

Network Event Art and Design

Curriculum Planning

Jaclyn Wiid

Subject Advisor Art, Design and Media



Art and Design Network: Curriculum Planning

Our first Art and Design network of the new academic year is an updated version of the Curriculum Planning event from September 2023.

Our subject advisor Jaclyn Wiid will introduce a range of evidence-based curriculum planning and delivery approaches in Art and Design that are helpful for the start of the school year.

The session will look at what makes a successful Art and Design curriculum for GCSE, International GCSE and A Level and explore new resources on the Pearson website to support teachers in their planning and delivery.

This event would be particularly well suited to new teachers or more experienced teachers delivering the Pearson Edexcel specification for the first time.



Agenda

1. Welcome and introductions

Jaclyn Wiid

Subject Advisor Art, Design and Media

2. Research and developments in art education
3. Curriculum design and delivery
4. Resource for planning, delivery and assessment
5. Practical activity
6. Q&A and open discussion

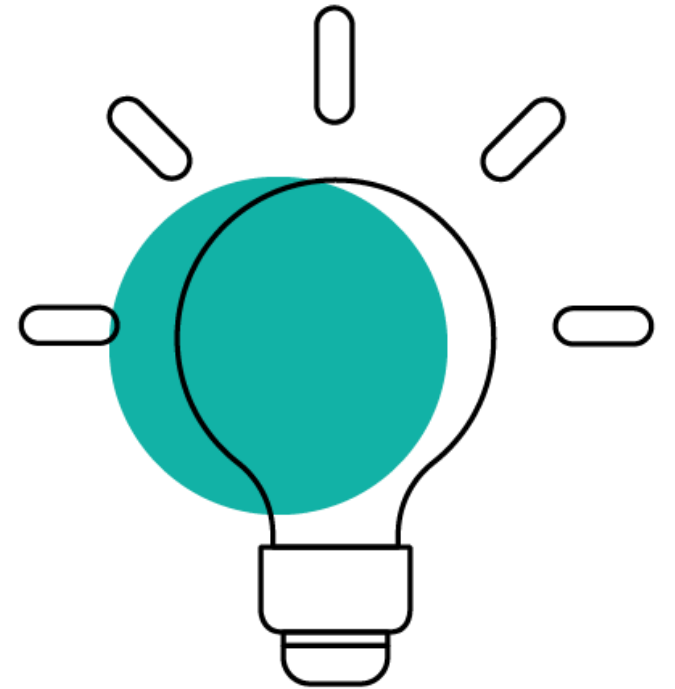




Research and developments
in art education

Importance of the arts in education

- Why do we **teach** art?
- What is the **purpose** of art in schools?
- What drives us to **engage** and enthuse our students with art?
- How does art **benefit** learners?



'The **arts** make vivid the fact that words do not, in their literal form or number, exhaust what we can know. The limits of our language do not define the limits of our **cognition**.'

Elliot W. Eisner

10 Lessons the Arts Teach

By Elliot Eisner



- 1 The arts teach children to make **GOOD JUDGMENTS** about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
- 2 The arts teach children that problems can have **MORE** than **ONE** solution and that questions can have more than one answer.
- 3 The arts celebrate multiple **PERSPECTIVES**. One of their large lessons is that there are many ways to **SEE** and **INTERPRET** the world.
- 4 The arts teach children that in complex forms of problem solving purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the **ABILITY** and a **WILLINGNESS** to surrender to the unanticipated possibilities of the work as it unfolds.
- 5 The arts make **VIVID** the fact that neither words in their literal form nor numbers exhaust what we can **KNOW**. The limits of our language do not define the limits of our **COGNITION**.
- 6 The arts teach students that **SMALL DIFFERENCES** can have **LARGE EFFECTS**. The arts traffic in subtleties.
- 7 The arts teach students to think through and within a material. All art forms employ some means through which **IMAGES** become **REAL**.
- 8 The arts help **CHILDREN LEARN** to say what cannot be said. When children are invited to disclose what a work of art helps them **FEEL**, they must reach into their **POETIC CAPACITIES** to find the words that will do the job.
- 9 The **ARTS ENABLE** us to have **EXPERIENCE** we can have from no other source and through such experience to **DISCOVER** the range and variety of what we are capable of **FEELING**.
- 10 The arts' position in the school curriculum symbolizes to the young what adults **BELIEVE** is **IMPORTANT**.

