



A MANIFESTO FOR ART, CRAFT AND DESIGN EDUCATION

NSEAD 2014

A MANIFESTO FOR ART, CRAFT AND DESIGN EDUCATION

Executive Summary

We propose:

A curriculum across all phases and levels that is inspirational, aspirational and makes explicit the distinct value and future of the subject

An annual entitlement to a high level of subject-specific professional development for teachers and educators

An entitlement to a high level of teacher education in partnership with HEIs and partnership schools

An accountability, assessment and progression system that supports and not restricts the subject

A strategy for access and underachievement that recognises the inclusivity of art, craft and design

Effective and creative partnerships with museums, galleries, arts organisations and practitioners that will provide a bridge into the creative, cultural digital and media industries

Champions and advocates from the creative, cultural, digital, heritage and education sectors and industries who will champion art, craft and design education

THE NATIONAL SOCIETY FOR EDUCATION IN ART AND DESIGN

The National Society for Education in Art and Design (NSEAD) is the lead professional body for art, craft and design education in the United Kingdom (UK). The Society exists to promote outstanding art, craft and design education and look after the professional interests of teachers and educators of art, craft and design across all phases throughout the UK. www.nsead.org

A MANIFESTO FOR ART, CRAFT AND DESIGN EDUCATION

A Manifesto for Art, Craft and Design Education seeks to celebrate, signpost and position our subject within the context of seven research evidenced policy proposals to ensure a world-class art, craft and design education for all our communities of learners.

NSEAD believes that a world class art, craft and design education provides and inspires personal expression, personal 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 children, young people, and lifelong learners, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design.

Children, young people and lifelong learners 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 children, young people and lifelong learners from the UK and beyond to contribute to and engage as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within both national and global contexts.

The education and cultural sectors are facing challenges from both current government policy and the global economic downturn. Within the context of art, craft and design education the value, depth and breadth of the subject is challenged in both formal and informal education.

A Manifesto for Art, Craft and Design Education lays out a clear vision for the subject that will celebrate, signpost, promote, defend and ensure art, craft and design education has the position it deserves and society needs in the twenty-first century.

Why is art, craft and design education vital to our cultures, our society, our economy and ourselves?

It supports personal, social, moral, spiritual, cultural and creative development.

It provides children, young people and lifelong learners with regular opportunities to think imaginatively and creatively and develop confidence in other subjects and life skills.

It has a crucial role at the centre of Science, Technology, Engineering and Mathematics; moving STEM into STEAM fosters creativity, innovation, and economic growth. Art, craft and design supports and services other subjects, industries and sectors.

It is concerned with making critical judgements based on a sound knowledge of a variety of contexts; judgements about cultural values, cultural history, aesthetics, quality, craftsmanship and fitness for purpose.

In life 'knowing how' is just as important as 'knowing that'. Art, craft and design introduces participants to a range of intellectual and practical skills. It enables learners to use and understand the properties of a wide range of tools, machines, materials and systems.

It provides an introduction to potential careers in the visual arts and creative, heritage, cultural and digital and design media industries, sectors that are contributing significantly to the UK's economy and reputation on a competitive international world-class platform. Many young people come to the UK to study art craft and design.

Art, craft and design enables participants to engage with and explore visual, tactile and other sensory experiences and how to recognise and communicate ideas and meanings. These opportunities enable them to work with traditional and new media, so that they develop confidence, competence, imagination and creativity. Through these opportunities they learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. Experiences in art, craft and design enable them to learn how to reflect critically on their own and others' work. They learn to think and act as artists, makers and designers, working creatively and intelligently. They develop an appreciation of and engagement in art, craft and design as critical consumers and audiences and an understanding of its role in the creative and cultural industries that shape and enrich their lives.

Art, craft and design provides an opportunity for and engagement in leisure pursuits that can yield lifelong benefits in health, wellbeing and life satisfaction.

It enriches children and young people's experience of school and college life. Most children and young people find it enjoyable and motivating, helping to develop positive attitudes to school and life beyond formal education.

What do we want to achieve for art, craft and design education? Seven policy proposals for art, craft and design education

A curriculum across all phases and levels that is inspirational, aspirational and makes explicit the distinct value and future of art, craft and design education

Art, craft and design makes a significant contribution to visual literacy. It is unique within curricula in developing the interplay between the intellectual knowledge of the natural, virtual and made world, with the tactile and intelligent making skills formed through direct engagement with materials, tools and systems.

