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**Numbers not images?**

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This paper considers the relative importance and use of numerical data in the UK educational system and the impact this now seems to be having on the opportunities for children and young people to create images in the classroom. There seems to be sufficient evidence that the opportunities to make art in the educational context are being reduced and there is little evidence that this trend will be halted without some radical rethinking and action (NSEAD, 2016).

By taking a wide angle view of the current position and making comparisons with research-based information, the author will reflect on the apparent educational trajectory and the impact on art education across the learning landscape.

Although, drawing on the UK position, the warnings will be of interest for all art educators who want to consider the issues in their own contexts.