The National Strategies
Secondary

Functional Skills Support Programme

Developing functional skills in art and design

department for children, schools and families

BIS Department for Business Innovation & Skills

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Functional Skills Support Programme

Developing functional skills in art and design

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Key to references

This booklet contains three contexts that highlight opportunities for pupils to develop and apply functional skills (FS), and personal, learning and thinking skills (PLTS). Coloured boxes indicate which specific skills are being developed. Within the boxes the following references have been used:

Reference	Explanation
FS.Eng.L1/SLC	Functional English level 1 – Speaking, listening and communication
FS.Eng.L1/R	Functional English level 1 – Reading
FS.Eng.L1/W	Functional English level 1 – Writing
FS.Ma. L1/	Functional mathematics level 1 followed by reference to one of the three interrelated process skills: representing, analysing and interpreting
FS.ICT.L1/Using ICT	Functional ICT level 1 – Using ICT
FS.ICT.L1/F&S	Functional ICT level 1 – Finding and selecting information
FS.ICT.L1/DP&CI	Functional ICT level 1 – Developing, presenting and communicating information
PLTS	Personal, learning and thinking skills followed by reference to one of the six groups of skills

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Developing functional skills in art and design

What are functional skills?

> 'In art, craft and design, pupils learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.'
>
> **The importance of art and design, National Curriculum 2007**[1]

Functional skills underpin and complement many of the key processes in art and design. They are the core elements of English, mathematics and ICT that enable pupils independently to:

- apply and adapt their knowledge and understanding to a range of contexts
- solve problems in familiar and unfamiliar situations
- gather, interpret and communicate information effectively and confidently.

Each of the three skills has a set of performance statements based on three key areas.

Functional English	Functional mathematics	Functional ICT
• Speaking, listening and communication • Reading • Writing	• Representing – selecting the mathematics and information required to model a situation • Analysing – processing and using mathematics • Interpreting and communicating the results of the analysis	• Using ICT • Finding and selecting information • Developing, presenting and communicating information

The skills are embedded through the programmes of study in the new secondary curriculum at both Key Stage 3 and Key Stage 4 and form an essential part of GCSE and new Diploma courses. Alongside the new Framework for personal, learning and thinking skills, functional skills are fundamental to learning across the curriculum and are key to success for pupils, both now and in their future.

For further information about the functional skills visit: www.ofqual.gov.uk/2578.aspx and www.qcda.gov.uk/6062.aspx

> 'Functional skills help pupils make connections across their learning, connections that help them realise their ideas with greater clarity and confidence.'
>
> **Art and design subject leader**

1 The importance of art and design, National Curriculum 2007 © Qualifications and Curriculum Authority. Used with kind permission.

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The curriculum opportunities in the programmes of study for all subjects, combined with many of the key processes, have been designed to ensure that pupils have **planned** opportunities to transfer the functional skills they are developing to as many varied and relevant situations as possible.

For more information relating to the role of functional skills in Foundation Learning, GCSEs, Diplomas and apprenticeships visit: www.dcsf.gov.uk/14-19/

What does this mean for learners?

Pupils who are able to apply functional skills effectively will make better progress in art and design and in the rest of their studies. They will not only engage in the content of what is being taught but will become more actively involved in the learning process. They will understand the purpose of the English, mathematics and ICT skills they are transferring and securing and will take greater responsibility for furthering their own progress.

What does this mean for me as an art and design teacher?

The diagram on page 8 captures the learning process that you will need to support, in order to ensure that pupils secure their functional skills. This process is not linear but cyclical and should respond to the needs of the learners and inform their future learning.

Effective teaching will enhance the development of skills. Pupils need planned opportunities to 'have a go' – to select from and experiment with the skills they have learnt elsewhere in the curriculum, applying them with an increasing degree of independence to new and varied contexts. These should have both relevance to the learner and a real purpose in relation to the subject.

Through peer-assessment, self-assessment and teacher feedback they then need to reflect on the progress they are making and to identify particular aspects of their skills development that need further reinforcement.

What functional skills can be developed and applied to art and design?

Art and design contexts and the National Curriculum's emphasis on creativity, competence and critical and cultural understanding provide rich opportunities for pupils to develop and apply a range of functional skills.

An increased focus on engaging with new technologies in art and design means that ICT skills have an important role to play in providing the foundations for learners' creative and critical enquiries as well as their competency in making.

The renewed focus on critical and cultural understanding means that learners need to use skills in English to express themselves in a range of ways, including in visual, written and spoken forms, and to undertake research.

Pupils develop competence and confidence in using functional skills in an interrelated way. Their functionality develops over time as they learn to select and apply skills to tackle tasks accordingly. Subject teachers can support this process by ensuring that pupils have access to the full range of skills. The tables below outline a few examples of ways in which functional skills can be deployed in art and design.

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Functional English

Learning through discussion from text and through writing is integral to functional English and to the activities that you will ask your pupils to complete as part of your art and design syllabus. However, pupils will also need, where appropriate, to deploy specific functional English skills such as those listed in the table below.

