



The National Society for Education in Art and Design

The National Curriculum for Art and Design

Guidance: **EYFS, Primary KS1-2**

A Framework for Progression, Planning for Learning, Assessment, Recording and Reporting

Members of the NSEAD Curriculum Writing Group

Art, Craft and Design Planning and Assessment Framework – Primary Phase

Contents

Introduction

The Framework

Planning for Learning Assessment and Progression

Assessment

Progress Objectives

Standards

Reporting and Recording

Progression

Planning

Recommendations

Appendix 1 Assessment Criteria Table

Appendix 2 Recording Mark Sheet

Appendix 3 Reporting Record

Appendix 4 Unit Planning Template

Introduction

Art, craft and design is a practical, and creative subject. Through their active participation pupils learn to explore their imagination, generate ideas, acquire skills and apply judgement. It is also a subject in which pupils develop their knowledge and understanding as well as their skills. They learn about the materials and techniques they use and about the world of art, craft and design, recognising the achievements of artists, designers and craftspeople from many different times and cultures.

Art, craft and design is a subject that gives pupils the opportunity to express ideas attitudes and values. It is a means of communication that plays a significant role in our lives and which pupils will have used from a very early age. It develops and encourages critical and creative thinking. As such it lends itself readily to enriching, extending and consolidating learning in a variety of curriculum contexts. The subject

often contributes to cross-curricular programmes and to various events and activities in the school calendar. These opportunities support learning in art, craft and design. However, the knowledge, skills and understanding that are necessary to make appropriate progress in the subject need to be planned and developed systematically. Pupils require sufficient time to develop mastery of skills and opportunities to create learning outcomes.

Art, craft and design is a subject that engages with pupils' imagination and which values originality. It provides opportunities to celebrate and explore feelings and ideas expressed by pupils and by the artists, designers and crafts-people that are studied. Teaching and learning takes place most effectively in an environment that celebrates innovation and is sensitive to personal feelings, values and attitudes.

Drawing is fundamental to learning and expression in all aspects of art, craft and design. Drawing can be precise and accurate or expressive and descriptive, able to convey subtle nuances of meaning. Drawing is used to research, record and gather information from observation, memory and other visual sources. Drawing helps to organise thinking and give form to imaginative ideas, as well as being used to solve problems. Drawing also communicates ideas and meaning and can be both a fundamental part of the design and development process, as well as a creative product itself.

The National Curriculum

The National Curriculum introduced for September 2014 does not define curriculum content, specify what must be taught, or significantly prescribe content in the form of techniques, areas of experience, genres or artistic movements. These are all matters for schools to decide for themselves. However, the National Curriculum does define four essential aims for the subject. The National Curriculum for Art and Design (2014) has the following aims.

That all pupils should:

