

# iPLS Skills Ladder

**Setting your students on the path to success**

Monday 26<sup>th</sup> September 2022  
12pm-1pmBST



Pearson



# 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



Global Citizenship

Geography

History

Music

DT

Art

PE



# Why Art?



# 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

iPrimary

## CE2.1A – Communication and Exploration Year 2

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.

iLower  
Secondary

## CE8.1A – Communication and Exploration Year 8

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.



# 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

The diagram illustrates three overlapping 'Skills Ladder Art' documents, each representing a different year level. The documents are arranged in a perspective view, showing they are part of a larger framework. Each document contains a table with columns for Topic/Theme, Skill Focus, and Student Learning Outcomes.

**Top Document (Year 2):**

Topic/Theme	Skill Focus	Student Learning Outcomes
Landscapes (5 weeks)	CE2.1A - Ability to record ideas visually. CE2.1B - Ability to record ideas verbally. CE2.1C - Exploring ideas using materials and processes. CE2.1D - Ability to discuss and talk about Art and Craft.	Students will experiment with sorting and arranging materials and refining their work. They will arrange their materials and add textures by using mixed media.  Students will talk about their work using key vocabulary to demonstrate knowledge and understanding. For example: materials, textures, mixed media, cut, place and arrange.
ATF2.1A - Drawing, mark making and the formal elements.	CU2.1A - Gain knowledge of art practice. CU2.1B - Make connections with their own work and the work of others. CU2.1C - Gain inspiration from works of art.	Students will express opinions on the works of famous artists, who have used colour as a key feature of their work. They will describe the differences and similarities between different practices and disciplines. Students will then make links to their own work.
AC2.1A - Ability to evaluate their own work and the work of others. AC2.1B - Ability to analyse their own work and the work of others. AC2.1C - Ability to respond to feedback and use it to improve.	PR2.1A - Ability to refine work as it progresses. PR2.1B - Ability to sustain focus and present an outcome. PR2.1C - Ability to adapt ideas to improve.	Students will continue to explore colour mixing techniques by identifying primary colours and
Seasons (5 weeks)	CE2.1A - Ability to record ideas visually. CE2.1B - Ability to record ideas verbally.	

**Middle Document (Year 1):**

Topic/Theme	Skill Focus	Student Learning Outcomes
Floral Design (5 weeks)	CE2.1C - Exploring ideas using materials and processes. CE2.1D - Ability to discuss and talk about Art and Craft.	Students will explore printing techniques to experiment using colour and textures in their prints.  Students will begin talking about their work using key vocabulary to demonstrate knowledge and understanding. For example: rolling, pressing, stamping and rubbing.
ATF2.1B - Painting and the formal elements.	CU2.1A - Gain knowledge of art practice. CU2.1B - Make connections with their own work and the work of others. CU2.1C - Gain inspiration from works of art.	Students will express opinions on the works of famous artists, who have used colour as a key feature of their work. They will describe the differences and similarities between different practices and disciplines. Students will then make links to their own work.
AC2.1A - Ability to evaluate their own work and the work of others. AC2.1B - Ability to analyse their own work and the work of others. AC2.1C - Ability to respond to feedback and use it to improve.	PR2.1A - Ability to refine work as it progresses. PR2.1B - Ability to sustain focus and present an outcome. PR2.1C - Ability to adapt ideas to improve.	
Monsters (5 weeks)	CE2.1A - Ability to record ideas visually. CE2.1B - Ability to record ideas verbally. CE2.1C - Exploring ideas using materials and processes. CE2.1D - Ability to discuss and talk about Art and Craft.	Students begin to explore different malleable materials for moulding 3D forms. Students are also encouraged to produce 3D forms based on their own imagination.  Students will begin talking about their work using key vocabulary to demonstrate knowledge and

**Bottom Document (Year 2):**

Topic/Theme	Skill Focus	Student Learning Outcomes
Under the Sea (5 weeks)	CE2.1A - Ability to record ideas visually. CE2.1B - Ability to record ideas verbally. CE2.1C - Exploring ideas using materials and processes. CE2.1D - Ability to discuss and talk about Art and Craft.	Students will experiment with sorting and arranging materials and refining their work. They will arrange their materials and add textures by using mixed media.  Students will talk about their work using key vocabulary to demonstrate knowledge and understanding. For example: materials, textures, mixed media, cut, place and arrange.
ATF2.1E - Collage and the formal elements.	CU2.1A - Gain knowledge of art practice. CU2.1B - Make connections with their own work and the work of others. CU2.1C - Gain inspiration from works of art.	Students will express opinions on the works of famous artists, who have used collage as a key feature of their work. They describe the differences and similarities between different practices and
PR2.1A - Ability to refine work as it progresses. PR2.1B - Ability to sustain focus and present an outcome. PR2.1C - Ability to adapt ideas to improve.		

# Scheme of Work

## iLowerSecondary Art Scheme of Work

### YEAR 7

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



# 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

Skills Ladder Art

iPrimary Pearson

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

**Main Teaching**

**Core**

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.

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Skills Ladder Art

iPrimary Pearson

**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.

**Teaching Summary**

**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?

**Main Activity**

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**

# Planning a Lesson

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

# Planning a Lesson – Pre-teaching

Pre-teaching information:

Year 1 Week 1			
Main Focus	Prior Knowledge	Key Vocabulary	Curriculum Objectives
Colour Chaos			<p>CE1.1A: Ability to record ideas visually. CE1.1B: Ability to record ideas verbally. CE1.1C: Exploring ideas using materials and processes.</p> <p>ATF1.1B: Painting and the formal elements.</p> <p>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.</p> <p>PR1.1B: Ability to sustain focus and present an outcome. PR1.1C: Ability to adapt ideas to improve.</p>



# 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

**Main Activity**

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# Planning a Lesson – Main Activities

## Main Activity

### Core

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

### Support

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

<b>Plenary</b>
<b>Reflection Activity</b>



# 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

Key Stage 3 Art assessment grid																					
AO's Assessment objectives	Performance level 1 Partial <i>Partial knowledge, understanding and skills</i>					Performance level 2 Broadening <i>Knowledge, understanding and skills are emerging</i>					Performance level 3 Competent <i>Knowledge, understanding and skills are secure throughout</i>					Performance level 4 Excellent <i>Knowledge, understanding and skills are in-depth and/or accomplished throughout</i>					Max
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
<b>A01 COMMUNICATION AND EXPLORATION</b>	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					<b>20</b>
<b>A02 APPLICATION OF TECHNIQUES AND FORMAL ELEMENTS</b>	Partial ability to use techniques and apply the formal elements					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					<b>20</b>
<b>A03 CONTEXTUAL UNDERSTANDING</b>	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					<b>20</b>
<b>A04 ANALYSIS AND CRITICAL REFLECTION</b>	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					Excellent ability to evaluate their own work and the work of others					<b>20</b>
<b>A05 PRESENTATION AND REALISATION</b>	Partial ability to produce a meaningful outcome and understanding of visual language					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					<b>20</b>
<b>Assessment scale % (Expectations)</b>	<b>0-25</b> <i>(Significantly below)</i>					<b>26-50</b> <i>(Slightly below)</i>					<b>51-75</b> <i>(Meeting)</i>					<b>76-100</b> <i>(Exceeding)</i>					<b>100</b>



# Action Plan

Action	By Who	By When



Questions?



Pearson