

Primary Specification



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Trust Level

KS1 and KS2 specifications are central to planning for progress across each year group. KS1 & 2 children are formally assessed through DfE in the form of statutory assessments for English and Mathematics. Children receive a scaled score instead of a level. Their raw score – the actual number of marks they accrue – will be translated into a scaled score; this helps to allow for differences in the difficulty of the tests from year to year so that pupils' results can be compared accurately.

For KS1 SATs a score of 100 means the child is working at the expected standard, a score below 100 indicates that the child needs more support and a score of above 100 suggests the child is working at a higher level than expected for their age. The maximum score possible is 115, and the minimum is 85.

Children are also be matched against 'performance descriptors' (in other words what pupils are expected to know and be able to do at the time of testing) when being assessed by their teachers in non-SATs subjects at the end of Key Stage 1 and 2 to see if they've achieved the expected standard.

In KS2, the papers are marked externally, with no teacher assessment involved. Each child receives a raw score, a scaled score, and confirmation of whether or not they achieved the national standard. The range of scaled scores available for each KS2 test ranges from 80, the lowest possible scaled score, to 120, the highest possible scaled score.

A scaled score of 100 or more means that the child has met the expected standard in each KS2 SATs test; a scaled score of 99 or less means they haven't reached the government-expected standard.

As a trust we use these tests as well as commenting on whether your child has made good progress over theyear from our own assessments, giving details of curriculum areas where they have achieved well and areas that need more development and support. For subjects other than English and Maths, our own assessments & judgements are made on progress and attainment.

Examples of **age-related expectations** are:

- Working within the expected level of attainment for his/her age
- Working towards the expected level of attainment
- Working below the expected level of attainment
- Working beyond the expected level of attainment (at greater depth)

Our specifications map stage descriptors up to Year 6 using progressive assessment objectives in line with National Curriculum. KS2 builds on essential skills and knowledge developed in previous years in preparation for moving forward in to KS3 and beyond. Skills and knowledge from the stage descriptors will inform teachers of student progress. This in turn will contribute to parents' evenings and end of year reports to parents.

School Level

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

Long Term Plans provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

The national curriculum for Art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- 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

	Objectives
KS1	<ul style="list-style-type: none">• to use a range of materials creatively to design and make products• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
KS2	<ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]• about great artists, architects and designers in history

SUBJECT INTENT

Taking into consideration the needs of our children at Farington Primary School and the context of the community to provide an excellent Art and Design curriculum, we aim for children to be able to express themselves through their artwork. They will learn and develop a wide range of skills, with a focus on painting, printing, drawing and collage, influenced by the styles of a variety of artists, from history through to contemporary times. Children will be encouraged to find their own style and take a 'hands on' approach by exploring an array of media and materials.

ART IMPLEMENTATION

Across school a combination of short-term planning tools and schemes will be employed and adapted by teachers in order to teach the topics, skills and artists set out for their year group. Each year group has been allocated a range of skills, tools and materials to explore throughout the year. Linked to the art topics covered by each year group, related artists have been suggested in order to expand the children's knowledge and understanding of the media that they will be exploring. Drawing and sketching skills will be a focus across all year groups, allowing children to refine and build upon their previously learned skills in this area. This will result in evidence of progression being assessable from that of an initial piece to a final assessment piece, both within a year group and across each child's time at Farington Primary School. Sketchbooks are used throughout school as a reflective recount of the skills learned and the medias explored throughout each module of art that is covered. Children's sketchbooks will document their journey and progression through each art unit, towards each final assessment piece that showcases their achievement.

ICT will be used by all children for both research purposes and in order to create pieces of digital artwork.

ART IMPACT

From their time and Art lessons at Farington, we aim that:

- Children are confident in using the appropriate vocabulary taught to them throughout school, in relation to the art and artist that they are studying.
- Children will have the chance to explore and interact with a range of media and art skills, taught to them throughout school.
- Children build up a knowledge of a variety of artists from different times throughout history and different cultures.
- Children will be able to evaluate piece of work created by existing artists. They will then take influence from those artists in order to create their own pieces of work through which the artist's influence is evident.