Functional English	Example of how applied in art and design
Make relevant and extended contributions to discussions, allowing for and responding to others' input *(Speaking, listening and communication)*	When sharing ideas as their work develops
Identify the main points and ideas *(Reading)*	When researching information about the ideas and work of artists, craftspeople and designers
Write clearly and coherently, including an appropriate level of detail *(Writing)*	When providing written evaluations of their own and others' work

Functional mathematics

The mathematical skills of **representing, analysing** and **interpreting** can be deployed and developed in many areas of art and design.

Functional mathematics	Example of how applied in art and design
Understand and use concepts such as proportion and scale *(Analysing)*	In designing and making
Interpret statistical data *(Interpreting and communicating)*	As inspiration for themes and designs
Represent problems and situations using mathematics *(Representing)*	By using 2-D representations of 3-D objects when developing plans prior to construction

Functional ICT

The study of art and design provides a rich vein of opportunity for pupils to use, apply and secure ICT skills in new contexts.

Functional ICT	Example of how applied in art and design
Use software applications *(Using ICT)*	To support risk-taking and increasing the opportunity to revisit ideas and outcomes
Select information from a variety of sources *(Finding and selecting information)*	When researching materials or techniques
Use field names and data types to organise information *(Developing, presenting and communicating information)*	When managing multiple images and design components

How can I secure the development of functional skills within my lessons?

As an art and design teacher you can support a cohesive and planned approach to the skills development of your pupils by:

- familiarising yourself with the functional skills criteria (see reference on page 3)
- talking to your colleagues, for example, those in the English, mathematics and ICT departments, about how and when certain functional skills are being taught
- making clear from the beginning of a teaching sequence both the subject learning objectives that will need to be achieved and the functional skills that will be developed and applied
- referring at regular intervals in lessons to the objectives and to the functional skills that are being used, encouraging pupils to assess their progress and to inform where they next need to focus
- designing problem-based activities, both within art and design and, where possible, in conjunction with other subject areas, that provide pupils with the opportunity to make choices about which functional skills they will use, individually and in combination, to seek solutions to challenges that are real, relevant and purposeful
- encouraging pupils to reflect on their learning, using probing questions that require them to identify how they have used their functional skills and how they can transfer and apply these skills to other contexts within and beyond art and design and the school.

What's in this booklet?

Three teaching sequences

The booklet contains three worked examples of teaching sequences that support how an organisation might embed and support the development of functional skills within art and design as follows:

1. **Key Stage 3 teaching sequence:** Exploring identities through sculpture
2. **Key Stage 3 teaching sequence:** Words and meanings
3. **Key Stage 4 teaching sequence:** Visual narratives

Each teaching sequence exemplifies three key principles:

- Problem-solving needs to be at the core of planning for functional skills.
- Real, purposeful and relevant contexts are essential for engagement and applied learning.
- Supporting pupils to progress and use functional skills independently is the ultimate goal.

Functional skills focus

The teaching sequences support the development of a range of functional skills, for example, speaking and listening as well as reading and writing. In mathematics, pupils will usually deploy the skills of representing, analysing and interpreting in an integrated way to solve problems. Similarly, the functional skills of using ICT systems, finding and selecting information, developing, presenting and communicating information will also be used together.

However, within each sequence particular functional English, mathematics and ICT skills have been highlighted as part of the learning focus and the annotated boxes in the margin to show how they can be explicitly developed and applied. Art and design teachers would need to consider how, over a period of time, teaching sequences support the development and application of a broad skills set.

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Functional skills progression

In line with the English, mathematics and ICT programmes of study, functional skills have been mapped at level 1 to the Key Stage 3 examples and at level 2 to the Key Stage 4 example. However, it is important to note that these are target levels to be achieved **at the end of** each of these key stages and that some learners will be working towards securing their functional skills at lower levels and some at higher levels. The teaching sequences can be tailored to the needs of your learners, as appropriate.

A learner's **level of performance** in functional skills and the **level of demand** of a task depend on the interplay of four factors that are crucial to success:

- the **complexity** of tasks and problems and the contexts in which they are embedded
- the **technical demand** of the content that might be applied in these contexts
- a learner's level of **familiarity** with the type of task or problem and context
- the level of **independence** required of the learner

The need for **problem-solving** underpins all of them. The four factors are key to reflection on **progress** in functional skills. For more detail see the diagram on page 8 and visit the functional skills qualifications criteria on the Ofqual website.

Personal, learning and thinking skills

Functional skills and personal, learning and thinking skills work together to build independent, confident and successful learners. Therefore in addition, references to opportunities to develop specific personal learning and thinking skills have been provided.

For more information relating to personal learning and thinking skills visit:
http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/

How can I use this booklet?

You can use the examples that follow, plus the additional information contained within this booklet, to:

- provide ideas that will inform your own planning (see planning tool on page 18)
- open a dialogue with teachers in your school who have the primary responsibility for delivering functional skills to find out more
- begin a discussion with other colleagues within your department about how to enhance functional skills development within art and design
- raise challenges and opportunities concerning working within and between subjects in your organisation.

