

## Expressive Arts ACTION PLAN – 2026 2027

**Goal: To ensure coverage and progression within the Expressive Arts AoLE**

**Rationale: We are four years into our Meadowlane Curriculum. We need to ensure there is good coverage of the curriculum for all children and that children are making good progress with their knowledge, understanding and skills.**

### Success Criteria:

1. To ensure we are fully resourced to deliver the curriculum.
2. Most pupils make at least appropriate progress in their Expressive arts skills, supported by the Cluster Progression maps
3. All areas of the Expressive Arts AoLE are covered over a two-year period.

**WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination. (SPR 26)**

| Autumn | Spring | Summer |
|--------|--------|--------|
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Leaders: Leah Harper and Cath Williams

| Actions                                        | Personnel Involved | Budget / Resources (Human, time and physical) | Timescales | Self Evaluation Activities               | Self-Evaluation | Evidence |
|------------------------------------------------|--------------------|-----------------------------------------------|------------|------------------------------------------|-----------------|----------|
| Children to understand what Expressive Arts is | All staff          | Inset time planned in                         | Sep-July27 | Listening to learners in the Spring term |                 |          |

|                                                                                            |                    |                                                                 |                |                                                                                                                                   |  |  |
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| Art experiences                                                                            | All staff          | Apply for 'Have a go'<br><br>Contact governor regarding contact | Spring 2027    | Feedback from organisations.<br><br>Speak to teachers.<br><br>Feedback from learners                                              |  |  |
| Children to understand the skills they have learnt and be able to talk about it when asked | All staff          | Inset time and planned in                                       | Spring 2027    | Feedback from organisations.<br><br>Speak to teachers.<br><br>Feedback from learners                                              |  |  |
| Drama - BTT                                                                                | YR to be confirmed | N/A                                                             | Spring 1 and 2 | Speak to teachers.<br><br>Feedback from learners<br><br>Performance at Sherman Theatre with parents.<br><br>Feedback from parents |  |  |

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| Wales Choir tbc                                                                         | YR to be confirmed                      | N/A                                                                                              | Spring 1 and 2                                              | <p>Speak to teachers.</p> <p>Feedback from learners</p> <p>Performance at Sherman Theatre with parents.</p> <p>Feedback from parents</p> |  |  |
| Teachers to plan in reflective time about of piece of expressive arts work/ performance | All staff                               | Inset time and planned in                                                                        | Summer 2027                                                 | <p>Feedback from organisations.</p> <p>Speak to teachers.</p> <p>Feedback from learners</p>                                              |  |  |
| Ensure all resources are needed for the next term                                       | <p>LH and new Cath</p> <p>All staff</p> | <p>Inset time and planned in</p> <p>If resources are needed staff need to be letting us know</p> | <p>Aut 2 2026</p> <p>Spring 2 2027</p> <p>Summer 2 2027</p> |                                                                                                                                          |  |  |

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