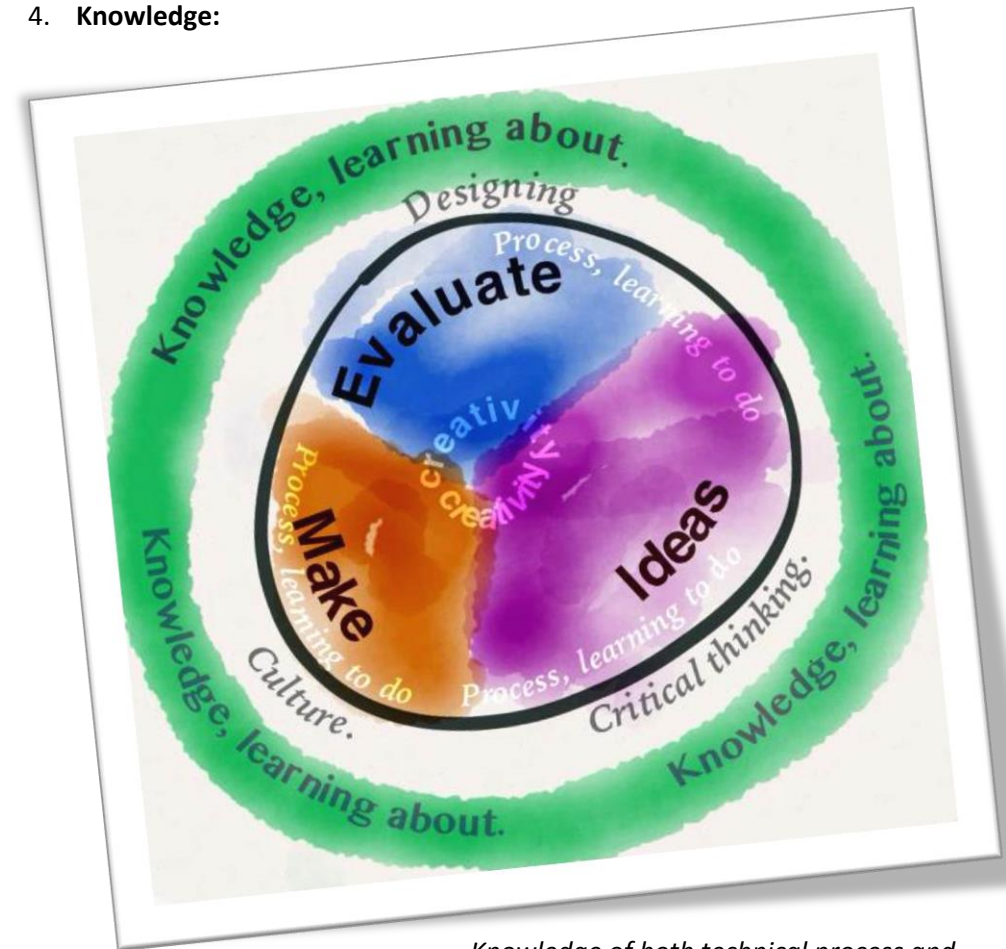
- 1. Produce creative work, exploring their ideas and recording their experiences*
- 2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques*
- 3. Evaluate and analyse artistic works using the language of art, craft and design*
- 4. Know about great artists, craft makers and designers, and understand the historical development of their art forms*

The Framework

This planning and assessment framework uses the four National Curriculum aims to define four distinct progress objectives. These are used throughout this guidance to ensure consistency across planning, teaching and assessment. Like the National Curriculum aims, these progress objectives arise from the key ideas that have always been at the heart of teaching and learning in art, craft and design. There is, therefore, continuity with previous good practice in the subject. The four progress objectives are:

1. **Generating Ideas:** *The skills of designing and developing ideas*
2. **Making:** *The skills of making art, craft and design*
3. **Evaluating:** *The skills of judgement and evaluation*

4. Knowledge:



Knowledge of both technical process and cultural context

Although teaching and learning in art will normally be holistic in practice, the progress objectives are separated out here for planning and assessment purposes.

The diagram shows a conceptual framework for the subject that indicates the reflexive relationship of the three 'process' objectives (*learning to do*) and the supporting knowledge objective (*learning about*).

Planning for Learning, Assessment and Progression

Assessment:

Assessment in art, craft and design takes account of all aspects of pupils' learning and achievement. This includes, not only what pupils make, but also how they make it, what skills they acquire and what they know about the tools and materials they use. Assessment also takes account of what they know about the world of art, craft and design which places their own work in the wider cultural context.

Teachers assess progress in art, craft and design through a variety of means and use different kinds of evidence. They consider both the quality of the products that pupils make and the skills they exhibit as they use tools, materials and processes. To assess their knowledge teachers listen to pupils talking about art, craft and design and read what they write. The evidence for assessment occurs in different forms and at different times through the course of a unit of work and so assessment too is spread out over time. It is not necessary to assess everything at the same time, or to leave it all until the end of the unit. These assessments are used over time to build a profile of achievement across all four of the progress objectives.

