Art and design in schools: considerations and challenges

John Steers
General Secretary
National Society for Education in Art & Design
Welcome to the Council for Subject Associations website.

Do you know there is a subject association for you?

Would you like to:

- Be up to date in your subject
- Be part of your subject community
- Pursue your own learning
- Have access to dedicated sources of information

For more information about the subject association members and associate members of CSAA and the services they offer, please click on the Membership section.

If you would like to learn more about the Council for Subject Associations, or indeed subject associations in general please click on the About Us section above.

With only two years to go to the start of the London Olympic Games, now is the time to think about raising its profile and exciting pupils through the curriculum. The CSAA, working with the London Olympic Games Organising Committee and the DCSF, published 'Get Ready for the London 2012 Olympics': an issue of Primary Subjects that can help you do this.

To download 'Get Ready for the London 2012 Olympics' please click here

To browse through the complete list of Primary Subjects please click here

Featured association

Information Technology in Teacher Education (ITTE)

Since ITTE was formed in 1986 it has supported the initial teacher training departments of universities and colleges of education in the United Kingdom with respect to the permeation of Information Communication Technology (ICT) throughout all aspects of the learning process.
Culture Minister announces review of cultural education

'All young people should have opportunities to take part in performance and visual arts and learn about the UK’s cultural, architectural and film heritage' according to Culture Minister Ed Vaizey. Launching an independent review of cultural education, led by Classic FM Managing Director Darren Herley, Ed Vaizey said that all children, regardless of background, should have a solid cultural education. 'Research shows that a quality cultural education has a positive impact on academic attainment, behaviour and concentration.'

There is an open invitation to anyone who wants to contribute to the review, to do so follow this LINK.

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Resources

E-update Archive
An archive of recent NSEAD E-updates is now available to NSEAD members by following this link.

Teaching for careers in Art and Design
Teaching for Careers in Art and Design is a set of resources for Art and Design Teachers. The materials aim to help pupils become better informed about the careers opportunities in art, craft and design and can be used by pupils to plan effective progression routes into these, if they so choose.

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Publications

Book of the Month
Elliot Eisner's seminal book 'The Arts and the Creation of Mind' is now available in paperback from the Society at a fraction of the original price. Follow the LINK to find out more and to order.
Current Issues

• The English Baccalaureate
• The review of the National Curriculum
• The review of Cultural Education
• Higher Education funding and access
The English Baccalaureate

The White Paper ‘The Importance of Teaching’, published in November 2010 announced the introduction of the English Baccalaureate and that it was to be reported in the School Performance Tables in January 2011. The stated intention was to encourage the take-up of ‘individual science subjects, humanities such as history and, especially, foreign languages’.
Are you an E-Bac failure?

The English Baccalaureate is a metric that adds nothing of value to a narrow set of existing qualifications. The truth is that many of us – industry leaders and academics included – would be currently classified as 'E-Bac failures'. That is a failure to gain grades A*-C in five core subjects – maths, English, two science qualifications, a foreign language and either history or geography.

If you’re an ‘E-Bac failure’ why not tell us your story here.
‘Culture, the acquainting ourselves with the best that has been known and said in the world, and thus with the history of the human spirit.’
‘Don't limit a child to your own learning, for she was born in another time.’

‘... adults, because they are tyrants, ignore natural gifts and say that children must learn through the same process that they learned by. We insist upon forced mental feeding and our lessons become a form of torture. This is one of man’s most cruel and wasteful mistakes.’
The choice of subjects

‘[Gove’s] new English Baccalaureate is virtually a carbon copy of the 1868 Taunton report's curriculum for most "middle class schools", as they were then called. The new award will be given to all 16-year-olds who have good exam grades in “English, mathematics, the sciences, a modern or ancient foreign Language and a humanity such as history or geography”. Taunton's list is identical, except that it makes both history and geography compulsory. How is it that a curriculum designed for clerks and shopkeepers in Dickens' England is at the cutting edge in 2010?’

John White (2011)
Implications of the E-Bacc

The use of the term English Baccalaureate simply for the achievement of particular GCSE grades is confusing for students, parents and employers. It offers nothing new or different. Since there is no official “qualification” in terms of a certificate for a school leaver, it has no real currency for employers or higher education in its current form.
Top MP backs EBac critics as row escalates

Education committee chair fears for less able pupils

William Stewart

The high-profile Conservative chair of the Commons education select committee has waded into the row over the Government’s sudden introduction of the English Baccalaureate (EBac).

Graham Stuart, who is heading an inquiry into the new league table measure, said he fears it will leave “little room” for subjects like music, while provision for less able pupils would be “dismantled”.

Despite his committee still taking evidence on the subject, Mr Stuart aired his concerns on the controversial performance measure in advance of publication of the inquiry’s findings, in an article published last week.

His comments echo many of those made by headteachers when the EBac was unveiled last autumn.

Mr Stuart warned that the qualification – which requires at least grade C GCSEs or GCSEs in English, two sciences, maths, history or geography and a language – leaves little room for other courses such as drama, economics, music, ICT or vocational courses such as young apprenticeships.

The MP also made comments along the same lines in Achieve magazine, published by Cambridge Assessment exam board, which puts him at odds with his own Government’s policy and with the findings of the Wolf report on vocational education, which it commissioned.

