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Duration of the survey	21st January – 10th March, 2010
Respondents	Departments of art in secondary schools in West Midlands region, UK 137 sent, 70 responded, 67 valid responses (48.9%)
Purpose	To investigate the state of implementation of art curriculum in secondary schools. To compare the results of a survey conducted in 2010 with those of similar surveys conducted in 1994 and 2005. To provide teachers information about current art teaching in local schools.
Contents	1. National Curriculum 2007: Teachers' views on it and its influence on teaching Key Stage 3. 2. General Certificate of Secondary Education: Teachers' views on it and its influence on teaching Key Stage 3. 3. Critical Studies: Teaching Key Stage 3 pupils. 4. Curriculum Implementation: Areas taught in Key Stage 3. 5. Writing about Art: Teachers' views on it and opportunities in class for Key Stage 3 and 4.

Comparison data [1994]

Survey of Curriculum Implementation of Art in Secondary Schools

Researcher	Toshio Naoe
Duration of the survey	26th April – 3rd June, 1994
Respondents	Departments of art in secondary schools in West Midlands region, UK 102 sent, 49 responded (48.0%)

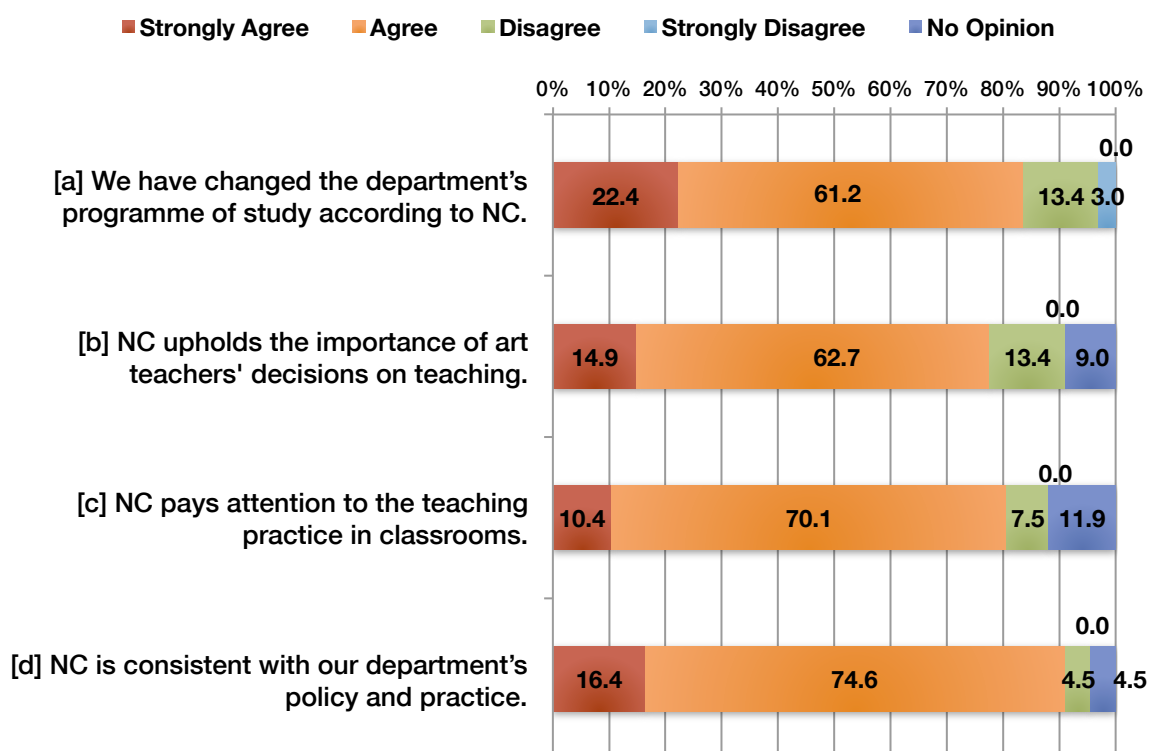
Comparison data [2005]

Survey of Art Writing in Higher Secondary Schools

Researcher	Toshio Naoe
Duration of the survey	January 2005
Respondents	Art teachers in higher secondary schools in Japan 1041 sent, 307 responded (29.5%)

1 [a-d]. Views on the New National Curriculum

How strongly do you agree or disagree with the following statements concerning art and design in the new National Curriculum (2007) for Key Stage 3?



Art and Design in the National Curriculum (2007) for Key Stage 3 has been widely accepted and supported by the schools surveyed.

Answers to the Question [a] show that 83.6% (Strongly Agree 22.4%, Agree 61.2%) of the respondents changed their programmes of study according to NC. This indicates a steady increase from the 1994 survey result of 71.4% (Strongly Agree 12.2%, Agree 59.2%).