Progress Objectives:

The four progress objectives used in this framework are derived from the four aims of the National Curriculum. The four headings of '**Generating Ideas**', '**Making**', '**Evaluating**', and '**Knowledge**' define the conceptual framework which underpins all teaching and learning in the subject. The use of these headings throughout this framework ensures consistency of planning, teaching and assessment.

This framework includes an assessment criteria table (*Appendix 1*) providing criteria in each progress objective for each of Years 1 – 6. This provides a benchmark establishing reasonable expectations of achievement across all progress objectives for each year group. The table can also be used as a model from which to develop more specific assessment objectives for individual units of work.

The assessment criteria table provides a broad statement of expectations for each year group. However, the need for teaching to differentiate and challenge requires an assessment system that responds to the varied rates of progress achieved by pupils. Assessment can be further refined by using a three-point scale that evaluates the extent to which each pupil has met the expectations. Pupils are assessed as: exceeding the expectations of the assessment criteria; meeting them in full or working towards them. This is now a common approach and schools may have different ways of expressing this, for instance: 'Working at', 'Working beyond', and

'Working towards'. Some schools may employ the traffic light system using the colours red, amber, and green. Appendix 2 shows how this might be recorded.

The criteria for establishing which of the three grades to award are as follows:

Exceeding: Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group. Assessment in each of the strands could be described as:

1. **Generating Ideas:** Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
2. **Making:** Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
3. **Evaluating:** Showing greater: judgement; autonomy; independence; perception; subtlety.
4. **Knowledge:** Showing greater: breadth; contextual understanding; explanation; judgement.

Meeting: Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have understood and confidently achieved the assessment criteria. They are working at a standard which is appropriate for their peer group.

Developing: Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their peer group.

Standards:

The assessment criteria table (*Appendix 1*) provides a broad benchmark defining appropriately challenging expectations for each year group. The assessment criteria have been written to ensure standards are at least consistent with previously described national expectations (levels). However, the demise of nationally defined standards does leave schools with the problem, and obligation, to ensure that expectations are appropriately high and that pupils are suitably challenged.

Schools can monitor standards by ensuring that the assessment criteria provided in this framework are understood, exemplified and used by teachers. Teachers can also share and moderate assessments to establish consistency across the school.

Standards can be monitored over time by developing a portfolio of samples of assessed work that can be reviewed annually. An annotated digital record would be appropriate for this purpose, such as a PowerPoint. However, ultimately standards will be preserved and improved through the use of clear, informed and challenging assessment objectives defined in planning and assessed with care.

Reporting and Recording:

In the previous National Curriculum, attainment levels were designed to describe achievement at the end of a key stage. They were subsequently used inappropriately to label individual pieces of work, or used to record and report assessments in undefined sub-levels. It is now recognised (by Ofsted, NAHT, NSEAD and other professionals) that this was counterproductive and unhelpful. There is now an opportunity to reassert the value of formative assessment in providing useful, timely and relevant information for teachers and pupils about achievement across each of the progress objectives.

Teaching and learning is supported by assessment which identifies a profile of achievement across each of the four progress objectives. A system of assessment which records only a single, 'average' grade loses valuable information and cannot support learning. Effective assessment systems ensure that recording and reporting procedures provide assessment information from all the progress objectives.

Internal school cohort monitoring may require assessments to be reported and recorded in simple summative grades at certain times. However, care must be taken to ensure that this does not undermine formative assessment by leading to the premature abandonment of the full achievement profile.

Recording: This framework includes an example of a class mark sheet which shows how assessment across the four progress objectives can be recorded. (*Appendix 2*)

Reporting: This framework includes an example of how an assessment system which preserves the full achievement profile as a summary can support reporting to parents. (*Appendix 3*)

Progression

Progression in art, craft and design happens over time as pupils gain increasing mastery and confidence in developing and using skills and gaining deeper knowledge and understanding. Pupils who consistently make more progress than their peers can

be supported, not by constantly moving them on to different experiences, but by providing further opportunities to deepen and extend their skills and knowledge within the context of the current unit of work.