We propose a world-class, forward-looking art, craft and design curriculum that fosters a broad range of modes of thinking, including visual perception and visual awareness alongside expressive, spiritual, moral and emotional intelligence and the discipline to make confident and sound judgements about quality, values and meaning.

We propose an art, craft and design curriculum that embraces the historic, the contemporary and the future; and signposts participants to potential further and higher education, career choices and opportunities within the visual arts, creative and cultural industries.

An annual entitlement to a high level of subject-specific professional development for teachers and educators

High level continuing professional development is key to addressing recruitment and retention issues within the education profession and to the quality of teaching and learning in formal and informal education.

We propose an annual entitlement to high-level research and informed professional development programmes to support subject leadership in art, craft and design at primary, secondary and post-compulsory levels of formal education.

We propose an annual entitlement to high-level research and informed professional development programmes to extend skills and an awareness and understanding of the relationship of art, craft and design to the creative, cultural, and digital and heritage industries for teachers and lecturers in formal and informal education.

We propose high-level research and informed professional development programmes to champion and support the role and ambition of the teacher or educator of art, craft and

design who wishes to continue their own creative practice alongside their work in formal or informal education.

We propose subsidised access to independent and impartial career development professionals' expertise to support teacher's signposting career pathways for young people moving through further and higher education and within the creative, cultural, digital and heritage industries

An entitlement to a high level of teacher education in partnership with HEIs and partnership schools

Higher education institution-led training models are a gold standard of initial teacher education. The combination of an higher education institution (HEI) and its partnership schools, often firmly linked with local museums and galleries, provides the correct balance of a variety of classroom experience; introduction to pedagogies and research methodologies, and being part of an academic and practice-based learning community.

We propose that initial teacher trainees at primary, secondary and post-compulsory levels of education continue to access high level accredited subject and pedagogical post-graduate education, training and qualifications within the context of an HEI partnership model.

An accountability, assessment and progression system that supports and not restricts the subject

Within formal and informal art, craft and design education it is appropriate to have an intelligent accountability, assessment and progression system.

We propose the dismantling of discount codes in the endorsed GCSE Art and Design specifications to allow freedom of choice unhindered by accounting procedures

We propose the dismantling of the existing English Baccalaureate as a performance measure to restore a parity of esteem between all subjects.

A strategy for access and underachievement that recognises the inclusivity of art, craft and design

The inclusive, diverse, transformational and restorative power of the visual arts is in evidence among at risk and hard to reach children, young people and adults, enabling them to have productive and successful lives. The role of the participatory arts is well documented in its unique ability to effect social and cultural change.

We propose strategies to overcome boys' underachievement and the performance gap between genders within art, craft and design.

Effective and creative partnerships with museums, galleries, arts organisations and practitioners that will provide a bridge into the creative, cultural, digital and media industries

Partnerships between the museums and galleries, visual arts organisations and formal and informal education sectors provide an unprecedented access to the arts. They act as creative brokers and catalysts of opportunity for engagement with artists, makers and designers, creative practitioners, professional development, the promotion of visual literacy and cultural confidence and empowerment.

We propose an annual entitlement for all children and young people to experience first-hand the local, regional and national collections and exhibitions across the UK.

We propose collective and bespoke professional development opportunities between teachers, educators and creative practitioners working in the cultural and education sectors.

Champions and advocates from the creative, cultural and education sectors who will champion art, craft and design education

The visibility, value and status of art, craft and design education must be made explicit to all stakeholders through an active strategy of lobbying, media interventions and communications with the art, craft and design industries and activists.

We propose seeking the active engagement of industry professionals in championing art, craft and design to all our stakeholders.

Research evidence: Seven policy proposals for art craft and design education

A curriculum across all phases and levels that is inspirational, aspirational and makes explicit the distinct value and future of the subject

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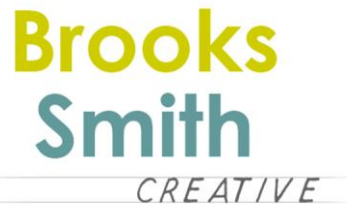


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