

Evidence based research findings

'the notion that everyone can draw is not being kept alive beyond the early years of schooling'

Key findings from 'Making a mark: art, craft and design education', Ofsted 2008/11

Good or outstanding Art lessons in primary schools were characterised by:	When Art teaching and learning in primary schools were less effective:
<ul style="list-style-type: none"> • skilful use of visual and tactile resources that stimulated pupils' curiosity early on and sustained their interest throughout • high priority given to pupils' experimentation with ideas and media, supported by judicious and confident use of teacher demonstration • opportunities for pupils to make decisions about the scale of work, time taken on different tasks and when to move about or ask for guidance • subtle and strategic use of assessment, focused on individual pupils' progress in developing subject-specific skills, knowledge and understanding • reviews of practical work, supported by inspiring examples by other pupils or creative practitioners, showing how to revisit, refine or combine skills • potentially difficult concepts and language made easy to understand, linking with interests that clearly fascinated pupils and creative practitioners alike. 	<ul style="list-style-type: none"> • lessons started with reading written information or a long period of listening n tasks were teacher-directed and the outcomes prescribed • a structured series of short activities restricted opportunities to practice • expectations were similar for all pupils or informed by academic ability only • aspirational work remained inaccessible and contributed little to pupils' goals • pupils remained unconvinced about their ability, for example to draw.

The above findings shape the expectations for teaching and learning in our Art and design curriculum. Please see the table below.

I will be looking for the following when trying to assess the quality of our Art provision.

Evidence of the following....

- 1) Full coverage of required curriculum.
- 2) Both elements of the Art curriculum; The **knowledge** and the **Skills**, systematically building on prior learning in previous year groups and key stages.
- 3) Promotion of a culture within Art that **everyone** is capable of working artistically and that learning and improving skills and knowledge in art is within everyone's grasp. Drawing skills or perceived lack of ability to draw is not allowed to dominate other aspects of learning.
- 4) Topics starting with a 'knowledge harvest'. Finding out what children already 'know' – likely to include misconceptions. Many children won't naturally have the vocabulary or knowledge to generate thoughts without a stimulus to explore and engage with first, using a range of senses.
- 5) **Flexibility and time** during teaching and learning for children to pursue ideas and explore, to develop and embed skills. Value of the **process** and of **learning** rather than pressure to always focus on a 'final piece'.
- 6) Local trips, visits to museums or galleries, links with local artists, use of outdoor environment or opportunities to have work viewed by a wider audience beyond their class.
- 7) Hands on experiences learning in a range of genres using a range of materials. Regular opportunities to consolidate key skills such as revisiting drawing or composition but in different formats.
- 8) Teachers supporting pupils to learn how to review their own work and the work of others. Pupils developing their ability to think critically, to respond and adapt their work.
- 9) Regular cross curricular links to other subjects especially **history, literacy and geography**.
- 10) Social, Moral, Spiritual and Cultural opportunities
Real links to real lives; globally, Nationally, locally. Debates, campaigns, changes in behaviour.
- 11) Formative assessment used to check attainment is in line with expected and to inform and adapt planning. Also to ensure learning is accessible for SEND pupils.