A remarkable increase in affirmative answers was found concerning the relationship between NC and teachers' classroom practices. Question [b] found that 77.6% believe that NC upholds the importance of teachers' decisions (increased from 51.0% in 1994). Question [c] demonstrated that 80.5% agree that NC pays attention to the teaching practices in classrooms (increase from 44.9% in 1994).

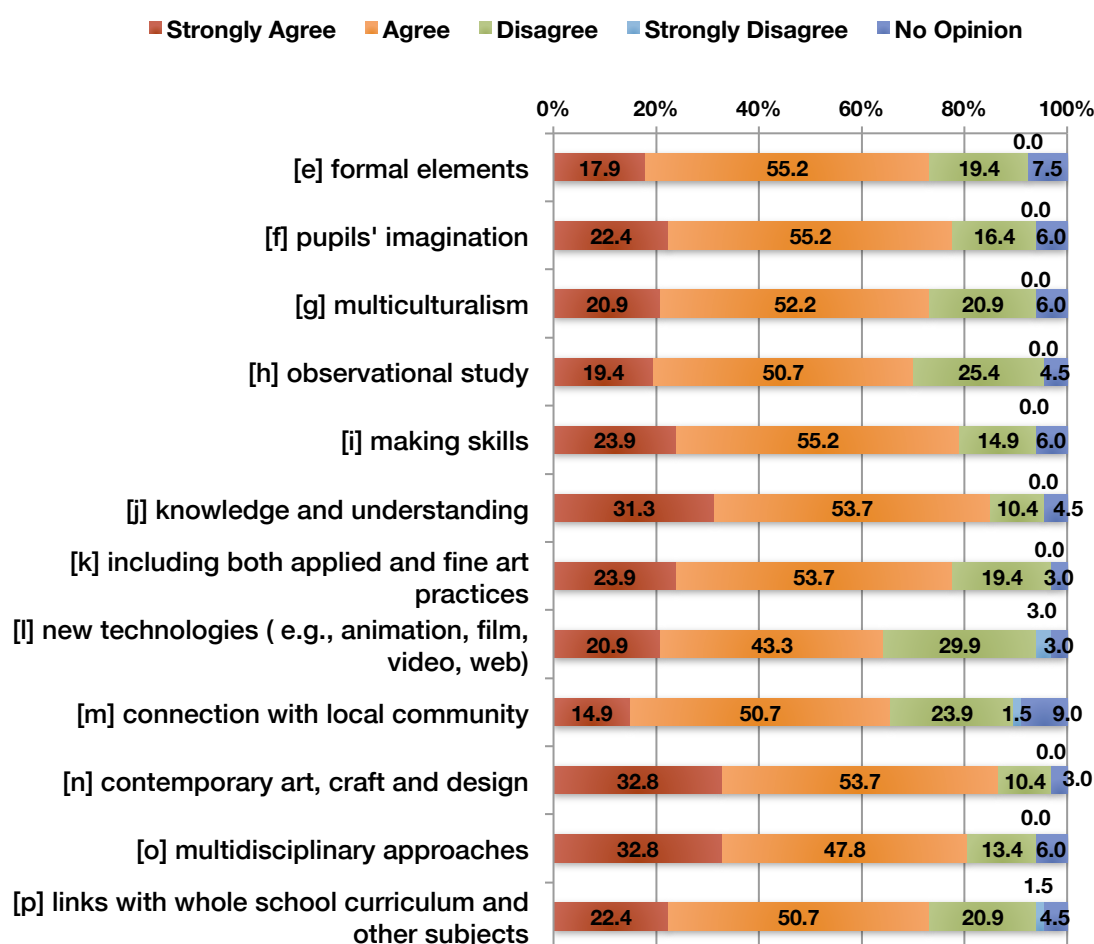
A majority (91.0%) of the respondents recognise that NC is consistent with their departments' policies and practices ([d]).



1 [e-p]. Influence of the New National Curriculum

How strongly do you agree or disagree with the following statements concerning art and design in the new National Curriculum (2007) for Key Stage 3?

In accordance with NC, we are now placing more emphasis on:



In 1994, 'knowledge and understanding' was the only item on which a majority of teachers acknowledged the influence of NC.

