



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 Art in school. *Updated February 2023*



OUR INTENT: Why our Art 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 unlocking potential.

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, 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 extended further in KS2 with specialist provision. This covers all aspects of the national curriculum, to listen and appraise, perform with song and instruments, improvisation and composition.

Planning

Our curriculum planning follows a two year rolling cycle to accommodate mixed year classes. The topics have been chosen based on the new curriculum and ensuring the themes are engaging and interesting to the children. They have been sequenced methodically so that they enhance they build on the skills and knowledge learnt previously.

Skills progression

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 to take place throughout the school, with learning well matched to the pupils age and attainment. The skills are broken down into the main areas starting from Reception – Year 4

Art and Design

Art and Design follows the national curriculum guidelines with each year group focussing on the same key strands of attainment 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 points, understanding form through sculpting and 3D techniques as well as immersing in many artistic forms as part of their topic application.

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

Music

We use Charanga to support our music curriculum, which follows the national curriculum guidelines. Each year group will focus on the same strands of attainment and assess 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 to reports 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 music.

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.

Assessment

Art is a very practical subject, through each unit of learning a series of assessment for learning techniques will be used such as no stakes quizzes, show me boards and exit tickets to determine what the children have retained and understood. Formative assessment throughout the lesson will inform the future learning for the children, with adaptations being made where necessary to meet the needs of all. At the end of a unit, the sketch books will showcase learning and progress.

SUBJECT SPOTLIGHT

We hold an arts week each year where we focus on a specific artist or art through a story. We tend to have a local artist come in to school to work with the children.

Display 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. 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 perform throughout the year at Harvest, Christmas and 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.

Early Years

In Early Years, we follow the same curriculum structure for art as the whole school. However, art and music are explored daily through painting, manipulating materials, being imaginative, singing songs, learning nursery rhymes, dough disco and more. Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. They will share their creations, explaining the process they have used and make use of props and materials when role playing characters in narratives and stories.

Where it all begins: Early Years Starting points.

Children enter Nursery at the expected level for The Arts. They enjoy exploring paint, manipulating materials and colouring. Provision is carefully planned to enhance those artistic skills, with a focus on knowing primary colours and how to mix to create secondary colours. During their time in Nursery and Reception they have many opportunities to listen to music and create movements to the different beats, play instruments and safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. There is a permanent craft area in the provision where the children are free to choose what creations they design and make. Children are given many opportunities to be imaginative; through small world play, role play and creating puppets.

Q of E - Pedagogical choices

- Using a range of artists such as modern, traditional, architects, sculptors to assist their learning.
- Matching it to context to bring the learning alive
- Opportunities for partner discussion and collaborative working
- Use of word power to build awareness and confidence with tier three subject vocabulary

Q of E - SEND provision

- Using floor books and sketch books so that they have the opportunity to develop without the pressure of written evidence
- A vast majority of learning takes place in mixed ability pairs, to ensure that support and challenge is available and peer support is encouraged.
- Art is very practical and tasks are always practical to support and engage the slower graspers.

Implementation: How are they knowing more and remembering more?

Quality of Education	The planned curriculum is illustrated through the S plan, with national curriculum objectives listed for each termly theme and end points identified. Each lesson is planned and delivered with the end goal in mind. Each lesson is carefully sequenced in order to meet that end goal. At Grange View, we have created an artist and musician spine so that each child will leave school having studied a range of artists and a range of musical styles. The sequence of learning starts in Early Years with the children exploring primary colours, colour mixing, using colours to change tones. In KS1 the children develop a range of art and design techniques using colour, pattern, texture, line, shape, form and space. Then, in KS2, they improve their mastery of techniques including drawing, painting and sculpture with a range of materials. Sketch books provide a visual illustration of the learning that has taken place in each lesson, these are referred to throughout the term helping the children make links to prior knowledge.
Behaviour and Attitudes	Art is a subject that the children are interested in, they enjoy having the freedom to explore their creativity and therefore behaviour and attitudes to learning are high. They have a safe and secure environment to explore and develop their skills. Collaborative working encourages our core values of friendship, trust and respect, having to take turns and work on a shared goal. Class dojo and verbal praise is always used as incentives and rewards as well as having a carefully planned and structured learning experience to ensure all can engage and succeed in each lesson.
Personal Development	Through partner work, discussion and investigation throughout the curriculum, the children build their tolerance and respect for others' contributions. Within our artist spine, high quality artists are shared with the children to build their knowledge of diversity and significant individuals, this has an impact on their culture and them as individuals – learning how they can make a positive contribution to British society. The curriculum is enriched through well chosen artist visits that widen the pupils aspirations and understanding of the subject. Often this introduces the children to potential aspirational career options.
Leadership and Management	Art is monitored through pupil voice and evidence in sketch books termly with the children being able to articulate aspects of their learning. By referencing sketch books, the pupils can use these to recount their learning, the important message and key facts. Like with all subjects, an action plan is written each year for Art, this focussed on key priorities that are planned into the SIP. Governors are informed termly of subject developments, with termly meetings taking place with the link governor sharing successes, areas for development or key priorities.
Early Years	Art is part of Expressive Arts and Design. Children enjoy exploring paint, manipulating materials and using a range of materials for colouring. Provision is carefully planned to enhance those artistic skills, with a focus on knowing primary colours and how to mix to create secondary colours. During their time in Nursery and Reception they have many opportunities to listen to music and create movements to the different beats, play instruments and safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. There is a permanent craft area in the provision where the children are free to choose what creations they design and make. Every day, prior learning is being built upon with planned repetition of tasks and opportunities to discuss. Art is taught through a mixture of focussed discussions with adults, and carefully planned learning experiences within the continuous provision. Children leave foundation stage with a confident knowledge of colours.



What is it like to be a pupil at Grange View studying Art on a daily basis?

Art at Grange View is creative, fun and engaging. Children are encouraged to use their skills in their own way and create pieces of art work which captures their individuality.