

## ISP Curriculum Statement

Subject: The Arts (Music, Art and Design and Drama)

<b>INTENT</b>	
<p>Our curriculum for The Arts has been designed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft, design and composition. It encourages children to think critically and develop a deeper understanding of music and art and design.</p> <p>Our curriculum allows pupils to:</p> <ul style="list-style-type: none"> <li>● Produce creative work, exploring their ideas and recording their experiences.</li> <li>● Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>● Become proficient in composition and listening to and understanding music.</li> <li>● Evaluate and analyse creative works using the language of art, craft and design and musical composition.</li> <li>● Know about great artists, craft makers, designers, musicians and composers, and understand the historical and cultural development of their art forms.</li> </ul> <p>In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality art and design sequences of learning:</p> <ul style="list-style-type: none"> <li>● Pupils are happy in their learning and set high expectations of themselves in all areas</li> <li>● Children taking ownership of their own learning journey</li> <li>● We have an engaging, ambitious and inclusive curriculum which results in happy learners</li> <li>● We celebrate and share our successes</li> </ul>	
<p><b>Teaching of skills</b>  <i>*See whole school progression maps for curriculum content</i></p>	<p>Children will produce creative work, exploring their ideas and recording their experiences. The children will be taught to become proficient in drawing, painting, sculpture and other art, craft and design techniques. The Threshold Concepts of Describe, Compose, Transcribe and Perform are underpinned and interlinked in everything we do. In addition to musical skill and expertise, both vocal and instrumental, the children will develop listening, collaboration and communication skills</p>
<p><b>Application of skills</b></p>	<p>All pupils are given regular opportunities to apply the skills that they have been taught to support their learning in our other curriculum subjects.</p>
<p><b>Artistic/Musical Vocabulary</b></p>	<p>All pupils will understand and use appropriate topic vocabulary, including that associated with Art and Design. For example: sketch, paint, tone and shade. We aim for all our children to develop a wide musical vocabulary to enable them to describe music and their opinions. By the end of Keys Stage 2 the children will be able to choose from a wide range of music vocabulary to accurately describe and appraise music.</p>
<b>IMPLEMENTATION</b>	
<b>Curriculum approach</b>	<b>Stimuli – resources, trips and visitors</b>
<p>Music is taught through a combination of topic-linked activities and Charanga. Topic linked music enables the children to learn key skills in the context of their current class learning, leading to a greater depth of understanding and interest. There is also much scope for creativity and a gain in cultural and historical understanding. In addition to this Charanga is taught across school – ensuring all key skills are revisited and developed across the Key stage. Through a combination of these approaches the children are experiencing a wide variety of styles and genres. To ensure high standards of teaching and learning in art and design, we implement a curriculum that is</p>	<p>Children have access to a wide variety of instruments to enhance practical work. A varied range of percussion instruments enables creativity and choice, class sets of tuned percussion and drum sticks allow effective class music-making. Resources to enhance extra-curricular music (stands, drum kit, sets of music) as key to providing depth of experience and the opportunity to excel. Music technology is fast moving and this is an area for us to develop in order to enhance learning.</p>

<p>progressive throughout the whole school. The curriculum provides a broad framework and outlines the knowledge and skills taught in each year group. Teachers should then plan lessons for their class using our progression of skills document. Teachers can use this document to plan their art and design lessons suitable to their class's interests and what they want to learn about. Skills established in Art lessons are used throughout the curriculum to support and enhance the learning throughout school.</p>	
<p><b>Local Context</b></p>	<p><b>Questioning</b></p>
<p>Well-developed links with churches, secondary schools, care homes and local groups continue to be a large part of our music/art provision in school. We provide a variety of opportunities for art and design learning to take place inside and outside the classroom. Throughout the year groups, we take part in a Christmas card competition where children use imagination to create a design of their own. Whale and Shark look at the local buildings and the local landscapes in a local area topic. We investigate art inspired by the lake district. Educational visits are another opportunity for the teachers to plan for additional art and design learning outside the classroom. At Ireleth, the children have many opportunities to experience art and design on educational visits. The teachers make use of the extensive grounds and outdoor learning area when planning for their students.</p>	<p>Questions woven through the planning for the units of work allow pupils to think deeply and creatively. Subjective questions allow all pupils to feel confident when expressing opinions on music styles and performances. Pupils working towards the learning expectation are supported through careful, structured questioning and peer support.</p>
<p><b>Sharing work</b></p>	<p><b>SMSC</b></p>
<p>Many and varied opportunities are given for children to share their work. Assemblies and performances (both in and out of school) throughout the year are an ideal platform to share achievements and progress. Opportunities are given to share composition/art work within the class and with other classes. Compositions are often recorded to be watched by other classes and year groups and provide a model for future years. A class display board enables the celebration and sharing of achievements. Further sharing of successes takes place through social media.</p>	<p>Shared decision making and collaboration are key to composition work. Imagination and creativity is at the heart of music work – understanding the inspiration and talents of composers and valuing self-expression and opinions when composing ourselves. Through wide and varied listening children gain an understanding of the role music plays in society and the opportunity to reflect and express opinions and emotions. Music enables us to explore other times and cultures. Children will develop their knowledge and understanding of artist's ideas and concepts and begin to identify how meanings and emotions are conveyed through art. In each mixed year group, children will be exposed to a wide variety of cultures, beliefs and religions. Students work is celebrated throughout the school and is to be displayed in many areas across classrooms, art galleries and corridors.</p>
<p><b>IMPACT</b></p>	
<p><b>Pupil voice</b></p>	
<p>Talking to pupils throughout the year groups show pupils art across the curriculum. They take pride in creating their pieces and discussing the artists and musicians they have been learning about. When asked, pupils can talk about the artist and the skills they have used to create a piece of art/music. Feedback and written evaluations from children throughout the year show the children enjoy and gain a great deal from musical and artistic activities and performances.</p>	
<p><b>Evidence of Knowledge and skills</b></p>	
<p>Pupils develop the skills and knowledge to be able to reflect on the musical world whilst developing a life-long love and interest in music. Pupils are able to articulate themselves using musical vocabulary and develop and express musical tastes and opinions. Pupils perform and show their skills and musical knowledge with</p>	

confidence. The evidence of skills is clear to see in performances. The confidence and communication skills gained are transferrable to many other curriculum areas and aspects of life. Pupils are able to apply their skills to produce final pieces of work and research different artists. Pupils are confident when explaining their work to people and their work is at an expected or greater standard.

**Breadth and Depth**

Much opportunity is given to develop a deeper understanding, skill and love of Music and Art and Design both within classroom work and extracurricular activities. Drama Challenges are available, extending the musical and artistic skills within the classroom.

*Inspiring Successful Partnership  
through God's love*