

Setting your students on the path to success

Monday 26th September 2022 12pm-1pmBST





Kevin Hiatt & Stacey Roberts Brighton

Kevin Hiatt is Senior Strategy Manager within the International Schools Curriculum Team at Pearson. Kevin has worked in education for over fifteen years and was previously a teacher and senior leader. Currently a Senior Product Manager for Pearson, he leads the development of the new Pearson International Curriculum (based on the new English National Curriculum) that is making a real difference to children's education around the world

Stacey Roberts-Brighton is Professional Development Manager at Pearson. Stacey works as the Professional Development Manager for International Curriculum, creating and designing courses to support the iProgress Suite and ensuring teachers following the iPrimary and iLowerSecondary Curricula have the skills to implement the curriculum efficiently and effectively in classrooms. Her support also extends to Professional Development for our Centres and Schools teaching our International GCSE and International A level qualifications.

Action Plan

Action	By Who	By When

Session Outcomes

- Be excited about implementing iPLS any skills ladder Curriculum in your classroom
- Explore iPLS Skills Ladder Curriculum and Schemes of Work
- Understand how the Skills Ladders ensure progression from years 1-9
- Investigate how lesson plans embed active learning, critical thinking and assessment for learning

iProgress

Delivering a consistent learning journey for teachers and students aged 5 to 19, everywhere in the world. The iProgress family includes:



More than just a curriculum or qualification

iProgress offers a range of curriculum support resources, tools and services including training, professional development, print and online teaching materials.

Complete support – a pathway to success

iPrimary and iLowerSecondary each include:

Complete year-by-year curricula and learning objectives for each subject

Subject specific teacher's guides

Complete schemes of work

Complete day-by-day lesson planning

Comprehensive progress tests – updated yearly

3 days of Professional Development

Ongoing support via webinar

Mapping to award winning Pearson courseware

A major new strand added each year

Skills Ladders in foundation subjects

English

Maths

Science

Computing

Global Citizenship Reception / Early Years

Skills Ladders

Curriculum Scheme of Work Guidance document Example lesson planning

Support

The Curriculum

- Skills focused curriculum providing a clear progression map towards International GCSE with detailed learning points for every year
- Covers the skills requirements of the English National Curriculum in that subject
- Fully exemplified to support the non-specialist *and* help understand the appropriate level of demand at each age

Scheme of Work

- Grouped into suggested topics
- Provides possible activities and key questions
- Adaptable and can be mapped to local courseware easily

Support

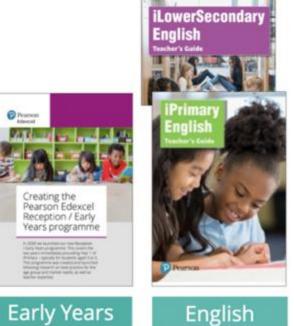
Guidance document

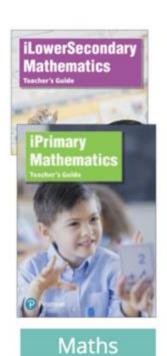
- Guidance on teaching that curriculum in a variety of settings
- Advice on adapting curriculum to match local courseware
- Examples and advice to support tricky topics

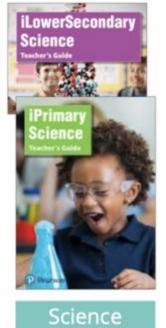
Example lesson planning

- Example plans showing how curricula can be adapted to a variety of settings
- Written by a mixture of curriculum experts, examiners, and master trainers as well
 as schools actually teaching the curricula
- New planning examples added over time

iPLS Curriculum









Computing

Global Citizenship

Geography

History

Music

DT

Art

PE



Why Art?

- Enriches the experience of studying whilst at school
- Encourages self expression and creativity
- Builds confidence
- Builds a sense of individual identity
- Develops critical thinking skills
- Develops knowledge of different art forms, media and techniques
- Develops transferrable skills: problem-solving, project management, communication
- Helps student's well-being and improves health and happiness
- Relieves the pressure of formal study

Skills Ladder Overview

Art Years 1 - 9

CE: Communication and Exploration

CU: Contextual Understanding

AC: Analysis and Critical Reflection

PR: Presentation and Realisation

ATF: Application of Techniques and Formal Elements

These five sections are then broken down into individual areas of skill focus which are then referenced within the Scheme of Work for each key stage.

