



## Dean Field Community Primary School The Arts 2021-2022

| <b>Objectives<br/>(Intent)</b>   | <b>Actions and<br/>Personnel<br/>(Implementation)</b>  | <b>Resources</b>                                     | <b>Milestone 1<br/>December 2021</b>   | <b>Milestone 2<br/>April 2022</b>  | <b>Milestone 3<br/>July 2022</b>   | <b>Monitoring and<br/>Evaluation<br/>(Impact)</b> |
|--|--|--|--|--|--|---|
| <b>Monitoring</b>  |  |  |  |  |  |   |
| To undertake a deep dive in music and one in visual art.                   | <ul style="list-style-type: none"> <li>• Speak with teachers</li> <li>• Look at sketch books</li> <li>• Look at Seesaw evidence</li> <li>• Speak with pupils</li> <li>• Conduct lesson observations</li> </ul>   | Cover for EC to come out of class for the afternoon. | -  | <p>EC will plan in a date for the music deep dive.</p> <p>EC will conduct the music deep dive and feedback to teachers.</p>                    | <p>EC will plan in a date for the art deep dive.</p> <p>EC will conduct the art deep dive and feedback to teachers.</p>                          |   |
| To gain pupil voice for The Arts at regular intervals throughout the year. | <ul style="list-style-type: none"> <li>• Speak with pupils to gain pupil voice on the arts 3x within the year</li> <li>• Use the feedback to inform any changes/improvements</li> <li>• To feed into artsmark statement of impact also</li> <li>• Reappoint art ambassadors</li> </ul> |  | <p>Art ambassadors will have been reappointed by the end of Autumn 1.</p> <p>Meet with art ambassadors to gain pupil voice on the arts from previous year. What can we do differently/better?</p> <p>Ask art ambassadors for fundraising ideas for arts related trips.</p> | <p>Spring 1 – meet with art ambassadors to discuss/organise music theme morning.</p> <p>Pupil voice interviews as part of music deep dive.</p> | <p>Summer 1 – meet with art ambassadors to discuss/organise international arts week.</p> <p>Pupil voice interviews as part of art deep dive.</p> |   |
| <b>Coverage and Progression</b>  |  |  |  |  |  |   |
| To teach music for at least 2 half terms out of                            | <ul style="list-style-type: none"> <li>• For pupils to be getting full coverage of the national curriculum/skills for</li> </ul>   | Charanga subscription - £195 +VAT = £234             | Reminder emails sent<br>Expectations shared in staff meeting<br>Long/medium term plans   | Seesaw look, lesson observations, pupil and teacher interviews as part of the music deep   | Seesaw look to track coverage over the year.   |   |

|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
| <p>the year.</p> <p>To teach art for at least 3 afternoons a half term using the long term plan.</p>   | <p>their year group.</p> <ul style="list-style-type: none"> <li>To evidence that we are teaching the skills in our in-house skills progression document.</li> <li>For teachers to clearly document this using Seesaw.</li> </ul>   |  | <p>shared again</p> <p>Teachers to have planned in and sent to EC which 2 half terms they are going to teach music.</p> <p>Seesaw look for any classes that have opted to teach music in the autumn term.</p> | <p>dive.</p> <p>EC to challenge/remind teachers who have not yet taught any music/art of the expectations.</p> |  |  |
| <p>To use the skills progression document and long/medium term plans to ensure coverage over each year group.</p> <p>To identify gaps using TT gap analysis.</p> | <ul style="list-style-type: none"> <li>For teachers to use the skills progression document to track the skills taught over the course of the year.</li> <li>For teachers to be referring to the long term plans for art and music when planning their topic for the half term.</li> <li>For art – to use the skills tick sheets in sketch books to inform planning and progression.</li> <li>To circulate the gap analysis electronically 3x in the year.</li> </ul> | <p>Skills progression document</p> <p>Long and medium term plans</p> | <p>EC to re-circulate long term and medium term plans for art and music as a reminder.</p> <p>EC circulate gap analysis for art and music end of autumn 2.</p>  | <p>EC circulate gap analysis for art and music end of spring 2.</p>  | <p>EC to send out the long and medium term plans to gain feedback/any changes for the next year.</p> <p>EC circulate gap analysis for art and music end of summer 2.</p> |  |
| <p>To effectively use sketchbooks.</p>   | <ul style="list-style-type: none"> <li>For each child years 1-6 to have a sketch book that moves up with them through school.</li> <li>Sketch books to show progression and coverage of skills not just final pieces.</li> </ul>   | <p>Sketch books</p> <p>Staff meeting time</p>                        | <p>Staff meeting re. expectations.</p> <p>Each class to teach relevant portrait skills and draw a portrait in their sketch books. Come year 6 – they will have a really clear progression</p>                 | <p>Supportive sketchbook/Seesaw look.</p>  | <p>Book look as part of art deep dive.</p>   |  |

