

Art

Development Plan



St Alban's CofE (Aided) Primary School

Rotherham

Introduction

July 2023 Art Data

Strengths

KS1

- Children could talk confidently about drawing techniques, shading and cross hatching
- Good observational skills in sketchbooks
- Work dated
- Artist work glued in children's books so they can carry out observational drawings.
- Following the scheme
- The art process has been broken into small steps.

Lower Key Stage Two

- Children have a good knowledge of Henry Moor and could talk about the techniques he uses and what he liked to draw.
- Children discussed contour lines are black and white and make art work look 3D.
- Evidence of children responding to art work - with correct vocabulary.
- Good comparison of children drawing with and without contour lines with an explanation of with and without.
- Focuss practical tasks of drawing with contour lines- real examples.
- High standard of English
- Children excited that they got to message Eileen Downes and ask her questions.
- Children used language like rigid and soft edges, they noticed the techniques in Eileen's art work
- Children used vocabulary - collage and layering.
- Clear evaluation - children have spent time doing this.
- Excellent final design of collage.

Upper Key Stage 2

- Children have a good knowledge of movements and artists they have studied. They did not know the word 'movement' but could talk about how Surrealism means-out of the ordinary.
- Children have responded to art work and used correct vocabulary.
- Children understand perspective well and used words, such as, vanishing point.
- Children talked through the design process and how the activities worked towards their final art work.

- Excellent use of vocabulary
- High standard of English in books
- Children have evaluated their work
- Children know facts about the artists they have studied
- Full curriculum coverage

Ways forward:

- Unpick the art process with staff and model what this should look like- What outstanding looks like in each project: 1, Exploring and developing ideas, 2, Investigating and making. 3, Evaluating and developing work. 4, Knowledge and understanding
- Create final pieces to develop subject knowledge and to raise expectations. These will be kept central (Jan Teale)
- Teach small steps for observational drawing
- Further develop end of year knowledge quiz, focussing on specific artists (cultural capital) and colour, tone and line.
- Need progression for elements of art, make help sheets for children to stick in books and refer to.
- Stem sentences about artists and artistic movements
- Sketchbooks should include an evaluated final design.

Develop subject knowledge of the art process.

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	Christina Cartledge
Team:	Art	Monitor:	AG
		Dates:	27/09/22 - 31/08/23

Description: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Establish a clear four part project. <i>Establish a guide that shows good practice at each part of the art process. For example, Exploring and developing ideas- good practice when looking at other artists work. How to give the children the correct vocabulary. Copy the art work. Gain ideas, make jottings. Specific dictated sentences when learning about movements and artists.</i> 2, Investigating and making- what are sketchbook expectations, good practice for whole class art. 3- Evaluating and developing work- take a photo of all final pieces and evaluate against this- showing the whole journey.	● Not Completed	25/08/23 to 08/09/23	Christina Cartledge	Medium
Subject Knowledge Staff Meeting <i>2 staff meetings to develop subject knowledge on the art process.</i>	● Not Completed	25/08/23 to 08/09/23	Christina Cartledge	Medium
Joint moderation with Flanderwell <i>In the Spring term moderate art work with Flanderwell. Share good practice and expect staff to write individual action plans which will guide next years action planning.</i>	● Not Completed	25/08/23 to 08/09/23	Christina Cartledge	Medium

Artist to create final pieces and sketchbook prep

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	AG
Team:	Art	Monitor:	AG
		Dates:	01/09/22 - 31/08/23

Description: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Art Expert to work with more vulnerable cohorts	● Not Completed	25/08/23 to 08/09/23	AG	Medium
<p><i>Artist to work with most vulnerable classes and create sketchbook and final pieces. These will develop subject knowledge, show techniques and raise expectations. These final pieces will be kept central and used as a WAGGOLL for less confident teachers.</i></p>				
Order of support	● Not Completed	25/08/23 to 08/09/23	AG	Medium
<p><i>Year 3 Year 4 Year 6 EYFS</i></p>				

Further develop end of year knowledge in art

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	AG
Team:	Art	Monitor:	AG
		Dates:	01/09/22 - 31/08/23

Description: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Artists and movements <i>Develop stem sentences that will be dictated to children about specific artists and movements.</i>	● Not Completed	25/08/23 to 08/09/23	AG	Medium
Refine knowledge so that it tells the children wha <i>Stem sentences for colour, tone, texture and line.</i>	● Not Completed	25/08/23 to 08/09/23	AG	Medium

Develop the teaching of observational drawing

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	AG
Team:	Art	Monitor:	AG
		Dates:	01/09/22 - 31/08/23

Description: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Inset day for all staff on observational drawing I <i>Whole school inset by Martin Harvey on drawing skills - October 2023.</i>	● Not Completed	25/08/23 to 08/09/23	AG	Medium
Review how we will use these skills to develop the <i>Look at the progression of drawing skills from EYFS - year 6. How would a portrait of a parent progress. Develop this as Mothering Sunday Card or Father's day card. Children to bring into school a photo of the person they would like to receive a card and draw that person. What would progression look like?</i>	● Not Completed	25/08/23 to 08/09/23	AG	Medium
CPD on observation drawing <i>Discuss how drawing is about recognising shapes. Taking photos from different angles, working on these prints to identify shapes. Then drawing with the picture next to the child. Finally drawing from looking at a 3D object.</i>	● Not Completed	25/08/23 to 08/09/23	AG	Medium
Create a document about observational drawing <i>What are the stages of observational drawing? What are our year group expectations? How do we develop these skills? Storage of pencils? Special cards? Expectations for finished work.</i>	● Not Completed	25/08/23 to 08/09/23	AG	Medium

Conclusion