Progression is supported and recorded by ensuring that assessment criteria are clear and progress is recorded for each progress objective in the way suggested in *Appendix 2*.

Planning:

New Units of work can be planned using the planning template provided here (*Appendix 4*). This template ensures that there is consistency between: the planned teaching and learning activities; the expectations of learning; the assessment opportunities and the recording and reporting of achievement.

The planning template presents a series of questions which lead thinking and ensure that the activity is focussed on learning and that assessment is always built in to the plan. Many units will seek to develop learning across each of the four progress objectives. However, there may be some units of work which focus only upon one or two progress objectives, for instance, a drawing unit, or an appreciation unit which is simply about learning about the work of an artist. This is perfectly sensible and can break up the monotony of the single termly unit format.

The template can be used directly, or it may serve as an example of good practice supporting schools to develop their own procedures.

Recommendations

to ensure that assessment and planning raises standards by supporting teaching and learning:

Schools should:

- Ensure systems of recording and reporting preserve the achievement profile across all four progress objectives. Appendices 2 & 3 provide an example of how this might be done.
- Provide an opportunity for sample assessments to be moderated to ensure consistency of assessment across the school.
- Ensure a standards portfolio containing samples of assessed work from each year group is created to ensure consistency of assessment over time.

Teachers should:

- Ensure that planning always takes account of the curriculum aims, expressed here in terms of the four progress objectives, and builds assessment into the plan from the outset. Appendix 4 provides an example of how this might be done
- Ensure that formative assessment illuminates the achievement profile across each of the progress objectives. Teachers regularly and explicitly talk about and refer to the skills of *'generating ideas'*, *'making'* and *'evaluating'* and to what they have learned and *'know'* about the subject.
- Define appropriately challenging assessment criteria for each unit of work. The Assessment Criteria Table in *Appendix 1* provides an example of assessment criteria that can be used directly, or adapted to be more specific to the content of individual unit.
- Provide feedback to pupils which successfully illuminates and illustrates the assessment criteria and the distinct characteristics of their personal achievement in reaching or exceeding the criteria. There are some examples of some of the ideas and vocabulary that can be used to qualify and distinguish the achievement of different pupils on page 3 in the notes about pupils who are exceeding expectations.

Pupils should:

- Understand that achievement in art, craft and design covers each of the four progress objectives. In formative and summative assessment and feedback the four progress objectives are clearly identified, explained and discussed.
- Be able to recognise, evaluate and discuss their own and others' strengths and weaknesses. Pupils have an extended critical vocabulary that enables them to understand and describe the different qualities of their own and others' achievement.

Additional Resources:

Further information and resources about the National Curriculum and assessment and planning are available from the NSEAD website <http://www.nsead.org/curriculum-resources/index.aspx>

and the Expert Subject Advisory Group pages www.expertsubjectgroups.co.uk/

Appendix 1: Progress Objectives - Assessment Criteria Table

Early Years and Key Stage 1			
	EYFS	Yr. 1	Yr. 2
Skills	By the end of the EYFS pupils should be able to:	By the end of Yr. 1 pupils should be able to:	By the end of Yr. 2 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> work purposefully responding to colours, shapes, materials etc. create simple representations of people and other things 	<ol style="list-style-type: none"> recognise that ideas can be expressed in art work experiment with an open mind (<i>for instance, they enthusiastically try out and use all materials that are presented to them</i>) 	<ol style="list-style-type: none"> try out different activities and make sensible choices about what to do next use drawing to record ideas and experiences
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> work spontaneously and enjoy the act of making/creating sustain concentration and control when experimenting with tools and materials 	<ol style="list-style-type: none"> try out a range of materials and processes and recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities 	<ol style="list-style-type: none"> deliberately choose to use particular techniques for a given purpose develop and exercise some care and control over the range of materials they use. (<i>for instance, they do not accept the first mark but seek to refine and improve</i>)
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> recognise and describe key features of their own and others' work 	<ol style="list-style-type: none"> Show interest in and describe what they think about the work of others 	<ol style="list-style-type: none"> When looking at creative work express clear preferences and give some reasons for these (<i>for instance, be able to say "I like that because..."</i>)
	By the end of the EYFS pupils should know:	By the end of Yr. 1 pupils should know:	By the end of Yr. 2 pupils should know:
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. how to explain what they are doing 	<ol style="list-style-type: none"> how to recognise and describe some simple characteristics of different kinds of art, craft and design the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. 	<ol style="list-style-type: none"> that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (<i>for instance, they know the names of the tools and colours they use</i>)

