



The Arts at Grange View CE First School
 This is a guide for anyone who is visiting Grange View C.E First School to explain our approach to the Arts. Updated Spring 2020



OUR INTENT: Why our Art and Design and Music Curriculum looks like this.

Our aim is to provide a high-quality and authentic Arts education for our pupils, which covers a variety of arts, crafts, drama, design, dance and music to inspire pupils to innovate and develop a creative understanding. We will offer pupils opportunities and experiences that will stimulate a love for the arts in a meaningful and continuous process that they will remember and aspire to throughout their school life and beyond. It is our responsibility to engage our pupils and expose them to different artistic movements, artists and artwork from history and the modern world to help broaden their horizons and to achieve their God given potential regardless of their starting point in life and home environment.

Our art and design curriculum is a challenging and purposeful progression of skills starting in the early years and continuing throughout their learning journey at Grange View. It focuses on communicating ideas through the creation of artwork either individually or as a collective; applying techniques of drawing, painting, sculpture and printing, or adopting the interests of the pupils and teachers as a means to support innovation and enjoyment for this subject. All this is underpinned by a developing knowledge of the arts through a growing vocabulary and understanding of the tools, techniques and movements that have led to where we are today. In music we follow the Charanga online program, which covers all aspects of the national curriculum, to listen and appraise, perform with song and instruments, improvisation and composition.

Our overall intent is that art and design, and at times music, will support all subjects through a cross curricular approach allowing topics a creative stimulus. Not only will pupils gain a strong knowledge of the arts, its processes and their application, as well as becoming reflective practitioners evaluating and improving their work through critical appraisal, but they will also have opportunity to take risks and experiment with techniques and ideas in a safe and inclusive environment.

Planning and Skills progression

Our curriculum planning follows a two year rolling cycle to accommodate the mixed key stage topic plans. The topics have been chosen based on the new curriculum and ensuring the themes are engaging and interesting to the children and that the topic is enhanced by the art focus. They have been sequenced methodically so that they support and enhance the curriculum topic being taught whilst building on previous knowledge and skills in the arts.

Our progression of skills has been created as a staff to ensure we are all confident in the expectations and key skills needed to be achieved by the end of the year for our pupils.

This allows for effective progression of knowledge, understanding and skills to take place throughout the school, with learning well matched to the pupil's age and attainment.

Assessment

Subject specific assessment sheets are completed to match the arts area that is being taught for each year group that term. These are created by the subject leader in collaboration with the teaching staff. Each will list the key skills to be observed and recorded relevant from the skills progression. A sample of three children of ranging attainments will have their work assessed as a representative sample of the whole class; these will be kept alongside the piece of work by the teacher.

Art and Design

Art and Design follows the national curriculum guidelines with each year group focusing on the same key strands of attainments and assessment.

Communicate ideas: pupils will explore art as a way of supporting their own creations and will move on to develop and improve their work through evaluation.

Apply techniques: drawing, using a variety of media, painting and focusing on the use of colour with different paints, understanding form through sculpting and 3D techniques as well as immersing in many artistic forms as part of their topic application.

Knowledge: to know the work of some artists, art terminology and the tools that they use for different techniques; review and revisit work critically to show improvement.

Music

We use Charanga (teaching and learning platform) to support our music curriculum, which follows the national curriculum guidelines. Each year group will focus on the same key strands of attainment and assessed accordingly.

Listen and appraise: to know songs and music and to respond when listening to it.

Perform: pupils are expected to sing including different sounds and to respond to others. They should play tuned and un-tuned instruments.

Improvisation: pupils know that a tune can be made up on the spot using their voice, instruments or other means.

Composition: pupils are given the skills and tools to create their own melody learning to record notes and through evaluation begin to innovate their composition.

Displays and performances:

Sharing what we do at Grange View, in the Arts, is very important. We aim to display a variety of art work not only within the classroom but across the school. Communal areas benefit from having our art work displayed and will be found in the hall or computer area. Classrooms will display pupils work as part of the topic wall or where appropriate as a standalone display.

At Grange View we work with communities outside of school and so we aim to share our creativity through social media where appropriate and online through our website. We also find opportunities throughout the school year to exhibit pupils work and achievements holding open afternoons for family and friends to experience all the hard work that the pupils aspire to.

We perform throughout the year at Harvest, Christmas, Easter and at the end of the year to show our achievements. We love singing at Grange View and as a church school we are fortunate to share this love with our family and community each week at our Worship assembly.

Authenticity:

We aim to work, where appropriate and possible, with real artists, dancers, dramatists, musicians and a multitude of crafts people. As well as using and discussing art regularly through the use of stem sentences to improve vocabulary and to become art historians developing our skills of evaluating and critiquing art.

Key stage two have weekly lessons from a subject specific music teacher learning to play an instrument, such as drums or ukulele. This will lead to an end of year performance.