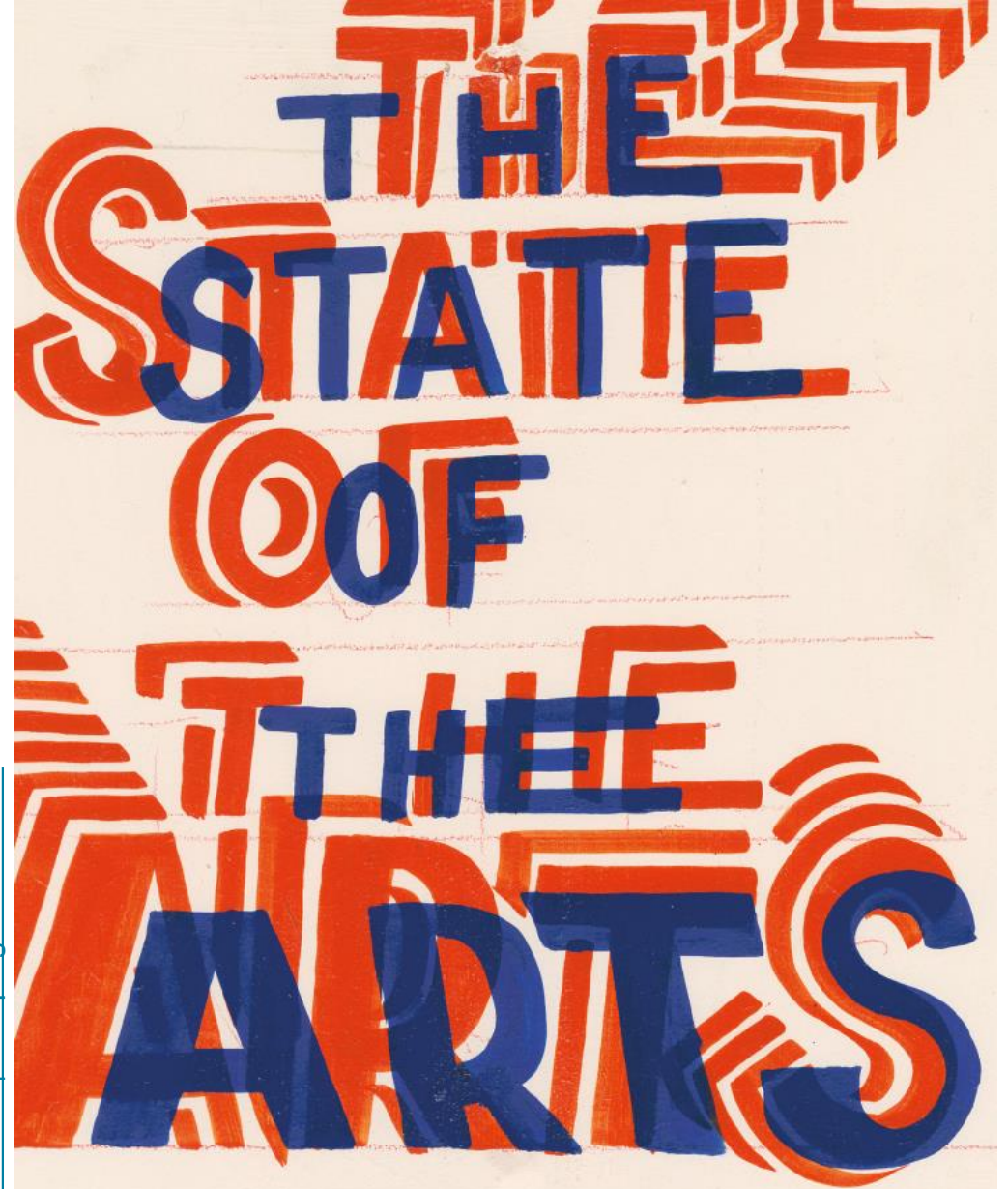
SOURCE: Eisner, E. (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press.


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To obtain a digital version of this document, please visit www.arteducators.org/advocacy



NATIONAL
ART EDUCATION
ASSOCIATION





'Art, craft and design
embody some of the highest
forms of human **creativity.'**

Department for Education
(England)

Research and developments in art education

'Pupils make progress in the art curriculum when they build **practical, theoretical and disciplinary knowledge**... and learn the connections between them. A high-quality art and design curriculum **sequences** the knowledge that pupils learn. This helps pupils to get better as they move through early years, primary and secondary education.'

