

Primary Specification



Art & Design

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Trust Level

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in Science for their year group or phase) when being assessed by their teachers in their science lessons. Where appropriate, teachers will provide opportunities for children to embed essential skills acquired in English and Maths within science lessons.

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 differentiatio

KS1/KS2 NC Objectives & Subject Intent, Impact and Implementation



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 Marus Bridge and the context of the community to provide an excellent Art and Design curriculum, we aim to develop imaginative thinking and practical expertise in children, foster enjoyment, satisfaction and purpose in Art and Design.

- We encourage pupils to participate successfully in Art and Design projects and to inspire future interest in the subject.
- We encourage children to contribute positively to society and shine in our community by becoming aware of key issues in our community and wider world and use Art and Design as a platform to communicate, such as through the WOWS festival.
- We support children in critiquing and evaluating their ideas, products and work of others in a respectful manner.
- We, where appropriate, make purposeful links to other subject areas such as Mathematics, Science, Computing and Art.
- Children develop a love of art because they are able to explore a range of different media whilst learning about, and taking influence from, a host of artists, architects and designers throughout history and modern day.
- Children will learn a variety of skills relating to drawing, painting and sculpture as well experience the disciplines of collage, pattern, printing, photography and digital art.

ART IMPLEMENTATION

Across school, teachers adapt their own ideas, provided the skills set out for each year group are taught and assessed, when planning short term.

Each year group has been allocated at least one artist, architect or designer to study during the year, usually linking to their class topic in Science, History or Geography. It has also been suggested which media the children should explore during the study of those artists. The media suggested broadly reflects those used by the given artists where the children use the artists' work to influence their own.

In key stage two there is a strong emphasis on the use of sketch books. Each year, the children's use of sketch books becomes more sophisticated as they learn to use them as reflective records of their learning, as well as a space to discover and develop their creative talents.

Children in all year groups learn and practise new knowledge of skills, whilst building up to a 'final piece' that demonstrates what they have achieved. We teach 6 mediums of Art (painting, drawing, sculpture, printing, pattern and collage) in a 2-year cycle so that all skills are taught progressively 3 times and can be improved upon. Where an opportunity presents itself, photography and digital art are also experimented with.

ART IMPACT

Key vocabulary from the national curriculum is taught sequentially throughout the school and used appropriately by the children.

Children practise using their knowledge of skills, of using a range of media to produce a variety of outcomes, progressively throughout school.

Children have knowledge of a range of artists, architects and designers from a range of cultures and time periods. They can discuss, appraise and take influence from the work of other artists across a range of media.

Summary of Subject Content

ART

Year 1	Louise Borgeois	Sculpture, drawing and collage Lesson 1 – Twinkl Lesson 2 onwards – Kapow Stand-alone	Painting and collage Landscapes - Kapow Link to The Seaside	Painting Link to The Great Fire of London
Year 2	Julian Opie Picasso Rembrandt Van Gogh Alison Lapper	Drawing Look at portrait artists Portrait of Emmeline Pankhurst Opie-style portraits - Kapow Self-portraits Link to History	Printing Create animal patterns Look at animal skins, create foam printing blocks, create repeat pattern Stand-alone	Painting Look at Alison Lapper's work Creating landscapes using mouth only! Cut their 2 landscapes and create an optical illusion – Kapow Y4 Link to the Titanic/The Arctic
Year 3	Banksy Keith Haring William Morris	Drawing and painting How do we express art? Look at wall art, Banksy and Keith Haring 'Prehistoric Art' – Kapow Link to Stone Age	Digital art Look at William Morris Rangoli patterns Link to RE, Diwali	Textiles Weaving – Kapow Stand-alone
Year 4	Arcimboldo Sokari Douglas Camp El Anatsui Paul Cezanne	Sculpture Various outcomes - Kapow unit Stand-alone	Drawing Formal elements of Art – Y3 Kapow unit Perspective, building up to drawing the pyramids of Giza Link to the Egyptians	Painting Kapow, Y3 lesson 2 options 1 and 2 Kapow, Y4 lesson 3 Stand-alone
Year 5	James Isherwood Henri Matisse Mary Cassatt	Sculpture Introduce Greek art and artists 'Still Life' lesson 1 and 2 using Greek urns Create Greek urns Link to The Greeks	Printing Grand Canyon t-shirts Link to The Grand Canyon	Painting Look at the work of impressionist painters Look at James Isherwood Create an impressionist painting Link to Local History
Year 6	Edward Weston Kathe Kollwitz Picasso Henry Moore Frida Kahlo	Photography Kapow Stand-alone	Drawing 'Make My Voice Heard' Lessons 2, 3 and 4 – Kapow Henry Moore painting Link to the wars	Painting and sculpture Freida Kahlo inspired self-portraits Mexican dishes Link to The Mayans

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

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.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



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