Skills Ladder

- Encompasses the range of skills and knowledge that students will develop from Year 1 to Year 9
- Sections and skill focus remain consistent across all year groups
- Each year group expected to demonstrate an increased level of accomplishment.
- Skill focus is differentiated by outcome

Skills Ladder Overview

Reference

Skill Focus

processes.

CE2.1A – Communication and Exploration Year 2

iPrimary

Reference	Skill Focus	Guidance
CE2.1A	Ability to record ideas visually.	Students can use drawing and mark making to record and share their ideas, experiences and magination.
CE2.1B	Ability to record ideas verbally.	Students can ask and answer questions about the starting points for their work.
CE2.1C	Exploring ideas using materials and processes.	Students can experiment with materials and techniques and realise some potential of naterials.
CE2.1D	Ability to discuss and talk about Art and Craft.	Students will ask questions to extend their understanding of ideas and starting points.

CE8.1A – Communication and Exploration Year 8

Guidance

Ability to record CE8.1A Students can make competent sketches of what they can imagine and see. ideas visually. Ability to record CE8.1B Students can make detailed annotations – explaining what, why and how. ideas verbally. Exploring ideas CE8.1C using materials and

Students can experiment with a range of materials and techniques and realise the potential of the materials and processes they use.

Ability to discuss and CE8.1D talk about Art and Students can accurately use key vocabulary to demonstrate knowledge and understanding. Craft.

iLower Secondary

Same Skill – Different depth

CE2.1A – Communication and Exploration Year 2

iPrimary

Reference	Skill Focus	Guidance
CE2.1A	Ability to record ideas visually.	Students can use drawing and mark making to record and share their ideas, experiences and imagination.
CE2.1B	Ability to record ideas verbally.	Students can ask and answer questions about the starting points for their work.
CE2.1C	Exploring ideas using materials and processes.	Students can experiment with materials and techniques and realise some potential of materials.
CE2.1D	Ability to discuss and talk about Art and Craft.	Students will ask questions to extend their understanding of ideas and starting points.

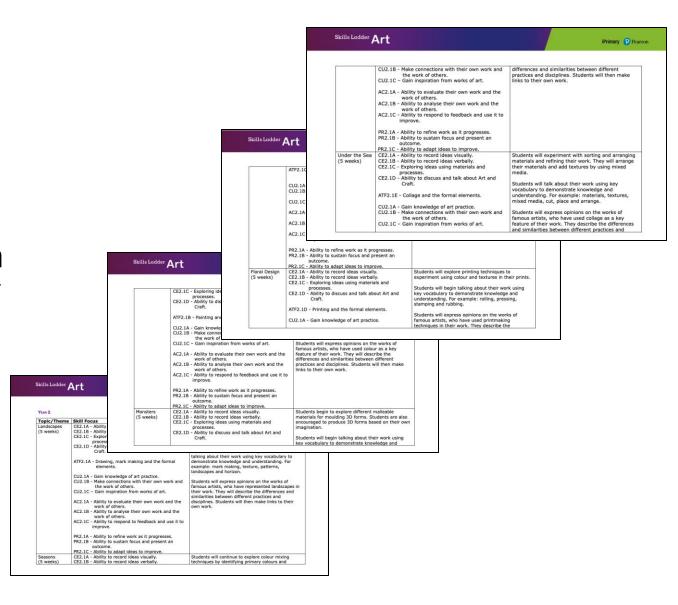
CE8.1A – Communication and Exploration Year 8

iLower Secondary

Reference	Skill Focus	Guidance
CE8.1A	Ability to record ideas visually.	Students can make competent sketches of what they can imagine and see.
CE8.1B	Ability to record ideas verbally.	Students can make detailed annotations – explaining what, why and how.
CE8.1C	Exploring ideas using materials and processes.	Students can experiment with a range of materials and techniques and realise the potential of the materials and processes they use.
CE8.1D	Ability to discuss and talk about Art and Craft.	Students can accurately use key vocabulary to demonstrate knowledge and understanding.

