Priestmead Primary School



Art Action Plan 2023-2024



Leader	Deena Patel
Context	• This art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. • Units of work in the curriculum focus on the different concepts in art and different types of art. • The overall scheme of the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles, printmaking, photography and mixed media), introducing the children to as diverse a range of materials as possible.
Subject long-term plan (2-3 year timescale):	• Gain Art Marks Award • Organised resident artist to deliver activities throughout the year • Showcase a gallery event in school (art displayed from all year groups)
Subject priorities (1 year timescale):	• Embed Art and Design curriculum introduced in Summer 2022 • Monitor and evaluate the impact of the teaching and learning in Art and Design • Introduce new assessment procedures for Art and Design • Raise the profile of Art and Design within the school

PRIESTMEAD PRIMARY SCHOOL
Moving Onwards and Upwards Together

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INTENT



School Values: **Early Phase:** Empathetic, Courageous, Responsible **Middle Phase:** Wisdom, Integrity, Responsibility **Later Phase:** Pluralistic, Ambitious, Responsibility

British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different Faiths and Beliefs.

Attitudes:
Collaborator: Take Turns, Lister, Share, Empathise and Support.
Sorcerer: Explore, Question, Use Imagination, Make Links, Use Prior Knowledge.
Reflector: Decide, Remember, Plan, Edit, Reason.
Trier the Flyer: Focus, Keep Trying, Improve, Bounce Back



IMPLEMENTATION

Approaches to learning:
✓Highest learning expectations ✓Consistent approach to teaching (Direct Instruction) ✓Inclusion for all
✓Enrichment activities that build cultural capital ✓Promote a love for learning ✓Home Learning Opportunities
✓Clear progression and assessment strategies ✓Reading for Pleasure ✓CPD

School Awards:
Silver Rights Respecting Schools Award
Science Mark
Travel Award

P.E. and Sports: We offer a variety of sports, swimming and activities to encourage our children to live a healthy, active lifestyle.

Additional Resource Provision: Rainbow Resource (ASD provision)

Subject Coverage:
Early Years Framework
English: Reading, Writing, Phonics, Grammar, Punctuation and Spelling. **SMSC:** RE, PSHCE, MFL, Rights Respecting Schools
Maths: Number, Geometry, Measurement, Statistics.
Foundation Subjects: Science, History, Geography, Design and Technology, Art and Design, Computing, Music
Phase Curriculum **Forest School** **Health and Play**

Provision to meet the needs of all children: ASD, Attachment Disorder, Social Communication, SPLD, MLD, ADHD, SEMH, Dyspraxia.

Enrichment Opportunities:
Enrichment Events: Thought-through systematic experiences which we expect every child from Early Years to the end of Y6 to benefit from.
Pupil Celebrations: Pegasus Points, Weekly Achievement Assemblies. **Clubs and Activities:** Variety of school enrichment clubs offered before/ after school.

IMPACT

Standards: Children make expected or greater than expected progress with their targets, which are set according to their baselines on entry.
Well-being: Children enjoy learning and coming to school. Mental health and well-being is supported enabling confident, successful learners and active community members.
Personal Development and Safeguarding: Children demonstrate our vision, values and learning powers throughout school life. Behaviour and Safeguarding is excellent.
Monitoring: Data, RAG rating ASP, SMSC Events, Self-Evaluation, Discussions, Surveys, Lesson Observations/ Learning Walks/ Work Scrutiny



PRIESTMEAD PRIMARY SCHOOL
Moving Onwards and Upwards Together

Statement of intent for Art

At PPS our core principle is that all children will 'Move Onwards and Upwards Together' and we think this is key to our teaching of Art. We believe that every child should be given the opportunity to explore Art and build on their knowledge through exciting and enjoyable lessons. We know that every child has the potential to become an artist and it is through our successful lessons that they are given the chance to do this.

At Priestmead our aim is to inspire children's curiosity and love of expressive Art and Design. Art and Design provides the children with an opportunity to express their individual interests, thoughts and ideas. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

We have adopted The Primary Knowledge Curriculum which places 'Powerful Knowledge', knowledge that takes students beyond their own experiences, at the heart of the primary curriculum. The knowledge in our curriculum is carefully chosen, sequenced in a meaningful way that enables children to progress incrementally and is highly specialised. Each unit builds on another to ensure progression of skills and knowledge as children go through our school.

