

DEPARTMENTAL/SUBJECT ACTION PLAN

Subject: Art and Design

Subject lead: B Chambers

Year: 7-11

CONTEXT

Whole School approach to art at ks3

Art and design allows pupils to explore their creativity using a range of materials and techniques. Pupils have the opportunity to experience and use different mediums and processes.

In Art and design pupils are trained to persevere, work with and through 'mistakes'. The intention to become competent in a range of techniques that in turn inform independent study following personal interests at ks4 GCSE. Art serves as a creative and emotional outlet for students to ultimately express themselves freely.

STRENGTHS

- Achievement and GCSE Exam results (value added)
- What students learn: (development of skills; fine motor, artistic, creative and development of emotional intelligence: Social skill development; acceptance of others, tolerance, debate and consideration of other viewpoints/ empathy, reasoning and formulating a viewpoint and or argument).
- Developing resilience and independent work ethic in students alongside patience.
- Consistency in expectation, delivery and results.
- Preparing students for the next stage (college- students successfully accessing college courses).
- Planning; shared projects from art lead across KS3.
- Setting realistic expectations
- Holistic teaching
- Hub for visual arts providing and open room for students to return to work, escape, calm down, and develop their skills.
- Addition (G&T) art intervention available for students to access.
- Potential resource for the school: art therapy, school development (visual community projects)

DEPARTMENT LONG-TERM PLAN (2-3 YEAR TIMESCALE):

- Train TA'S to be able to work in art room
- Primary Lessons – met and discussed with SL
- outside art visitors
- standardisation
- *attend KSENT meetings to share practice*

DEPARTMENT PRIORITIES (1 YEAR TIMESCALE):

- *meeting with other staff delivering art across the school – not happened*
- *Staff training- not happened*

DEPARTMENT/SUBJECT PRIORITY 1:

Member of staff with overall responsibility:

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
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<p>Enroll more students onto GCSE syllabus</p> <p><i>Result: enroll has doubled for this coming year.</i></p>	<ul style="list-style-type: none"> Develop a more open environment (open door policy) in art; use nurturing approach. Allow students more freedom within lessons in terms of subject matter whilst maintaining learning objective of skills i.e. learning media and technique Use more positive reinforcement more frequently: Recognise every effort and improvement 	<p>BC CP</p>	<ul style="list-style-type: none"> End of year 2022/3 Sept 2024 	<p><i>Flexibility in use of staff time</i></p>	<p><i>Engage more students, increase role on GCSE for September</i></p>	<p>BC Dept meetings</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p>
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<p>NEW</p> <p>Deliver GCSE</p> <p><i>Continuous and carried over</i></p> <p>Cross department cross curricular projects with Music, DT, and ICT</p>	<p>regardless of how small</p> <ul style="list-style-type: none"> <i>To develop higher standards within the department by having high expectations of students</i> attend GCSE standardisation training annually. Familiar with GCSE assessment criteria <p>Curriculum time aside for communal projects</p>	<p>BC, SoC, DB, AW, JBF</p>	<p>Halloween</p> <p>Xmas</p> <p>Easter</p> <p>Summer show</p>		<p><i>Dissolved subject specific projects for the week, resulting in a single event day to consolidate experience and gallery of work, communal come together to encourage engagement, with school, community, creating</i></p>		
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					<i>memories and positive shared experience at Rowhill</i>		
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