|   |   |                                    |   |  |   |  |
|---|---|------------------------------------|---|--|---|--|
|   | <ul style="list-style-type: none"> <li>KS2 – sketchbooks to show the children have their own views about art and are able to express these using technical terminology.</li> <li>Each year group to do a portrait in their sketch books in autumn to see portrait progression.</li> </ul>   |                                    | of their drawing skills and a lovely keep sake.   |  |   |  |
| <b>Assessment</b>                                       |   |                                    |   |  |   |  |
| To begin to formally assess music using Target Tracker. | <ul style="list-style-type: none"> <li>For each class teacher to assess their class against the statements on target tracker for music.</li> <li>For these to be updated at least 2 half terms out of the year (minimum expected that music will be taught)</li> <li>Use Target Tracker to identify gaps in music provision.</li> </ul> | Target Tracker – already purchased | <p>Teachers to have planned in and sent to EC which 2 half terms they are going to teach music.</p> <p>Reminder email sent out about assessing using the statements on Target Tracker to be sent out.</p> | <p>EC to check Target Tracker – has each class got at least some of the statements ticked off for this year?</p> <p>EC to challenge teachers who have not – why not?</p> <p>Supportive action to take place if any year groups have not planned or taught any music yet.</p> <p>EC to send out gap strength analysis for all classes to inform planning for the summer term.</p> | <p>EC to check Target Tracker that each class has got the statements assessed for each pupil in music.</p> <p>Teachers will be asked by EC to check gap strength analysis and pass on to next year group teacher any statements that have not been covered.</p> |  |
| <b>Culture Capital</b>                                  |   |                                    |   |  |   |  |
| Whole school art week(s)/event days.                    | British Arts Week- included in medium term plans for each year group. Focus on work inspired by key British Artists.  |                                    | <p>To take part in ‘The Big Draw 2021’<br/>October 1 - October 30</p> <p>British Arts Week</p>  | -  | Take part in ‘International Arts Week’ in May.  |  |
| Whole school music theme                                | International Arts Week- included in medium term  |                                    |   | To hold a whole school music theme   |   |  |

|   |  |  |   |  |   |  |
|---|--|--|---|--|---|--|
| <p>day.</p> <p>For each class to go on an arts related trip/excellence and enjoyment day.</p> | <p>plans for each year group. Focus on work inspired by key International Artists.</p> <p>Whole school music theme day to raise the profile of music and harness children's talents within non-core areas of curriculum.</p> <p>Each class to work with a poet and an artist in residence.</p> <p>Ensure range of music from different countries and genres are played during assembly times.</p> <p>Long and medium term plans introduced in 2020 will ensure children are introduced to a wide range of composers, musicians and artists.</p> <p>Year 2 – Samba drumming</p> |  | <p>Raise money for these trips through our choir performance and through fund raising ideas come up with by art ambassadors.</p> <p>Consider what the trip will be and set some dates – potential trips</p> <p>Trips:<br/>Year 2 to Yorkshire Sculpture Park.<br/>Year 3 The Lowry<br/>Year 5 to Salts Mill</p> | <p>morning/day.</p> <p>Ensure all trips are in the diary and on evolve.</p>                                    | <p>Evaluate the trip – what did the children gain from it? What evidence do I now have to form part of my artsmark statement?</p> |  |
| <p>To have performances throughout the year that harness children's artistic talents.</p>     | <ul style="list-style-type: none"> <li>• To celebrate and showcase the achievements of children with artistic talents.</li> <li>• To increase the confidence of the children through the medium of performance.</li> <li>• To promote a love of the arts and raise the profile of it within school.</li> </ul>   |  | <p>After school choir/singing club to run.</p> <p>Choir/singing club carol performance for whole school.</p> <p>Choir/singing club carol performance in a public space to raise funds for our 'arts related trips.' (morrison?)</p> <p>Samba performance – Y2</p>   | <p>In Spring 1 plan in the Dean Field Talent Show.</p> <p>In Spring 2, Dean Field Talent show to go ahead.</p> | <p>Year 6 leavers assembly.</p> <p>After school drama club to run – end of year performance for parents/rest of school.</p>       |  |

