



**Grange View C.E. First School**  
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***We aim to SPARKLE!***

**Our Christian Vision is that- Everyone sparkles.**

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

*So don't hide your light! Let it shine brightly before others.*

**Matthew 5:16** The Passion Translation of the bible

**Our Ethos**

**The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom**

**Our Aims**

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.



# Grange View C.E First School

## Arts (Art and Design and Music) Curriculum Policy

April 2020

The National Curriculum states that:

*"Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation."*

Additionally,

*"Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon."*

At Grange View the arts are highly valued and we are currently on our journey to becoming an Artsmark Bronze school. We aim to use art, design and music to inspire, motivate and engage children in their learning. All artistic forms offer children a means of communicating, which help children whatever their background and ability to explore, understand, share and represent their environment. The arts reflect the culture and society that we live in giving children an added identity as well as a means of expressing their emotions and ideas in a creative, enjoyable and personal way. Lessons are designed to challenge, enthuse and inspire children, whilst deepening their learning in cross-curricular studies.

Children are given opportunities in a wide range of Arts through dance, drama, music and art and design in order to develop confidence in investigating and making, build on key art skills as well as evaluating their own, and others, work. As they build and develop through the key stages, and gaining a good critical understanding of historical art movements, we hope to enable them with their own unique styles providing opportunities to make individual art as well as collaborating on larger scale group pieces and performances.

## Aims:

In line with the aims of the National Curriculum for Art and Music, at Grange View, we aim to ensure that we:

- Offer a wide range of authentic, high quality arts experiences to engage, inspire and challenge all children including Drama, Dance, Music and Art and Design.
- Provide a balanced, progressive arts curriculum, taking into account children's previous experience, developing knowledge and skills to experiment, invent and create their own work using a variety of artistic and musical techniques, tools and instruments.
- Enable them to develop an appreciation and knowledge of the work of great artists, craft makers, designers and musicians as well as gaining an understanding of the historical and cultural development of their art form. Understanding how the arts are reflected in and have shaped British history as well as that of the wider world.
- Encourage enthusiastic participation in all the arts developing a lifelong enjoyment and pleasure in their creativity.
- Encourage children to think critically and assess their own work as well as the work of others developing a pride and confidence in their ability to design, make and perform.
- Support children's learning and appreciation of different cultures within school, our local community and the wider world.
- Help children to build their communication skills through working as part of a group, sharing ideas, experiences and imagination. Not only in school projects but with external community based projects.
- Celebrate the arts within our school through exhibiting children's work in all areas and sharing, where appropriate with the wider community.

## Planning:

At Grange View, we believe that children learn best when learning activities are well planned, stimulating and challenging, ensuring progress in the long, medium and short term.

Planning is undertaken on three levels:

- Long term planning:  
Long term planning has been designed as a staff to ensure the National Curriculum is covered both in knowledge and skills throughout each year and that effective repetition and revisit of core skills is established. Teachers are encouraged to use

professional discretion when deciding how long is needed to be spent on particular objectives whilst ensuring all objectives are covered by the end of the academic year. Long-term plans are used to inform medium term planning.

- Medium term planning:

Medium term planning is carried out every half-term. Teachers work in key-stage teams to identify and select objectives, using the Long Term Plan as guidance. In key-stage teams, teachers are responsible for generating medium-term planning overviews using the schools pro forma and ensuring that these are made available on the school website.

- Short term planning:

Short term planning is carried out on weekly basis. Individual teachers are responsible for the planning of thoughtful, stimulating weekly lessons for their class. The school does not have a set pro forma for short-term planning, but it is expected that staff will detail the intended learning for each lesson, the teaching activities to be used and the learning outcomes.

- Planning across the curriculum

At Grange View, we believe that The Arts curriculum is best applied in a relevant context to ensure correct learning of key skills and abilities and so our music curriculum follows the Charanga program to teach all aspects of music, in addition key stage 2 have a weekly instrumental lesson with an external teacher. However, the Arts will often be cross curricular in theme based on the current terms topic and will influence the final work produced. It is important that our children are aware of the impact that the arts have had on many cultures and societies across the world and that it holds a universal importance in its execution. By approaching the planning process in a cross-curricular manner, teachers are routinely identifying opportunities for our children to realise this potential and develop their skills and techniques in an enjoyable and fun way.

### Teaching and Learning Strategies:

At Grange View, we use a variety of age-appropriate teaching strategies to cater for the varied learning styles of our children.

In the Early Years, we recognise that creativity and play contribute significantly to children's thinking and understanding. Therefore the Arts are actively encouraged across the EYFS curriculum and used as a means of teaching and learning in other curriculum areas. Children are encouraged to interact with age-appropriate tools and equipment such

as brushes, stamps, paint, glue, paper, fabric, musical instruments and any mark making materials.

