|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Holy Trinity C of E Primary School**  **School Improvement 2021-22** | | | | | | | | |
| **Subject** | **Art** | | | | | | | |
| **Staff** | **Sarah Brackstone** | | | | | | | |
| **Strategic Subject Intent** | | | **Intended Impact** | | | | | |
| Children have opportunities to **develop** their **skills** using a **range of media and materials**. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to **explore** and **evaluate** different **creative** ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by **famous artists**. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.  It is paramount that art work be **purposeful**; be this as a means of **expression** or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving.  Children are encouraged to **take risks** and experiment and then reflect on why some ideas and techniques are successful or not for a particular project. | | | * The Art Curriculum is high quality and purposeful. * Children have an awareness of the work of famous artists and can comment upon differences between works. * Children can task risks and experiment with art. * Children learn to become more expressive no matter their skills in art. * Children can be reflective and evaluate their work and they are aware of how they could make changes and improve. * Art work is shared as an exhibition for parents to visit | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To start the journey to achieve the Arts mark. | | | |  |  | |  | I have looked on the website and downloaded the relevant material. I need to have a chat with leadership if we are to move forward with it due to the cost involved. |
| Art displayed in school corridors in an Art Gallery. | | | |  |  | |  | All staff have had an email to create a piece of artwork based on Seaton Carew. This is due by the end of January and will be displayed by the end of Spring 1. |
| Create a LTP for the drawing skills showing which objectives to cover and when. | | | |  |  | |  | LTP has been updated.  Will have a staff meeting in the Spring term to share what each skill looks like. |
| Look at the drawing skills missed during 2020 lockdown 1 and ensure staff are revisiting them. | | | |  |  | |  | At the end of the last academic year, staff dated the outcomes to say when they had been covered. |
| Continue to develop the use of art books as sketch books which are personalised | | | |  |  | |  |  |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| Art week budget separate from Art cupboard/display stock cupboard budget (Art budget to be £300)  £500 to apply for the Arts Mark.  Staff meeting in the Spring Term to discuss and share sketch book ideas. | | | | | | ? | | |
| **Evaluation** | | | | | | | | |
|  | | | | | | | | |