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**A National Curriculum
for Art, Craft & Design**

My Proposed National Curriculum

Art, Craft and Design

Key Stage 1-3 [with Support Notes]

I have written an adaptation of the national curriculum (England) for art, craft and design – food for thought. KS: key stage. Y: year. *[Paler blue content in square brackets would provide non-statutory examples, suggestions, explanations.]*

Purpose

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 **develop a more rigorous understanding** of art, craft and design, and **think critically**
- they should know how art, craft and design can **support their mental health**
- in KS2-3, they should know how art, craft and design can both **reflect and shape our history**
- in KS3, they should know how art, craft and design **contribute to the culture, creativity and wealth of our national and other nations**

Aims

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

- **engage in the creative process** in making original works of art, craft and design *[original: unique to them, not necessarily original in history]:*
- **generate ideas** *[Think, discuss, observe, research, use physical and digital sketchbooks with dated pages/files – note some key vocabulary/annotate. Idea: use one sketchbook per key stage. Starting points: creative practice/practitioners, personal response and expression, imagination, ideas, feelings, memories, dreams, experiences, cross-curricular links to other subjects, important issues, the world around us, educational visits to galleries and museums/elsewhere. NB Digital sketchbooks: digital folder of year's work e.g. in progress/at end, photographs, ideas research]*
- **know and understand** *[knowledge and understanding develop throughout the creative process]*
- **make** *[set up, clear away, use tools and materials carefully/imaginatively/not wastefully, problem-solve, develop intrapersonal skills (e.g. tenacity, patience, independence) and interpersonal skills (e.g. active listening, taking turns, teamwork)]*
- **evaluate** *[throughout and at the end e.g. working with 'creativity buddies' (in pairs, supporting one another), class 'crit' sessions, verbal/simple written self-evaluations, teacher verbal/simple written evaluations. NB 'crit' session: whole class ten-minute positive critique of work in progress (critical thinking), gathered quickly as a mini 'pop-up' exhibition. Draw out the language of art, craft and design from discussions.]*
- **become proficient in using media** *[ideally visiting each one listed here annually even as part of mixed media work (KS1-3) and/or multimedia work (KS2-3)]: drawing [usually foundational to the creative*

process], painting, printing, texture work (textile art, craft, collage, mosaic) sculpture and digital media (imaging, photography, sculpture/CGI, film/video: [KS1-3]), and animation [KS2-3])

- observe [KS1-3], discuss [KS1-3], evaluate [KS2-3] and analyse [KS3] creative works **using the language of art, craft and design** [art, craft and design definitions/similarities/differences (KS3), creative process, media, materials, tools, techniques, visual elements, elements of meaning]
- know about **significant historic and emerging/successful/significant contemporary artists, craft makers and designers** [i.e. 'creative practitioners' which can be male/female, local, national and international e.g. illustrators, cartoonists, caricaturists, sculptors, printers, filmmakers, videographers, animators, digital artists/designers, photographers, architects, textile artists, mosaicists, mixed media/multimedia artists, designers of e.g. glass, furniture, fashion, garden, food, graphics, theatre sets and craft makers]; and understand the **historical and cultural development** of their art forms [Upper KS2-3].
- have their work **exhibited** physically and/or digitally [e.g. in classrooms, public areas in school, community venues, galleries/museums, on the school website. Pupils may be able to assist/give input to curation. Class 'crit' sessions of mini pop-up exhibitions can be curated by children (quickly arranged/displayed/organised).]

Pupil Development

Following the curriculum's purpose and aims, by the end of each key stage, pupils are expected to know, understand and apply the matters, skills and processes specified in the programme of study relevant to their key stage of development.

Programmes of Study

Key stage 1

Through effective teaching, pupils should learn:

- to engage in the **creative process** (including the simple use of **sketchbooks** to play with/record ideas), using a range of materials imaginatively to design and make original works of art, craft and design of **different scales** [alone and/or with others]
- to **express themselves, share their ideas, experiences and imagination**
- to **notice and use observation**
- to **play/explore and begin to develop their use of all media**: drawing, painting, printing, texture work, sculpture and digital media work (including mixed media methods if required/desired)
- to begin to notice and name key **visual elements** in their own/others' artworks: line, tone, colour, pattern, texture, shape [2D - 'flat'], form [3D - 'not flat'] and space
- to develop their **understanding of colour** through experimentation and experience

[Y1: **primaries** - red/yellow/blue; **secondaries** - orange/purple/green; tones - **black/white/greys** and **dark/light colours**.

Y2: **tertiaries** - primary + secondary, i.e. blue + green = turquoise; red + green = brown. The effect of black and white when added to other colours - darker (**shade**), lighter (**tint**)

Note: all colours can be used, but when focusing on certain kinds, colour understanding can develop]

- to begin to think/talk about **elements of meaning** in selected artworks (including their own) [feeling (e.g. happy, sad, frightened, excited, hurt, angry), sign, symbol, spirituality, spirit, memory, instruction]
- about the work of a **range of creative practitioners**

Key stage 2

Through effective teaching, pupils should learn:

- to engage in the **creative process** with the use of a wider range of materials to imaginatively design and make original works of art, craft and design of **different scales** *[alone and/or with others]*
- to **develop sketchbook work** to record their **observations** and to **experiment**, and to use them to **review** and **revisit ideas**
- to **improve their mastery** of art, craft and design techniques **across all media** (see curriculum aims; including **mixed media** and/or **multimedia** if required), including their **selection, control and use of tools and materials**, with **creativity** and **experimentation**
- to more confidently identify key **visual elements** in their own/others' artworks: line, tone, colour, pattern, texture *[2D:visual, 3D:tactile]*, shape *[2D – 2 dimensions – length and width]*, form *[3D – 3 dimensions – length, width, depth]* and space
- to further **develop their understanding of colour** through experimentation and experience, with increasing confidence in previous learning and becoming familiar with:

