



What's Next for Art, Craft & Design in Schools?

Paula Briggs, CEO & Creative Director AccessArt

December 2025



What's Next for Art, Craft & Design in Schools?

Aims:

To share what's been happening the last few months in terms of government...

To bring you up to date...

To manage expectations going forward...

To help you feel more in touch and empowered...

(and all in relation to art, craft and design education)

Questions in the chat please...



What's Next for Art, Craft & Design in Schools?

Where We've Come From...



Art and design programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

Art, craft and design education should engage, inspire, the knowledge and skills to experiment, invent design. As pupils progress, they should be able rigorous understanding of art and design. They should reflect and shape our history, and contribute to the nation.

Aims

- The national curriculum for art and design aims to ensure:
- produce creative work, exploring their ideas and record.
- become proficient in drawing, painting, sculpture and other techniques
- evaluate and analyse creative works using the language of art.
- know about great artists, craft makers and designers, and understand cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in this square.



Art and design programmes of study: key stage 3

National curriculum in England

Purpose of study

Art, craft and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

- The national curriculum for art and design aims to ensure that all pupils:
- produce creative work, exploring their ideas and record.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Current Curriculum devised 2013 by Coalition Government (Michael Gove SSE)

- “Knowledge-rich content
- More facts and chronology in subjects like history
- Grammar, spelling and punctuation in English”



What's Next for Art, Craft & Design in Schools?

Where We've Come From...



Guidance

English Baccalaureate (EBacc)

Updated 20 August 2019

Applies to England

Contents

[Introduction](#)

[Subjects](#)

[EBacc qualifications](#)

[EBacc measures](#)

[EBacc impact](#)

[Print this page](#)

Introduction

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc is:

- English language and literature
- maths
- the sciences
- geography or history
- a language

Michael Gove also introduced English Baccalaureate (EBacc):

- EBacc announced by Gove in **September 2010**.
- Came into effect as a performance-measure for school results in the **2010/11 performance tables** — schools were assessed based on the proportion of pupils obtaining GCSEs (or equivalent) in English, maths, sciences, a language and a humanities subject.



What's Next for Art, Craft & Design in Schools?

What We've Been Battling...



Guidance English Baccalaureate (EBacc) Updated 20 August 2019

Applies to England

Contents

Introduction

...at GCSE that keeps young people's options open for ...

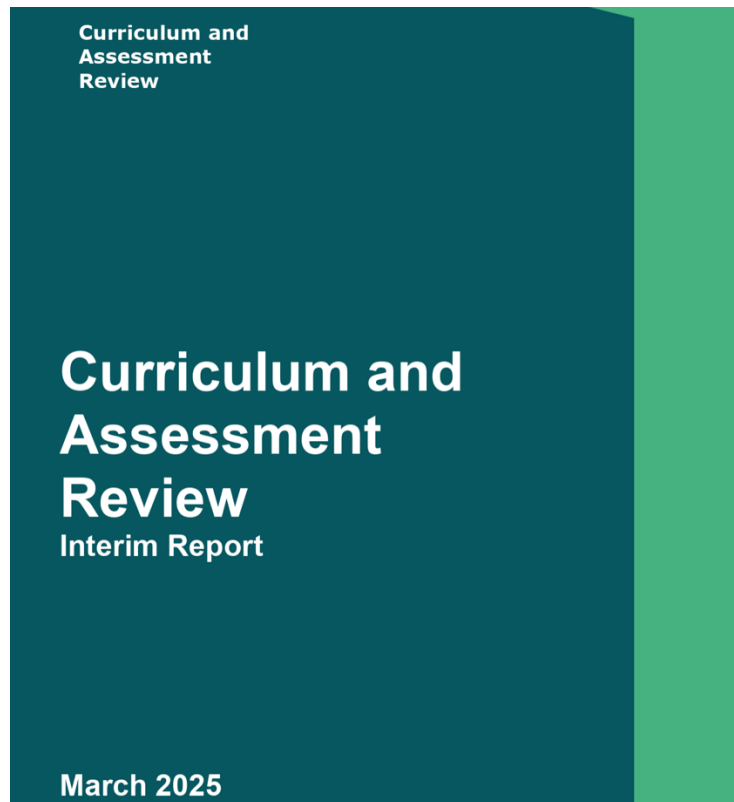
- English language and literature
- maths
- the sciences
- geography or history
- a language

The messaging behind decisions...
"Is Art understood and valued?"



