

Art & Design Actions and Outcomes

Term: Spring 2

Year: 2022

A book trawl of Topic books and Art & Design displays in school was carried out in March 2022.

The main focus of this process was to analyse the continuity and progression for this subject in both KS1 & KS2 at

Bishopton Primary School.

*sketch books for UKS2 were not available for the session - evidence from this source was not available.

Date Implemented	Previous Actions	Impact on Art & Design KS1	Impact on Art & Design LKS2	Impact on Art & Design UKS2
Autumn 1 2021	Incorporate introductory lesson to allow the children to learn some basic facts and / or evaluate the style of the famous artist/style in question. Evaluation of artists work / fact files to be included in Topic book prior to practical Art lessons.	*Strong evidence using Art Evaluation documents for famous artists found in KS1 books. Including JMW Turner / Magritte. Linked to subsequent lessons. *Positive impact in understanding of Famous Artists and their style (from long term timetable).	*Limited evidence using Art Evaluation documents for famous artists found in LKS2 books. Unnamed artist watercolour & Georgia O'Keefe linked to subsequent lessons. *Little impact in understanding of Famous Artists and their style. Limited evidence in books to demonstrate use of style in personal work of art developing creativity and skill.	*Some evidence using Art Evaluation documents for famous artists found in UKS2 books. Andy Goldworthy/ Henry Moore/Jim Dine. Linked to subsequent lessons. *Some impact in understanding of Famous Artists and their style. Some evidence in books & on display to demonstrate use of style in personal work of art developing creativity and skill.
	Timetable a series of lessons for Art to allow the children to gather ideas and design aspects of the project before the final 'create' lessons. Inclusion of an Evaluation of their final work of art should be recorded in topic books.	*Evidence of series of lessons following on from Famous Artist sessions and including Art Evaluation documents for individual artwork found in KS1 books. Including: Watercolour sunsets & silhouettes / Moon faces & collage / GFOL / Repeated patterns Magritte. *Clear demonstration of use of style in personal work of art developing creativity and skill in most final pieces.	*Limited evidence available for famous artist inspired art. A picture of Georgia O'Keefe inspired art from a pupil in the topic book was marked as 'try to finish in time given' question time made available? Work was unfinished but good. *One piece of evidence although not using art evaluation documents for individual artwork found in LKS2 books. Including: printing explanation with picture no evidence of link to famous artist prior to activity. *Limited demonstration of use of style in personal work of art developing creativity and skill in final pieces.	*Some evidence in books and on display of a series of lessons based on Famous artists and one art evaluation carried out for individual artwork found in UKS2 books. Including: Andy Goldworthy natural art (not on evaluation sheet). *Some impact in understanding of Famous Artists and their style (from long term timetable). There has been a demonstration of use of style in personal work of art developing creativity and skill. *Some demonstration in use of style in personal work of art developing creativity and skill in final pieces.
	Art & Design Progression documents made available to all staff to allow for understanding of progress expected for each year group.	*Planning has been informed / designed to fulfil some of the progression statements. *Informed a focus on mood/colour mixing lessons to be planned in.	*Planning has been informed / designed to fulfil some of the progression statements especially in sketching and use of line/shade.	*Planning has been informed / designed to fulfil some of the progression statements especially in sketching and use of mood/line/shade.
	Master documents for Art Evaluations (Famous artist & individual) was made available to all staff.	*Solid impact of use of templates to allow coherence across the keystage and familiarity with the technique of evaluating and questioning art and also evaluating their own work.	*Some use of templates to allow coherence across the keystage.	*Some use of templates to allow coherence across the keystage although evaluations tend to be written up without the use of the template to ask/answer relevant questions the evaluation could have had to extend the thinking of the children.

Date Implemented	Future Actions	Expected Impact on Art & Design KS1	Expected Impact on Art & Design LKS2	Expected Impact on Art & Design UKS2
Summer 1 /2 2022	*House Board Challenge with Artbase to take place.	*Pupil voice for inclusion of work for a whole House collaborative piece.	*Pupil voice for inclusion of work for a whole House collaborative piece.	*House Captains to have a role in organisation and planning an event. *Pupil voice for inclusion of work for a whole House collaborative piece.
Summer 2022	* Staff Meeting focus on next year's topics. Encourage staff to look at art/design opportunities for the topic in A1/A2 and cross reference with named famous artists/designers or decide on one which would match the topic focus and how which progression statements for their year group they would achieve in that activity.	*Encourage increased consideration of Cornerstones / Famous Artists / Progression document to inform planning. *Keep collaborative working throughout the KS. *Ensures awareness of progression documents to ensure coverage / progression in each year group is a key focus when planning.		
Summer 2022	Early production of Art / Design Famous Artist Timetable to inform planning for 2022-23	*Early understanding of resources required and ordering potential maximised. *Increased efficiency in resourcing / budgeting.		
Autumn 1 2022	Highlight the importance of cohesion across the school with regard to famous artist evaluations and individual evaluations.	* Ensure comparable use of evaluation templates throughout each KS allowing continuity in questioning / evaluating pieces of art.		