For the key to the functional skills references that have been used in each context please see the grid on page 2.

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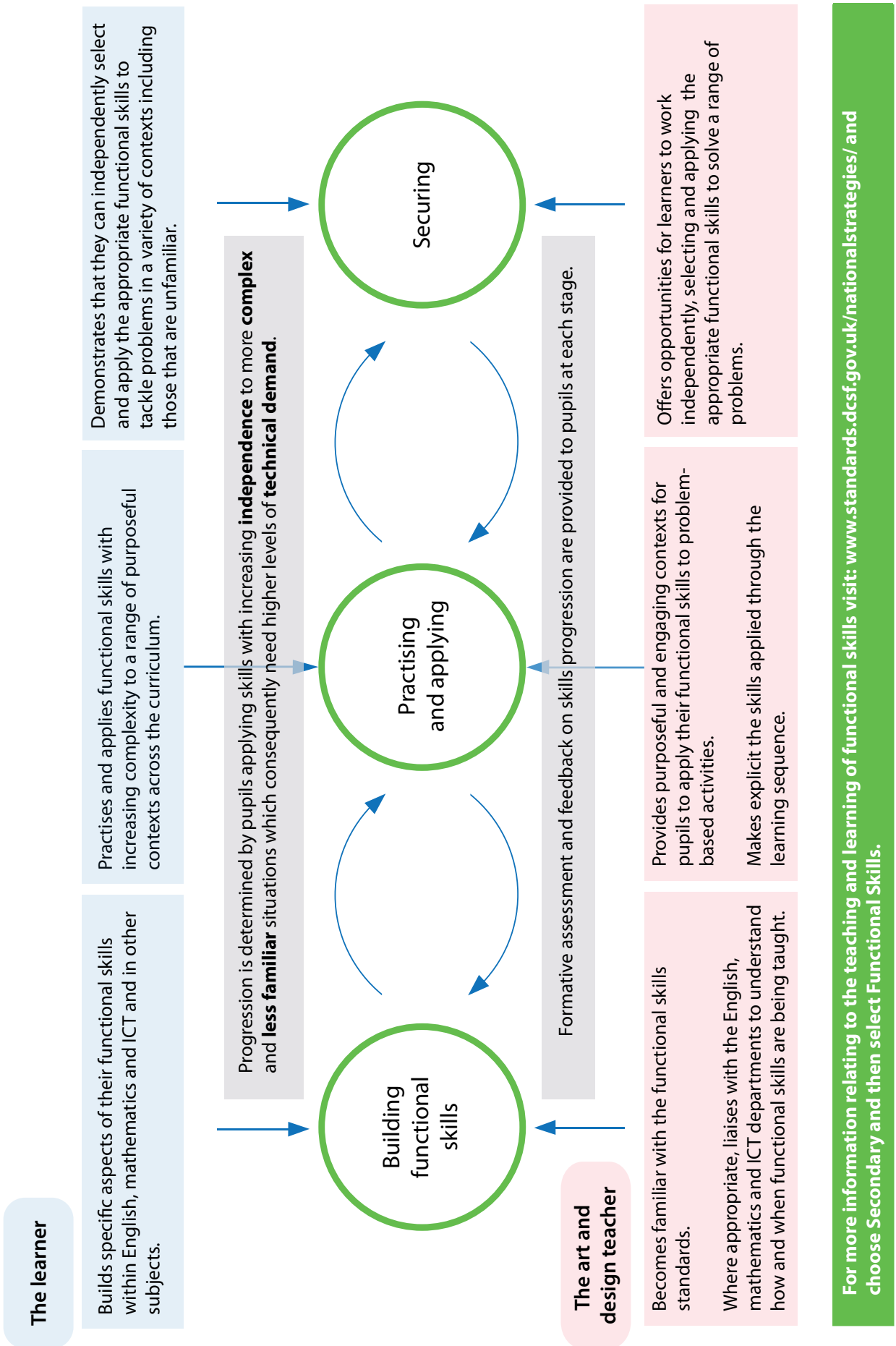
Developing and securing functional skills



For more information relating to the teaching and learning of functional skills visit: www.standards.dcsf.gov.uk/nationalstrategies/ and choose Secondary and then select Functional Skills.

Context 1: Key Stage 3 – Exploring identities through sculpture

Aims and overview

This activity helps learners to develop selected functional skills through an appropriate art and design context. Learners present ideas for designs, and maquettes, for community sculptures. Ideas for these are developed from data they gather in relation to issues of identity and culture. They will develop the skills and understanding to interpret and present this numerical data in visual and physical forms. This activity builds on prior learning in both art and design, as well as their transferable functional skills.

The big question

What do we know about the cultural identities of those around us and how can we share this with others?

Learning focus – art and design

Pupils should be able to:

- engage with images and artefacts from different contexts and cultures to help inform their creating and making
- understand the role of the artist, craftsperson and designer in a range of cultures, times and contexts
- explore visual, tactile and other sensory qualities of their own and others' work to understand how values and meanings are conveyed
- investigate, analyse, design and make.

Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model, for illustrative purposes, how they can be explicitly developed and applied.

English	**Mathematics**	**ICT**
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Reading: Read and understand a range of straightforward texts.	*Interpreting*: Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts.	*Finding and selecting information:* Use search techniques to locate and select relevant information. Select information from a variety of ICT sources for a straightforward task.

Stage and focus	Learning outcomes
Stage 1 – Setting the scene Introduce pupils to the 'big question'. Offer some statistical examples about culture and identity, appropriate to their context, for example, the number in their class born in their local area compared with those who have moved from elsewhere. Since they are learning how ideas and issues can be presented and interpreted, through visual and tactile forms, this data should be presented to them in both numerical and visual form (graphs and charts). Model how to present this data in a 3-D form, for example, through drawing an outline map on the playground and then asking the pupils to stand in the places appropriate to themselves. They should then engage in discussion to develop their understanding of the impact and value of communicating this data in such different ways. In their own work pupils will explore how numerical data can be presented in 2-D and 3-D forms, in order to communicate their own stories behind data they gather themselves. Since they will be working in small groups, they will need to agree on a focus for their own research. They should be taught a range of methods that help them reach consensus, for example, developing their ideas collaboratively using a wiki or by means of instant voting systems.	Pupils present their views clearly and in appropriate language when sharing their ideas about culture and identity.
Stage 2 – Exploration and investigation Pupils will build on these shared starting points through increasingly personal enquiries and investigations, including interviews and surveys with parents and members of their community (local library and council) and research from online databases. They decide how to collect, organise and interpret the data they collect, selecting appropriate ICT and mathematical tools and methods. For example, they may look for patterns and trends, considering perhaps how this differs according to location and with time. (They could investigate generational differences where cultural mixes are likely to have remained static over long periods of time, in comparison with changes in recent decades.) They might also explore identity in relation to youth and consider how the balance between young people and older people is changing. They should explore, with increasing independence, ways in which ideas and meanings they establish from the data can be represented visually, both in 2-D and 3-D, and effectively communicated to others. For example, they could use accurately constructed large-scale graphs, bar charts or pie charts to help communicate key ideas and features. They should explore how using ICT can facilitate the design process by allowing ideas to be tested and adapted rapidly.	Pupils develop an understanding of their area of focus through finding and analysing information from a variety of sources, including using ICT. Pupils consider the power of mathematical representations to convey messages of cultural identity.
Stage 3 – Deploying ideas and information Pupils use the ideas and data they have developed to work collaboratively to develop and refine their personal ideas and to develop a site-specific sculpture. The sculpture uses the information they have collected, as well as the visual representations they have explored, to communicate their ideas to the community in which it is placed. They will need to consider shape, size and location, using mathematics, where necessary, to record their plans. Their maquettes should be scale models of their final designs. They must also share and 'sell' their ideas to the community in which they intend their sculpture to be placed, so they will need to communicate effectively and persuasively, creating presentations and using ICT, for example, 'virtually' to place their designs into the locations they have chosen. This also provides an opportunity for pupils to take on roles and role-play, learning to challenge and support the ideas of others.	Pupils consider the impact of public sculpture, taking account of context, scale and design. Pupils develop persuasive arguments in support of their decisions and use ICT strategically to help present these to specific audiences.

PLTS
Effective participators

FS.Eng.L1/R
Read and understand texts in detail.
Utilise information contained in texts.

FS.ICT.L1/F&S
Search engines, queries recognise and take account of currency, relevance, bias and copyright when selecting and using information.

FS.Ma.L1/ Interpreting
Use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using information and communication technology (ICT) where appropriate.

PLTS
Team workers

FS.Ma.L1/ Interpreting
Solve simple problems involving ratio and using common measures.

Stage and focus	Learning outcomes
Stage 4 – Consolidating and reflecting Throughout their work, pupils will continually reflect on their ideas and outcomes and seek out the views of others. They learn to collect these ideas in journals, sketchbooks and digital portfolios. On completion, pupils should take the time to reflect on how their functional skills have helped them realise their intentions, what worked well and what aspect could be developed further as they continue with other art and design tasks. They should also think about where best to seek out that support. This process should provide opportunities for them to share their thoughts on their own and others' work, through purposeful discussions with other pupils and their teacher.	Pupils understand how skills transferred from other subjects can support their art and design processes.

PLTS
Reflective learners

Extending

- For many cultures, geometrical forms are a key element of their art, craft and design-making; pupils may further develop their ideas by considering such patterns and designs.
- In relation to the above, pupils could consider exploring repeats, tessellations and kaleidoscope images that, in turn, could be developed into prints.
- They might use statistical methods to model, interpret and predict future patterns.
- They could explore symmetry.
- Pupils could work with a visiting artist to engage in a real commission for an area of their locality.
- Pupils could share their idea online and draw from feedback from others beyond their school.