What's Next for Art, Craft & Design in Schools?

Since Labour Came Into Power...



July 2024, the government commissioned Becky Francis CBE to chair an expert-led panel to carry out a full **“Curriculum and Assessment Review.”**

7,021 responses were submitted to the official call for evidence (5,327 individuals, 1,694 were from organisations (schools, institutions, charities, etc.))

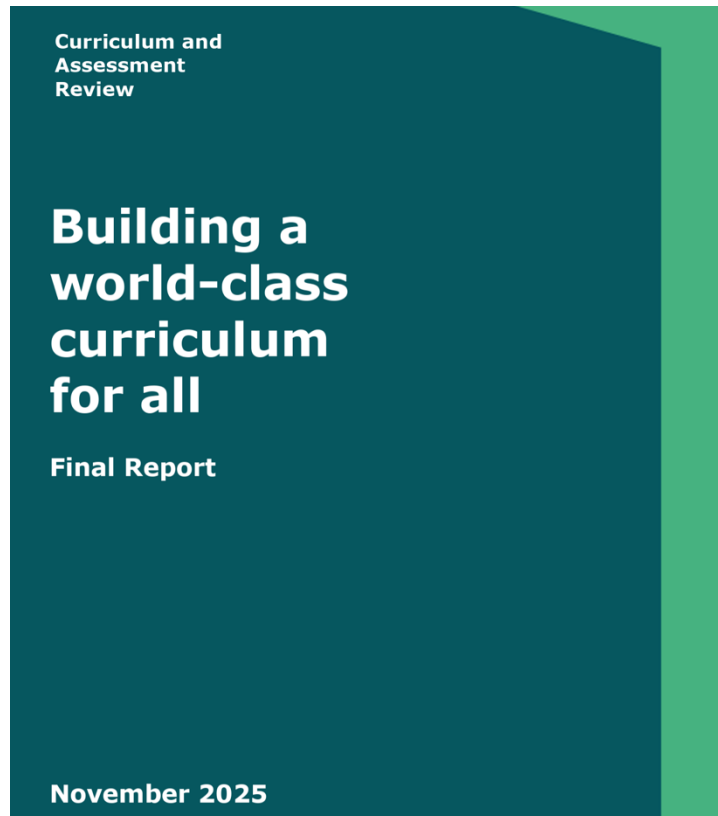
The Curriculum and Assessment Review interim report released on 18 March 2025

“Art is doing OK...” “Evolution, not revolution”



What's Next for Art, Craft & Design in Schools?

Since Labour Came Into Power...

