



ART



ART DEVELOPMENT PLAN

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Be part of something

Where everyone is welcome, Where learning is fuelled by creativity, Where great things happen

TARGET: To ensure that Launch lessons are effective tools to assess what children need to know before accessing the unit of learning and Socrative is being used in KS2 to identify areas to focus on in retrieval sessions

To be successful, we need to

- Work with class teachers the content of each launch lesson
- Evaluate the effectiveness of launch lessons and impact on planning by lesson observations and pupil conferencing

<p>Autumn Actions:</p> <ul style="list-style-type: none"> - Matt will observe a launch lesson in Year 2 - Autumn 2 (painting) - Meg will observe a Year 3 launch lesson - Autumn 1 - drawing - Meg will observe a Year 4 Painting launch lesson in Autumn 1. - Meg will observe a Year 6 launch lesson in Autumn 1 - painting. - Art Review with Isabel Stephens (TPAT) 	<p>Evaluations:</p>	<p>Spring Actions:</p> <ul style="list-style-type: none"> - Matt will observe a launch lesson in Year 1 - Spring 1 (drawing). - Leaders will need to see the examples of Socrative in KS2 and monitor impact. Who has been using it? How often? - Art Development Day - subject review with the governor. 	<p>Evaluations:</p>	<p>Summer Actions:</p> <ul style="list-style-type: none"> - Evidence gathering - Meg and Matt to edit Art @ TMS doc with recent planning examples and evidence. - Begin to create a list of Socrative quizzes to aid teacher workload and reduce cognitive load - sharing for next year's planning. 	<p>Evaluations:</p>
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TARGET: To ensure that SEND adaptations allow children to access the full curriculum and for children to learn independently making progress

To be successful, we need to

- Update curriculum adaptations [here](#)
- Update regularly pictures / descriptions of adaptations on Padlet under the 4 areas of need
- See evidence of adaptations when monitoring sketch books
- Evaluate the effectiveness and impact in lesson observations and pupil conferencing

<p>Autumn Actions:</p> <ul style="list-style-type: none"> - Meg and Matt to check in with teachers around the time of planning art units - to ask which adaptations they are planning to use. 	<p>Evaluations:</p>	<p>Spring Actions:</p> <ul style="list-style-type: none"> - Art development day - Pupil conference SEND children and review evidence on Padlet - maybe update website? 	<p>Evaluations:</p>	<p>Summer Actions:</p> <ul style="list-style-type: none"> - Evidence gathering - Meg and Matt to edit Art @ TMS doc with recent planning examples and evidence. 	<p>Evaluations:</p>
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<p>- Prompt teachers to record SEND adaptations on Padlet.</p>					
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TARGET: To ensure the consistency and quality of KS2 self and peer evaluations.

To be successful

- Update Art @ TMS doc with a bank of plenaries that is approved by TMS Art leads.
- Children to follow the sentence stems outlined for their year group.
- Art leads to check in with year groups implementing the consistent approach of plenaries and evaluations.
- Art leads to drop into the end of teachers' art lessons to observe the evaluation part of the lesson.

<p>Autumn Actions:</p>	<p>Evaluations:</p>	<p>Spring Actions:</p> <ul style="list-style-type: none"> - Art leads to be observing KS2 evaluations 'live in action' in the Spring term. - Art leads to email out to staff - the evaluation sentence stems for their year groups. 	<p>Evaluations:</p>	<p>Summer Actions:</p> <ul style="list-style-type: none"> - Actions to be decided after Spring evaluation 	<p>Evaluations:</p>
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