

# THE ARTS: Art and Design

The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3, and 4, and **Learning Outcomes** (at the bottom of the page). Additional guidance appears in plain text. *All examples are in italics.* All of the illustrations offered aim to relate this strand to Life and Work contexts.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and Environment
<p>Young people should have opportunities, through the contexts opposite, to develop their own personal and creative responses by:</p> <ul style="list-style-type: none"> <li>• researching, gathering and interpreting information from direct experiences, observations, memory, imagination and a range of traditional and digital sources;</li> <li>• developing an appreciation of the work of artists, designers and craft workers from their own and other cultures, past and present;</li> <li>• developing creative thinking skills and personal creative outcomes through investigating, realising, designing and making;               <ul style="list-style-type: none"> <li>- drawing and graphic media,</li> <li>- printmaking,</li> <li>- textiles,</li> <li>- ceramics,</li> <li>- 3-dimensional construction or prototyping,</li> <li>- lens based and digital media;</li> </ul> </li> <li>• using the visual elements with understanding when engaging in art and design;</li> <li>• evaluating and appreciating their own and others' work through discussion and reflection.</li> </ul>	<p>Young people should have opportunities to:</p> <p><b>Express themselves through Art and Design</b>, for example, <i>develop an illustrated personal profile of family, friends, home, school, hobbies, pastimes etc.</i> (Key Element: <b>Personal Understanding</b>)</p> <p><b>Work with other pupils to produce a creative response to group expressions of identity</b>, for example, <i>a photographic/digital display depicting favourite music, sports, clothes, idols, food, places to go etc.</i> (Key Element: <b>Mutual Understanding</b>)</p> <p>Produce a health awareness campaign targeting young people, for example, <i>design a web page to promote an aspect of healthy eating or inform about health and safety at school etc.</i> (Key Element: <b>Personal Health</b>)</p> <p>Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints about Art and Design with appropriately sensitive, informed and balanced responses and take responsibility for choices and actions. (Key Element: <b>Moral Character</b>)</p> <p><b>Investigate and respond to works of art that inspire and relate to their lives and experiences</b>, for example, <i>produce a painting to illustrate a significant</i></p>	<p>Young people should have opportunities to:</p> <p><b>Make an informed and critical response to a social/environmental issue</b>, for example, <i>evaluate and respond to the work of war artists; design an advertising campaign to raise awareness about a school, community issue, event etc.</i> (Key Element: <b>Citizenship</b>)</p> <p><b>Explore the diversity of various cultures that are expressed through Art &amp; Design</b>, for example, <i>explore images, symbols and artefacts that express the range of cultural traditions in Northern Ireland; explore styles of painting, design and sculpture that reflect other cultures etc.</i> (Key Element: <b>Cultural Understanding</b>)</p> <p><b>Investigate and respond to the use of visual language, logos and catchphrases in advertising</b>, for example, <i>develop billboard advertisements to sell the same idea or product to different audiences etc.</i> (Key Element: <b>Media Awareness</b>)</p> <p>Explore some social and moral issues relevant to Art and Design, for example, <i>analyse and evaluate the use of famous or shocking images to sell products, the use of children's cartoon images to sell particular brands of food</i></p>	<p>Young people should have opportunities to:</p> <p><b>Develop awareness of employment opportunities within the creative industries in N. Ireland and beyond</b>, for example, <i>work in advertising, animation, design, education, fashion, film, hairdressing and beauty, multimedia etc.</i> (Key Element: <b>Employability</b>)</p> <p>Explore the work of local artists, designers or craft workers and their success locally and globally; Explore a local product that has gained a global market, for example, <i>ceramics and glass, and find out about the work involved in its design and manufacture etc.</i> (Key Element: <b>Economic Awareness</b>)</p> <p>Explore ways of reusing waste materials in a creative context, for example, <i>design a fashion accessory using waste materials.</i> Explore how Art and Design can help preserve and promote the environment, for example, <i>contribute to an eco-friendly tourism campaign for a natural/cultural heritage site; create a moving image presentation exploring a local environmental dilemma; draw up a "reduce, reuse and recycle" policy for use in the Art department etc.</i> (Key Element: <b>Education for Sustainable Development</b>)</p>

	<i>personal event/belief/value etc.</i> (Key Element: <b>Spiritual Awareness</b> )	<i>etc.</i> (Key Element: <b>Ethical Awareness</b> )	
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Art and Design.</p> <p>Young people should be able to:</p>	<ul style="list-style-type: none"> <li>• <b>research and manage information effectively to investigate and inform ideas in art, design, craft, digital media and moving image</b>, using Mathematics and ICT where appropriate;</li> <li>• <b>show deeper artistic understanding by thinking critically and flexibly, solving problems and making informed decisions</b>, using Mathematics and ICT where appropriate;</li> <li>• <b>demonstrate creativity and initiative when developing ideas and following them through;</b></li> <li>• <b>work effectively with others;</b></li> <li>• <b>demonstrate self management by working independently and systematically, persisting with tasks, evaluating and improving own performance;</b></li> <li>• <b>communicate effectively in oral, visual, written and digital media (ICT) formats, showing clear awareness of audience and purpose.</b></li> </ul>		

***NB:** Teachers may develop activities that combine many of the statutory requirements provided that, across **the Key Stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Elements**) are met.*