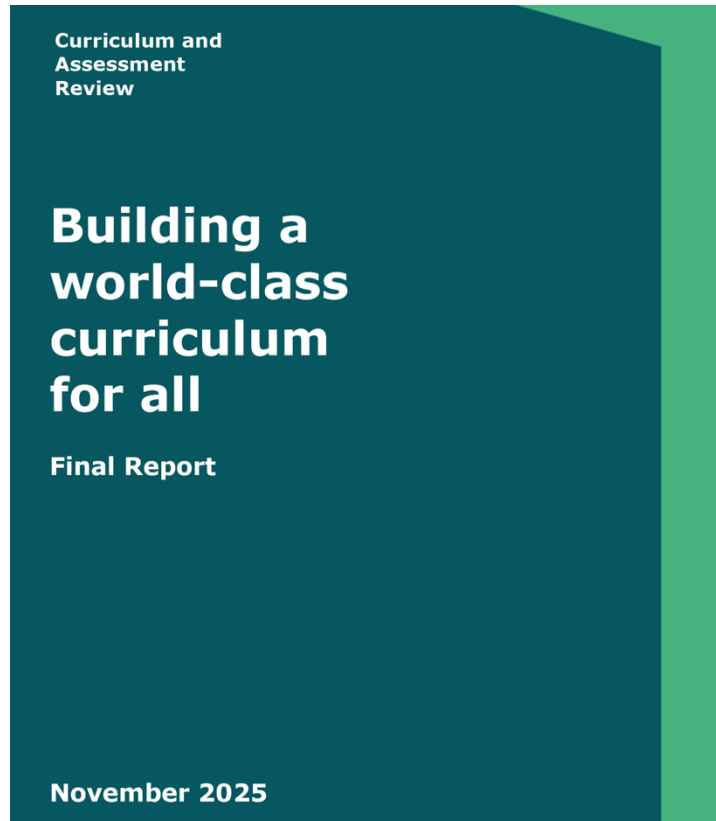


The Curriculum and Assessment Review final report was published on 5 November 2025 – **“Building a world class curriculum for all”**

And the Government made their response...



What's Next for Art, Craft & Design in Schools?

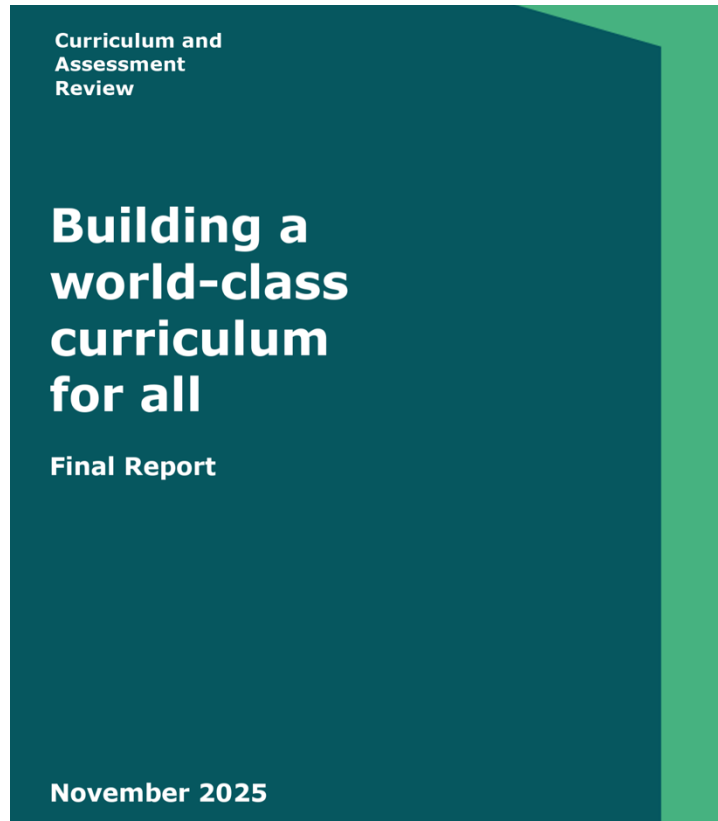


Recommends:

- “The curriculum should remain **ambitious and knowledge-rich**, but also organised to promote **depth, coherence and mastery**, not just breadth for its own sake.”
- “It should be **inclusive and accessible** to all learners, regardless of background, socio-economic status or special educational needs (SEND), to **help close attainment gaps.**”



What's Next for Art, Craft & Design in Schools?