The Department for Education says the EBac has been designed to benefit and meet the needs of all pupils. But Mr Stuart believes that the less able could suffer because of it.

“It would be a shame if effective provision for lower-performing pupils was dismantled because it didn’t fit with the EBac,” he writes.

The MP adds: “After all, many schools have used vocational qualifications to re-engage disaffected pupils.”

But the Wolf report rubbished “claims” that vocational qualifications were more motivating for pupils, leading them to achieve higher grades in other subjects.

It said: “Neither the existing research literature, nor analyses carried out for the review by academics and DfE analysts, found any indication that KS4 students, whether generally, or more specifically those at risk of disengagement, made substantial improvements in their general attainment as a result of taking more vocational courses.”

Mr Stuart goes on to repeat the criticisms that schools in his East Yorkshire constituency have made of Government policy on the EBac.

“They say that the Government promised to trust teachers and support heads in deciding how best to meet the needs of their students,” he writes. “My local heads think the EBac does the exact opposite.”

Mr Stuart says he understands ministers’ desire for rigour through the EBac but wants them to “remain open minded on the issue”.

He concludes that he wants to ensure “that the benefits of the EBac are not outweighed by the costs”.

A DfE spokesman said: “The EBac is not the be-all and end-all. The core subjects have [sic] been kept small deliberately to allow the opportunity for wider study – there are valuable and rigorous academic and non-academic qualifications, not in the EBac, that pupils should be free to take.”
The Council for Subject Associations has recommended that the government should cease to use the current English Baccalaureate as a performance indicator for schools. In due course it should introduce a carefully planned English Baccalaureate qualification to assure a broad and rounded education for students up to 16; and provide a leaving certificate that recognizes a range of achievements and has currency with employers and for access to future education.
Review of the National Curriculum

On 20 January 2011 the Secretary of State for Education announced a review of the National Curriculum in England. This section contains information about the review. The review will look at the National Curriculum for both primary and secondary schools.

The Department wants to hear from as many people as possible as part of the review. A Call for Evidence has been launched.

- National Curriculum update – recent review activity
  An update on the progress of the National Curriculum review.
  - General article: 16 March 2011
- Expert Panel: Terms of reference
  An outline of the terms of reference of the National Curriculum Review Expert Panel.
  - General article: 22 February 2011
- National Curriculum Review Expert Panel pen pictures
  Pen pictures of the National Curriculum Review Expert Panel members.
  - General article: 16 March 2011
- National Curriculum review launched
  Education Secretary Michael Gove announces a new world-class curriculum to help reverse the fall in international league tables.
  - Press release: 20 January 2011
- Advisory Committee: Terms of reference
  An outline of the terms of reference of the National Curriculum Review Advisory Committee and an overview of the committee’s membership and responsibilities.
  - General article: 25 January 2011
- Review of the National Curriculum in England: Remit
  Full details of the remit for the Review of the National Curriculum in England launched on 20 January 2011.
  - General article: 08 April 2011
- Timetable for the National Curriculum Review
  An overview of the key milestones of the National Curriculum Review.
  - General article: 27 January 2011
- Lord Browne publishes progress report on Key Stage 2 Review
  The Department publishes progress report of the independent review into Key Stage 2 testing and assessment.
  - Press release: 05 April 2011
- National Curriculum Review Advisory Committee pen pictures
  Pen pictures of the members of the National Curriculum Review Advisory Committee.
The Role of the Arts

Why should the arts be part of the Statutory National Curriculum?
Economic value of the Creative Industries

- The Creative Industries, excluding Crafts, accounted for 5.6% of Gross Value Added (GVA) in 2008.
- In the summer quarter of 2010 (July–Sept), creative employment totalled just under 2.3 million jobs.
- The Music and Visual & Performing Arts sector had the highest numbers of self-employed people, with over 200,000.
- In 2010, there were an estimated 182,100 enterprises in the Creative Industries on the Inter-Departmental Business Register (IDBR), meaning they make up 8.7% of all enterprises. The true number of enterprises in the Creative Industries is likely to be even higher, as certain sectors such as Crafts contain predominantly small businesses.
- Exports of services from the Creative Industries totalled £17.3 billion in 2008, equating to 4.1% of all goods and services exported.

DCMS Statistics December 2010
United Nations Educational, Scientific and Cultural Organization

Road Map for Arts Education

The World Conference on Arts Education: Building Creative Capacities for the 21st Century
Lisbon, 6-9 March 2006
All Our Futures:
Creativity, Culture & Education
Elliot Eisner
Ten points about what the arts teach

- The arts teach children to make good judgments about qualitative relationships.
- The arts teach children that problems can have more than one solution ...
- The arts celebrate multiple perspectives.
- The arts teach children that in complex forms of problem solving purposes are seldom fixed, but change with circumstance and opportunity.
- The arts make vivid the fact that neither words in their literal form nor numbers exhaust what we can know.
Ten points about what the arts teach

- The arts teach students that small differences can have large effects.
- The arts teach students to think through and within a material.
- The arts help children learn to say what cannot be said.
- The arts enable us to have experience we can have from no other source ...
- The arts' position in the school curriculum symbolizes to the young what adults believe is important.
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