



Subject Action Plan - The Arts

Objectives	Actions and Personnel	Resources/ Responsibility (Who)	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation
<p>Monitoring</p> <p>To successfully monitor the subject through the use of Seesaw, looking in sketch books and Deep Dives.</p>	<p>Once termly – Look for evidence of specific skills taught in sketch books and a progression/build up of skills.</p> <p>Once termly – Look at class Seesaw for evidence of Music and other Arts based content i.e. poetry and dance.</p> <p>Spring term – Arts Deep Dive to be conducted by EC. Combine looking in sketch books, looking on Seesaw and speaking to the children and teachers.</p>	<p>EC responsible for monitoring</p>	<p>Each class will have evidence either Seesaw based or physical work to show that the Arts subjects are being covered with the children.</p>	<p>A deep dive into the Arts will have taken place – strengths and targets given to staff to work on.</p>	<p>Targets from the deep dive to be checked again through sketch book and Seesaw looks and to see that they have been acted on.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Coverage and Progression</p> <p>Ensure a progression of skills is evident from Y1 upwards for Music and Art and Design.</p>	<p>Art and Design to be taught in at least 3 half terms – one with Tony Bullock, artist in residence.</p> <p>Music to be taught in at least 2 half terms using Charanga music scheme.</p> <p>Purposeful use of sketch books from Y1 upwards that are passed through school with the child as they progress.</p>	<p>Class teachers responsible for planning in opportunities to cover the skills throughout the year.</p> <p>EC responsible for checking.</p>	<p>Each class will have their sketch books set up (if not already in place) with Must Knows as a new title page and Art and Design skills tick sheet stuck in.</p>	<p>Each class to have evidence of specific Art and Design skills being taught in their sketch books i.e. pencil strokes, drawing things in the distance, beginning to show progression and a build up of skills. (Skills for each year group outlined on progression of skills document)</p>	<p>Each class to have evidence of at least 2 half terms music teaching on Seesaw, linking to the specific skills in the progression of skills document.</p> <p>Sketch books to show a progression and a build up of skills throughout the year.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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<p>Assessment</p> <p>Assessment through work completed in sketch books</p> <p>Art skills tick sheets</p> <p>Divise/improve assessment in Music</p>	<p>Each year group sticks in the Art must knows and the skills sheet to signify the child has moved into the next year group.</p> <p>Skills sheet to be ticked off as and when the child has covered and achieved that objective.</p>	<p>Class teachers to tick skills sheet at least termly.</p>	<p>All teachers will have ticked off the skills that they have taught in the first term for Art and Design.</p>	<p>EC to look into ways that we can more accurately assess in Music. Discussion with LH subject buddy from BH to take place.</p>	<p>Music assessment expectations in place.</p> <p>EC to gather teachers opinions on the matter as we roll forward into the next year to evaluate and make any necessary changes.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Cultural capital</p> <p>Art Week with theme World Cultures.</p> <p>Choir club</p> <p>Drama Club</p> <p>Trips</p>	<p>To hold an art week as done in previous years (last years postponed due to Covid 19) with a theme of World Cultures. Each class given a culture to learn about and produce art work inspired by that culture that can be displayed in the hall in a gallery fashion for the other classes and parents to come and view. We will celebrate the different cultures behind the art work.</p> <p>Drama and choir club both lead to performing for other people and enhance cultural capital.</p> <p>Trips that enhance culture capital and relate to the Arts in some way to be planned in for each year group at some point in the year. For example – Yorkshire Sculpture Park, plays at the Square Chapel</p>	<p>EC to organise Art week</p> <p>EC to run Choir Club</p> <p>EC to run drama club unless there are any other teachers that would like to run it this time round.</p>	<p>Children in Choir club will have performed for the public at least once (Christmas carol singing).</p> <p>Art Week will take place, children will share their creations and the cultural inspiration behind them and we will celebrate this on the website.</p> <p>EC to check in with all teachers with regards to trips and help them to plan in a trip relating in some way to The Arts.</p>	<p>Drama club up and running and working towards a production for parents/the rest of the school.</p>	<p>Trips that relate to the Arts and feed into cultural capital to have taken place for each year group where possible. Evaluate to see how the trips have added to the children's cultural capital.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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<p>CPD</p> <p>EC attend Arts Mark advisor training.</p> <p>Achieve Arts Mark Award as a school.</p> <p>EC run staff meeting on new Arts initiatives.</p>	<p>To continue our journey towards achieving Arts Mark Award for our school – submit our Statement of Impact (29.4.21 official deadline – as a school we are aiming to send off sooner).</p>	<p>EC to work during subject release time to evaluate our Arts provision and answer the questions on the statement of impact sheet.</p>	<p>Draft statement of impact to have been written.</p> <p>EC and LB to get together to go through and check it.</p> <p>Staff meeting held to go through changes in the way we deliver The Arts (skills sheets in books, must know vocabulary quizzes for music are the main changes to discuss)</p>	<p>Statement of impact MUST be sent off before 24.4.21.</p>	<p>Follow up actions that come from submitting statement of impact (if any – unsure what will come through once we submit).</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>SEND Provision</p> <p>Planning to match the needs of SEND children</p>	<p>For Music, using the B squared objectives to ensure SEND pupils are accessing Music lessons to a level that suits their needs.</p> <p>For Art and Design and Dance – ensure the barriers of reading and writing are removed from practical tasks to allow SEND pupils to join in.</p>	<p>Class teachers responsible for ensuring lessons are appropriately differentiated/scaffolded for the SEND in their classes.</p>	<p>Staff are consciously thinking of SEND pupils when planning Arts based lessons and thinking of ways to overcome and remove barriers.</p>	<p>Clear differentiation is in place for SEND pupils and is visible through Seesaw checks/discussions with teachers/pupils.</p>	<p>The majority of SEND children to have made clear progress in The Arts based lessons through careful differentiation, removal of barriers and suitable scaffolding.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Working at depth</p> <p>Lunch time club to run for most able children.</p>	<p>In the first term teachers to pick out the most able children for Art and Design and Music. Clubs to be set up to run over a lunch time by a TA volunteer which extend and foster their flare for the subject.</p>	<p>Teachers to pick out most able</p> <p>EC to reach out for TA or teacher volunteers to run the lunch time clubs once a week</p>	<p>Teachers pick out the most able children.</p>	<p>Music club to run on a lunch time. Looking at sheet Music/playing instruments.</p>	<p>Art club to run on a lunch time – looking at extension of current skills.</p>	<p>Milestone1:</p> <p>Milestone 2:</p>