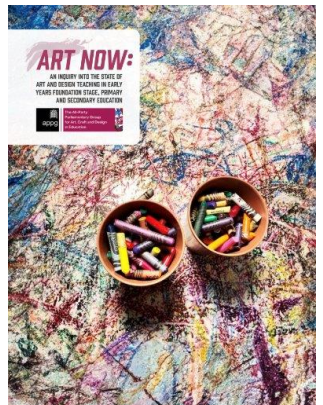
[Research review series: art and design | GOV.UK](#)

'Art, craft and design education offers **benefits** to learnings, including encouraging **diverse ways of knowing, interpreting, evaluating, and feeling**; supporting the development of a sense of individual and collective identity; increased **social awareness** and **engagement** and enhanced opportunities for vocational learning and subject-related **careers**.'

[Art Now Inquiry – our APPG’s report on the state of the nation’s art education | NSEAD](#)

'Ofsted (in England) are highlighting the importance of a **broad and balanced curriculum**. This is resulting in renewed investment and interest in some subject-specific specialist training and resources.'

[Art Now Inquiry – our APPG’s report on the state of the nation’s art education | NSEAD](#)



Research and developments in art education

'Arts subjects and experiences have an evidenced role in contributing to **improving outcomes** for children and young people, providing them with **skills for life** and **skills for work**.'

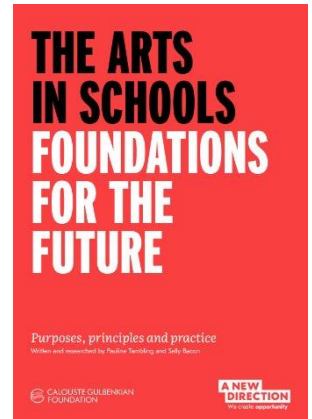
[The Arts in Schools: Foundations for the Future | A New Direction](#)

'**Representation** in schools must be considered across the **diversity** of genres, course materials, texts chosen, artists studied, composers selected, and performances, stories and histories experienced... This is important in ensuring that schooling **reflects the lives, identities** and **cultures** of society, both through contemporary work, and in making links between work that is considered part of a 'traditional' canon, and contemporary culture.'

[The Arts in Schools: Foundations for the Future | A New Direction](#)

'The **value of craft** for lifelong learning: For the majority of participants, craft is not part of their regular activities. They generally recall craft as being something they did when they were much younger – in most cases not having practiced craft since primary school, although some participants remember taking part in craft in secondary school.'

[“Wow, I did this!” Making Meaning through Craft | Crafts Council](#)



Research and developments in art education

‘Art is one of the only subjects that explicitly offers a **space for personal exploration**, where students are encouraged to **respond to the world** and **their place** within it.’

‘Art lessons are therefore a unique opportunity for students to **explore their own** identities, heritage and experiences, and those of others. It is vital that art education is **inclusive** and **inspiring for all** students.’

‘This new research found a strong desire amongst teachers and students to **diversify teaching content** and improve experiences of art education for all. But teachers are **under pressure, overworked** and **under-resourced**, and art education in schools remains overwhelmingly narrow in terms of curriculum content and exam assessment.’

‘A **third** of teachers had **not encountered** the work of any minority ethnic artists in their own education, with 90% of teachers surveyed saying that **supplementary teaching resources** dedicated to the work of minority ethnic artists would aid their teaching.’

[Visualise: race & inclusion in secondary school art education | Runnymede Trust](#)

VISUALISE

RACE & INCLUSION
IN SECONDARY SCHOOL
ART EDUCATION

Dr Shabna Begum,
Marlene Wylie,
Hassaan Anwari
and Simon Hood

RUNNYMEDE

Freelands
Foundation

**Art is powerful;
it helps us to visualise
ourselves in the present,
and to project into
the future; we need
to imagine that future in
a way that is truly inclusive,
and those efforts need to
start in our art
classrooms, now.**

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Curriculum design and delivery

'Art and Design equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has **immense value** as a subject.'

