

Subject Specific Action Plan 2021-22		
Subject: Art	Co-ordinator(s): Tim Suswain, Sally Clifton	
Priority One: Monitoring and Assessment	Action(s):	Success Criteria:
<ul style="list-style-type: none"> Children will be able to demonstrate the skills required for create art pieces through confident teaching that demonstrates the use of a range of media and artist techniques Children show progression throughout the school 	<ul style="list-style-type: none"> Monitor through looking at displays and floorbooks. Vocabulary linked to art clearly on display in classrooms Different media planned for and used. A larger range of artists and diversity in art considered by staff Lesson drop ins/pupil interviews, sharing of good practise between staff (what works well? What needs developing?) Encourage pupil feedback through call-outs about what they have enjoyed/found challenging Plastic wallets or something similar to store children's finished pieces and show progression (this could be then moderated within the federation – see below) At the start of a termly staff meeting, staff discuss what is going well in their art/classroom etc (20 mins feedback to SC/TS). Time to moderate art within a staff meeting (termly) in year group/phase teams across the federation 	<ul style="list-style-type: none"> Children are using taught methods to create their art. There is evidence that children have been taught skills that lead to a finished piece of work (photos to be taken of artwork) Children using technical vocabulary linked to art Children using mixed media (photos in floorbooks and on display) showing a range of artists across the year, perhaps also showing diversity Call-outs displayed Good practise shared and tried in classrooms by staff Staff are confident about how they teach, deliver and assess art
Priority Two: Quality Provision	Action(s):	Success Criteria:
<ul style="list-style-type: none"> Staff have the confidence to teach art 	<ul style="list-style-type: none"> To share good practice through Floor Books and discussions with pupil voice interviews. Art lessons will be planned and be linked to other subjects, where possible. 	<ul style="list-style-type: none"> Staff will be confident in delivering art lessons. Chn will receive good quality teaching of art. Floor books will show that evidence has been

	<ul style="list-style-type: none"> Pupil interviews to check on wellbeing and support that is in place (pupil voice and engagement) 	<p>recorded and show the impact of art along with pupil voice.</p> <ul style="list-style-type: none"> Different aspects of art will be covered. Children will talk with confidence about artists and art.
Priority Three: Resources		
<ul style="list-style-type: none"> To ensure that units of work in the art rolling programme are well resourced and planned for, including resources for teaching using different media and artists 	<ul style="list-style-type: none"> Ensure that schools are well-resourced for the art that is taking place. Schemes of work/resources to be catered for if necessary Teachers can share good practice across the federation Check with staff in each school that they have the resources they need to teach TS/SC to complete an art audit/inventory 	<ul style="list-style-type: none"> Resources will enhance the delivery of art lessons. Chn will be eager to engage with new resources and learning. Resources and consumables will be shared across the Federation
Priority Four: Wider- Engagement		
<ul style="list-style-type: none"> Children will appreciate art in everyday life. Promotion of art and use of techniques in an engaging way across the curriculum (eg. Topic-based learning) 	<ul style="list-style-type: none"> Ensure art rich environments are evident in each classroom and school. Monthly 'Artist of the Week' in each school 	<ul style="list-style-type: none"> Through informal walks of each school, each term. Wider curriculum folders in each classroom to show evidence of art in a cross-curricular way Artist of the Month award presented regularly and work displayed Pupil feedback/interviews for perceptions
Outcomes / Review (to be completed at the end of the year)		

Intent

As a Federation, we believe that art is a vital and integral part of children's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society. Art contributes

to children's personal development in creativity, independence, judgement and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design.

The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history.

Children will develop their understanding of the visual language of art with effective teaching and carefully thought out sequences of lessons and experiences.

Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an accessible and engaging curriculum which will enable children to reach their full potential.

Implementation

We teach a skills-based art curriculum, which allows children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. This is supported through the studying of key artists and the development of a knowledge of their work.

Lessons are taught in blocks on a half termly/termly basis and involve studying existing pieces of art, sketching aspects of these, with a particular focus on the necessary skills, before completing a final piece. The children will then be given constructive feedback and next steps, with further opportunities to create the art piece, to improve their work and ensure that the skills are being developed. The evidence of their work is collected within the art sketch book which follows the children through the school. Photographs of larger, group or 3D pieces are also kept within this book.

Impact

The pupil's knowledge of art history and visual elements of art is recorded through half-termly quizzes whilst the development of their physical skills will be evaluated against skills progression as well as the National Curriculum in drawing, painting, sculpture and other art, craft and design techniques.