Scheme of Work

- A series of thematic projects/topics
- Last approximately half a term in primary and a term in lower secondary
- Provide a framework to bespoke your own scheme of work



Scheme of Work

Skills Ladder Art

iLowerSecondary Pearson



LowerSecondary Art Scheme of Work

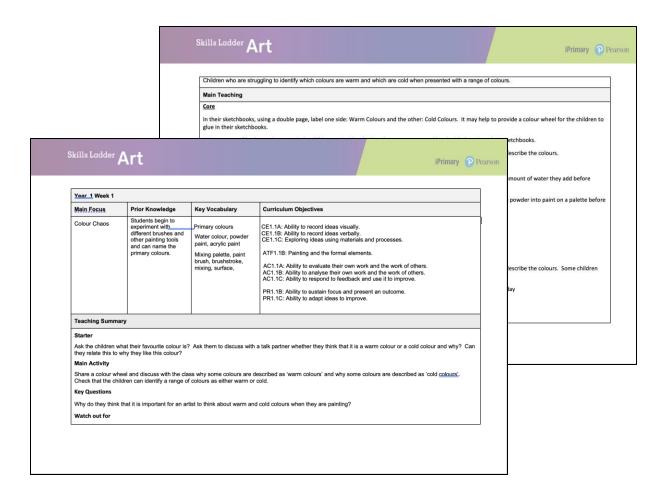
Topic/Theme	Skill Focus	Activities
Warm and		
	CE7.1A - Ability to record ideas visually.	Students explore colour theory (primary,
Cool (10	CE7.1B - Ability to record ideas verbally.	secondary and tertiary colours, complementary
weeks)	CE7.1C - Exploring ideas using materials and	and analogous colours, tints, and tones) using
	processes.	water-based paints. Then move onto creating
	CE7.1D - Ability to discuss and talk about Art and	paintings using a warm pallet and cool pallet.
	Craft.	Students are also exposed to using a range of
		different colour media, such as colour pencils,
	ATF7.1A - Drawing, mark making and the formal	colour crayons, and oil and/or calk pastels, along
	elements.	with using digital processes.
	ATF7.1B - Painting and the formal elements.	
	ATF7.1F – Photography, digital media and processes.	Students will discuss their work using key
		vocabulary to demonstrate knowledge and
	CU7.1A - Gain knowledge of art practice.	understanding. For example: primary, secondary
	CU7.1B - Make connections with own work and the	and tertiary colours, tints and tones,
	work of others.	complementary and analogous colours, pastels,
	CU7.1C - Gain inspiration from works of art.	colour pencils and crayons.
	AC7.1A - Ability to evaluate their own work and the	Students will have the opportunity to learn from
	work of others.	the works of famous artists, who have used cool
	AC7.1B - Ability to analyse their own work and the	and warm colours in their colour work, including
	work of others.	colour photography. They will explore landscapes,
	AC7.1C - Ability to respond to feedback and use it to	portraits and abstract art focusing on how colour
	improve.	affects the mood of a piece of art. Students will
		be given the opportunity to describe the
	PR7.1A - Ability to refine work as it progresses.	

Planning a Lesson

Planning a Lesson

iPLS Lessons should:

- promote collaboration teamwork and include leadership and presentation skills.
- ensure that active learning is taking place
- provide challenging opportunities for critical thinking
- provide opportunities for formative assessment
- offer differentiation and be fully inclusive



Planning a Lesson

Year EDIT			
Main Focus	Prior Knowledge	Key Vocabulary	Curriculum Objectives
Starter			
Main Activity			
Plenary			
Reflection Activity			
Additional Activities			
	-		
Resources			
Physical Resources:			
Notes:			

Planning a Lesson – Pre-teaching

Pre-teaching information:

Year 1 Week 1									
Main Focus	Prior Knowledge	Key Vocabulary	Curriculum Objectives						
Colour Chaos		G	CE1.1A: Ability to record ideas visually. CE1.1B: Ability to record ideas verbally. CE1.1C: Exploring ideas using materials and processes. ATF1.1B: Painting and the formal elements. AC1.1A: Ability to evaluate their own work and the work of others. AC1.1B: Ability to analyse their own work and the work of others. AC1.1C: Ability to respond to feedback and use it to improve. PR1.1B: Ability to sustain focus and present an outcome. PR1.1C: Ability to adapt ideas to improve.						

