

The Ryde School SDP 2025-2026

Domain: Art and Design

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Objectives for Art	
Achievement gap issues	
Objective 1	To improve children's knowledge and understanding of art technical vocabulary.
Objective 2	To manage and replenish curriculum resources proactively, ensuring materials are ordered in advance and available for effective teaching.
Objective 3	To build on the successful implementation of the new art curriculum by supporting staff to develop confidence in exploring its flexible approaches to materials, methods, and outcomes.
Objective 4	To develop children's understanding of professions they can go into after studying art.
Objective 5	To ensure 3D/textile art are prioritised across all year groups, with each phase beginning the year with a 3D or textile-based unit.

Objective 1	To improve children's knowledge and understanding of art technical vocabulary.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
To identify key vocabulary needed in each unit.	Ongoing	Class teachers	Teacher planning time	Art subject lead	All staff know what the key vocabulary is that is needed to be taught for each unit. Staff ensure this is included in planning.	
To ensure staff are including vocabulary explicitly in lessons.	Ongoing	Class teachers	Planning time	Art subject lead	Vocabulary specific to the topic will be explicit in lessons.	
To monitor and evaluate the use of vocabulary in lessons.	Ongoing	Art subject lead	Subject leadership time	Art subject lead	Art subject lead will use learning walks, book looks, planning monitoring and pupil voice to check children's knowledge and understanding of technical vocabulary.	

Objective 2		To manage and replenish curriculum resources proactively, ensuring materials are ordered in advance and available for effective teaching.				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
Audit existing curriculum resources and identify gaps linked to upcoming units of work.	Termly (prior to each term)	Class teachers	No additional cost	No additional cost	No additional cost	
Reinforce expectations for staff to request resources ahead of teaching units	Implement by end of Term 1; ongoing	Subject Leader	No additional cost	Subject Leader – informal checks	Staff submit resource requests with agreed procedures	
Order, replenish, and organise curriculum resources to ensure availability before units are taught	Ongoing	Subject Leader / Admin support	Within allocated curriculum budget	Subject Leader – half-termly; SLT – termly	Resources are available in advance and lessons are not delayed due to lack of materials	

Objective 3		To build on the successful implementation of the new art curriculum by supporting staff to develop confidence in exploring its flexible approaches to materials, methods, and outcomes.				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
Provide staff CPD focused on using the art scheme	At least once per year; refresher as needed	Art Subject Leader	CPD time; materials for training	Art Subject Leader / SLT – annually	Staff report increased confidence in	

flexibly, including exploration of materials, processes, and open-ended outcomes					using the scheme flexibly and vary the outcomes.	
Model exemplar lessons and units that demonstrate varied approaches to materials, methods, and outcomes	At least once per year.	Art Subject Leader	Cost of materials as required	Art Subject Leader – termly	Teachers adapt planning to include a range of approaches	
Facilitate opportunities for staff to share practice, outcomes, and reflections linked to the art curriculum	Twice a year.	Art Subject Leader	No additional cost	Art Subject Leader – termly	Increased consistency and ambition evident in pupil outcomes. Staff inspired by others practice and develop their own practice.	
Monitor planning and outcomes to ensure staff are confidently interpreting the scheme rather than delivering it prescriptively	Termly	Art Subject Leader / SLT	No additional cost	Art Subject Leader / SLT – termly	Planning and work show creative interpretation and progression	

Objective 4

To develop children's understanding of professions they can go into after studying art.

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
To research relevant professions linked to learning.	Ongoing Complete per unit taught.	Class teachers with the support of art subject lead	Planning time	Subject lead	Staff feel confident with their knowledge of some professions that link to the units being taught.	
To plan discussions of professions into unit plans.	Ongoing	Class teachers	Planning time	Subject lead	Staff will have a clear plan of when / how the discussions of different professions will come up in their units of work and how they will be implemented.	
To research and consider visits in school by professional artists.	Ongoing	Art subject lead	Subject leadership time	Subject lead	A visit (or more if possible) from local artists to inspire and engage the children in the art curriculum.	

Objective 5	To ensure 3D/textile art are prioritised across all year groups, with each phase beginning the year with a 3D or textile-based unit.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference

Review and update long-term art plans to ensure each year group begins the year with a 3D or textile-based unit	By end of Summer Term (for following academic year)	Art Subject Leader	No additional cost	Art Subject Leader / SLT – annually	Long-term plans clearly show an initial 3D or textile unit in every year group	
Gather and review staff confidence levels in planning and teaching 3D and textile art to inform targeted support and CPD	Annually (start of year) and reviewed termly	Art Subject Leader	No additional cost. Subject leader time	Art Subject Leader – termly review	Staff feedback identifies confidence levels and informs targeted support	
Pilot the use of the Chicken Wire website subscription.	One term pilot	Art Subject Leader / Class Teacher	Cost of single-class subscription	Art Subject Leader – end of pilot term	Pilot class demonstrates improved outcomes and staff confidence in 3D techniques	
Monitor pupil outcomes and progression in 3D and textile art across year groups	Termly	Art Subject Leader / SLT	No additional cost	Art Subject Leader / SLT – termly	Pupil work shows clear progression in skills, techniques, and creative outcomes	