|   |   |   |   |   |  |  |
|---|---|---|---|---|--|--|
|   | <ul style="list-style-type: none"> <li>For each class to perform/recite poetry linking to the National Curriculum for reading.</li> </ul>   |   | Organise a rota for each class to learn and perform a poem in Gold Book assembly, circulate round. 2 classes per half term.   |   |  |  |
| CPD   |   |   |   |   |  |  |
| <p>Sharing best practice for arts teaching with ECT FL.</p> <p>IRIS Art/Music lessons throughout the year</p> <p>Staff meetings</p> <p>EC look into sketch book training</p> <p>Can we arrange for TB to do portrait training? EW BH looking into it.</p> | <ul style="list-style-type: none"> <li>To block in some time with FL so that she is confident with the expectations of arts teaching and the resources that we buy into to support this.</li> <li>To IRIS varied arts based lessons throughout the year and add to our whole school bank of videos.</li> <li>To run a staff meeting setting out the expectations of arts teaching this year as well as effective use of sketchbooks.</li> </ul> | IRIS – already purchased                          | <p>EC to lead a staff meeting around effective sketchbook use and expectations.</p> <p>EC to set up IRIS for class with Tony Bullock.</p> <p>EC to IRIS the teaching of Music.</p> <p>Potentially – Tony to run a staff meeting around portraits and how we can build the skills from year 1-6.</p> | <p>EC to set up IRIS for class with Winston Plowes.</p> <p>EC to set up IRIS for class with Anna James.</p>   | Ask staff for volunteers to IRIS arts related lessons.   |  |
| SEND Provision  |   |   |   |   |  |  |
| Planning to match the needs of pupils with SEND through appropriate differentiation.  | <ul style="list-style-type: none"> <li>Teachers to use BSquared objectives for art and design and music and/or previous years skills progression documents to adapt learning for children with SEND.</li> <li>To ensure potential</li> </ul>  | EC to support teachers with planning when needed. | <p>Pupils with SEND to be accessing lessons at the appropriate level – evidence in sketchbooks and on Seesaw.</p> <p>Supportive conversations/planning sessions offered if needed.</p>  | <p>Pupils with SEND to be making progress in line with their abilities.</p> <p>Focus on SEND during music deep dive – can teachers articulate what we are doing for these pupils?</p> | <p>Pupils with SEND to have completed arts units at their level.</p> <p>Focus on SEND during art deep dive – can teachers articulate what we are doing for these pupils?</p> |  |

|   |  |  |   |  |  |  |
|---|--|--|---|--|--|--|
|   | barriers to learning such as reading or writing are removed in these sessions to allow the children chance to shine.   |  |   |  |  |  |
| <b>Working at depth</b>                                     |  |  |   |  |  |  |
| To run a working at depth club for music and art.           | <ul style="list-style-type: none"> <li>Club to celebrate those working at depth in art and music.</li> <li>Invite specific pupils that teachers have identified as most able.</li> </ul> | Staff time to run a club.              | Class teachers to have identified more able.<br><br>Consider when/how clubs will run – lunch time, after school, who will run them? Any volunteers?   | Working at depth art club to run for a term.   | Working at depth music club to run for a term. (FL A-level in music – would she consider this?)                |  |
| <b>Resourcing</b>   |  |  |   |  |  |  |
| To ensure the art cupboard is stocked throughout the year.  | <ul style="list-style-type: none"> <li>To ensure we have ample resources for the arts that will take place throughout the year.</li> </ul>   | As needed from art budget.             | Check for and order if needed –<br>Paint<br>White card<br>Coloured card<br>Clay<br>PVA glue<br>Seasonal extras (Halloween, Christmas)   | Check for and order if needed –<br>Paint<br>White card<br>Coloured card<br>Clay<br>PVA glue<br>Seasonal extras (Valentine's day, Easter) | Check for and order if needed –<br>Paint<br>White card<br>Coloured card<br>Clay<br>PVA glue<br>Seasonal extras |  |
| <b>EYFS</b>   |  |  |   |  |  |  |
| To be familiar with the new EYFS curriculum for 'The Arts'. | To ensure I understand and how the new EYFS curriculum links to my subject area.   | Time out of class to meet and observe. | To have planned in some time with KF to discuss the new curriculum and how it links to The Arts.<br><br>To have looked at, and printed off for my subject file, the statements from Target Tracker relating to my subject area. | To observe the new curriculum in practice to gain a better understanding.  | To review the new curriculum, how it links with The Arts and think about next steps for 2022/2023.             |  |
| Projected to be spent:                                      |  | £500                                   |   |  |  |  |
| Total Budget Allocated:                                     |  |  |   |  |  |  |

Written by – Emma Clay July 2021

Reviewed: Spring:

Summer: