ART AND DESIGN

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

ART AND DESIGN
in the National Curriculum in Wales

Key Stages 2–3

Department for Education, Lifelong Learning and Skills

Consultation document
January 2007

Title of document

Art and Design in the National Curriculum in Wales

Audience

Headteachers and governing bodies of maintained schools in Wales; local education authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

Overview

This document sets out the Welsh Assembly Government's proposed changes to art and design in the national curriculum in Wales

Action required

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to curriculum@beaufortresearch.co.uk Alternatively, online questionnaires are available at www.wales.gov.uk/consultations

Further information

Enquiries about this consultation should be directed to Angharad Jones on 029 2037 5479.

Additional copies

Can be obtained from:

Tel: 029 2037 5427

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Or by visiting the Welsh Assembly Government's website www.wales.gov.uk/consultations

Address for return of comments

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Contents

Introduction

This document contains the proposals for art and design in the national curriculum in Wales. These are for consultation. The consultation lasts until 30 March 2007. It would be helpful if you would submit your views on the response questionnaire provided with the consultation pack or respond via the website at www.wales.gov.uk/consultations

Wales Curriculum 2008: The objectives

The Welsh Assembly Government intends that, from 2008, there exists in Wales:

- a single coherent framework for curriculum, assessment and qualifications 3–19 which will help schools to raise standards of achievement and widen educational opportunity
- a set of revised subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage.

The agenda for the development of this revised curriculum and assessment framework for Wales is based on the Minister's acceptance of the key recommendations in ACCAC's *Review of the school curriculum and assessment arrangements 5–16: A Report to the Welsh Assembly Government April 2004.* That report described the context for the review and the evidence that was gathered to inform ACCAC's advice.

Advisory groups for cross-phase (primary and secondary) and additional educational needs worked alongside the personal and social education and subject advisory groups to help revise the curriculum.

In revising the subject Orders, opportunities have been taken to:

- revise the Common Requirements section to clarify each subject's contribution to developing skills across the curriculum, the Curriculum Cymreig, and personal and social education
- review the use of the icons for skills and other requirements to give a fuller picture of opportunities for skills development and application
- revise the 'Access for all pupils' text to clarify breadth and depth of study, and to ensure inclusion and accessibility for all pupils, especially those with additional educational needs
- revise and rename focus statements to reflect the focus on skills development and application, and to provide an overview of what is involved in each key stage for each subject

- develop a common structure – Skills and Range – initially identifying the required skills for each subject and then the range of contexts, opportunities and activities through which these skills should be developed
- use the non-statutory skills framework to underpin the review of the subject Orders, adding text consistent with that used in the skills framework to indicate where opportunities and contexts exist to develop skills across the curriculum
- update and reduce content where necessary to ensure relevance to the twenty-first century, taking account of learners' personal development and well-being, their preparedness for citizenship, community life and employability within a bilingual Wales, and education for sustainable development and global citizenship
- add non-statutory examples where necessary to clarify key experiences and learning opportunities
- re-draft level descriptions, where necessary, to indicate clearly progression in skills relevant to each subject, and to recognise the progress of pupils who are working below Level 1
- remove references to the Key Stages 2 and 3 Programmes of Study from the level descriptions
- reduce the level of prescription in the Key Stage 4 Programme of Study to allow qualifications that provide different and more inclusive pathways through each subject, giving learners greater opportunities for choice and participation.

Commentary on the proposals: key changes

The main changes to the current (2000) Order are:

- The title has been changed from art to art and design to reflect existing good practice and to recognise the link between the two in terms of employment opportunities.
- The Order comprises three elements of equal importance – Understanding, Investigating and Making – and is organised in this way in both the Skills and Range sections.
- A statement has been included to encourage an integrated approach to the delivery of the three components: Understanding, Investigating and Making.
- The content of the curriculum in 2000 has remained mainly intact with some additions and fine tuning but bullet points have been incorporated to introduce more clarity.
- Examples have been introduced in Key Stage 3 to illustrate how transferable skills can be developed and addressed within an art and design context.
- A third strand that addresses 'evaluation' has been introduced to the Understanding column in Range at Key Stage 2.

Responsibilities on schools

Under the requirements of equal opportunities legislation covering race, gender and disability, schools in Wales have a duty towards present and prospective learners to:

- eliminate discrimination and harassment and promote positive attitudes
- promote equal opportunities and encourage participation in all areas of school life.

Every learner should develop a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan in all subjects to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic/cultural identities of all pupils and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers and provide an inclusive curriculum which will offer opportunities for **all** learners to achieve in school in preparation for further learning and life.

Schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. For learners with disabilities in particular, they should make reasonable adjustments in order to:

- improve access to the curriculum
- increase access to education and associated services
- provide information in a range of formats.

Schools should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both spoken and written English and/or Welsh through the curriculum. Schools should ensure that learners are provided with material that is appropriate to their ability and previous education/experience, and that extends their language development and challenges them cognitively.

Learner entitlement

Schools in Wales should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities. Schools should ensure that learners' preferred systems of communication are used to maximise access to the curriculum and should recognise the value of the home language in learning. Learners should experience a variety of styles to extend their learning.

To enable **all** learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier or later phases/key stages within the curriculum. Schools should present material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working **significantly** below the expected levels at any key stage, schools should design their curriculum to meet the priority needs of their learners. Sufficient flexibility exists within the curriculum to meet the needs of all learners without the need for disapplication. Where it is not possible to cover **all** of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by using the full range of subjects as contexts for learning.

For learners working at higher levels, greater challenge should be incorporated by presenting material in ways that extend breadth and depth of study. The level of demand may also be increased through the development and application of communication, number, information and communication technology (ICT), and thinking skills across the curriculum.

Schools should choose material (to be covered in depth or in outline) that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Developing skills across the curriculum

A non-statutory Skills Framework has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop at Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Thinking

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In art and design, learners explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They challenge assumptions, look at things in a new way and promote receptiveness to new ideas. They develop the ability to recognise similarities or differences and make unlikely connections, build on ideas to make better ideas, and take advantage of the unexpected.

Communication

Learners develop their communication skills across the curriculum through the skills of **oracy**, **reading**, **writing** and **wider communication**.

In art and design, learners develop wider communications skills to express their ideas and emotions. They inform their own work by responding to the work of others.

ICT

Learners develop their ICT skills across the curriculum by **creating**, **presenting**, **finding and developing information and ideas** and by using a wide range of equipment and software.

In art and design, learners apply their ICT skills to investigate, manipulate, develop or realise creative ideas. They select appropriate software and equipment as an aid to designing and making. They regard ICT as a medium in its own right or as part of a multimedia outcome, integrated with other materials and processes.

Number

Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting results**.

In art and design, learners apply number skills such as measurement, estimates, scale, proportion, pattern and, shapes to develop, inform and resource their creative activities.

Curriculum Cymreig and personal and social education across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on their experiences at the Foundation Phase and promote their knowledge and understanding of Wales, and their personal and social development and well-being.

Curriculum Cymreig

Learners should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

In art and design, learners develop at first hand a meaningful understanding of their immediate environment, culture and language. They are given access to historical and contemporary Welsh art and design, enriching their creative activities. They are made aware of how art and design can enhance the environment and how they can contribute to this as individuals.

Personal and social education

Learners should be given opportunities to promote their health and well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

In art and design, learners explore and express their ideas and feelings concerning personal, social, environmental, moral and spiritual issues through their creative activities. Through art and design activities they become aware of other cultures and ways of life, and develop the concept of global citizenship. They enjoy the activities and develop interests that prepare them for lifelong learning, work and leisure.

Art and design at Key Stage 2

In Key Stage 2, learners build on the knowledge, understanding and skills acquired during the Foundation Phase. They achieve this through integrated engagement with the work of artist craftworkers and designers, creative investigations and the making of their own work. Art and design stimulates creativity and imagination and challenges learners to make informed judgements and practical decisions. Using a variety of materials and processes, they communicate their ideas and feelings through visual, tactile and sensory language. Exploration, appreciation and enjoyment in art and design enriches learners' personal and public lives.

Art and design at Key Stage 3

In Key Stage 3, learners build on the knowledge, understanding and skills acquired during Key Stage 2. They achieve this through an increased ability to make connection between their creative investigations in the making of their own work and the work of other artist craftworkers and designers. Art and design stimulates creativity and imagination by encouraging pupils to challenge assumptions, look at things in a new way, be receptive to new ideas and make informed judgments and practical decisions to communicate their ideas and feelings. They become increasingly independent in their choice of materials and processes, and from past experiences gain confidence in applying visual, tactile and sensory language. Exploration, appreciation and enjoyment in art and design enriches learners' personal and public lives.

Skills

Understanding, Investigating and Making should be regarded as integrated activities.

Understanding

Pupils should be given opportunities to:

1. describe and make comparisons:
   - between their own work and that of others, *e.g. using a range of vocabulary to discuss the feelings and emotions presented in pictures or sculptures*
2. experiment with and examine the methods used by other artists, craftworkers and designers from different:
   - periods
   - places
   - cultures

   e.g. consider how work from unfamiliar cultures may influence pattern design for their own textile project
3. evaluate the methods and results of their own work and that of their fellow pupils through:
   - discussion
   - reading
   - writing
   - reflection

   e.g. group discussion to evaluate the progress of a large-scale collage based on the theme 'Our School'.

Investigating

Pupils should be given opportunities to:

1. select and record from:
   - observation
   - experience
   - memory
   - imagination
2. investigate:
   - the natural environment
   - the made environment
   - the world of imagination

   using a variety of materials, *e.g. create a representation based on objects such as flowering plants or features of a building*

Range

In art and design, pupils at Key Stage 2 should develop their understanding and investigating skills in order to enrich and inform their making.

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- other artists, craftworkers and designers
- methods and processes
- media
- styles
- ideas
- local and Welsh art, craft and design
- images and artefacts from a variety of historical and contemporary cultures and contexts.

They should develop, where appropriate, their understanding through:

- books
- videos
- digital-based resources
- galleries
- the internet
- practising artist, craftworkers and designers
- other resources.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from:

3. organise:
   - reference materials
   - resources

   to develop ideas themes and feelings, *e.g. collect information for a design project from the internet, library or local gallery about endangered species*

4. keep a sketchbook to:
   - develop ideas and feelings
   - explore themes
   - experiment with processes and media
   - research and enquire

   e.g. produce studies during or after a visit to a beach, woodland or park.

Making

Pupils should be given opportunities to:

1. explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design which include:
   - line, *e.g. long lines, short lines, wavy lines, heavy lines*
   - tone, *e.g. light, medium and dark tones*
   - colour, *e.g. primary and tertiary, matching colours, cold, warm*
   - pattern, *e.g. natural, made patterns, patterns from other cultures, repetitive patterns*
   - texture, *e.g. rough and smooth textures in a range of materials*
   - shape, *e.g. shapes from nature, from the made world, and from their imagination*
   - form, *e.g. various three-dimensional shapes*

   e.g. create a computer-aided design to produce an image that depicts the feeling of happiness

2. design and make:
   - two-dimensional images
   - three-dimensional objects and artefacts using a range of various materials for a variety of purposes

   e.g. use a range of media to make a two- or three-dimensional representation based on a poem or story

3. use their experience and knowledge of different materials, tools and techniques:
   - experimentally
   - expressively

   e.g. experiment with different media while exploring a project about movement.

- books
- videos
- digital-based resources
- galleries
- the internet
- practising artists, craftworkers and designers
- other resources

and from a variety of contexts including:
- local and Welsh examples
- different cultures and periods.

Making

Pupils should design and make both imaginatively and expressively:
- objects
- artefacts
- images.

They should use a variety of:
- tools and equipment
- materials, *e.g. paints, pencils, crayons, pastels, charcoal, inks, resistant materials, clays, sustainable materials, textiles, digital-based media, etc.*
- processes, *e.g. drawing, painting, printing, multimedia, craft processes, three-dimensional processes, digital-based processes, etc.*

They should have opportunities to work as:
- individuals
- group members.

They should work in different contexts such as:
- galleries
- art room
- outdoors
- the home.

Pupils should be taught to consider the hazards and the risks in their art and design activities. They should be able to follow instructions to minimise risks to themselves and others.

Skills

Understanding, Investigating and Making should be regarded as integrated activities.

Understanding

Pupils should be given the opportunities to:

1. use their knowledge about the work of other artists, craftworkers and designers to enrich and inform their work through:
   - analysis
   - comparison
   - evaluation

   e.g. collect information about an artist from the internet, library, galleries or interviews and encourage the information to influence their own work

2. explore the diverse working practices of artists, craftworkers and designers from different:
   - periods
   - places
   - cultures

   considering their purpose and intentions, *e.g. produce a presentation using ICT on twenty-first century fashion and costume design*

3. evaluate their work, methods and results of their investigation, modifying and refining their work through:
   - discussion
   - reading
   - writing
   - reflection

   e.g. produce an article about a multicultural event that could be part of the school website or newspaper.