Useful resources

QCDA/DCSF Schemes of work, Unit 9C: Personal places, public spaces (Year 9), Art and design at Key Stage 3
In this unit, pupils explore examples of public art. They research the different ways in which ideas, beliefs and values are represented and shared in their local area and in different times and cultures, including contemporary modern practice. They explore ways of representing their own ideas and then collaborate with others to make a mural or a three-dimensional form for a specific location.

QCDA/DCSF Schemes of work, Unit 7A: Self-image (Year 7), Art and design at Key Stage 3
In this unit, pupils explore their personal identity as a starting point. They create images that reflect their ideas of themselves, working from observation, memory and imagination. They develop skills using traditional materials and processes and have the opportunity to combine traditional and digital media. They learn about the ideas, methods and approaches used by other artists who have made images of themselves and/or portrayed others.

www.standards.dcsf.gov.uk
This is the Standards website. Search on 'Schemes of work art and design'. Then select 'Art and design Key Stage 3'.

www.qcda.gov.uk
Specific guidance on ICT in art and design, in relation to the new secondary curriculum, can be found on the QCDA website. From the homepage, search for 'ICT in art and design'.

www.nsead.org/ict/index.aspx
The National Society for Education in Art and Design (NSEAD) provides extensive support to help schools develop appropriate and effective use of ICT in art and design education. The pages provide guidance on advocacy, e-portfolios and creativity across all phases, from primary to GCSE.

Context 2: Key Stage 3 – Words and meanings

Aims and overview

This activity enables pupils to develop selected functional skills in relation to an appropriate art and design context. Pupils will explore how our use of language has changed over time and understand that words change their meanings according to context. They will use what they learn to help them develop creative outcomes that communicate their ideas and exploit the potential of new technologies through their skills in making. This activity builds on pupils' prior learning in both art and design as well as their transferable functional skills.

The big question

Words, we use them every day but what do they really mean?

Learning focus – art and design

Pupils should be able to:

- produce imaginative images, artefacts and other outcomes that are both original and of value
- explore and experiment with ideas, materials, tools and techniques
- take risks and learn from mistakes
- investigate, analyse, design, make, reflect and evaluate effectively
- make informed choices about media, techniques and processes.

Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model, for illustrative purposes, how they can be explicitly developed and applied.

English	**Mathematics**	**ICT**
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Writing: Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.	*Analysing*: Apply mathematics in an organised way to find solutions to straightforward practical problems.	*Developing, presenting and communicating information*: Enter, develop and refine information, using appropriate software to meet the requirements of straightforward tasks.

Stage and focus	Learning outcomes
Stage 1 – Setting the scene Introduce pupils to the 'big question'. Through discussion, develop an understanding of how words have different meanings according to context (cultural and time). For example, consider the phrases 'mind your head' and 'it's in the boot', as used in the UK and the USA, or how 'artificial' is used to refer positively to artistic and technical skill but may be negative in other contexts. Pupils should share words that are significant to them and explore how their interpretations vary. They should consider whether one view is more valid than another and, if so, explain why. Introduce pupils to the work of artists, craftspeople and designers, drawn from a range of times and cultures, who have used words in their artwork to provide further stimulus.	Through discussion and reflection, pupils begin to refine their understanding of the way words' meanings can vary.
Stage 2 – Exploration and investigation Pupils should take the notion of words changing their meanings and, working with increasing independence, explore particular ideas of interest. They will develop their own research methods; for example, talking with older people will help them to explore changes in words' meaning across generations. As well as researching through books and the internet, they should learn to record their ideas and experiences through a range of innovative methods, media and techniques, using both traditional and new technologies. For example, they could use ICT to record and edit discussions digitally, or to combine text and images. They might also produce concept maps, using software to help make sense of and share their ideas with others.	Pupils define their own area of study increasingly tightly and, through further research and use of ICT, begin to establish related design ideas.
Stage 3 – Deploying ideas and information Pupils should work with increasing independence to consider how they might use the ideas and resources they have gathered, to develop a meaningful and personal art and design outcome. For example, they might be encouraged to consider demonstrating how meanings change when words are applied to different situations and what happens when the scale of words is changed. Pupils may be encouraged to construct large-scale 3-D models of their words and place them in different locations. They might consider how words can be used to sell and even change meanings of images though designing their own simulated adverts or adding new words to images. As their ideas develop, they should constantly reflect on their progress in order to make improvements, discussing ideas with others to broaden their understanding. Pupils will use materials and processes appropriate to their intentions but must include an element that draws on their increasing confidence when working with ICT-based processes. Outcomes may include, for example, using appropriate software to combine images and words; using digital animation and film software to add words to moving images; printing images onto acetates or paper to be combined with traditional materials or using sound in combination with still or moving images.	Pupils design one or more products, using mathematical and ICT skills to record and refine their decisions. Pupils use others' views and ideas to help improve their designs through effective, focused discussions.

PLTS
Independent enquirers

FS.ICT.L1/DP&CI
Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content.

