

Skills and learning

Art and design
in the national curriculum for Wales

This document highlights those statements or sections in the programmes of study for art and design that provide explicit opportunities for

- developing thinking
- developing communication
- developing ICT
- developing number

and promoting

- the Curriculum Cymreig (7-14) and Wales, Europe and the world (14-19)
- personal and social education
- careers and the world of work.

The number and context of such opportunities are for schools to determine within their curriculum overview/curriculum planning.



Developing thinking

Schools should provide opportunities, where appropriate, for learners to develop and apply their thinking across the curriculum through the processes of planning, developing and reflecting.

In art and design, learners explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They challenge assumptions, look at things in a new way and promote receptiveness to new ideas. They develop the ability to recognise similarities or differences and make unlikely connections, build on ideas to make better ideas, and take advantage of the unexpected.

In art and design, opportunities to develop thinking apply throughout the Skills and Range sections of the programmes of study for Key Stages 2 and 3.



Developing communication

Schools should provide opportunities, where appropriate, for learners to develop and apply their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

In art and design, learners develop wider communications skills to express their ideas and emotions. They inform their own work by responding to the work of others.

Key Stage 2

Skills

Understanding

Pupils should be given opportunities to:

1. describe and make comparisons:
 - between their own work and that of others
3. evaluate the methods and results of their own work and that of their fellow pupils through:
 - discussion
 - reading
 - writing.

Making

Pupils should be given opportunities to:

3. use their experience and knowledge of different materials, tools and techniques:
 - experimentally
 - expressively.

Key Stage 3

Skills

Understanding

Pupils should be given opportunities to:

1. use their knowledge about the work of other artists, craftworkers and designers to enrich and inform their work through:
 - analysis
 - comparison
 - evaluation

- e.g. collect information about an artist from the internet, library, galleries or interviews and use the information to influence their own work
3. evaluate their work, methods and results of their investigation, modifying and refining their work through:
 - discussion
 - reading
 - writing.

Making

Pupils should be given opportunities to:

3. experience a wide range of techniques and media to:
 - realise their ideas
 - express their feelings
 - communicate meaning
- e.g. produce a piece of site-specific sculpture for a multi-sensory garden.



Developing ICT

Schools should provide opportunities, where appropriate, for learners to develop and apply their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

In art and design, learners apply their ICT skills to investigate, manipulate, develop or realise creative ideas. They select appropriate software and equipment as an aid to designing and making. They regard ICT as a medium in its own right or as part of a multimedia outcome, integrated with other materials and processes.

Key Stage 2

Range

Understanding

Pupils should develop, where appropriate, their understanding through:

- videos
- digital-based resources
- the internet.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from:

- videos
- digital-based resources
- the internet.

Key Stage 3

Range

Understanding

Pupils should, where appropriate, develop their understanding through:

- digital-based resources
- the internet.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work relevant findings collected from:

- videos
- digital-based resources
- the internet.



Developing number

Schools should provide opportunities, where appropriate, for learners to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

In art and design, learners apply number skills such as measurement, estimates, scale, proportion, pattern and shapes to develop, inform and resource their creative activities.

In art and design, there no explicit references to developing number.



Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)

Schools should provide opportunities, where appropriate, for learners aged 7–14 to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole.

In art and design, learners develop at first hand a meaningful understanding of their immediate environment, culture and language. They are given access to historical and contemporary Welsh art and design, enriching their creative activities. They are made aware of how art and design can enhance the environment and how they can contribute to this as individuals.

Key Stage 2

Range

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- local and Welsh art, craft and design.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from a variety of contexts including:

- local and Welsh examples.

Key Stage 3

Range

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- local and Welsh art, craft and design.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work relevant findings collected from a variety of contexts including:

- local and Welsh examples.



Personal and social education

Schools should provide opportunities, where appropriate, for learners to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

In art and design, learners explore and express their ideas and feelings concerning personal, social, environmental, moral and spiritual issues through their creative activities. Through art and design activities they become aware of other cultures and ways of life, and develop the concept of global citizenship. They enjoy the activities and develop interests that prepare them for lifelong learning, work and leisure.

Key Stage 2

Skills

Understanding

Pupils should be given opportunities to:

2. experiment with and examine the methods used by other artists, craftworkers and designers from different:

- periods
- places
- cultures

e.g. consider how work from unfamiliar cultures may influence pattern design for their own textile project.

Range

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- images and artefacts from a variety of historical and contemporary cultures and contexts.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from a variety of contexts including:

- different cultures and periods.

Key Stage 3

Skills

Understanding

Pupils should be given opportunities to:

2. explore the diverse working practices of artists, craftworkers and designers from different:
 - culturesconsidering their purpose and intentions.

Range

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- images and artefacts from a variety of historical and contemporary cultures and contexts.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work relevant findings collected from a variety of contexts including:

- different cultures and periods.



Careers and the world of work

Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

In art and design, learners develop their awareness of careers and the world of work through their understanding of methods used by practicing artists, craftworkers and designers.

Key Stage 2

Range

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- practising artists, craftworkers and designers.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from:

- practising artists, craftworkers and designers.

Key Stage 3

Range

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- practising artists, craftworkers and designers.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments

- imagined objects and environments.

They should, where appropriate, apply to their own work relevant findings collected:

- practising artists, craftworkers and designers.