Quality of Education			
Key Priority 1: Quality of Education		UNCRC Article: Every child has the right to an education (Article 28)	
Objective ***Break down the priority into smaller targets***	***Actions*** ***How? What will happen to achieve the outcome?*** ***Include the steps you will take in order to achieve the target***	***Who/when?*** ***Resources Costs Budget Code***	• ***Success Criteria and Evaluation What will we see when we have achieved the outcome?***
To ensure that the Art planning is in line with PKC and is consistent across the whole school. **Staff subject knowledge and confidence in delivery of Art.** **EYFS:** **To ensure Expressive Arts and Design provision is consistent across all Early years classrooms.**	• Observe and evaluate the quality of teaching through a 'Deep Dive' approach to get a clear insight of areas of strength and development across the school linked to ART • Complete pupil voice interviews to gather soft data on pupils' perspectives and experiences linked to ART • Discussions with class teachers about ART and understand what training/CPD they may require to develop their subject knowledge and pedagogy linked to ART • CPD on Development of sketchbook prompts. Development of techniques/skills lessons to show progression of skills as children move through the school • Additional CPD/drop in sessions to be arranged for identified gaps Subject leader to monitor- - Is there coverage form the PKC/NC? - Are a range of experiences planned for? - Is planning differentiated for ALL groups of children to learn and make good progress? -Sketch book moderation - Are there opportunities for children to receive real life experiences?	Autumn 1 – Focus Year 1 - 6 Leadership time	• Lessons are planned in line with the PKC format • Planning is consistent across the school • Teachers are confident in delivering and adapting lessons • Students can discuss their understanding of Art and Design • Sketchbooks / portfolios show a broad and balanced art curriculum is being delivered from EYFS to Y6

Key Priority 2: **Quality of Education**		UNCRC Article: Every child has the right to an education (Article 28)	
Objective ***Break down the priority into smaller targets***	***Actions*** ***How? What will happen to achieve the outcome?*** ***Include the steps you will take in order to achieve the target***	***Who/when?*** ***Resources Costs Budget Code***	***Success Criteria and Evaluation What will we see when we have achieved the outcome?***
ART Subject leader, SLT, YTLs and CTs will implement the assessment framework that can track and monitor pupils' progress and attainment in ART and identify areas of strength and areas of development that can be used to refine the education offer at PPS	• CPD training for class teachers to share a collective understanding of a whole school assessment system for PKC schemes of work. • Subject leader to provide 1:1 support for each year group to ensure all are secure with how to assess and record the data accurately. Distribute Assessment expectations document on Teams • To look through assessment descriptors/Knowledge Organisers/Quiz tracking grids to ensure assessments are accurate and used to inform future lesson planning. • Subject Leader to work across the whole school in sharing good practice on ideas around planning, teaching, assessment and questioning linked to the new curriculum to raise pupil outcomes.	Leadership time	• All teachers understand the expected outcomes and tracking of progression within Art. They are confident to assess pupils and keep appropriate records of attainment (ongoing)

Key Priority 3: **Leadership and Management**		UNCRC Article: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. (Article 29)	
Objective ***Break down the priority into smaller targets***	***Actions*** ***How? What will happen to achieve the outcome?*** ***Include the steps you will take in order to achieve the target***	***Who/when?*** ***Resources Costs Budget Code***	• ***Success Criteria and Evaluation What will we see when we have achieved the outcome?***
To develop and upskill Art lead	• Work alongside other TLR holders and SLT to support with subject leading tasks • Engage in PKC Art Subject Leader CPD sessions • Visit other schools to make contacts with specialists in Art and Design • Engage in cluster meetings to discuss barriers and strategies with other subject leads in the local area	Throughout the year	• Positive feedback from staff and pupil voice • Subject lead is confident in supporting and planning within Art • Profile of Art in the school has risen
Key Priority 3: **Quality of Education and Personal Development**		UNCRC Article: Every child has the right to an education (Article 28)	
Objective ***Break down the priority into smaller targets***	***Actions*** ***How? What will happen to achieve the outcome?*** ***Include the steps you will take in order to achieve the target***	***Who/when?*** ***Resources Costs Budget Code***	• ***Success Criteria and Evaluation What will we see when we have achieved the outcome?***
To raise the profile of art in the school and improve current provision of the Art and Design curriculum **To put on a pupil-led art exhibition either in school or within the**	• Exploit creative approaches to teaching Art and Design (Christmas Cards, Picasso themed portrait challenge, World Peace Day, Remembrance, and other topics and themes etc) • Display art piece of the week and to have it published in weekly		• Staff understand expectations and the purpose and value of display. • PPS to be a community of art lovers

community of PPS, in which every child exhibit work around a central theme.	newsletter. Monthly artist of the school in assembly? • Continue with enrichment weeks such as Art week with links to The National Gallery • Arrange opportunities with child leaders for art competitions e.g. Christmas card Send out details to year groups/ in school news letters • Update and share Display Policy and Display examples folder • Begin process of achieving Arts mark status	Make initial enquiries into what Arts mark entails. Liaise with art leaders in other schools who have achieved the award.	