In Key Stage 1 and 2, our aim is to teach the Arts with an authenticity and creativity to encourage a balance of traditional skills with experimental work. This balance in their work will stem further into working in a variety of environments as well as on large and small scales both in school and externally. We will use the skills on offer from external visitors and art venues to support us with this. Children will be on a creative journey during their time in school and given opportunity to develop in the core artistic and musical skills outlined in the curriculum. While producing and performing artistic outcomes they will also be gaining knowledge and understanding of art, and its history, through the study of a varied vocabulary and techniques needing to be applied.

The principles and features that characterise our mastery approach with relation to the Arts are:

- The large majority of pupils progress through the curriculum content at the same pace. However, like any other subject we are aware that children have widely different abilities and so differentiation is achieved by emphasising deep knowledge and increased technicality in the art form being taught. As well as offering individual support and intervention as appropriate. The scaffolding received by individual pupils in class as they work creatively will differ and will offer support without hindering their personal artistic expression. Pupils who grasp concepts rapidly are challenged through more demanding tasks which deepen their knowledge and skills further.
- A language rich environment is central to the teaching and learning process. Precise artistic terminology is vital to the correct understanding of what is being done practically and so is modelled in context by staff and then children are encouraged to use this when reasoning and explaining, whether this is with their talk partner or to the class as a whole.
- Practice, making mistakes and consolidation play a central role to learning, particularly for many art and musical techniques that are taught. Carefully designed variation and progression across the Key stages builds a deep understanding of underlying concepts and skills and therefore the ability to apply them.
- Teachers use precise questioning in class to test and promote understanding.

At Grange View, we believe that the use of the outdoor environment is vitally important in supporting teaching and learning of the Arts. To this end, the arts are taught and experienced in many of our outdoor learning environments. Children experience that creativity is all around us and that art can be produced and experienced in a variety of spaces.

### **Assessment:**

Assessment is regarded as an integral part of the teaching and learning process at Grange View. The Arts are assessed with the aid of specific skills and knowledge assessment sheets created by the subject leader for each year group and term focus.

Assessment is primarily formative due to the nature of activities and the learning process in art and design and music, however the teacher will also record the learning in more detail for three pupils ranging in attainment within the class who will have their knowledge and skills monitored and recorded from work produced as a representative sample of the class.

At Grange View, the key sources of assessment in Computing are:

- Digital portfolios in Early Years (School360)
- EYFS profile sheet (Expressive Art and Design)
- Informal annotations on planning
- Discussions with and observations of individual or groups of children
- Photographs or videos showing children's work process or outcomes
- Peer- and self-assessments
- Work stored in art journals
- Term Assessment progress sheets

### **Marking:**

A large proportion of feedback provided to children in the arts is verbal, as part of the ongoing process of drawing, painting, sculpting, performing, composing, sharing ideas and evaluating. This discussion, feedback and questioning is vital so that children are able to review their work continuously, making changes and improvements as necessary.

In addition to verbal feedback, children may receive feedback in writing as a response to work produced in their art journal. This allows children to participate in the marking process through responding to teacher's feedback.

Children are also encouraged to actively participate in the marking process through self and peer-assessment. This may be verbal or written.

### **Resources:**

The school has a variety of art and design materials such as paper, paint, clay, pencils, charcoal, pastels, ink and tools such as paint brushes and pots, pallets, modelling tools, craft knives and printing tools. These can be used across the year groups and are shared within an art cupboard.

Each year group has access to shared aprons and table coverings. Each class has a sink area for cleaning with a selection of brushes, pots and pallets as well as pencils, scissors and glue.

In addition, each classroom is equipped with flooring to accommodate messy activities to ensure that classes can take part in a variety of creative activities.

The school has a selection of musical instruments including, glockenspiels, recorders, drums and symbols that can be used across the school.

Resources are audited, checked and updated annually or when required for a project. Areas of need are monitored and equipment purchased in line with needs using the schools subject bidding process.

### **Continuing Professional Development:**

All staff are encouraged to develop, assess and improve their teaching of the Arts. Where a member of staff feels a need for particular INSET, discussions should take place with their line manager as part of their Performance Management.

At Grange View, we encourage staff to attend school-based INSET as well as external training courses advertised through both the online E-Courier and other relevant external sites. We also involve staff with policy and decision making, as well as provide opportunities for in-school coaching where staff can both work with and observe other colleagues.

### **Monitoring and Evaluation:**

It is the responsibility of the Arts subject leader to produce an annual action plan in order to effectively plan, monitor and evaluate the development of the subject across the school.

Within the classroom, monitoring of the standards of children's work and the quality of teaching in art and design and music is the responsibility of both the Arts subject leader and the senior leadership team. It involves lesson observations, work scrutiny, learning walks, pupil interviews and planning reviews.