Pearson Edexcel GCSE
Art and Design specification

Key points from the research

- The importance of a **broad** and **balanced curriculum**
- The diverse ways of **knowing, interpreting, evaluating, and feeling** art education provides
- The importance of **sequencing** your curriculum across key stages
- The importance of **representation** in schools and a curriculum that reflects the lives, identities, and cultures of a society
- The opportunity to engage with a **variety** of artists and histories beyond the 'traditional' canon
- The opportunity to experience a **range of materials**, including craft-based media,
- The recognition of **outdated hierarchy** of mediums and approaches that exists within art itself over time
- The utilisation of **resources** from various arts organisations and Pearson to relieve some of the **pressure** and **workload** and support a more **diverse** and **inclusive curriculum for all**.

Curriculum design and delivery

Relevant points to consider when planning your curriculum:

Rationale

Establish the rationale for your curriculum with clear understanding of purpose and a holistic vision for art in your context.

Review

Identify gaps in your existing curriculum and address them in a broad and balanced way, incorporating representation and diversity. Encourage exposure to a variety of art forms and a breadth of artwork and experiences.

Plan

Map your curriculum across all age ranges, sequencing and building upon the development of skills, knowledge, and use of the creative process.

Adjust

Consider a curriculum that is relevant and reflective of the world in which learners live. Identify local resources and opportunities.

Advocate

Be an advocate for your subject, teaching learners the value of the arts beyond academic achievement and careers.

Monitor and Evaluate

Analyse impact and student engagement. Continue to review and refine at regular intervals.



Resources for planning,
delivery and assessment

Resources for planning, delivery and assessment

- New planning resources:
 - [Diversifying the curriculum guide](#)
 - [Artist directory](#)
 - [Contextual references guide](#)
 - [Past training content](#) (including our [Diversifying the Curriculum](#) and [SEND](#) network events)



- Bitesize video series:
 - [A Level Art and Design \(2015\)](#)
 - [GCSE Art and Design \(2016\)](#)
 - [International GCSE Art and Design \(2017\)](#)



- Exemplar galleries:
 - [A Level Art and Design Exemplar Gallery](#)
 - [GCSE Art and Design Exemplar Gallery](#)
 - [International GCSE Art and Design Exemplar Gallery](#)



Resources for planning, delivery and assessment

Rationale

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Resources for planning, delivery and assessment

Rationale

Establish the rationale for your curriculum with clear understanding of purpose and a holistic vision for art in your context.

- [A Level Art and Design \(2015\) specification | Pearson](#)
- [GCSE Art and Design \(2016\) specification | Pearson](#)
- [International GCSE Art and Design \(2017\) specification | Pearson](#)
- [10 Lessons the Arts Teach | National Art Education Association](#)
- [Research review series: art and design | GOV.UK](#)

Resources for planning, delivery and assessment

- [Visualise: race & inclusion in secondary school art education | Runnymede Trust](#)
- [The Arts in Schools: Foundations for the Future | A New Direction](#)
- [“Wow, I did this!” Making Meaning through Craft | Crafts Council](#)
- [Research review series: art and design | GOV.UK](#)
- [Art and Design Audit Tool | NSEAD](#)

Review

Identify gaps in your existing curriculum and address them in a broad and balanced way, incorporating representation and diversity. Encourage exposure to a variety of art forms and a breadth of artwork and experiences.

Resources for planning, delivery and assessment

- [A Level Art and Design course planner](#)
- [A Level Art and Design scheme of work](#)
- [A Level Art and Design personal study support](#)

- [GCSE Art and Design course planner](#)
- [GCSE Art and Design Component 1 SOW](#)
- [GCSE Art and Design Component 2 SOW](#)

- [International GCSE scheme of work](#)
- [International GCSE Component 1 guide](#)

Plan

Map your curriculum across all age ranges, sequencing and building upon the development of skills, knowledge, and use of the creative process.