Planning a Lesson – Pre-teaching

Pre-teaching information:

Year 1 Week 1									
Main Focus	Prior Knowledge	Key Vocabulary	Curriculum Objectives						
Colour Chaos	Students begin to experiment with different brushes and other painting tools and can name the primary colours.	Primary colours Water colour, powder paint, acrylic paint Mixing palette, paint brush, brushstroke, mixing, surface	CE1.1A: Ability to record ideas visually. CE1.1B: Ability to record ideas verbally. CE1.1C: Exploring ideas using materials and processes. ATF1.1B: Painting and the formal elements. AC1.1A: Ability to evaluate their own work and the work of others. AC1.1B: Ability to analyse their own work and the work of others. AC1.1C: Ability to respond to feedback and use it to improve. PR1.1B: Ability to sustain focus and present an outcome. PR1.1C: Ability to adapt ideas to improve.						

Planning a Lesson – The Starter

Starter		

Planning a Lesson – The Starter

Starter

Ask the children what their favourite colour is? Ask them to discuss with a talk partner whether they think that it is a warm colour or a cold colour and why? Can they relate this to why they like this colour? Share a colour wheel and discuss with the class why some colours are described as 'warm colours' and why some colours are described as 'cold colours'. Check that the children can identify a range of colours as either warm or cold.

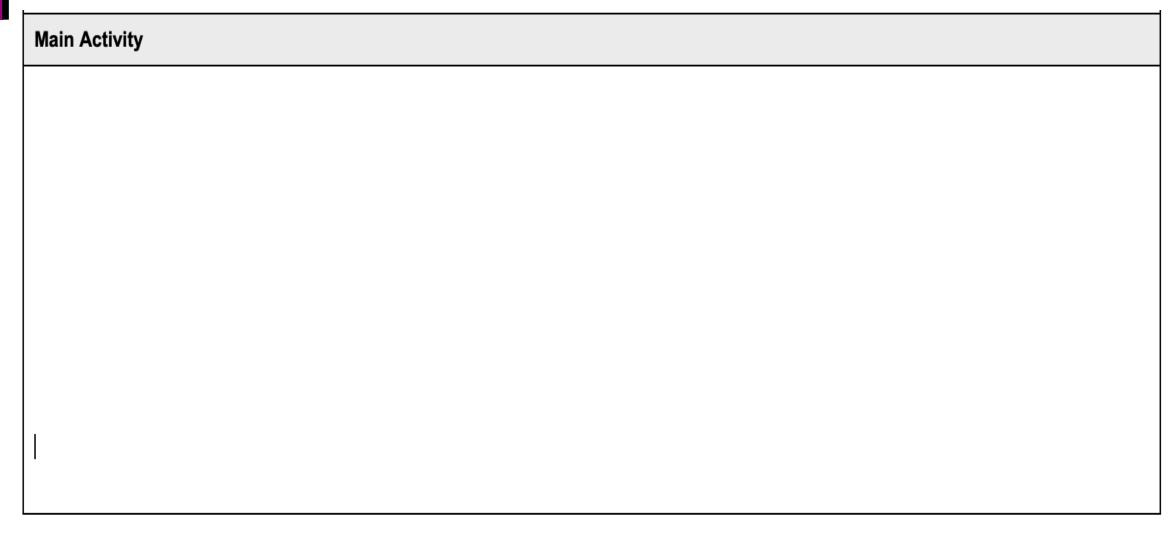
Key Questions

Why do they think that it is important for an artist to think about warm and cold colours when they are painting?

Watch out for

Children who are struggling to identify which colours are warm and which are cold when presented with a range of colours.

Planning a Lesson – Main Activities



Planning a Lesson – Main Activities

Main Activity

<u>Core</u>

In their sketchbooks, using a double page, label one side: Warm Colours and the other: Cold Colours. It may help to provide a colour wheel for the children to glue in their sketchbooks.

Using a range of landscape images ask the children to decide whether they are warm or cold and stick them into their sketchbooks.

Discuss the landscapes with their talk partner, ask the children to think about the words they would add to the page to describe the colours.

Explain that they are now going to explore warm and cold colours using different paints.