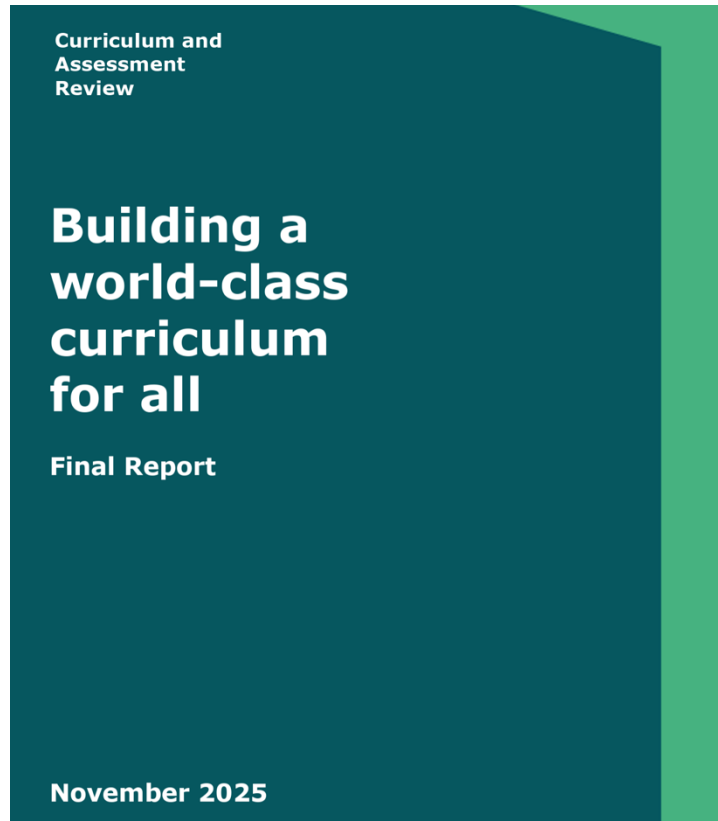


Recommends:

- **The EBacc has been removed.** The Review has listened and recognised that the EBacc results in fewer pupils taking arts subjects.
- **Progress 8 will be reformed to include equal weighting for arts, languages, and humanities.** Progress 8 is a school performance measure that shows how much progress pupils have made from the end of primary school (Key Stage 2) to the end of secondary school (GCSEs).



What's Next for Art, Craft & Design in Schools?



In relation to **Art, Craft & Design...**

- **Revise Key Stage 1–3 Art and Design programmes of study** — *“limited revisions”* to clarify and exemplify the knowledge and skills pupils should develop in art and design, including through their own creative practice, reflection, and critical engagement.
- **Clarify expectations for volume and range of coursework GCSE Art & Design.**



What's Next for Art, Craft & Design in Schools?



Government response to the Curriculum and Assessment Review

November 2025

The Government made their response...

- **“Improve arts education** – we will revitalise arts education as part of the reformed national curriculum and through high-quality support for teachers of these subjects.” *(p9, second bullet point of the Executive Summary)*
- *That “Arts & Culture” are one of five core enrichment areas. (p40)*



What's Next for Art, Craft & Design in Schools?

The Government made their response...

- “The curriculum should be enriching in every single subject, including the arts subjects which are **a fundamental part of the rich and broad education**. The arts subjects are an entitlement rather than an optional extra and are disciplines in their own right, with unique pedagogies that the best schools teach with expertise and rigour. For example, the study of creative subjects can allow pupils to harness the process of creative endeavour, generating original works, fluency of communication and teamwork. Under this government, access to a high-quality arts education will not be the preserve of the 15 privileged few, but the entitlement of every child. That , is why **we are committing to revitalise arts education as part of the reformed national curriculum and through high-quality support for teachers of these subjects.**” (p14)



What's Next for Art, Craft & Design in Schools?

Also...

“Core Enrichment Entitlement”

- The government commits to a “core enrichment entitlement” guaranteeing that every pupil will have access not just to academics but also civic engagement, **arts and culture**, nature and outdoor activity, sport, and life skills...



Also...

What's Next for Art, Craft & Design in Schools?

“A new National Centre for Arts and Music Education”


- “to support arts teaching, CPD for teachers, and partnerships between schools and cultural providers.”
- September 2026?




What's Next for Art, Craft & Design in Schools?

Alongside...



 **Schools are crucial for all children to access and experience the arts.** *The State of the Arts report* showed that between 2013-14 and 2019-20, on average, between 44% and 57% of 11-15 year olds in England only engaged with arts activities at school, and not outside of school.

 **But the arts have been declining in English state-funded secondary schools.** Recent analysis by the Campaign for the Arts found that since 2011, **the number of hours of arts teaching has fallen by 23%**. Since 2010, the share of **GCSE and A-level entries in arts subjects** has shrunk by 48% and 31% respectively.

Campaigning!