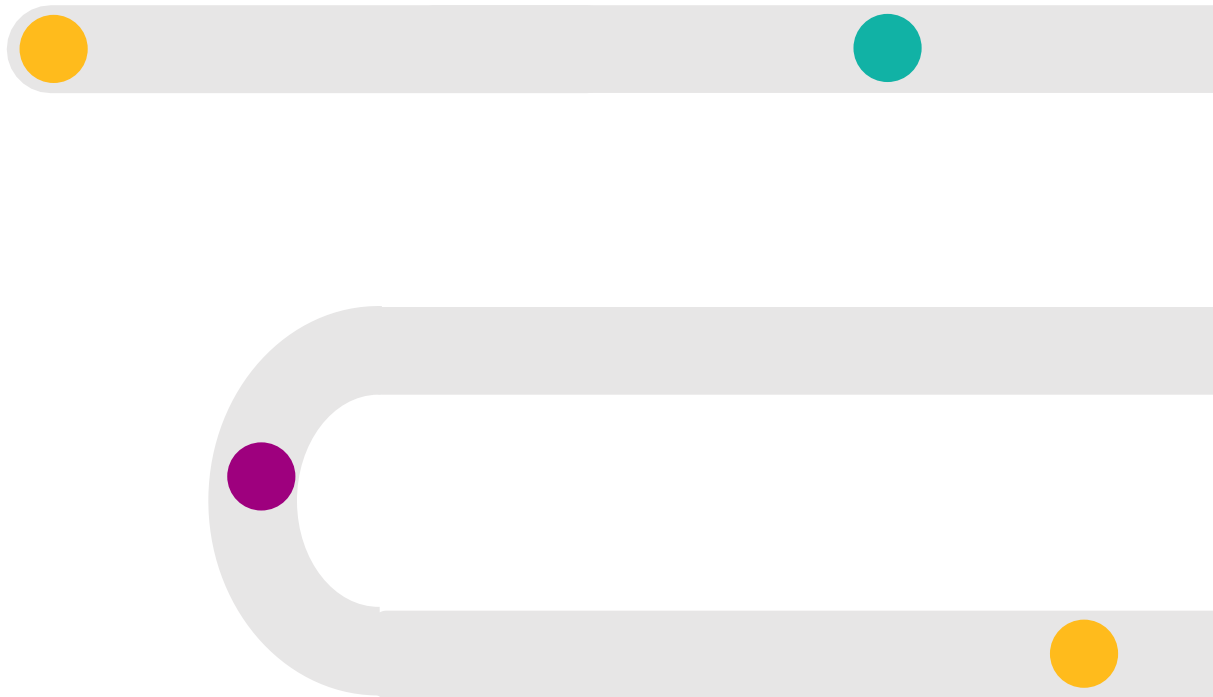
Resources for planning, delivery and assessment

Adjust

Consider a curriculum that is relevant and reflective of the world in which learners live. Identify local resources and opportunities.

- [Diversifying the curriculum guide | Pearson](#)
- [Artist directory | Pearson](#)
- [Contextual references guide | Pearson](#)
- Diversifying the Art and Design Curriculum network event [training materials](#) and [recording](#)
- Supporting SEND Students in Art and Design network event [training materials](#) and [recording](#)
- Other [past training content](#) and [recordings](#)
- [Art venues and collections by location map | Art UK](#)
- [Teaching inspiration resources | NSEAD](#)
- [Anti-racist art education resources | NSEAD](#)

Resources for planning, delivery and assessment



Advocate

Be an advocate for your subject, teaching learners the value of the arts beyond academic achievement and careers.

- [10 Lessons the Arts Teach | National Art Education Association](#)
- [Why study art? | Tate](#)
- [NSEAD Art Education Advocacy Series 2021 and 2022 | NSEAD](#)
- ["Why the Arts?" | YouTube](#)
- [Advocacy Films by Creative Professionals | Creative Journeys](#)
- [Why We Teach Art In Schools | The Big Draw](#)

Resources for planning, delivery and assessment

- [A Level Art and Design performance calculator \(practical work\)](#)
- [A Level Art and Design performance calculator \(personal study\)](#)
- [A Level Art and Design assessment grid](#)

- [GCSE Art and Design taxonomy](#)
- [GCSE Art and Design assessment grid](#)

- [International GCSE Art and Design taxonomy](#)
- [International GCSE Art and Design assessment grid](#)

- [Collaborative curriculum planning activity | NSEAD](#)

Monitor and Evaluate

Analyse impact and student engagement. Continue to review and refine at regular intervals.

Further support

- Contact us at TeachingArtandDesign@Pearson.com
- Book a [Subject Advisor catch-up](#)
- Read the [latest Subject Advisor update](#) and sign up for [future updates](#)
- Watch recorded training on [Art and Design Training and Network Events – YouTube](#)
- Sign up for future training at [Pearson Professional Development Academy](#)



Jaclyn Wiid

Subject Advisor Art, Design & Media

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Practical activity

Practical activity (10-15 minutes)

In groups of 2 or 3, please discuss your curriculum planning approach:

- What do you think the **strengths** and **weaknesses** of your current curriculum are?
- What **possible starting points** for new projects would work in your school?
- How can you make your curriculum more **inclusive** and **diverse**?
- What **barriers** do you foresee? What **resources** could help you overcome these barriers?