*[Y3: six colour primaries to gain a greater range of **colour temperature** when mixing: (e.g. warm: cadmium red, cadmium yellow, cobalt blue; cool: crimson, lemon yellow, ultramarine); and **metallics** (gold, silver, bronze)*

*Y4: **monochrome** – using only one colour (or shades/tints of it); and **name tints/shades of primaries and secondaries** e.g. red (pink/burgundy); blue (pale blue/navy); yellow (lemon/mustard); green (pale green/bottle green); orange (pale orange/dark orange); purple (lilac/dark purple).*

*Y5: **neutrals** – brown, beige, fawn, peach, khaki, olive, camel, salmon*

*Y6: **some names of tints and shades of tertiaries**, e.g. turquoise: tint – jade, shade – teal; purply red: tint – mauve, shade – plum. Create new ways of*

***describing colour**, e.g. using paint manufacturers' paint names as ideas for describing – also using similes to describe colours and the mood or ideas they evoke, e.g. 'as black as a moonless night in winter'*

*Y6: (as part of studying light in science) the **primary colours of light** being red, green and blue ('additive' colour – as opposed to 'subtractive' colour used in painting with pigments whose primaries are red, yellow and blue)*

Note: all colours can be used, but when focusing on certain kinds, colour understanding can develop]

- to consider/discuss **elements of meaning** in selected artworks (including their own)
[feeling (e.g. happy, sad, frightened, excited, hurt, angry), sign, symbol, spirituality, spirit, memory, instruction, message, icon, emotion (e.g. ecstatic, miserable, terrified, delighted, confused, mortified, furious), mood (or atmosphere) (e.g. happy, joyous, spooky, dismal, gloomy, peaceful, threatening), communication, idea, symbolism (Y5+), persuasion (Y5+), propaganda [Y6+], concept (Y6+).
- *Notice how space in 3D (location/position) can give meaning to artworks e.g. sculptures]*
- about significant historic and emerging/successful/significant contemporary **creative practitioners**, sometimes describing the **differences and similarities** between different practices and disciplines, and where relevant, **making links to their own work**, showing an increasing awareness of different kinds of art, craft and design

Key stage 3

Through effective teaching, pupils should learn:

- to engage in the **creative process** using a wide range of tools and materials to imaginatively design and make original works of art, craft and design of **different scales** [mostly alone and/or sometimes with others]
- to **use sketchbooks** to record their **observations, experiments and research**, taking greater charge of starting points/generation of ideas [increasing independence in readiness for GCSE or other qualifications], and to use them to **journal** [make more extended personal notes/comments], **review** and **revisit ideas** [possibly to inform next steps]
- to **continue to improve their mastery** of art, craft and design techniques **across all media** (see curriculum aims; including **mixed media** and/or **multimedia** if required), including their **selection, control and use of tools and materials**, with **creativity** and **experimentation**
- to **consolidate their understanding of colour** through experimentation and experience becoming familiar with newer ideas:

[Y7: **KS1-2 revision**: primaries, secondaries, shades, tints, tertiaries, colour temperature, metallics, monochrome, names of tints and shades of primaries, secondaries and tertiaries, neutrals, primary colours of light (red, blue and green) – additive/subtractive colour]

Y8: **hue, saturation, 11-point greyscale, coloured greys**, confidently identifying and using a wide range of colour names

Y9: **colours for digital printing, colour therapy**

Note: all colours can be used, but when focusing on certain kinds, colour understanding can develop]

- to **analyse and evaluate** their own work, and that of others, in order to **strengthen the visual impact or applications** of their work.

This would include:

- confidently identifying and employing key **visual elements**:
 - line
 - tone [including 11-point greyscale]

- **colour** [see notes opposite]
- **pattern** [repeat, regular, irregular, motif, rotation, symmetry, asymmetry]
- **texture** [2D: visual, 3D: tactile]
- **shape** [2D – 2 dimensions – length and width – regular, irregular, angle, perimeter, circumference, area, corners, edges, diameter, names of regular shapes e.g. circle, octagon, rhombus]
- **form** [3D – 3 dimensions – length, width, depth – volume, surface, apex, concave, convex, names of regular forms e.g. sphere, ellipsoid, triangular prism, cone, cylinder, cube, cuboid]
- **space**
[2D: positive, negative, objective, illusory, trompe l’oeil.
3D: location, position, situation, surroundings, use of prepositions to describe (on, under, next to, besides, over, above, in front of, behind, between, opposite, adjacent, parallel).
Consider the viewpoints of 3D work: front, back, side, aerial, view from below, ¾ view, cross-section
Analyse how space can imbue meaning to sculptures or architectural structures/buildings]
- **ground** [base layer for painting and/or primer layer for painting. Its colour and tone can affect the paint layers applied over it.]¹

- **analysing elements of meaning** [e.g. emotion, mood, ideas, communication, symbolism, spirituality, iconography, spirit, persuasion, advertising, propaganda, politics, concept]
- **developing a critical understanding** of significant historic and contemporary **creative practitioners** (including architects, and periods, styles and major movements from ancient times up to the present day), **expressing reasoned judgments that can inform their own work** [e.g. how the work of creative practitioners has influenced their thinking/feeling and making; why certain creative work/styles/periods resonate with what they prefer/appreciate and want to create; also, what they do not prefer/appreciate and why]

¹ <<https://www.nationalgallery.org.uk/paintings/glossary/ground>> [accessed 7 September 2022]