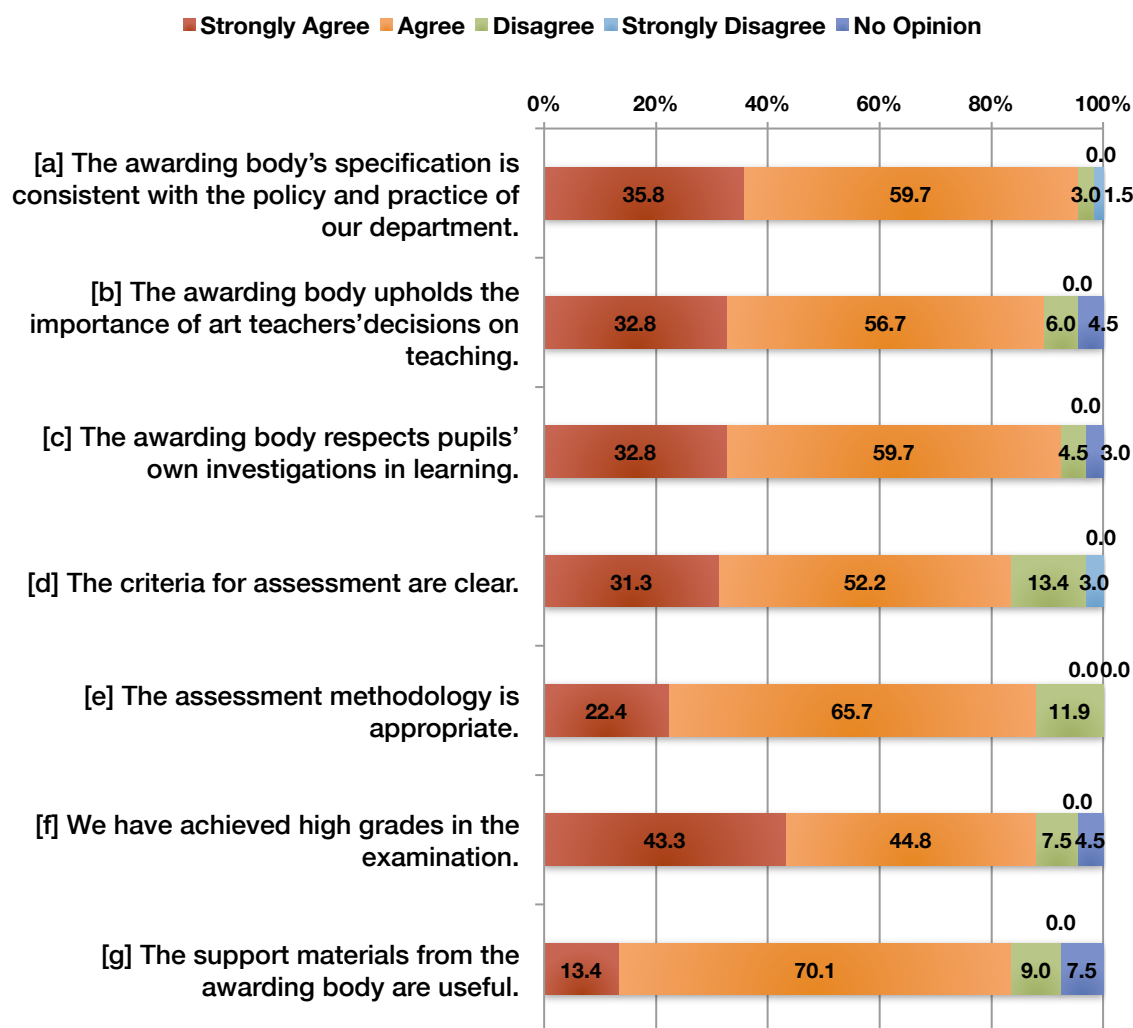
In 2010, respondents widely agree with the influence of NC on the other items as well.

In particular, affirmative answers regarding the emphasis on 'pupils' imagination' dramatically increased from 26.5% (6.1% + 20.4%) in 1994 to 77.6% ([f] 22.4% + 55.2%) in 2010.

This shows that while knowledge and understanding have been the firm bases of Art and Design in NC since its introduction, the role of imagination has gained importance in the last 15 years.

2 [a-g]. Views on GCSE

How strongly do you agree or disagree with the following statements concerning the GCSE you use and its influence on teaching Key Stage 3?



