

<b>Objective</b>	<b>Planned Impact</b>	<b>Process</b>	Who/ When	Resource s	Review	Next Steps
<b>Embed the Scheme of work</b>	All staff aware of a broad and balanced art curriculum Staff aware of Focus / TOP and Higher Achieving Children	<b>Curriculum sheets updated termly.</b> <b>Planning to reflect the curriculum/skills, not the topic</b> <b>Coordinator to monitor gaps in skills from the challenging curriculum. Areas highlighted for particular emphasis.</b> <a href="#">Central Register of HAC</a>	RF			
<b>Higher Achieving children identified in every year group.</b>	All teachers aware of more able children in art. Strategies for supporting them to be discussed.	<b>Looking out for exceptional art outcomes in all art areas not just drawing.</b> <b>Children identified</b> <b>Strategies developed in staff meetings</b> <a href="#">Central Register of HAC</a>	RF			
<b>Develop the use of subject specific vocabulary.</b>	Children will speak/refer to/ understand and record key vocabulary from the scheme of work.	<b>Staff aware of vocabulary needs Use/model vocabulary in context</b> <b>Ensure the correct vocabulary is used in oral and written activities.</b> <b>Ensure that the correct vocabulary is used in displays, prepared work, learning intentions, success criteria and labelling.</b>	All staff	Scheme.		
<b>Develop a Key Skill throughout the school</b>	All staff clear regarding the development and progression of one key aspect from the scheme of work.	<ol style="list-style-type: none"> <li>1. Engage with staff to find which one requires attention</li> <li>2. Map out the skills required in each year group</li> <li>3. Develop the vocab</li> <li>4. All try.</li> </ol>				
<b>Develop the School Behaviour Curriculum Project</b>	<b>School vision clearly illustrated by the school, reflecting the curriculum breadth.</b>	<b>Discuss different elements of the curriculum. Each choose a different area Each class to reflect one of the school vision statements</b> <b>Longer project including work on ‘drawing humans’</b>	RF Staff Childr	Curriculum Staff Meetings		
<b>Manage the Take One Picture Project</b>	Children’s awareness of artist and specific painting. Community display of development from the picture.	<b>Organise display timetable</b> <b>Organise display boards</b> <b>Organise interviews for children artists</b> <b>Send presentation to the National Gallery</b>	RF Aut18	Time		
<b>Develop children’s experiences of art in the wider world.</b>	<b>Children to have a keen understanding of the nature of art in all its forms</b>	<b>Y6 Gallery Trip</b> <b>Visiting artists</b> <b>Exhibition viewings and contribution s.</b>				
<b>Develop opportunities for ART appreciation / Art Experiences</b>	<b>Raise the vision of art from outside and within.</b>	<b>Visiting artists – possibility of revisit from DW or depending on Blackmore Vale ARTs Society – apply for grants</b> <b>Either a Year Group or a PP opportunity. Display opportunities</b>	RF /KW	Eridge Trust Grant		
<b>Manage the Generic Display Space</b>	All areas looking fresh with displays on a theme.	<b>Organise display timetable</b> <b>Organise thematic approach</b>	RF			
<b>Organise the Peace Poster Project</b>						

<b>Objective</b>	<b>Planned Impact</b>	<b>Process</b>	Who/When	Resources	Monitor?	Review	Next Steps
<b>Embed the Scheme of work</b>	All staff aware of a broad and balanced art curriculum Staff aware of Focus / TOP and Higher Achieving Children	<b>Curriculum sheets updated termly.</b> <b>Planning to reflect the curriculum/skills, not the topic</b> <b>Coordinator to monitor gaps in skills from the challenging curriculum. Areas highlighted for particular emphasis.</b>	RF			Checked that scheme sheets are in assessment folders	
<b>Higher Achieving children identified in every year group.</b>	All teachers aware of more able children in art. Strategies for supporting them to be discussed.	<b>Looking out for exceptional art outcomes in all art areas not just drawing.</b> <b>Children identified</b> <b>Strategies developed in staff meetings</b>	RF			Spring – Bring to staff meeting	
<b>Develop the use of subject specific vocabulary.</b>	Children will speak/refer to/ understand and record key vocabulary from the scheme of work.	<b>Staff aware of vocabulary needs Use/model vocabulary in context</b> <b>Ensure the correct vocabulary is used in oral and written activities.</b> <b>Ensure that the correct vocabulary is used in displays, prepared work, learning intentions, success criteria and labelling.</b>	All staff	Scheme.		Spring – take a strand in staff meeting	
<b>Develop a Key Skill throughout the school</b>	All staff clear regarding the development and progression of one key aspect from the scheme of work.	<ol style="list-style-type: none"> <li>1. Engage with staff to find which one requires attention</li> <li>2. Map out the skills required in each year group</li> <li>3. Develop the vocab</li> <li>4. All try.</li> </ol>				Spring – take a strand in staff meeting	
<b>Develop the School Vision Project</b>	<b>School vision clearly illustrated by the school, reflecting the curriculum breadth.</b>	<b>Discuss different elements of the curriculum. Each choose a different area Each class to reflect one of the school vision statements</b> <b>Longer project including work on ‘drawing humans’</b>	RF Staff Childr	Curriculum Staff Meetings			
<b>Manage the Take One Picture Project</b>	Children’s awareness of artist and specific painting. Community display of development from the picture.	<b>Organise display timetable</b> <b>Organise display boards</b> <b>Organise interviews for children artists</b> <b>Send presentation to the National Gallery</b>	RF Aut 18	Time	KW	Deffered to Autumn 2024 The Courtyard of a House in Delft – Pieter to Hooch NOT chosen for Rousseau	
<b>Develop children’s experiences of art in the wider world.</b>	<b>Children to have a keen understanding of the nature of art in all its forms</b>	<b>Y6 Gallery Trip</b> <b>Visiting artists</b> <b>Exhibition viewings and contribution s.</b> <b>Visiting artists – possibility of revisit from DW or depending on Blackmore Vale ARTs Society – apply for grants</b> <b>Either a Year Group or a PP opportunity. Display opportunities</b>				Planned in Spring	
<b>Develop opportunities for ART appreciation / Art Experiences</b>	<b>Raise the vision of art from outside and within.</b>		RF /K W	Eridge Trust Grant			
<b>Develop and continue the London Gallery Trip in Year 6</b>	All children to attend the day visit to sample classic, specific and modern art. Develop their knowledge of artists and artwork.	<b>Organise day trip and use money from the Eridge Trust to ensure that ALL have access to the trip.</b>	RF	Organi sation			
<b>Manage the Generic Display Space</b>	All areas looking fresh with displays on a theme.	<b>Organise display timetable</b> <b>Organise thematic approach</b>	RF				