

Key stage 3 Strategy

The case for art and design: Untapped wealth

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- The number of art and design departments directly involved in developments in the KS3 Strategy remains low, even in the second year of the Foundation subjects strand.
- The number of consultants, as well as LAs, who hold subject expertise in art and design is very low compared to the humanities, MFL and D& T. This not only limits the level and quality of subject specific support and challenge to art and design departments but, perhaps more significantly, the perception and awareness by consultants of the contribution that the subject can make to pupils' progress and attainment.
- Evidence from Ofsted and other sources shows that art and design, when well taught, can provide exemplification of good practice in a number of key areas which, if shared more widely, could enable schools to make significant progress in building their capacity for sustainable change. These include:
 - High levels of the quality of teaching (26% excellent or very good)
 - In 90% of schools, positive attitudes by the pupils to their learning because it connects with their own experiences and interests;
 - Achievement of pupils in relation to their capabilities;
 - Achievement overall is better when compared to achievement in the Foundation subjects as a whole;
 - Progress made by gifted and talented pupils, pupils with special educational needs and pupils with English as an additional language;
 - Ongoing assessment, particularly the quality of oral feedback;
 - Where it exists, good use of ICT, galleries and museums
- There is evidence that, as with the Primary curriculum in recent years, pupils are not being offered equality of access or support to engage with a broad and balanced curriculum.
- In a world where creativity and the power of the human mind are amongst a country's richest resources, the contribution that art and design can make to the overall wealth of the nation must not be underestimated
- There is a risk that the rich resource which includes some of the best art galleries and museums in the world, plus the rich ethnic diversity of England, with its distinct physical, human and cultural landscapes, will remain under used in support of learners of all abilities.
- There are already in existence, networks which bring together expertise in art and design, but as yet there has not been a coordinated response to the KS3 strategy. A subject network could provide an opportunity and a mechanism to achieve this.

Areas which need to be addressed:

- There are some significant areas for development in art and design, which could be addressed by increased involvement of schools, and departments in first hand contact with the strategy. These include:
 - Gap in performance between boys and girls (20% at GCSE);
 - A need for a more systematic approach to assessment;
 - A lack of continuity and progression between KS2 and 3;
 - Inadequate use of ICT in 50% of schools;
 - Insufficient emphasis on drawing;
 - Limited opportunities to work in three dimensions;
 - A need for better use of galleries and museums;
- Most important of all - the Key Stage 3 strategy has yet to make a significant impact.

Key questions:

- What are the key contributions, which the subject can make to whole school developments in teaching and learning, and the raising standards?
- What are the main areas in which collaboration with other curriculum areas can be used to address commonly occurring issues?