Primary Specification



Art

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Rationale

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 the year 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 is 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 provider 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	• 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	• 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] • Learn 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 is 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.

Art Overview 2026 - 2027

EYFS	Andy Goldsworthy Megan Coyle	**Mark Making – Marvellous Marks** Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	**3D Sculpture – Creation Station** Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.	**Painting – Paint My World** Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.
1	Louise Bourgeois David Best Ron Embleton Louise Stocker	**Painting and Mixed Media** Learning about primary and secondary colours, colour mixing techniques, and applying these skills in painting. The lessons encourage exploration and confidence in colour use, culminating in creating a painted plate in the style of an artist linked to the Great Fire Of London.	**Sculpture – Clay Animals/ Large Scale Sculpture** Experimenting with mark making, using pencils and natural objects. They will draw pictures of natural objects. Create animal drawings and use these drawings to create a clay model of their chosen animal and large models outdoor, to create insect sculptures inspired by Lousie Bourgeois.	**Painting and Collage** Use knowledge of primary colours to explore colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings and collage inspired by beach scenes of Louise Stocker.
2	Romare Bearden Max Ernst	**Drawing – Understanding Tone and Texture** Children will explore how artists use tone and texture and then will apply these techniques in observational drawings.	**Craft & Design – Map it Out** Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.	**Painting & Mixed Media – Life in Colour** Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.
3	Banksy William Morris Anthony Caro	**Painting and mixed media: Prehistoric painting** Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.	**Sculpture and 3D: Abstract shape and space** Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.	**Craft and Design: Ancient Egyptian scrolls** Understanding and applying the styles, patterns and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating contemporary responses using zines.
4	Babara Hepworth	**Sculpture & 3D: Mega Materials**	**Craft & Design: Fabric of Nature**	**Painting & Mixed Media: Light & Dark**

	Sokari Douglas-Camp	Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.	Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.	Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.
5	Cai Guo-Qiang	**Sculpture and 3D: Interactive installation** Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.	**Drawing: I need space** Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.	**Painting and mixed media: Portraits** Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.
6	Edvard Munch Da Vinci Freida Kahlo	**Craft and design: Photo opportunity** Developing photography skills and techniques to design a range of creative photographic outcomes.	**Drawing: Make my voice heard** From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.	**Painting:** With a focus on the works of Frida Kahlo, we will be exploring how colours, background and nature can be use as an abstract representation of feelings and emotions. Through our study of her self-portraits, we will be building ideas that we can use towards our final piece – our own self-portrait, which will depict our feelings and emotions through abstract imagery.

Stage Descriptors

EYFS	**Knowledge of artists:** - Enjoy looking at art and recognise artists create varied art using lots of different types of material - Recognise artists are inspired by many things **Evaluating and Analysing:** - Talk about their artwork saying what they did well - Say if they like an artwork or not and form opinions, explainign why **Gathering ideas:** - Talk about ideas, exploring recording with a range of media **Sketchbooks** - Experiment in an exploratory way **Making Skills** - Use a range of drawing materials, mixed media scraps and modelling materials to create child-led art with no set outcome - Cut, thread, join and manipulate materials safely, focussing on process over outcome - Develop observational skills e.g. use a mirror to draw main features of faces.
KS1	**Knowledge of Artists;** - Describe difference between art practices (painting, printing, sculpting, collage etc.) and link these to their own work - Create work from a brief, understanding that artists can be commissioned to create art. - Create and critique figurative and abstract art and use understanding or art and use of materials to use materials for effect **Evaluating and Analysing:** - Explain their ideas and opinions about their own and other's artwork, beginning to recognise their stories and messages within - Begin to talk about art is made and how they could improve their own work **Generating ideas:** - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques **Sketchbooks:** - Experiment in sketchbooks, using drawing to record ideas

	- Use sketchbooks to help make decisions about what to try out next **Making Skills:** - Demonstrate increased control with a greater range of media - Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials - Develop observational skills to reflect formal elements of art (colour, pattern, texture, line, shape, form and space.)
LKS2	**Knowledge of Artists:** - Discuss how artists from the past impact on methods and styles today, confidently comparing and describing creative works - Understand the limitations of tools and materials and experiment with more than one medium/tool to create textural effects - Collate ideas, as professionals do, to generate a theme and convey messages through choices they make **Evaluating & Analysing:** - Use more complex vocabulary when discussing their ideas and opinions about their own and others work. - Discuss and interpret the meaning and purpose of artwork, understanding how they communicate through artwork and how the work may affect the lives of viewers. - Evaluate their work more regularly and independently during the planning and making process **Generating ideas:** - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. **Sketchbooks:** - Use sketchbooks purposefully to improve understanding, develop ideas (using drawing, annotations) to plan for an outcome. **Making Skills:** - Confidently use and select a range of tools and materials, with more independence. - Develop observation for example by using tonal shading and apply an understanding of shape to communicate form and proportion. Demonstrate the beginnings of individual style.

	- Demonstrate greater skill and control when drawing and painting to depict forms - Use more complicated techniques to shape and join materials such as carving and modelling wire
UKS2	**Knowledge of Artists:** - Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. - Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and from to create pieces and create an impact on the viewer - Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries **Evaluating & Analysing:** - Discuss the processes used by themselves and artists, giving reasoned evaluations of their own and others' work which takes into account the context and intention - Discuss how art is sometimes used to communicate social, political, or environmental views, expressing emotion and encouraging the viewer to question their own ideas. - Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way - Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

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.

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