



**Watlington Community Primary School**

## **Rationale for Art, DT and Music**

### **Curriculum Intent**

At Watlington Community Primary School, we value our Arts curriculum, making many cross curricular links to ensure our children have a broad and balanced curriculum. Our curriculum is designed to give pupils opportunities to develop their ability, nurture their talents and interests, and express their ideas.

We encourage our children to be creative individuals using a variety of mediums such as painting, clay-making, cooking etc. Throughout the year groups, children are able to progress further with their technique, use of exploring further mediums, develop questioning skills and to further develop their curiosity within the subject. ‘

As part of our knowledge-rich curriculum, children learn about famous artists, are able to make links within art history, evaluate their own and others work, and develop their own unique styles. Children are taught a series of lessons termly that can often be linked with topics they are learning about in other areas of the curriculum. This allows children to make connections to history or to become influenced by others work.

As pupils progress through school, they should begin 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.

We believe that Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence. We have a knowledge-rich music curriculum. Children develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. We want children to enjoy the performance aspect of music both in class and within the wider school community. Children experience listening to music from different cultures and eras and cross-curricular links are made where appropriate. We encourage children to develop their particular skills and encourage them to sing and play their instruments in front of an audience so we can celebrate their talent.

During Key Stages One and Two pupils build upon previous knowledge through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts.

Musical learning is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

At Watlington Community Primary, we want our children to be confident, creative and curious individuals, who have been enriched with a broad and balanced curriculum. By the time they reach the end of year 6, we want our children to have had access to many



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experiences and develop a wide set of skills that will support them in becoming well rounded individuals. They will feel confident in expressing themselves creatively in and out of school hours as well as understanding how the arts can have great importance to many aspects of their lives.

### **Implementation and Pedagogy**

The implementation of the curriculum is influenced by recommendations from Ofsted Research Reviews. We also believe the arts offer pupils the chance to feel successful and for children to work together, for the benefit of others, as Willingham talks about in 'Six Practical Reasons Why Arts Education is Not a Mere Luxury'. They also provide a chance for children to express feelings that they otherwise might be unable to express, increasing feelings of wellbeing.

Based on Rosenshine's principles of instruction, new learning in each topic is broken down into small steps across a series of planned lessons leading to a finished piece of work.

The curriculum map allows for techniques to be revisited, each time in more depth. Connections are made between prior knowledge and new learning. Although techniques and skills are revisited, the curriculum map ensures creativity is embedded into our lessons so that, whilst being knowledge-rich, pupils are encouraged to make independent and personal choices in their work.

The online platform Charanga is used to help teach music. Elements of its original scheme are used in conjunction with the New Model Music Curriculum to ensure the curriculum is tailor-made to our school. Where some year-groups missed out on the chance to learn instruments such as the recorder during the Covid lockdowns, these units can be taught alongside current units to ensure breadth of coverage. In addition, specialist music teachers teach specific instruments for a block of lessons eg. ukulele in year 5.

### **Art and DT**

- 3 Art and 3 DT topics are taught every year as well as having additional opportunities to explore this subject, such as topic days, whole school approaches and additional links to different topics.
- At least 1 hour of Art or DT taught each week.
- Ensuring that all children have been exposed to a range of different techniques, mediums and skills throughout their time at Primary school.
- Planning links between art and the topic of the term or half term so that children can understand the relevance and can fully explore all aspects of the topic.
- Progression is shown throughout the school through children's sketchbooks. Re-teaching skills taught in prior years groups to develop their skills further by gaining a deeper understanding and making it more challenging for their age group.
- Ensuring that teachers share knowledge of at least two famous artists within the school year, including those with disabilities/additional needs. They can be linked within the topic or can be a stand alone series of lessons where children can base their art around their particular artist.



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- Children evaluating theirs and others work to help develop their critical thinking.
- Ensuring that art and design is accessible to all children and that teachers will find various strategies in order for all children to have access to this curriculum.
- Children to have a love of art and design and know that their talents could go further.
- Understanding that art and design can be a potential career path.
- Celebrating work and sharing a love of art through displays, assemblies, enrichment activities, trips and competitions.

### **Music**

- At least 30 minutes of music taught each week.
- Understanding that music can be a potential career path.
- Celebrating work and sharing a love of music through displays, assemblies, enrichment activities and trips.
- Music lessons include the following: retrieval practice, introduction/ teacher input – recap previous knowledge or skill, introduce new knowledge or skill, independent practice with a range of activities, plenary – summing up and chance to demonstrate new knowledge, self/peer assessment.

Games embed the Interrelated Dimensions of Music through repetition. Units of work will include the following musical activities:

- Listen and Appraise
- Singing
- Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- Improvising with the song using voices and instruments occurs in some Units of Work
- Composing with the song using instruments occurs in some Units of Work
- Perform/Share - Share what has taken place during the lesson and work towards performing to an audience

### **Impact**

Children are involved in evaluating their own work, the quality of their outcomes and the improvements they need to make. Through regular discussions about their learning, teachers encourage pupils to be reflective and able to talk confidently about their achievements.

We aim for pupils to leave us at the end of year 6 equipped with a range of techniques and ideas that will form a good foundation for them going into Key Stage 3.

We measure the impact of our curriculum through:



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- Ongoing formative assessment through retrieval practice, feedback to pupils, teacher-pupil dialogue and assessment of practical skills
- Monitoring of pupils' responses in retrieval practice
- Data tracking
- Work scrutiny, Pupil Voice and book looks by subject leaders will monitor the impact of the curriculum.

We expect children to meet the end of key stage expectations outlined in the National Curriculum for Art and Design, and Music. Teacher assessment will be used for tracking pupils' attainment and progress.

### **Sources**

<https://www.gov.uk/government/publications/research-review-series-art-and-design>

<https://www.gov.uk/government/publications/research-review-series-music>

<http://www.danielwillingham.com/articles.html>

<https://ctlonline.org/why-support-the-arts/>

<https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf>



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### Main Priorities

PRIORITY	ACTIONS	WHEN?	WHO?	IMPACT	RAG
<b>SUBJECT Science</b>					
Increase children's subject knowledge, including techniques used in art/DT, knowledge of artists and technical vocabulary in music.	<ul style="list-style-type: none"> <li>Check resources and ensure practical activities in SOL are resourced.</li> <li>Investigate CPD opportunities for staff</li> <li>Provide teachers with list of expected vocabulary progression in music</li> </ul>	July 2024	Subject Leader  Teachers	Teachers are equipped to deliver lessons and as a result teach more challenging, better prepared and engaging lessons.  Pupils use their new knowledge and vocabulary when talking about and evaluating their learning. Evidence by observation, books, pupils voice.	
Ensure SoL are completed for the new curriculum LTP and meet the needs for mixed age classes.	<ul style="list-style-type: none"> <li>Subject lead to complete writing and update as necessary</li> <li>Share with teachers</li> <li>Feedback from staff on SoL.</li> </ul>	July 2024	Subject Leader	Teachers follow SoL to ensure all curriculum content is covered. Evidenced by book scrutiny and observations.  Pupils develop greater knowledge and are able to recall this due to the sequencing of lessons in SoL, evidenced by learning in books and pupil voice.	
Provide more opportunities for children to celebrate their achievements in Art/DT/Music	<ul style="list-style-type: none"> <li>House event- day</li> <li>Gallery event to showcase work</li> <li>Opportunities for music performance</li> </ul>	July 2024	Subject Leader	Pupils learn to perform in ensembles or to perform individually playing their instrument or singing - useful for other concerts as well as instrumental exams and school plays. Performances increase children's confidence. Children talk confidently about art and artists.	