and digital technologies?

Does your school provide access to outdoor spaces for creative interventions in two or three dimensions?

Are the art and design teachers, co-ordinators, teaching assistants and technicians suitably trained and resourced to use and maintain equipment and keep it in safe and active working order, such as kilns, sewing machines and dark-rooms?

Is there suitable provision for relevant digital equipment, software and learning opportunities to model creative and design industry approaches?

Are pupils given access to the work of other artists, makers and designers?

Best practice guidance from Her Majesty's Inspectorate and the Awarding Organisations recommend that pupils studying art and design at GCSE and A-level should access the work of artists, makers and designers.

Do all the pupils at your school regularly access the work of creative professionals through visits to museums and galleries, or by visits and residencies from local artists, makers or designers?

Are you aware of the many cross-curricular links and exchanges that can be made with art and design and other subjects?

Art and design is a STEAM subject. STEAM includes science, technology, engineering, art and maths. STEAM subjects have the potential to develop job ready, creative, analytical, innovative problem solvers.

Resources



Do you know what organisations are available to support teaching and learning about art and design in your school?

NSEAD

The National Society for Education in Art and Design (NSEAD) is the subject association, learned society and trade union for teachers of art, craft and design across all phases throughout the UK. We are a membership organisation. NSEAD provides professional development and training courses for teachers, lecturers and governors. We welcome governors with comments or further questions to contact us directly on info@nsead.org.

Follow this link to a short film showing how teachers can interpret the curriculum for art and design.

<http://www.nsead.org/news/news.aspx?id=637>

Follow this link for a message from artist, activist and NSEAD patron Bob and Roberta Smith for why it's important to teach art and design

<https://vimeo.com/channels/artdesigned>

www.nsead.org

engage

engage is the membership organisation for gallery educators. engage can provide advice about professional development for teachers and visiting opportunities for pupils within the gallery sector.

www.engage.org

Artsmark

Awarded by Arts Council England, designed by schools, the Artsmark award helps schools to deliver a high quality arts and cultural education.

www.artsmark.org.uk

Arts Award

Arts Award offers a range of qualifications for young people up to the age of 25 to support their development as artists and art leaders.

www.artsaward.org.uk

Arts Council England

Arts Council England champions, develops and invests in artistic and cultural experiences that enrich people's lives. They support a range of activities across the arts, museums and libraries – from theatre to digital art, reading to dance, music to literature, and crafts to collections.

Between 2015 and 2018, the Arts Council plans to invest £1.1 billion of public money from government and an

estimated £700 million from the National Lottery to help create these experiences for as many people as possible across the country.

www.artscouncil.org.uk

Clayground Collective

Clayground digs into all things clay. They provide resources, projects, advice and guidance for teachers and educators in formal and informal education.

www.claygroundcollective.org/

The Crafts Council

The Crafts Council is the development agency for the contemporary crafts. They provide information and resources about the role and value of the contemporary crafts in formal and informal education, and as a career.

www.craftscouncil.org.uk/

The Cambridge Primary Review Trust

The Cambridge Primary Review Trust builds on the most comprehensive enquiry into primary education for 40 years, and advocates strongly for the visual arts within the primary phase. The Power of the Arts in Primary Schools is one example from their website.

<http://cprtrust.org.uk/cprt-blog/the-power-of-the-arts-in-primary-schools/>

The Creative Industries Focus on Employment

The Creative Industries Focus on Employment provides an in depth analysis of the contribution of the creative industries to the economy.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439714/Annex_C_-_Creative_Industries_Focus_on_Employment_2015.pdf

The Big Draw

The Big Draw is the world's largest drawing festival and provides opportunities for schools to engage in a variety of drawing activities

<http://thebigdraw.org/>

The Heritage Crafts Association

The Heritage Crafts association is the advocacy body for the heritage crafts sector and provides information and resources about the heritage crafts.

<http://heritagecrafts.org.uk/>



Partners:

www.nsead.org

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