Watercolours: ask the children to explore the different watercolours they have. They will need to experiment with the amount of water they add before painting an example of the colour on the correct page in their sketchbook.

Power paints: using 'dib, dab, do' ask the children to explore mixing colours and gaining the right consistency to turn the powder into paint on a palette before adding to the page in their sketchbook.

Assessment Focus

- Ability to identify warm and cold colours in their landscape images
- Able to mix colours and able to use appropriate vocabulary to describe whether they are warm or cold colours

Planning a Lesson – Main Activities

Main Activity

<u>Support</u>

Discuss the landscapes with their talk partner, ask the children to think about the words they would add to the page to describe the colours. Some children may need to be supported with a vocabulary mat of words for them to choose from. These may include:

Warm: Sun, hot, warm, boiling, orange, yellow, summer, spring, beach, sunset, pink, rose, amber, copper, bronze, rust, day

Cold: ice, winter, freezing, blue, indigo, navy, green, lime, shiver, snow, sky, sea, night, water

Assessment Focus

- Able to describe warm colours
- Able to mix colours and identify whether they are warm or cold

Extend

Acrylic paints: the children can explore the acrylic colours they have available and discuss how the colours differ.

Planning a Lesson – Plenary & Reflection

Plenary						
Reflection Activity						

Planning a Lesson – Plenary & Reflection

Plenary

Bring the class back together and share two new landscape images. Ask the children to describe the images using some of the new vocabulary they have learnt.

Reflection Activity

Ask the students to work in pairs. Tell them to discuss the following questions with their Talk Partners.

- Is your favourite colour the same colour as when we started the lesson? Why is it your favourite colour?
- Which paints did you find the easiest to use and why?
- Were there any colours which you were not sure whether they were warm or cold?

Encourage the students to share their thoughts with the rest of the class.

Peer Review: Ask the students to share their journal with their partner and ask their partner to give them feedback on something they have done well and a suggestion on how they might improve.

Assessment in iLower Secondary Art

The Key Stage 3 Assessment Grid:

- assesses all 5 assessment objectives equ
- describes 4 performance levels with 5 marks for each level
- a maximum of 20 marks for each of the objectives
- descriptors describe knowledge as:
- Partial
 - Broadening
 - Competent
 - Excellent

AO's Assessment objectives	Performance level 1 Partial Partial knowledge, understanding and skills			_	Broadening Knowledge, understanding and skills					Performance level 3 Competent Knowledge, understanding and skills are secure throughout				Performance level 4 Excellent Knowledge, understanding and skills are in-depth and/or accomplished throughout							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Max
AO1 COMMUNICATION AND EXPLORATION	Partial ability to record ideas and explore the potential of materials						Broadening ability to record ideas and explore the potential of materials					Competent ability to record ideas and explore the potential of materials				Excellent ability to record ideas and explore the potential of materials					20
AO2 APPLICATION OF TECHNIQUES AND FORMAL ELEMENTS	Partial ability to use techniques and apply the formal elements				the	Broadening ability to use techniques and apply the formal elements				Component ability to use techniques and apply the formal elements					Excellent ability to use techniques and apply the formal elements					20	
AO3 CONTEXTUAL UNDERSTANDING	Partial ability to demonstrate connections with their work and the work of others					Broadening ability to demonstrate connections with their own work and the work of others				Component ability to demonstrate connections with their own work and the work of others				Excellent ability to demonstrate connections with their work and the work of others					20		
AO4 ANALYSIS AND CRITICAL REFLECTION	Partial ability to evaluate their own work and the work of others					Broadening ability to evaluate their own work and the work of others				Component ability to evaluate their own work and the work of others				ork	Excellent ability to evaluate their own work and the work of others					20	
AO5 PRESENTATION AND REALISATION	a me	al abi eaning under al lang	gful ou stand	itcom	e	Broadening ability to produce a meaningful outcome and understanding of visual language				Component ability to produce a meaningful outcome and understanding of visual language				Excellent ability to produce a meaningful outcome and understanding of visual language					20		
Assessment scale % (Expectations)	(Si	gnific	0-25		nw)			6-5	0 elow			5	1-7				_	6-10	_		100

Action Plan

Action	By Who	By When

Questions?

