EMA subject review – Art and Design KS1 & KS2

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| Key stage 1 Aims | Implications for BAME and EAL learners |
| The national curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | * Diversity is reflected in the teaching of Art and Design and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning. * Learning is accessible and engaging for BAME and EAL learners: * First language learning and consolidation is encouraged * Technical language is explicitly taught and modelled * Art and Design can be studied in familiar cultural contexts * Groupings are flexible depending on task. Language based activities, such as evaluation and analysis, have EAL learners grouped with strong English language exponents. * Transferable skills are identified and built on. Art and design traditions are strong and well-practiced in some cultures. |
| Key stage 1 Subject content | Implications for BAME and EAL learners |
| Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | * Diversity is reflected in the teaching and resourcing of Art and Design and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning. * Evidence exists of the curriculum reflecting the diversity and language needs of BAME and EAL learners * Artists, crafts people and designers from a range of cultures are explored, including female and contemporary artists and designers. * The diversity of the local community considered when planning content * The school engages with local community artists, crafts people and designers. * CPD is planned which supports teachers to develop cultural knowledge and EAL teaching skills * Prior learning is explored where pupils are new to English or the country |
| Key stage 2 Aims | Implications for BAME and EAL learners |
| The national curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms | * The perception of identity is thoughtfully addressed through the curriculum, particularly relating to the notion of “British”. * Opportunities are planned to improve fluency and build confidence in the use of key vocabulary and phrasing * Pupils develop their ideas in the language they are most proficient in before sharing. |
| Key stage 2 Subject content | Implications for BAME and EAL learners |
| Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | * Diversity is reflected in the selection of topics, teaching, resourcing and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning. * Pupils learn a great deal of new vocabulary in KS2 Art and Design which may present sifting challenges for EAL learners trying to discriminate between technical and common language: important vocabulary is identified and consolidated. * Questioning and hypothesizing language may be unfamiliar to EAL learners or learners more familiar with fact-based systems: questioning and hypothesizing language should be developed and consolidated (modelled and re-visited). * Opportunities for modelling and demonstrating by the teacher are maximized in order that pupils can show achievement in line with their capabilities and not be restricted by their language acquisition competence. * The backgrounds and social contexts of artists, crafts people and designers from a range of cultures, including female and contemporary artists, are explored through the curriculum. * Speaking and listening opportunities are identified and planned to support pupils to develop confidence and fluency in their use of English, critical thinking skills and their demonstration of a deepening understanding of art and design |

Questions to support self-evaluation of inclusion in the Art and Design curriculum

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| **How inclusive is the Art and Design curriculum?** |
| Is the curriculum giving pupils the essential knowledge and skills they need? (next stage/destinations)   * Do EAL learners have the language tools and vocabulary to access the curriculum? * Do BAME pupils understand that there are no limits to their aspirations? |
| Do pupils know and remember more?   * How does knowledge and recollection compare to non-EAL peers? * Does the knowledge demonstrated by pupils indicate a view that embraces diversity? |
| Is the curriculum cumulative?  (step by step in learning more knowledge)   * Are there any gaps in learning for EAL/BAME pupils? * Do pupils see themselves represented in artists and designers studied, and contexts explored? |
| How well does the subject curriculum fit in with other subjects?   * Are links made to other subjects? * Are links made to BAME artists and designers? * Are there opportunities for pupils to study in their first/other language? |

Examples of resources that reflect the diversity of the local community and figures in art and design:

* Paul R. Williams -1940’s Public housing designs (Los Angeles, America) – architect.
* Norma Merrick Sklarek – parents from Trinidad and Tobago, first African American to graduate as an architect.
* Design Council: https://www.designcouncil.org.uk/black-creatives
* Architecture.com. https://www.architecture.com/about/equality-diversity-and-inclusion/celebrating-bame-award-winners

**Local resources**

* MK Creative and Cultural Strategy 2018 -2027 – List of events and organisations listed in the report: <https://www.milton-keynes.gov.uk/leisure-tourism-and-culture/leisure-and-community-activity-hub/culture/arts-organisations>
* MK Gallery: [info@mkgallery.org](mailto:info@mkgallery.org)
* MK Arts and Heritage Alliance – AHA-MK (MK Cultural Education Partnership): <http://aha-mk.org/>

**Websites**

* National Society for Education in art and Design: <https://www.nsead.org/>
* Hamilton trust: <https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/meet-artists/>
* Arts Council: <http://www.artscouncil.org.uk/>
* Design Council: <https://www.designcouncil.org.uk/>
* Engage promotes access to, enjoyment and understanding of the visual arts through gallery education: <https://engage.org/what-is-gallery-education/>
* Children’s Art week (Summer term, over 4 weeks with a theme each week: <https://engage.org/happenings/childrens-art-week/>

**General Resources:**

BAME education <https://libguides.ioe.ac.uk/BAMEresources>

National Archive – BAME histories <https://www.nationalarchives.gov.uk/education/resources/black-asian-and-minority-ethnic-histories/>

Diversity texts: <https://www.letterboxlibrary.com/> - diversity texts with clpe <https://clpe.org.uk/> CLPE reflecting realities research: <https://clpe.org.uk/RR>

<https://www.theguardian.com/childrens-books-site/2014/oct/13/50-best-culturally-diverse-childrens-books>

Links to EMA Network Diversity and Inclusion seminar – July 2021:

\* Hannah Wilson – [Vision and values: embedding diversity, equity and inclusion in your school](https://www.youtube.com/watch?v=6iMXQ_zVSTI)

\* Bennie Kara –[Diversifying your curriculum](https://www.youtube.com/watch?v=mg5MquP6-PA)

\* Pauline Lyseight-jones and Liz Agbettoh - [Honest conversations on race and the importance of language](https://www.youtube.com/watch?v=vWv3xwpB-MU)

\* Shammi Rahman - [Addressing difficult conversations](https://www.youtube.com/watch?v=J5OZRgN8SQk)

\* Serdar Ferit – [Lyfta and immersive human stories](https://www.youtube.com/watch?v=J5OZRgN8SQk) (Need to scroll through to reach Lyfta presentation)

Above with Urls:

Hannah Wilson <https://www.youtube.com/watch?v=6iMXQ_zVSTI>

Bennie Kara <https://www.youtube.com/watch?v=mg5MquP6-PA>

Pauline Lyseight-jones <https://www.youtube.com/watch?v=vWv3xwpB-MU>

Shammi Rahman – Difficult converations – first part, Lyfta – Moving Stories – second part: <https://www.youtube.com/watch?v=vWv3xwpB-MU> (Also includes EMA Network resources and MAKE presentation)

**OFSTED**

* Ofsted – making a mark –a review of art ,craft and design education 2008 -2011 –summary of findings

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413336/Making_a_mark_-_art_craft_and_design_education_2008-11_-_leaflet.pdf>

* Ofsted – report making a mark –Art, craft and design education –Examples of practice seen during lessons, with comments of good practice

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413330/Making_a_mark_-_art_craft_and_design_education_2008-11.pdf>