

Research review series: art and design

Source: <https://www.gov.uk/government/publications/research-review-series-art-and-design/research-review-series-art-and-design>

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Summary:

'The content of the curriculum really matters, just as much as the pedagogical approaches to teaching it and the experiences of pupils learning it. The content of the curriculum affects the quality of art, craft and design education. By making sure the art, craft and design curriculum has sufficient scope, coherence and rigour, educators and curriculum designers can improve the quality of subject education in this area.'

- A high-quality art education enables pupils to appreciate and interpret what they observe, and communicate their own intentions as well as communicate what they think and feel. It should enable pupils to gain 'the knowledge and cultural capital they need to succeed in life'
- Art and design should start in the early years. 'High-quality practice in the early years stimulates children's interest and imagination in the materials and media they encounter, and provides the necessary foundations for future learning.' This strong foundation should then continue through primary school
- There are 3 main domains of knowledge:
 - 'practical knowledge', which is about developing technical proficiency
 - 'theoretical knowledge', which is the cultural and contextual content that pupils learn about artists and artwork
 - 'disciplinary knowledge', which is what pupils learn about how art is studied, discussed and judged
- The sequencing of the art and design curriculum should ensure that pupils 'build on what pupils already know and prepare them for what is to come' in order for pupils obtain sufficient knowledge and skills to be proficient in art
- When pupils achieve **convergent** goals in art education, we describe them as learning 'about' and 'with' art. When pupils achieve **divergent** goals, we describe them as learning 'in' and 'through' art

- Practice is vital if pupils are to achieve the goals of the curriculum and should be built in to the curriculum
- Creativity: subject-specific use of the term 'creativity' includes the central idea that pupils can make creative contributions in art, craft and design if their knowledge and skills in a particular area (domain) are sufficiently developed