- NEU “Arts & Minds” Campaign
- Council for Subject Associations
- Museum & Galleries Caar Taskforce
- APPG

Attendance

- Caar Roundtables

<https://www.campaignforthearts.org/news/curriculum-change-in-england-whats-happening/>



What's Next for Art, Craft & Design in Schools?

Where We Are Now...

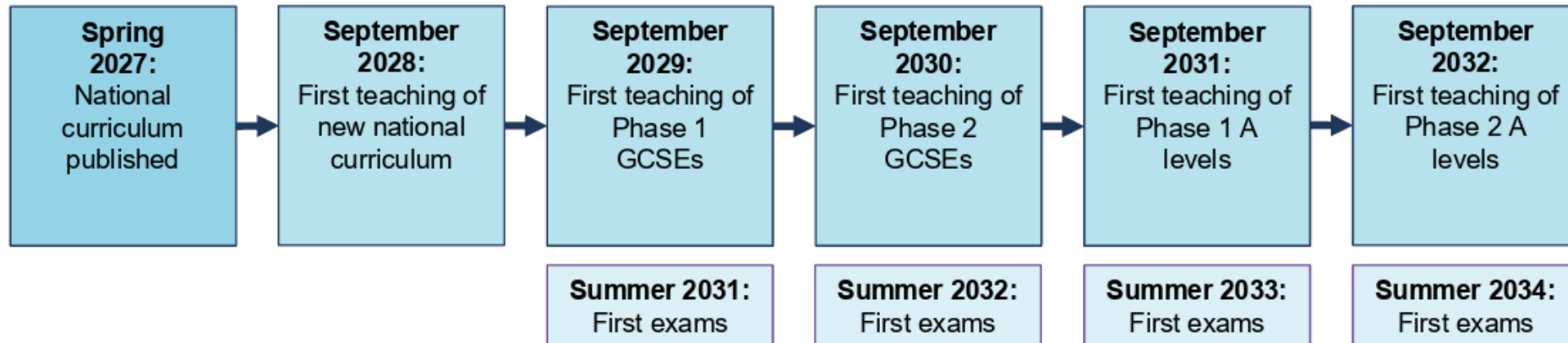


What's Next for Art, Craft & Design in Schools?

Where We Are Now...

“Curriculum Drafters” chosen...

Figure 3: Implementation timelines





What's Next for Art, Craft & Design in Schools?

Where We Are Now...

BEING, BECOMING AND BELONGING

AGENCY | WELLBEING

1. *Agency* – confidence | identity | autonomy

2. *Wellbeing* – self-worth | resilience | pleasure

RELATING

COMMUNICATION | EMPATHY | COLLABORATION

3. *Communication* – self-expression (including oracy) | listening skills | relationship building

4. *Empathy* – compassion | understanding and appreciation of difference | open-mindedness

5. *Collaboration* – co-operation | participation | connectedness

CREATIVE AND CRITICAL THINKING:

CREATIVITY | INTERPRETATION

6. *Creativity* – imagination | curiosity | originality

7. *Interpretation* – independent critical thinking | reflective judgement | meaning making

Cultural Learning Alliance (CLA) Capabilities Framework

Aside...

- “Redrafts the purpose of study for PE, retaining the importance of competitive sports, but clarifying the significance of providing all pupils with opportunities to learn in a physical environment and emphasising its **physical, social, cognitive and emotional benefits that complement and enhance overall academic performance and general wellbeing.**”



What's Next for Art, Craft & Design in Schools?

Worth Remembering

- **Initial Teacher training and CPD** – In 2024/25, the government funded 680 Initial Teacher Training (ITT) bursaries awarded for Art and Design. Future bursaries have now been withdrawn. There is already a shortage in specialist art teachers. We have yet to hear how CPD will be funded (and how it will be provided) for teachers to enable them to reskill.

- **Budgets for Materials and Resources** – Without budgets being addressed, schools will continue to find it hard or even impossible to resource a curriculum.

Ofsted?



What's Next for Art, Craft & Design in Schools?

Your Voice...

?

- What do you need?
- What do you care about?
- What do you experience?

Paula Briggs, CEO & Creative Director AccessArt

info@accessart.org.uk www.accessart.org.uk

Subject Association for Art & Registered Charity