FS.Ma.L1/ Analysing
Solve problems requiring calculation with common measures of length and the use of scaling techniques.

FS.Eng.L1/ W
Use language, format and structure suitable for purpose and audience.

FS.ICT.L1/DP&CI
Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content.

Stage and focus	Learning outcomes
Stage 4 – Consolidating and reflecting Throughout their work, pupils will continually reflect on their ideas and outcomes as well as seek out the views of others. They will learn to collect ideas in sketchbooks, journals and online portfolios, articulating what they have done or plan to do. Pupils should present their final designs to others, explaining clearly and persuasively the ideas and decisions they have used. They should contribute to discussions of others' designs. Pupils should reflect on how their functional skills have helped them realise their intentions, what worked well and what aspect could be developed further as they continue with other art and design tasks.	Pupils build a portfolio of design ideas using ICT as appropriate. Pupils improve their evaluative skills through critical discussions with others.

FS.Eng.L1/ W
Write clearly and coherently, including an appropriate level of detail.

PLTS
Reflective learners

FS.ICT.L1/DP&CI
Evaluate own use of ICT tools.

Extending

Explore:

- the idea that 'A picture says a thousand words'
- the notion of visual narratives and storyboards
- links between emotions and words and images, for example, looking at how poetry and art both evoke and imply ideas through symbol, analogy and metaphor.

Useful resources

QCDA/DCSF Schemes of work, Unit 8B Animating art (Year 8), Art and design at Key Stage 3
In this unit, pupils explore the use of the moving image to communicate ideas about particular genres or styles of art. They analyse paintings, films, cartoons, illustrations, digital images, photographs and images from contemporary visual culture. They learn how to represent ideas and values, using the moving image. They make connections between abstract expressionism, expressionism and pop art of the 1960s and contemporary moving images.

www.standards.dcsf.gov.uk
This is the Standards website. Search on 'Schemes of work art and design'. Then select 'Art and design Key Stage 3'.

www.qcda.gov.uk
Specific guidance on ICT in art and design, in relation to the new secondary curriculum, can be found on the QCDA website. From the homepage, search for 'ICT in art and design'.

www.nsead.org/ict/index.aspx
The National Society for Education in Art and Design (NSEAD) provides extensive support to help schools develop appropriate and effective use of ICT in art and design education. The pages provide guidance on advocacy, e-portfolios and creativity across all phases, from primary to GCSE.

Context 3: Key Stage 4 – Visual narratives

Aims and overview

This activity enables pupils to explore the concept of the visual narrative and create their own sequence of images, using both traditional processes and materials and new technologies (ICT). This activity will build on previous learning in both art and design, enabling pupils to deploy transferable skills from other subjects.

The functional skills of English will support pupils in communicating their ideas in written or spoken form. The art and design assessment objectives for GCSE require that pupils record ideas, observations and insights relevant to their intentions in visual and/or other forms.

The big question

What's my story?

Learning focus – art and design

Pupils should learn to:

- develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding
- refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- record ideas, observations and insights relevant to their intentions in visual and/or other forms
- present a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

Learning focus – functional skills target: level 2

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model, for illustrative purposes, how they can be explicitly developed and applied.

English	**Mathematics**	**ICT**
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Speaking, listening and communication: Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.	*Representing*: Choose from a range of mathematics to find solutions.	*Using ICT*: Plan solutions to complex tasks by analysing the necessary stages; manage information storage to enable efficient retrieval.

FS.ICT.L2/ Using ICT
Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches.

FS.ICT.L2/ Using ICT
Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches.

PLTS
Creative thinkers

FS.Ma.L2/ Representing
Decide how to use ratio and proportion to solve a construction problem.

FS.ICT.L2/ Using ICT
Manage files, folders and other media storage to enable efficient information retrieval.

PLTS
Team workers

FS.Eng.L2/ SLC
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.

FS.ICT.L2/ Using ICT
Select and use software applications to meet needs and solve complex problems. Select and use a range of interface features and system facilities effectively to meet needs.