Range

In art and design, pupils at Key Stage 3 should develop their understanding and investigating skills in order to enrich and inform their making.

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- other artists, craftworkers and designers
- the work of their peers
- methods and processes
- media
- ideas
- styles
- local and Welsh art, craft and design
- images and artefacts from a variety of historical and contemporary cultures and contexts.

They should, where appropriate, develop their understanding through:

- books
- videos
- digital-based resources
- galleries
- the internet
- practising artist, craftworkers and designers
- other resources.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work relevant findings collected from:

- books
- videos
- digital-based resources.

Investigating

Pupils should be given the opportunities to:

1. develop specific skills for recording from:
- observation
- experience
- memory
- imagination

develop specific skills for investigating:
- the natural environment
- the made environment
- the world of imagination

using a variety of media, *e.g. create a series of studies in a sketchbook based on the immediate environment*

2. explore and organise a:
- range of reference materials
- range of resources

to establish and develop ideas or themes, *e.g. collect information for a design project about endangered species from the internet, library or local gallery*

3. keep a sketchbook to address different aspects of investigating to:
- develop ideas and feelings
- explore themes
- explore and experiment with materials and processes
- initiate and support independent work, *e.g. after investigating organic forms, develop ideas for sculptural forms to adorn the body.*

Making

Pupils should be given the opportunities to:

1. explore, experiment with and apply the visual, tactile and sensory language of art, craft and design

2. design and make images and artefacts using a variety of materials, processes and ideas, *e.g. use materials from the natural environment to create two- or three-dimensional outcomes*

3. experience a wide range of techniques and media to:
- realise their ideas
- express their feelings
- communicate meaning

e.g. produce a piece of site-specific sculpture for a multi-sensory garden

- galleries
- the internet
- practising artists, craftworkers and designers
- their own practical experimentations and recordings
- other resources

and from a variety of contexts including:
- local and Welsh examples
- different cultures and periods.

Their investigations and information collected should enrich and inform their own work.

Making

Pupils should design and make both imaginatively and expressively:
- objects
- artefacts
- images.

They should use a variety of:
- tools and equipment
- materials, *e.g. paints, pencils, crayons, pastels, charcoal, inks, resistant materials, clays, sustainable materials textiles, digital-based media, etc.*
- processes, *e.g. drawing, painting, printing, multimedia, craft processes, three-dimensional processes, digital-based processes, etc.*

They should have opportunities to work as:
- individuals
- group members.

They should work in different contexts such as:
- galleries
- art room
- outdoors
- the home

Pupils should be taught to consider the hazards and the risks in their art and design activities. They should be able to follow instructions to minimise risks to themselves and others.

National curriculum outcomes

The following national curriculum outcomes are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. National curriculum outcomes 1, 2 and 3 align with the Foundation Phase outcomes 1, 2 and 3.

The national curriculum outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

Outcome 1

Pupils enjoy manipulating and investigating materials/resources. They respond in a variety of ways to sensory experiences and make marks/patterns/symbols with a variety of media.

Outcome 2

Pupils begin to use lines, shapes and symbols to create images. They can choose/handle simple tools and assemble materials into artefacts that have meaning for them, using familiar techniques. They respond to simple questions about their own and others' work.

Outcome 3

Pupils build up their knowledge of the characteristics of a range of materials/resources through exploring and investigating, and increasingly work with others. They use a range of tools/equipment with increasing accuracy to create images and artefacts that express their ideas/feelings. Pupils respond to their own work and the work of others.

Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate exceptional performance at Key Stage 3, a description above Level 8 is provided.

Level 1

Pupils begin to make connections between their own work and the work of others, and respond to these by simple communication methods. They record their ideas and feelings through drawing and other methods from observation, experience and imagination. They use materials and tools to make images and artefacts and experiment practically and imaginatively with the basic visual, tactile and sensory language of art, craft and design.

Level 2

Pupils recognise similarities and differences between their own practical work and that of others; they respond to these by simple communication methods and can describe what they feel and think about them. They record their images and ideas from observation, experience, memory and imagination using a range of resources that they have collected and organised. They use a range of materials and tools to make images and artefacts, and explore practically and imaginatively visual, tactile and sensory qualities, making changes to their work where they think these are necessary.