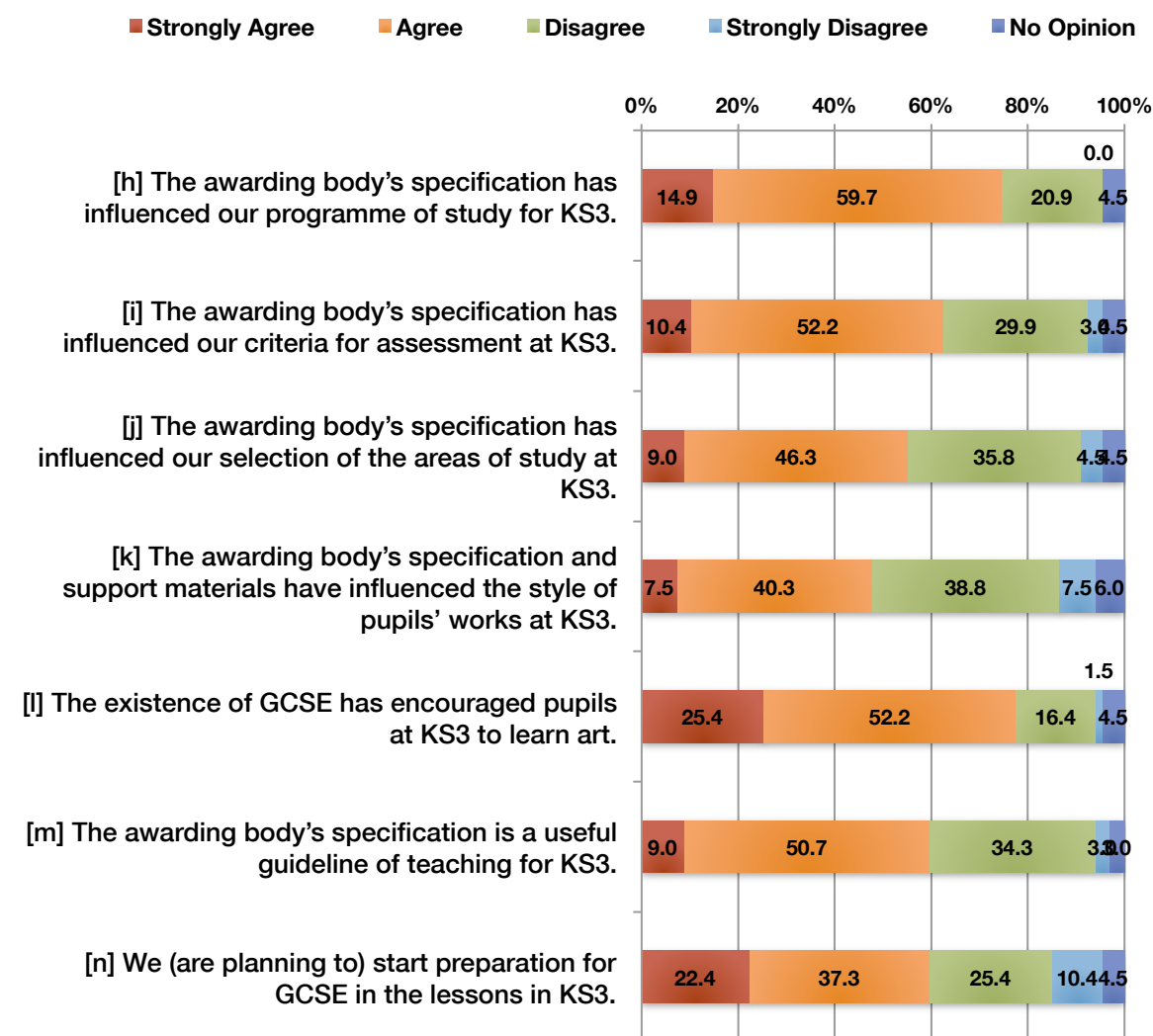
The majority of the 2010 respondents seem to be satisfied with their awarding bodies in GCSE. This tendency is consistent with the 1994 results.

Respondents tend to recognise that their policies are more consistent with GCSE than NC. Question 1[d] (p.2) 'NC is consistent with our department's policy and practice' (Strongly Agree 16.4%, Agree 74.6%) shows fewer affirmative answers than the same question about GCSE (2[a]: Strongly Agree 35.8%, Agree 59.7%).

Views on teachers' decisions on teaching also support this tendency. Question 1[b] (p.2) 'NC upholds the importance of art teachers' decisions on teaching' (Strongly Agree 14.9%, Agree 62.7%) received fewer affirmative answers than the same question about GCSE (2[b]: Strongly Agree 32.8%, Agree 56.7%).

2 [h-n]. GCSE's Influence on Key Stage 3

How strongly do you agree or disagree with the following statements concerning the GCSE you use and its influence on teaching Key Stage 3?



