Art & Design Action Plan 2021-22

**Art & Design Aims include:**

1. produce creative work, exploring their ideas and recording their experiences
2. become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. evaluate and analyse creative works using the language of art, craft and design
4. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

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| **KEY PRIORITY** |
| Objective | Actions and Responsibility | Success Criteria | Completion | Resources  |
| * **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**
 | * 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 practice 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
 | * Children are using taught methods to create their

art. There is evidence that children have beentaught 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 acrossthe 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 | Ongoing throughout the year. | Cornerstones Curriculum |
| * **Staff have the confidence to teach art**
 | * 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.
* Pupil surveys/ interviews to check on wellbeing and support that is in place (pupil voice and engagement)
 | * Staff will be confident in delivering art lessons.
* Children will receive good quality teaching of art.
* Floor books will show that evidence has been recorded and show the impact of art along with pupil voice.
* Different aspects of art will be covered.
* Children will talk with confidence about artists and art.
 | Ongoing throughout the year. | Cornerstones Curriculum |
| * **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**
 | * 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* ensure all children are accessing a broad and balanced art curriculum, including developing use of their sketchbooks; finding out about artists and craftspeople; revisiting opportunities to develop their use of colour, pattern, texture, line, shape, form and space; Cultural and personal development
 | * Resources will enhance the delivery of art lessons.
* Children will be eager to engage with new resources

and learning.* Resources and consumables will be shared across

the Federation | Ongoing throughout the year. | Cornerstones CurriculumResources  |
| **SCHOOL DEVELOPMENT PLAN PRIORITY**  |
| * **Ensure the needs of all pupils are met during lessons.**
* **All pupils are challenged during lessons**.
 | * Teacher led discussions allow children to be more reflective, discuss their learning and take responsibility for their own development.
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| * **To support Pupils mental health.**
 | * Pupils to help support each other in a range of activities.
 | * Pupils feel more positive about themselves.
* Pupils to be more supportive of each other.
 | Ongoing  |  |
| * **To raise children’s aspirations and self-coaching skills.**
 | * Children know what to do when they can’t do something.
* Pupils have regular opportunities to debate a range of issues which include those that are important to them.
 | * Pupils learn how to respect each other's viewpoints.
* Pupils have a more positive attitude towards school life.
* Pupil leaders to take an active role in school life.
 | Ongoing  |  |