

ART NOW:

**AN INQUIRY INTO THE
STATE OF ART AND DESIGN
TEACHING IN EARLY YEARS
FOUNDATION STAGE,
PRIMARY AND SECONDARY
EDUCATION**



The All-Party
Parliamentary Group
for Art, Craft and Design
in Education



Research Group
Professor Sam Broadhead,
Maddy Gilliam,
Sophie Leach,
Dr Kate Noble,
Professor Pat Thomson



University of
Nottingham
UK | CHINA | MALAYSIA



UNIVERSITY OF CAMBRIDGE
MUSEUMS
& BOTANIC GARDEN



Overview

1. A four nations survey of 1,860 art and design teachers (Feb- Mar 2022)
2. Two evidence sessions for the APPG for Art Craft and Design (May 2021, Jan 2022)
3. A Rapid Evidence Review (RER) of the benefits of art and design education (2021)
4. Primary research and literature reviews of art teaching and teacher education (2023)

Overview of Survey Participants

| Country | Primary and / or Nursery | | Secondary (11-16/11-19) | | Sixth form / college | |
|------------------|--------------------------|-------|-------------------------|-------|----------------------|------|
| England | 627 | 33.9% | 900 | 48.6% | 90 | 4.9% |
| Northern Ireland | 20 | 1.1% | 28 | 1.5% | N/A | |
| Scotland | 15 | 0.8% | 124 | 6.7% | N/A | |
| Wales | 13 | 0.7% | 30 | 1.6% | 5 | 0.3% |
| Total | 36.5% | | 58.4% | | 5.2% | |

Survey conducted by Professor Pat Thomson and Maddy Gilliam, School of Education The University of Nottingham, supported by the Arts and Humanities Council Advanced Placement Training Scheme

The benefits of art and design education

Disciplinary Learning

Being and Becoming

Civics and Citizenship

Building pathways for the future

Wellbeing

Thomson, P and Maloy, L. (2021) **Rapid Evidence Review of the benefits of Art Craft and Design Education**, funded by the University of Nottingham Institute for Policy Engagement



Durham Sixth Form Centre

'Our aim is to ensure that every young person is supported to develop into independent adults who lead fulfilling lives and make a positive contribution to society. We place a strong emphasis on personal growth, character and wellbeing. We see creativity, art in particular, as an essential part of this. Art is a compulsory subject, alongside other subjects, such as food, that teach essential life skills. This is to equip learners for when life becomes challenging. Mental health is a big part of this. The arts encourage learners to develop self-expression and creativity, to build confidence and a sense of identity. This is particularly important for learners who don't feel confident and need support to build their self-esteem.'

Frances Akinde, Headteacher,
Rivermead Community Special School, Gillingham.
Evidence session 11.01.22

ART NOW Inquiry

Summary of Key Findings

Key Finding 1

Studying art and design leads to a wide range of positive outcomes for children and young people



Key Finding 2

The new Ofsted framework in England offers promise for foundation subjects such as art and design

Key Finding 3

There is a need to address diversity and representation in the art and design teacher workforce



Key Finding 4

A deficit in primary art teacher training provision for art and design education



Key Finding 5

Access to subject specialist CPDL provision is extremely patchy across primary and secondary levels



Key Finding 6

67% of art and design teachers surveyed reported that they were thinking about leaving the profession

Key Finding 7

Wellbeing(82%) and workload (79%) were by far the two biggest disincentives to stay in teaching according to respondents

Key Finding 8

Pupils have less access to art and design education than they had before the pandemic



ART NOW Inquiry Recommendations



**Recommendation 1:
Address the deficit
in art and design
primary initial
teacher training**



**Recommendation 2:
Invest in
subject-specific
continuing professional
development and
learning for art and
design teachers**



**Recommendation 3:
Address teacher
wellbeing and
workload**



**Recommendation 4:
Address teacher
recruitment, retention
and representation in
art and design**



**Recommendation 5:
Investigate the impact
of the pandemic and
cost of living crisis on
lost learning in art and
design**

'What we found was more and more our children were struggling with their own mental health. And art, craft and design can help with that. Our children can use it to self-regulate, to express their emotions and to manage their feelings. It can help our pupils build back their confidence and build up resilience in a safe environment, especially after some of our pupils have come back to school with a low self-esteem and self-worth as a result of their home lives, that may not always be welcoming, loving, or safe. And for some of our children, art is a respite, it's something to look forward to. For children who've fallen so far behind in some of the core subjects, it is something that they know they're good at, it's something they know they're going to succeed in. And there's nothing that keeps me going more as a teacher in this job than hearing, "Miss Stanley, when we got you next? Miss Stanley, when we got art?" And sometimes that's even when I'm cycling home across the park. So, you know, I really feel the joy for art in our school.'

Cheryl Stanley, Art Lead,
Welbeck Academy, Newcastle
Evidence session 11.01.22