Q&A and discussion

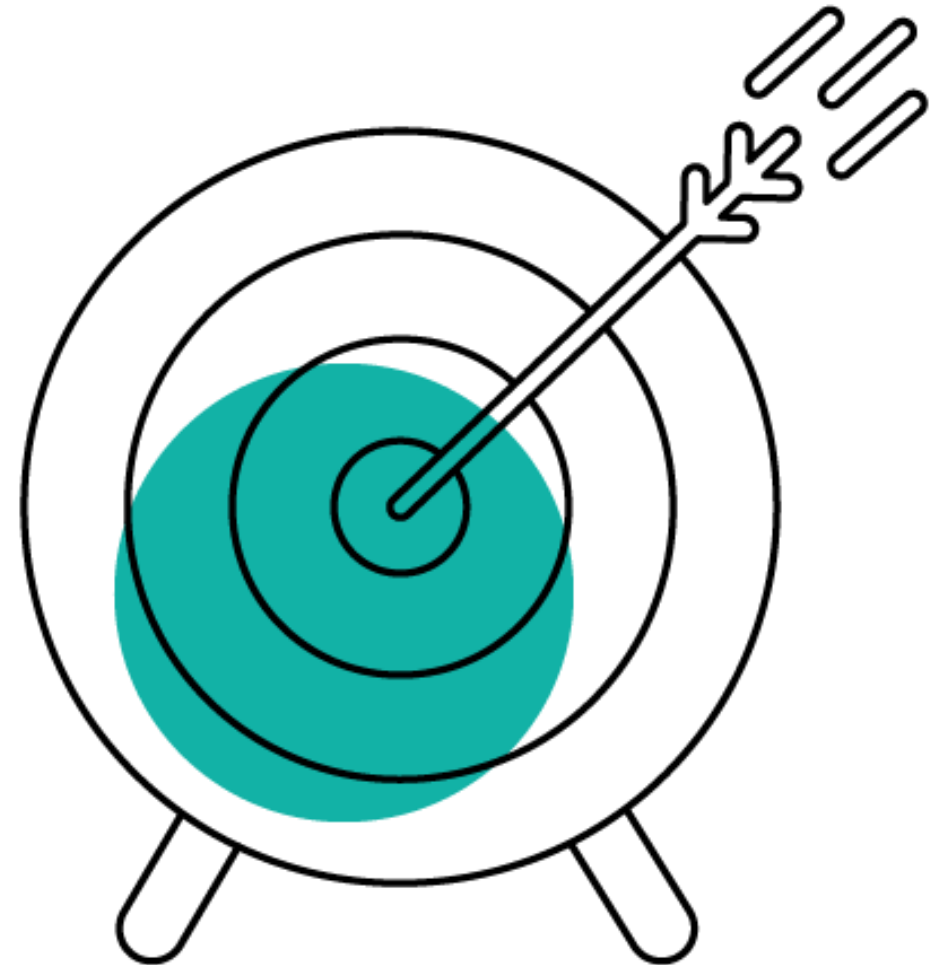
- Questions?
- Thoughts?
- Feedback?
- Future network events?



Summary

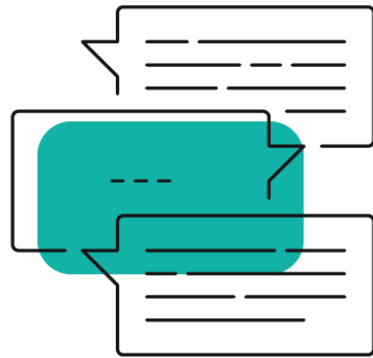
In this session we looked at the following objectives:

- Introduced a range of evidence-based curriculum planning and delivery approaches in Art and Design.
- Identified at what makes a successful Art and Design curriculum plan for GCSE, International GCSE and A Level.
- Explored new resources on the Pearson website to support teachers in their planning and delivery.
- Reflected on our own curriculum planning practice and ideas for future planning.



Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.



Find the Subject Advisor for your area [here](#) and sign up to receive regular updates from your Subject Advisor on qualification news and support for your subject [here](#).





Find out more

For more professional development courses please see Pearson's [Professional Development Academy](#)





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