Note: National Curriculum Attainment Targets for KS1

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.

The KS1 Programme of Study requires that pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2 Years 3 and 4

	Yr. 3	Yr. 4
Skills	By the end of Yr. 3 pupils should be able to:	By the end of Yr. 4 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> gather and review information, references and resources related to their ideas and intentions. use a sketchbook for different purposes, including recording observations, planning and shaping ideas. 	<ol style="list-style-type: none"> select and use relevant resources and references to develop their ideas. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ol style="list-style-type: none"> investigate the nature and qualities of different materials and processes systematically. apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i> 	<ol style="list-style-type: none"> regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
	By the end of Yr. 3 pupils should know:	By the end of Yr. 4 pupils should know:
Knowledge <i>Knowledge about art processes and context</i>	<ol style="list-style-type: none"> about and describe the work of some artists, craftspeople, architects and designers and be able to explain how to use some of the tools and techniques they have chosen to work with. 	<ol style="list-style-type: none"> about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
<i>Note: The threads in this Assessment Criteria Table are:</i>	<ol style="list-style-type: none"> is about researching and developing ideas is the sketchbook thread, recording and experimenting is about exploring and developing skills and techniques is about applying and using technical skills and acquiring mastery is about making judgements is about the knowledge of art, cultural context etc. is about the knowledge of media, processes, techniques etc. 	

KS2 Years 5 and 6

	Yr. 5	Yr. 6
Skills	By the end of Yr. 5 pupils should be able to:	By the end of Yr. 6 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> engage in open ended research and exploration in the process of initiating and developing their own personal ideas confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ol style="list-style-type: none"> independently develop a range of ideas which show curiosity, imagination and originality systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ol style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> regularly analyse and reflect on their progress taking account of what they hoped to achieve. 	<ol style="list-style-type: none"> provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
	By the end of Yr. 5 pupils should know:	By the end of Yr. 6 pupils should know:
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. how to describe the processes they are using and how they hope to achieve high quality outcomes 	<ol style="list-style-type: none"> how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. about the technical vocabulary and techniques for modifying the qualities of different materials and processes.

Note: National Curriculum Attainment Targets for KS2

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. In 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 be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

Appendix 2: Recording Mark Sheet

This is an example of a simple class record sheet for art. It preserves the achievement profile across the four progress objectives in each unit and can show progress over time. The mark sheet provides a space for a summary grade in each unit and for a summary grade for each assessment objective at the end of the year. It would be possible to allocate numbers and calculate averages to complete these summaries. However, this seems unnecessary and mechanistic. Summary grades should be assessed as a best fit judgement as the teacher takes everything into account. This is a better solution because the four assessment objectives may not be equally important, or the different units themselves may not be equally demanding. The teacher is best placed to assess and balance summary grades using their professional judgement of the pupil's achievement.