Stage and focus	Learning outcomes
Stage 1 – Setting the scene	
Introduce the stimulus through the 'big question'. Develop the concept of the visual narrative through discussion with pupils and introduce them to some examples of the work of others, for example, fine-art paintings and prints produced over time, 'joiners' and documentary photographs. Include the important use of sequences of images in the early development of moving pictures. Through considering these examples, pupils will begin to think about practical ways in which they might develop and present their work, using both traditional and new technologies.	Pupils extend their understanding of narrative generally and visual narrative particularly through discussion.
Develop pupils' ideas further by encouraging them to explore and answer questions. What stories might you want to tell? How does time change an image, both when making the image and when it is viewed? Take opportunities to use concept-mapping software to allow pupils to record and explore connections between their ideas.	Pupils develop their ideas about the use of new technologies to help design and present narratives visually.
Stage 2 – Exploration and investigation	
Pupils will broaden and personalise their ideas through increasingly independent research into the work and ideas of appropriate artists, craftspeople and designers, drawn from a range of times and cultures. In their research, encourage them to use both electronic (ICT) and paper-based resources, as well as direct experience through visits to galleries and museums.	Pupils refine their art and design ideas through discussion.
They should explore and experiment with a wide range of ideas and new processes and materials. For example, encourage them to consider how they can use their mathematical skills to construct a zoetrope (for example, calculating the ideal slot size and rotation speed for a given sequence of images). Or they could make a digital animation using ICT skills to construct, manage and store their presentation.	Pupils solve the problem of constructing a working zoetrope, using appropriate mathematical techniques.
Pupils should look for opportunities to share their ideas with others and to review their work in the light of responses. This might be through discussions, a blog or online.	Pupils trial and refine their design ideas through effective use of ICT.
Stage 3 – Deploying ideas and information	
Using the ideas and resources they have generated, pupils should work individually or in groups to develop and refine the personal ideas they have generated and begin to decide on the final outcomes they wish to develop further. Where they work in groups, they should help shape ideas through summary, questioning and a range of discursive skills, and clearly define their contribution to the activity.	Pupils learn to work collaboratively on a design task through helping to manage discussions and making contributions appropriate to the context.
Encourage them to investigate the potential of new technologies to help them explore and experiment with the ways in which they present and communicate their ideas as they develop, and to help them improve their final outcomes. For example, pupils might be encouraged to explore a range of ways in which ICT can help them develop online portfolios, not only to store work but also to help them present ideas and showcase their outcomes through digital galleries.	Pupils will improve the quality of their design solutions through appropriate use of new technology.

Stage and focus	Learning outcomes
Stage 4 – Consolidating and reflecting Throughout their work, pupils will continually reflect on their ideas and outcomes as well as seek out the views of others. Pupils should take the time to reflect on how their functional skills have helped them realise their intentions, what worked well and what aspect could be developed further as they continue with other art and design tasks. Encourage them to present their outcomes to others, through exhibitions, displays or screenings, depending on the nature of their work. This process should provide opportunities for them to share their thoughts on their own and others' work, through purposeful discussions with other pupils and their teacher. They will need to present their ideas clearly to others, matching their style of explanation to the person to whom they talk. They will evaluate others' projects, considering both the story and the way in which it is being portrayed.	Pupils will develop their ability to review their own and others' work critically, through increasingly sophisticated participation in discussions.
Extending Pupils could: • widen the range of ICT processes they explore • explore a range of ways in which ICT could allow them to communicate their ideas to others and gain further feedback, from podcasts, setting up a web page or through online gallery space • use what they know and can do to support others, for example, developing an online class gallery.	

PLTS
Reflective learners

FS.Eng.L2/ SLC
Adapt contributions to suit audience, purpose and situation.

Useful references

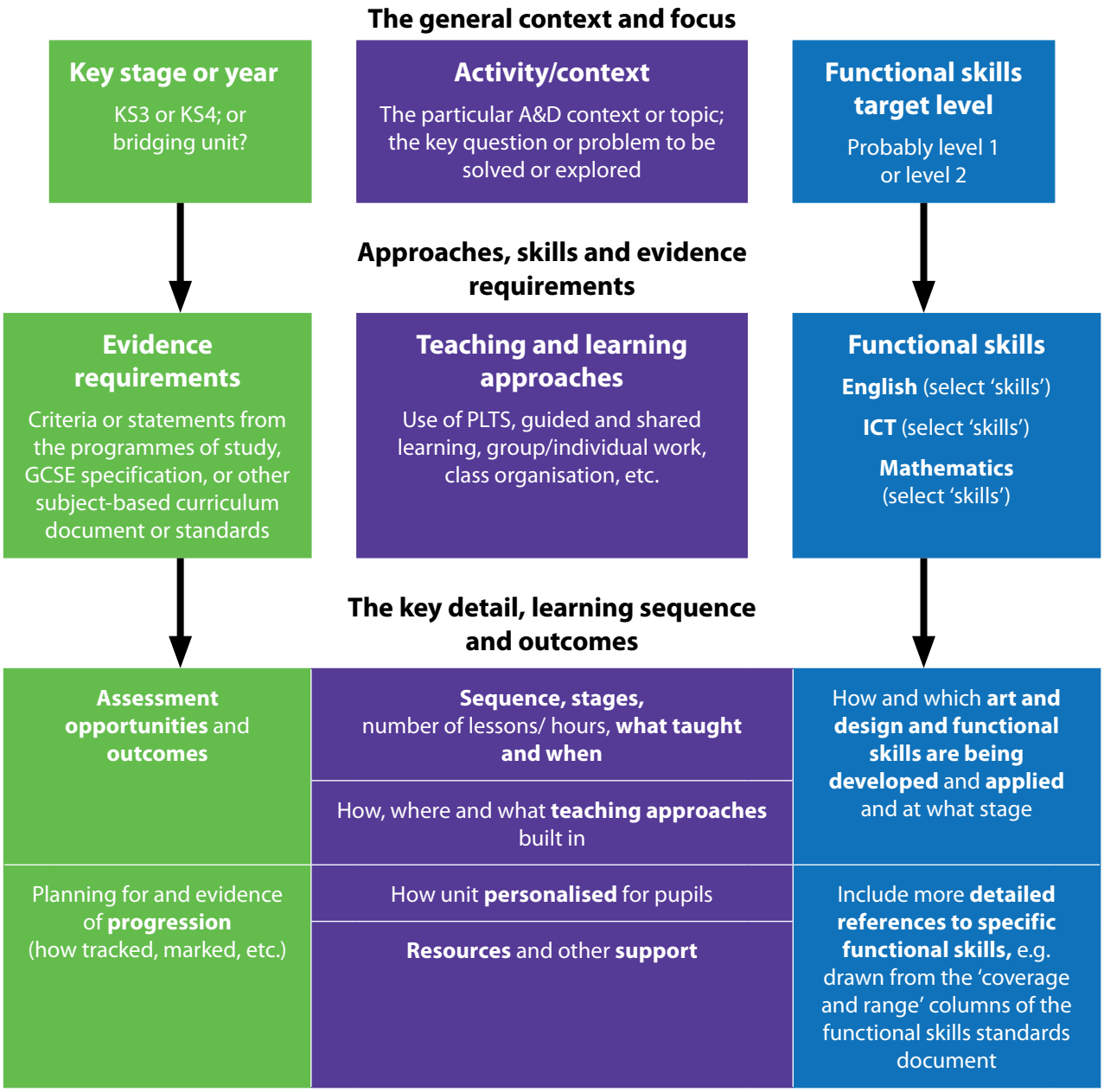
http://www.nsead.org/ict
The NSEAD provides extensive support to help schools develop appropriate and effective use of ICT in art and design education. The pages provide guidance on advocacy, e-portfolios and creativity across all phases from primary to GCSE. The development of these pages was supported by Becta. Go to the ICT section.