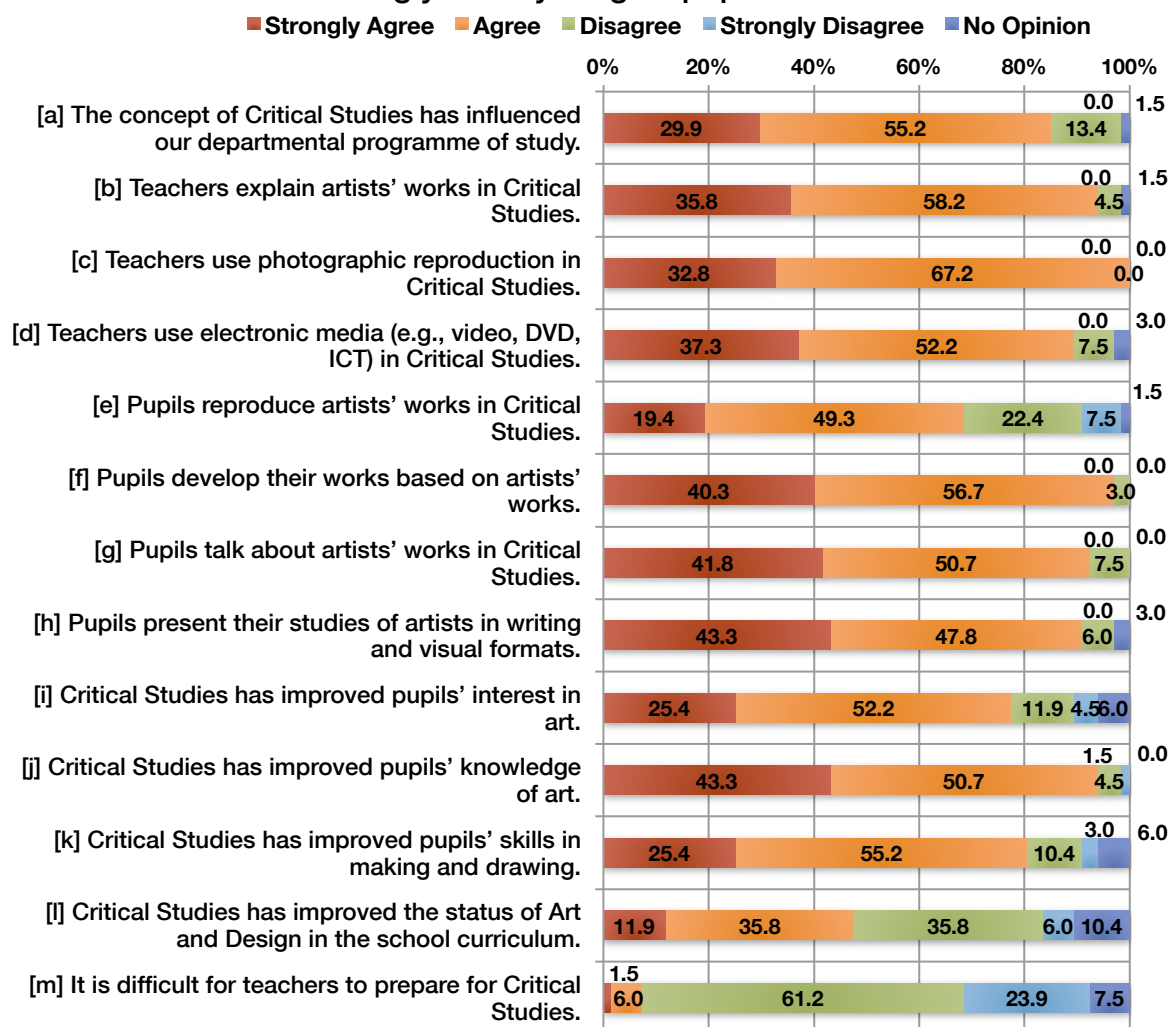
While affirmative answers concerning the influence of NC significantly increased from 1994 to 2010 (Question1, p.3), most answers about GCSE did not change significantly.

However, Question [l], regarding the encouragement provided by GCSE to support KS3 pupils in learning art, was the only aspect in which affirmative answers significantly increased over the study period (1994 = Strongly Agree 12.2%, Agree 42.9%; 2010 = Strongly Agree 25.4%, Agree 52.2%).

In the 2010 survey, Question [n] was newly added. The results show that more than half of the respondents were preparing for GCSE in Key Stage 3 ([n] Strongly Agree 22.4%, Agree 37.3%). This seems to indicate a shift toward starting lessons for GCSE at an earlier age.

3. Critical Studies

How strongly do you agree or disagree with the following statements concerning Critical Studies on teaching your Key Stage 3 pupils?



