

Subject Area -The Arts

Rational Overview –

What does this subject look like at Chancel Primary School?

The Arts are of central importance to our school in terms of principle, as Chancel is a creative, forward-thinking school with very high expectations for children.

Art and design provide the children with the opportunities to develop and extend their skills and an opportunity to express their individual interests, thoughts and ideas. 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 Arts and design.

As a school, we alternate the teaching of Art and DT on a half-termly basis and lessons are blocked at the end of each half term. Music is taught weekly. We also organise a number of enrichment weeks during the school year, which are orientated around the Arts e.g. multicultural week, craft days as well as providing opportunities for competitions and topic projects. We also invite local artists to inspire children and their parents with their skills and talent. We have invested heavily in outstanding provision as we now have a professional music, dance and drama teacher, as well as specialist peripatetic music teachers. We expose the children to regular live music performances as well as multicultural performances to support their SMSC development. We access the Art scheme Grammarsaurus and Sparkyard to support the delivery of Music.

Intent (overarching aims-
What skills do we wish our pupils to acquire?)

Our overall aim as a school is for pupils to access and be inspired by a broad and balanced Arts curriculum, delivered by confident and well-equipped Teachers. At Chancel, we recognise that exposing children to culture and creativity will increase pupils' skills, regarding their confidence, critical and creative thinking, communication and literacy skills

-Expectations and outcomes for the Music curriculum by the end of each phase:

Key stage 1, children will be confident to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will be able to Chancel's Curriculum listen with concentration and understanding to a range of high-quality live and recorded music. Children will create, select and combine sounds using tuned and untuned instruments musically.

Key stage 2, children confidently perform in solo and group contexts with increasing accuracy, fluency, control and expression. They effectively improvise and compose music for a range of purposes and listen attentively to detail. Children will easily recognise musical notations and appreciate both live and recorded music from different genres. Children will have a strong understanding of the history of music.

-Expectations and outcomes for the Art curriculum by the end of each phase:

Key Stage 1, children will confidently use a range of materials creatively to design and make products. They will draw, paint and sculpt to develop and share their ideas, experiences and imagination. Children will be confident in using a wide range of Art and design techniques to create. They will have a broad knowledge of a range of artists, craft makers and designers, and will be able to

identify the differences and similarities between different practices and disciplines, whilst making links to their own creative work.

Key Stage 2, children will record their observations within their sketchbooks and use them to review and revisit their work across key phases. They will master art and design techniques, including drawing, painting and sculpture with a range of materials. Children will have a wider understanding of a range of great artists, architects and designers in history.

-Expectations and outcomes for the Design and Technology curriculum by the end of each phase:

Key stage 1, children will be able to generate, develop, model and communicate their ideas through a range of avenues. They will confidently select from and use a range of tools and equipment, including construction materials and textiles to perform practical tasks. Children will explore and evaluate products as well as their ideas and products against design criteria. They will build structures and use mechanisms in their products, exploring how they can be made more secure.

Key stage 2, children will use research and develop design criteria to create products that are fit for purpose. They will use their extensive knowledge of tools and equipment to perform practical tasks accurately using a wider range of materials and components. Children will confidently investigate and analyse a range of existing products as well as their own, and improve their work by considering the views of others. They will have developed a broad knowledge of how significant individuals and events have helped shape the world. Children will be able to apply their understanding of how to strengthen complex structures, and use them in their products. They will also be able to use mechanical systems and electrical systems in their designs. Children will be equipped to apply their understanding of computing to program, monitor and control their products.