Summary of Subject Content

ART

1	Louise Borgeois	<p align="center">Painting</p> <p align="center">Link to The Great Fire of London</p>	<p align="center">Sculpture, drawing and collage</p> <p align="center">Lesson 1 – Twinkl Lesson 2 onwards – Kapow</p> <p align="center">Stand-alone</p>	<p align="center">Painting and collage</p> <p align="center">Landscapes - Kapow</p> <p align="center">Link to The Seaside</p>
2	Julian Opie Picasso Rembrandt Van Gogh Alison Lapper	<p align="center">Drawing</p> <p align="center">Look at portrait artists Portrait of Emmeline Pankhurst Opie-style portraits - Kapow Self-portraits</p> <p align="center">Link to History</p>	<p align="center">Printing</p> <p align="center">Create animal patterns Look at animal skins, create foam printing blocks, create repeat pattern</p> <p align="center">Stand-alone</p>	<p align="center">Painting</p> <p align="center">Look at Alison Lapper’s work Creating landscapes using mouth only! Cut their 2 landscapes and create an optical illusion – Kapow Y4</p> <p align="center">Link to the Titanic/The Arctic</p>
3	Banksy Keith Haring William Morris	<p align="center">Drawing and painting</p> <p align="center">How do we express art? Look at wall art, Banksy and Keith Haring ‘Prehistoric Art’ – Kapow</p> <p align="center">Link to Stone Age</p>	<p align="center">Digital art</p> <p align="center">Look at William Morris Rangoli patterns</p> <p align="center">Link to RE, Diwali</p>	<p align="center">Textiles</p> <p align="center">Weaving – Kapow</p> <p align="center">Stand-alone</p>
4	Arcimboldo Sokari Douglas Camp El Anatsui Paul Cezanne	<p align="center">Sculpture</p> <p align="center">Various outcomes - Kapow unit</p> <p align="center">Stand-alone</p>	<p align="center">Drawing</p> <p align="center">Formal elements of Art – Y3 Kapow unit Perspective, building up to drawing the pyramids of Giza</p> <p align="center">Link to the Egyptians</p>	<p align="center">Painting</p> <p align="center">Kapow, Y3 lesson 2 options 1 and 2 Kapow, Y4 lesson 3</p> <p align="center">Stand-alone</p>
5	James Isherwood Henri Matisse Mary Cassatt	<p align="center">Painting</p> <p align="center">Look at the work of impressionist painters Look at James Isherwood Create an impressionist painting (Kapow Y6 Lesson 1: Impressionist painting)</p> <p align="center">Link to Local History</p>	<p align="center">Sculpture</p> <p align="center">Introduce Greek art and artists ‘Still Life’ lesson 1 and 2 using Greek urns Create Greek urns</p> <p align="center">Link to The Greeks</p>	<p align="center">Printing</p> <p align="center">Grand Canyon</p> <p align="center">Link to Geography</p>
6	Edward Weston Kathe Kollwitz	<p align="center">Photography</p> <p align="center">Kapow</p>	<p align="center">Drawing</p> <p align="center">‘Make My Voice Heard’ Lessons 2, 3 and 4 – Kapow</p>	<p align="center">Painting and sculpture</p> <p align="center">Freida Kahlo inspired self-portraits Mexican dishes</p>

	Picasso Henry Moore Frida Kahlo	Stand-alone	Henry Moore painting Link to the wars	Mexican mirrors Link to The Mayans
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Stage Descriptors

EYFS	<ul style="list-style-type: none"> - Appropriately choose, use and begin to control a range of media safely - Talk about what they have produced - Develop skills in manipulating malleable materials
KS1	<p>Sketchbooks:</p> <ul style="list-style-type: none"> - Use a sketchbook effectively to gather ideas <p>Artists:</p> <ul style="list-style-type: none"> - Have knowledge of and appraise a diverse range of artists through history <p>Drawing:</p> <ul style="list-style-type: none"> - Use a range of dry media to explore the elements of art: line, colour and shape. <p>Painting:</p> <ul style="list-style-type: none"> - Demonstrate knowledge about primary and secondary colours - Use, and be able to name, a variety of paint, paper and implements to create <p>Sculpture:</p> <ul style="list-style-type: none"> - Plan and create sculptures and constructions - Develop skills in manipulating clay: rolling, kneading and shaping <p>Other art:</p> <ul style="list-style-type: none"> - Create art supported by photography, digital art, pattern, printmaking or texture and collage
LKS2	<p>Sketchbooks:</p> <ul style="list-style-type: none"> - Use a sketchbook effectively to gather and build ideas <p>Artists:</p> <ul style="list-style-type: none"> - Have knowledge of and appraise a diverse range of artists, architects and designers through history <p>Drawing:</p> <ul style="list-style-type: none"> - Use a range of dry media to explore the elements of art: line, tone, pattern, texture, colour and shape. <p>Painting:</p> <ul style="list-style-type: none"> - Demonstrate a knowledge about primary and secondary colours, making and matching colours - Choose appropriate, paint, paper and implements to create <p>Sculpture:</p> <ul style="list-style-type: none"> - Plan and create sculptures and constructions with reasonable independence - Develop skills in joining and modelling clay <p>Other art:</p> <ul style="list-style-type: none"> - Create art supported by photography, digital art, pattern, printmaking or texture and collage

UKS2	<p>Sketchbooks:</p> <ul style="list-style-type: none">- Use a sketchbook effectively to gather, build ideas and evaluate <p>Artists:</p> <ul style="list-style-type: none">- Have knowledge of, appraise and take influence from a diverse range of artists, architects, and designers through history, including those from the local area <p>Drawing:</p> <ul style="list-style-type: none">- Proficiently manipulate and show improved mastery of, using dry and wet media, the elements of art: line, tone, pattern, texture, form, space, colour and shape. <p>Painting:</p> <ul style="list-style-type: none">- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colour, making and matching colours- Choose appropriate, paint, paper and implements to create, adapt and improve <p>Sculpture:</p> <ul style="list-style-type: none">- Plan and create a sophisticated sculpture or construction with increasing independence- Develop skills in using clay, including slabs, coils, slips etc. <p>Other art:</p> <ul style="list-style-type: none">- Create art supported by photography, digital art, pattern, printmaking or texture and collage
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Assessment Criteria

What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.