Items 3[a]-[m] were developed on the basis of observations in classrooms and interviews with teachers in 1994. The 2010 survey demonstrates remarkable changes in Questions [d], [h] and [m]. In 1994, only 4.1% of the respondents strongly agreed with [d] 'Teachers use electronic media', whereas in 2010, 37.3% strongly agree. In 1994, 75.5% (Strongly Agree 10.2%, Agree 65.3%) responded that [h] 'Pupils present their studies of artists in writing and visual formats', whereas 91.1% (Strongly Agree 43.3%, Agree 47.8%) did so in 2010, an increase of 15.6%. The 1994 survey found that 38.8% of the respondents admitted that [m] 'It is difficult for teachers to prepare for Critical Studies (Strongly Agree 10.2%, Agree 28.6%), whereas the 2010 survey noted that only 7.5% (Strongly Agree 1.5%, Agree 6.0%) of the respondents did so, showing that affirmative answers decreased by 31.3%.

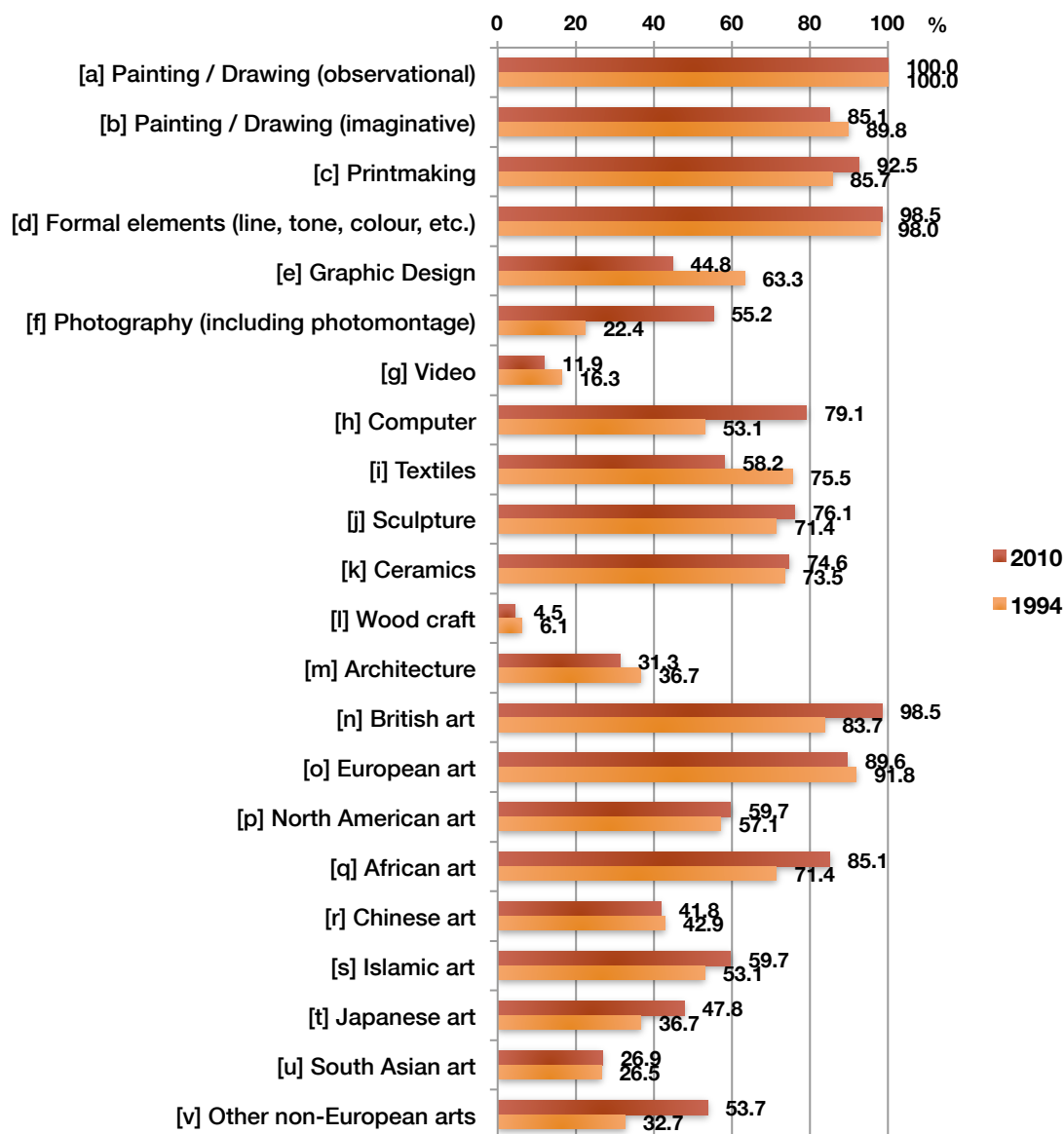


4. Curriculum Implementation

4-2. Please tick all the areas taught in Key Stage 3 in your department.

(‘art’ in items [n - v] includes craft and design)

Percentage of schools which taught each area. Comparison between the results of 1994 and 2010 surveys.



A significant decrease was found in the number of schools which taught [e] Graphic design and [i] Textiles.

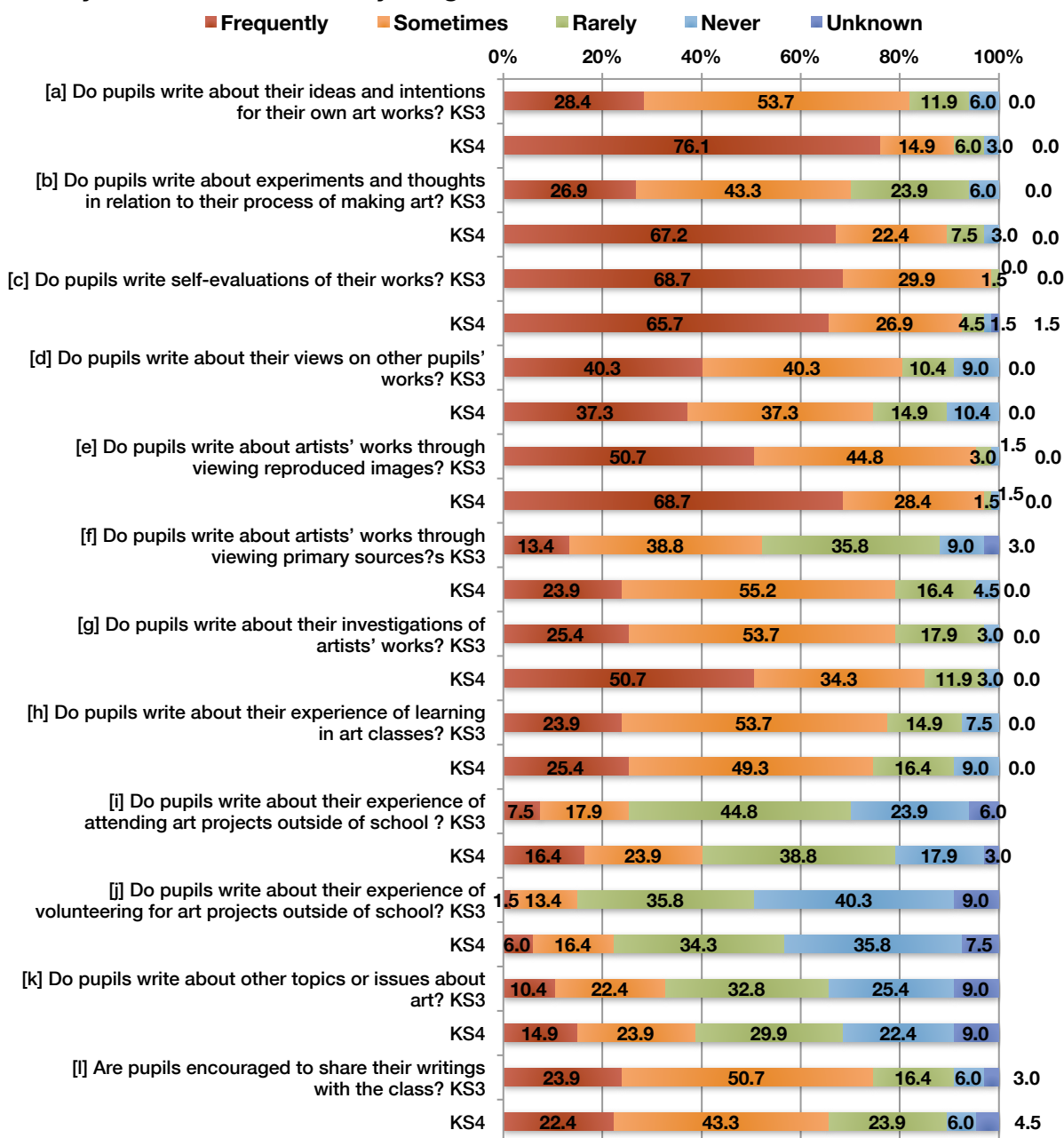
More than twice the number of the schools now teach [f] Photography.

[n] British art has gained more recognition in art curricula over the study period, and teaching of [q] African art and [v] Other non-European arts has also increased significantly from 1994 to 2010.



5. Writing about Art in Classes

To what degree are the pupils given opportunity of ‘writing about art’ listed below in your art classes for Key Stages 3 and 4?

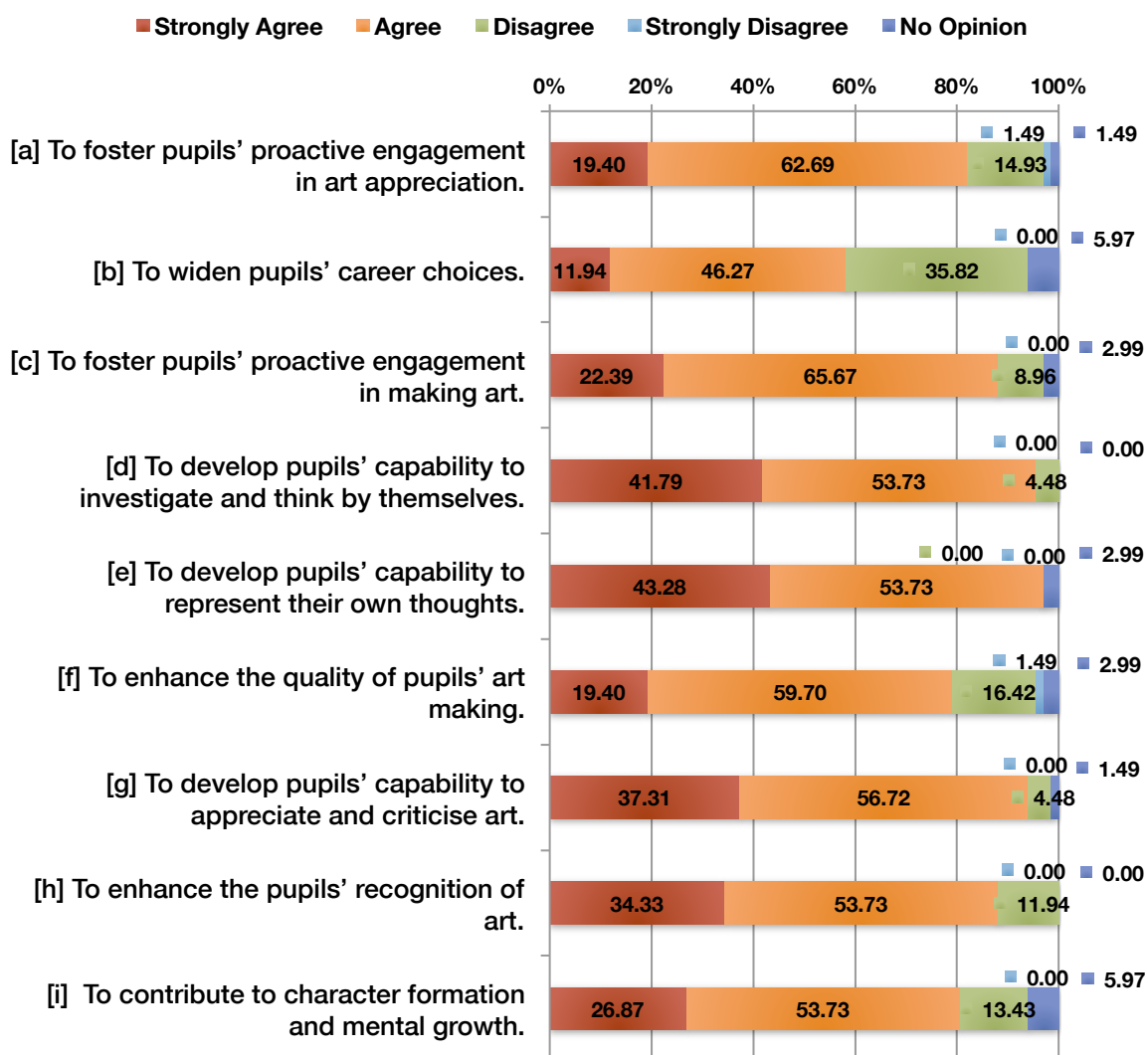


The opportunities to write about art in UK schools are more frequent than in Japanese schools. For example, in KS4 in the UK, 76.1% responded that pupils ‘frequently’ write about their ideas and intentions for their own art works, whereas in Japan, 26.7 % responded. The percentage of responses that indicated ‘frequently’ for other items in KS4 in the UK and in Japan are as follows: [b] 67.2% (UK), 16.6% (J), [c] 65.7% (UK), 23.8% (J), [d] 37.3% (UK), 9.4% (J), [e] 68.7% (UK), 5.5% (J), [f] 23.9% (UK), 3.9 % (J), etc.

5. Views on Writing about Art

How strongly do you agree or disagree with the following statements concerning the effect of 'writing about art' ?

Writing about art allows:



UK and Japanese teachers share similar views on writing about art. For example, in the UK, 82.09% (Strongly Agree 19.40%, Agree 62.69%) gave affirmative answers to [a] 'Writing about art allows to foster pupils' proactive engagement in art appreciation,' whereas in Japan, 91.5% did. Similar tendencies were found in other items.