Level 3

Pupils describe similarities and differences between their own work and that of others and begin to indicate an awareness of, and imaginative response to, the method and purposes of the work of artists, craftworkers and designers. They select and record their ideas and feelings through drawing and other methods from observation, experience and imagination, choosing from a range of resources that they have collected and organised as a basis for their work. They use a range of materials, tools and techniques to achieve different outcomes, and experiment with visual, tactile and sensory qualities, making suitable changes to the work where they identify the need for modification.

Level 4

Pupils make comparisons between their own work and that of others from a range of cultures. They communicate their ideas and feelings imaginatively, indicating an awareness of the methods used by others and demonstrating an understanding of the different purposes of their work. They select and record images and ideas from observation, experience and imagination, and use a range of materials and methods to support the development of their work. They prepare and develop an idea or theme for their work by collecting and organising visual and other resources. They are able to control a range of materials, tools and techniques to achieve a variety of outcomes. They apply their understanding of visual, tactile and sensory qualities and review and modify their work where they recognise the need to do so.

Level 5

Pupils make comparisons between the methods and techniques used in their own work and that of others, communicating their ideas and feelings imaginatively, and clearly indicating an understanding of the methods and purposes used by others from various cultures. They make drawings and use other methods selectively to explore, interpret and record their ideas and feelings from observation, experience and imagination. They organise their work by collecting and using reference materials to develop an idea or theme. They experiment practically and imaginatively with a variety of methods, materials, tools and techniques, applying a broad knowledge of visual, tactile and sensory qualities. They review and modify their work to fulfil their intentions.

Level 6

Pupils explore and demonstrate their understanding when comparing the methods and techniques used in their own work and that of others. They respond practically and imaginatively to the way in which ideas and feelings are conveyed in different cultures and contexts. They make drawings and use other methods selectively to explore, interpret and record their ideas, feelings and perceptions from observation, experience and imagination. They demonstrate their ability to organise their work, and collect and use reference materials to develop an idea or theme. They experiment practically and imaginatively, show increasing confidence in the use of materials, tools and techniques to implement ideas, and explore visual, tactile and sensory qualities, reviewing and modifying their work to achieve their intentions.

Level 7

Pupils make considered comparisons between their own work and the work of others, demonstrating a clear understanding of the variety of methods and approaches used. They are able to speculate and communicate how ideas and feelings may be interpreted differently, and respond practically and imaginatively to images and artefacts from a range of cultures and contexts. They explore, select, record and communicate observations, ideas, perceptions and feelings from a variety of sources, and organise stimulus and reference material in planning and developing their investigations. They experiment confidently with a broad range of media, tools and techniques to achieve a variety of intentions, and experiment with a range of methods developed by themselves and others, demonstrating their understanding of the visual, tactile and sensory language of art, craft and design. They show their ability to review processes and outcomes critically and constructively.

Level 8

Pupils explore and analyse the methods and techniques of others and demonstrate insight into the relationship of these with their own work. They evaluate images and artefacts and can communicate how ideas, feelings and meanings are conveyed and are open to different interpretations. They respond practically and imaginatively to a range of different stimuli. They display the ability to explore, select, record and communicate using a range of appropriate methods, and effectively interpret personal perceptions and experiences. In planning the development of their own investigations they identify, assemble and organise stimulus and reference material, and consider methods and outcomes. They select and use appropriate media, tools and techniques, and confidently develop methods to create images and artefacts informed by their broad knowledge of the visual, tactile and sensory language of art, craft and design. They are able to review constructively their work in progress.

Exceptional Performance

Pupils explore and analyse the methods and techniques of others, and demonstrate a clear understanding of the relationship between these and their own work. They are able to evaluate images and artefacts critically and constructively, and can explain how ideas, feelings and meanings are conveyed and may have various interpretations. They respond practically and imaginatively, showing their ability to synthesise a range of contextual and cultural conventions. They display consistent ability to explore, select, record and communicate using a range of appropriate methods, and effectively interpret personal perceptions and experiences. In planning the development of their own investigations they identify, assemble and organise stimulus and reference material, and analyse methods and outcomes. They thoughtfully select and skilfully use appropriate media tools and techniques, and confidently develop methods of creating images and artefacts informed by their broad understanding and sensitive application of the visual, tactile and sensory language of art, craft and design. They demonstrate their competence in critical and constructive review of their work.