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<p>Creating a portfolio / showcase for subject</p> <p>Art Week</p> <p>Performances</p> <p>Updated picture frames</p> <p>Murals finished</p>	<p>Art week to be held in the first term – work produced in this week will be showcased in a gallery type event. Then the Art Work made can go into the picture frames and on the selves outside the hall and photographs from the event along with a write up to go on the website.</p> <p>Varied performances to go ahead showcasing the different aspects of The Arts throughout the year.</p> <p>Sharing of poetry done with WP (artist in residence) by a few from each class after their session with him.</p>	<p>LS and TB to work with children to finish the murals in Switzerland.</p> <p>EC to oversee choir and drama club performances</p> <p>Class teacher of those having Samba drumming lessons – oversee a final performance in last term.</p>	<p>Good progress to be made on the murals in Switzerland.</p> <p>Pictures and a write up from Art Week on the website.</p> <p>Choir club performance</p>	<p>Murals in Switzerland to be finished.</p> <p>Update the Art picture frames.</p> <p>Drama club performance</p>	<p>Samba drumming performance</p> <p>End of year 6 performance/leavers assembly</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Retention</p> <p>Re-capping key skills in starters for Art and Design</p> <p>Re-capping key vocabulary for Music</p> <p>KS2 – Music key vocabulary quizzes</p> <p>Talking to pupils to check retention.</p>	<p>Re-cap key skills taught in Art and Design through quick starters.</p> <p>Musical vocabulary for each year group set out. Re-cap and revisit in each lesson.</p> <p>KS2 – Must know vocabulary quiz for Music. Can be done on Seesaw. Matching key words to their definitions to show understanding,</p>	<p>EC create Musical vocabulary progression list – add to progression of skills document.</p> <p>Class teachers – recap both key art concepts and musical vocabulary where possible.</p>	<p>Staff made aware of expectations in a staff meeting by EC.</p> <p>Year group musical vocabulary made by EC (shared/in collaboration with LH) and given to staff.</p>	<p>During Deep Dive (see monitoring section) discuss key musical vocabulary and Art and Design concepts from their year groups that they should know to check their retention from previous year groups and from current teaching.</p>	<p>All children in KS2 to have had a go at a Musical vocabulary quiz to test retention.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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<p>Resourcing</p> <p>Charanga subscription</p> <p>Replenish stock in the Art Cupboard.</p> <p>Payment of artists in residence</p>	<p>Subscription to Charanga to be renewed - £195+ VAT.</p> <p>Check the stock in the Art cupboard and replenish as needed including backing paper for displays. (approx.. £100)</p> <p>New clay needed (approx.. £8 per bag – 5 bags = £40) – previous clay dried out in storage and became unusable so a new storage system needs to be found to keep clay moist.</p> <p>WB - £100 per afternoon session once per half term = £600</p> <p>TB - ?</p>	<p>EC will take stock and order more of what we need.</p> <p>Class teachers to say if anything specific needs buying.</p> <p>Responsibility of all to keep the Art cupboard and Music supplies tidy.</p>	<p>Art cupboard will be well stocked.</p> <p>Order any further backing paper or supplies wanted for next half term.</p>	<p>Take stock and order any further backing paper or supplies wanted for next half term.</p>	<p>Take stock and order any further backing paper or supplies wanted for the start of next year.</p> <p>Opinions of staff – was there anything that you felt we lacked in terms of teaching The Arts this year. Plan into next year's budget if so.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Other</p> <p>Cover lost learning from Covid-19 school closures.</p>	<p>Clear long term plans for Art and Design and Music.</p> <p>Distribute to staff and highlight what was missed due to Covid-19 closures.</p> <p>Hold a Music themed day and/or parent workshop to fit in some of the missed objectives.</p> <p>Art Week to specifically cover some of the lost learning objectives for each year group.</p>	<p>EC to produce long term plans for Art and Design and Music in line with subject leaders at BH.</p>	<p>Share long term plans with staff.</p> <p>Staff to understand which learning was missed for their new class.</p> <p>Begin organising a date for Music workshop/theme day.</p>	<p>Music workshop/theme day to have taken place.</p>	<p>Assess long term plans and the successful coverage of Arts curriculum for next year – are there <i>still</i> gaps in learning? How can we address this for the next academic year?</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Projected to be spent:</p>	<p>£</p>					



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Total Budget
Allocated:

£