How do we remember? – Quick quizzes, referring back at beginning of lesson (prior knowledge), displays in classrooms, memorable learning (not always the fun kind) – so learning is secure, homework menu so followed up at home.

Subject Strengths:
-Breadth of study, covering National Curriculum
-Skills based development and progression

Areas for development:
-Have artists come in to work with children.
-Ensure there is a diverse range of artists from around globe

Raising the profile of subject:
- Displays in classrooms if possible
- Art lessons whole class
- Use of sketchbook to develop and practise skills across the school
- Beginning to establish strong links with local gallery Hauser & Wirth

Staff development (subject knowledge, CPD, learning walks, etc)
- Curriculum focus sessions during staff meetings
- Learning walks - CB
- Joining the Somerset performance arts training to gain CPD-CB, EC. To share ideas in staff meetings.

.

Writing
- Opportunities for writing in sketchbooks reflecting on artists, pieces of work, sketches
- Vocabulary – up on displays in class if possible), discussed in class.

Art

Curriculum monitoring
- Carried out termly
- Learning walks by CB.
- Art skills and progression development following Kapow

Reading
- Listening and reading non-fiction texts about the artist
- Sharing Kapow powerpoint slides to read about focused artists for each unit.

Assessment
- Use Kapow assessment criteria and assessments.
- Assessment based on progression framework.

Parent links
- Visitors from outside and parents invited to attend
- Learning completed sent home to share with parents or shared on website and in newsletters.