

Learning goals for Art & Design using revised Blooms Taxonomy

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	Factual what you need to know to do the task	Conceptual Ideas, principles, theories, behaviours	Procedural the skills and techniques of doing things	Metacognitive Self-awareness, using experiences, cognition
Remembering (Recognise, remember, recall)	Recite key terminology, names of materials, processes, artists & movements	Recognise what you already know and understand what might be helpful for the task	Recall your existing experiences, skills & techniques	Identify your tastes & preferences, answer tasks to show own thoughts, opinions
Understanding (Illustrate, explain, translate, compare)	Explain the meanings, content, process, mood & context of artists work	Show you understand how to answer complex questions, problems, tasks	Demonstrate knowledge, skill, control and understanding of materials, techniques	Understand that there are different ways of responding to the task
Applying (Carry out, execute, use, implement)	Apply knowledge of artists techniques/concepts to inform your own work	Design a range of ideas & approaches, alone and in collaboration	Carry out making processes and/or experiments in new skills and techniques	Use your abilities and skills appropriately, take risks, overcome failure, learn new things
Analysing (Select, organise, deconstruct, discover, focus)	Deconstruct artists work to learn techniques/deeper meanings	Investigate information to find new approaches, innovative solutions	Discover new skills, materials, techniques and approaches	Separate and select information relevant for successful outcomes
Evaluating (Check, decide, test, make choices, modeling, critiquing)	Critique others work to develop personal, informed opinions and choices	Modify Ideas and solutions to improve them, acquiring new skills and knowledge when required	Check with self and others what is or is not working and make sound choices to go forward	Decide the most favoured action from your own preferences, tastes, experiences
Creating (Design, make, construct, generate, produce)	Produce personal work that demonstrates a knowledge & understanding of how artists work	Generate appropriate, original ideas, prototypes and/or Marquette's that clarify your thoughts and intentions	Develop original products, objects, artifacts to solve problems	Create And design original products objects, artifacts that reflect your own thoughts, ideas and opinions



Concrete thinking



Abstract thinking

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.