	Unit 1 <i>(some units may focus upon only one or two assessment objectives)</i>					Unit 2					Unit 3					Unit 4 <i>(some units may focus upon only one or two assessment objectives)</i>					Summary									
	Ideas	Making	Evaluating	Knowledge	Summary	Ideas	Making	Evaluating	Knowledge	Summary	Ideas	Making	Evaluating	Knowledge	Summary	Ideas	Making	Evaluating	Knowledge	Summary	Ideas	Making	Evaluating	Knowledge	Summary					
Names																														
Brown, Freda	A	A	B	X	A	A	B	B	C	B	A	A	A	C	A	X	X	B	C	B	A	B+	B	C	A					
Cadmium, Pablo	A	B	C	X	B	A	B	C	B	B	A	B	C	C	C	X	X	B	C	B	A	B	C	B	B					
Ochre, Vincent	C	B	C	X	C	C	B	C	C	C	C	B	C	C	C	X	X	C	C	C	C	B	C	C	C					

Key

A = Exceeding expectations: Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group. Assessment in each of the strands could be described as:

- Generating Ideas:** Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
- Making:** Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
- Evaluating:** Showing greater: judgement; autonomy; independence; perception; subtlety.
- Knowledge:** Showing greater: breadth; contextual understanding; explanation; judgement.

B = Meeting expectations: Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have understood and confidently achieved the assessment criteria. They are working at a level which is appropriate for their peer group.

C = Not yet meeting expectations: Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their peer group.

Appendix 3: Reporting

An example of how a record sheet which shows the summary of grades from the mark sheet (*appendix 2*) provides an overall achievement profile which supports reporting to parents.

Names	Ideas	Making	Evaluating	Knowledge	Summary	<i>Examples of a report showing how the summary achievement profile contributes to reporting to parents and to feedback generally.</i>
Brown, Frida	A	B	B	C	A	Frida is doing very well in art and is performing at a standard which is well above her peer group. She is very good at generating lots of ideas which are ... She can improve further by taking time to focus upon her learning about the work of other artists.
Cadmium, Pablo	A	B	C	B	B	
Ochre, Vincent	C	B	C	C	C	Vincent works hard in art but...

Appendix 4: Unit Planning Template

This planning template ensures that there will be a direct correlation between expectations, teaching, learning and assessments. Art, craft and design is usually holistic in practice. The four interrelated aims for the subject (Generating Ideas, Making, Evaluating and Knowledge) are given separately here to support planning and assessment. Some units of work, for instance, those that deal with specific skills or knowledge may not require all the boxes to be completed.

	GENERATING IDEAS <i>Skills of Designing & Developing Ideas</i>	MAKING <i>Skills of Making Art, Craft and Design</i>	EVALUATING <i>Skills of Judgement and Evaluation</i>	KNOWLEDGE <i>Knowledge of process and context</i>
Skills – aims/expectations	What skills related to designing and developing ideas will be learned, and/or reinforced?	What making skills and techniques will be learned?	What skills of judgement and evaluation will be learned, and/or reinforced?	What knowledge will be learned? <ul style="list-style-type: none"> • about skills, techniques and processes • about art, craft and design practitioners, practices and their cultural context.
Teaching and learning activities	How are you going to develop these particular skills? What are the learning outcomes?	How are you going to develop these particular skills? What are the learning outcomes?	How are you going to develop these particular skills? What are the learning outcomes?	How will this knowledge be developed? What are the learning outcomes?
Differentiation	How will all pupils be stretched?	How will all pupils be stretched?	How will all pupils be stretched?	How will all pupils be stretched?

Assessment Criteria	What will pupils know and be able to do to confirm their learning?	What will pupils know and be able to do to confirm their learning?	What will pupils know and be able to do to confirm their learning?	What will pupils know to confirm their learning?
Evidence for assessment will be from: <ul style="list-style-type: none"> • Assessing what pupils make; • Observing how they perform; • Talking to them about what they know. 	Assessment opportunities (<i>what will be assessed and when</i>)	Assessment opportunities (<i>what will be assessed and when</i>)	Assessment opportunities (<i>what will be assessed and when</i>)	Assessment opportunities (<i>what will be assessed and when</i>)

Curriculum materials and resources needed.	
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