Learning goals for Art & Design using revised Blooms Taxonomy

© Paul Carney paulcarneyarts.com

The model can be used in all key stages for teachers plan effective lessons and to more easily demonstrate pupil performance and progress in art, craft and design. You can readily show which area on the scale your pupils are working at and what they are secure in demonstrating, as well as highlighting areas for development. It should be stressed that factual remembering is no less important than metacognitive creating, merely that it is a less complex task. Your pupils will also revisit learning objectives repeatedly as they work.

Using the table, teachers can develop learning activities that provide a balance of all four knowledge domains and which increase in demand from the concrete thinking skill of ‘Factual Remembering’ to the abstract thinking skill of ‘Metacognitive Creating’. The chart also relates closely to the skills, processes and techniques required in the progress model developed by the NSEAD curriculum group in 2014. It also prepares pupils with the skills they need for effective GCSE art, the assessment objectives of which closely resemble these learning objectives.

Paul Carney April 2015 www.paulcarneyarts.com