The resources pages for the NSEAD website provide a searchable database of links to hundreds of websites of particular interest for art and design education. A number of key links for art educators in the UK are listed for rapid access. In addition, the Units of Work database has over 200 art projects, art lessons and descriptions of classroom and art room teaching strategies, many of which support the development of skills in English, mathematics and ICT.

In association with the Centre for British teachers (CfBT), NSEAD has also provided extensive support for the introduction of the new secondary curriculum. There is a wealth of searchable case studies available on the NSEAD website, many of which embrace the development of functional skills in English, mathematics and ICT. Visit the ICT and the CPD sections.

Functional skills in art and design: A planning process

The planning diagram below provides a structure for planning an art and design activity or topic that integrates functional skills. Note that it starts from the art and design activity or topic and that the functional skills are an integral part in the successful completion of the activity. It is a mistake to distort an art and design activity simply to ensure that it includes functional skills; however, the inclusion of functional skills may well allow for a greater degree of independent learning and skills application. A cross-curricular model would look different insofar as the focus would be on more than one subject area.



Resources

Literacy and learning in art and design DfES 0666-2004G

The purpose of this booklet is to help art and design teachers support the development of:

- learning through talk
- learning from text
- learning through writing.

Leading in learning: Exemplification in art and design DfES 0055-2005G

The purpose of the booklet is to demonstrate how art and design teachers can contribute to the development of pupils' learning and thinking skills. It provides examples of the 10 teaching strategies contained in the Leading in learning teachers' handbooks for Key Stage 3 (Ref: DfES 0035-2005G) and Key Stage 4 (Ref: 2111-2006DWO-EN), which are the main sources of guidance for Leading in learning.

ICT across the curriculum: ICT in art and design DfES 0188-2004G

The **ICT across the curriculum** (ICTAC) pack is a set of materials designed to promote the use of ICT across all subjects in schools. The ICT in art and design guide is designed to raise awareness of how ICT can be applied and developed in art and design, analyse the opportunities that exist in art and design for developing and applying ICT and consider how ICT can enhance the teaching and learning of art and design.

Pedagogy and practice: Teaching and learning in secondary schools DfES 0423-2004G

The **Pedagogy and practice** materials consist of a suite of 20 study guides supported by a series of video sequences on DVD-ROM. All the guides are helpful in the development of functional skills and independence, but those with particular relevance include: Teaching models; Group work; Guided learning; Active engagement techniques; Developing reading; Developing writing; Using ICT to enhance learning; and Developing effective learners.

All of the materials listed are available for download from the National Strategies web area, along with the other 10 subject booklets in this series and a suite of e-learning modules.

Visit: **www.standards.dcsf.gov.uk/nationalstrategies**

The Functional Skills Support Programme (FSSP)

A dedicated website for the Functional Skills Support Programme (FSSP) provides a first point of contact for all functional skills support. It includes the Learning and Skills Improvement Service (LSIS) training modules for functional skills for the post-16 sector and a series of booklets to support teaching functional skills in Diplomas. The FSSP website can be accessed at: **www.fssupport.org**

For case studies and further guidance about planning for functional skills visit: **http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills** and select Functional skills.

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