



Arts Policy

William Reynolds Primary School and Nursery

Approved by *Governors* February 2018

To reviewed by February 2020

Information Page

These documents are referred to or link to this policy

School Vision

Teaching, Learning and Assessment Policy

SEND Policy

Curriculum Maps

Social, Moral, Spiritual and Cultural document linking to all subject areas

Foundation Stage Policy

Collated data grids for each class and cohort

Termly Raising Attainment Plan

Annual Monitoring Cycle

Governors' Pupil Premium Grant Action plan

Rationale

At William Reynolds Primary School and Nursery we believe that the Arts stimulate creativity and imagination, providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world. It enables children to communicate what they see, hear and experience. The Arts reflects the culture and society we live in and by teaching the Arts, children gain a better understanding of the world around them. It fires their imagination and is a fundamental means of personal expression.

'The arts are like your backbone. You may be able to survive without your backbone but what quality of life would you have?'

Sir Simon Rattle

The Arts provision at William Reynolds includes:

- the **visual arts** - painting, drawing, sculpture, craft and design
- the **performing arts** - music, dance, drama, storytelling
- **Literature** - poetry, creative writing
- **Media and multimedia** - film and photography.

We provide many opportunities for all children to create, play and perform in the Arts. We develop skills necessary to appreciate a wide variety of art forms. The appreciation and enjoyment of the Arts enriches all our lives. Through experiencing the arts, children develop their creativity, self-esteem and confidence.

Aims

At William Reynolds Primary School we aim to offer opportunities for children to:

- foster an understanding and enjoyment of the Arts
- experience a broad and balanced range of Arts and show progression within these experiences
- engage in a wide range of creative arts activities
- develop their skills across the arts and understand the processes involved
- look at their world with curiosity
- use the creative arts as means of communication
- understand that Arts exist in all cultures and to appreciate and value their many forms

Role of the Subject Leader

The role of the subject leader is to:

- advise and support staff in planning teaching and learning of the Arts
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for Arts with realistic and developmental targets
- audit, identify, purchase and organise all Arts resources, ensuring they are readily available and well maintained
- document and review the agreed ways of working through a written policy document and scheme of work
- keep up-to-date on the use of Arts in the curriculum
- promote Arts throughout the school e.g. organise an Arts week during the summer term
- co-ordinate extra-curricular activities- e.g Young Voices, singing for the community, craft club

Teaching and learning

Spiritual, moral, social and cultural development

At William Reynolds Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. (See Appendix 1 and 2 that show how SMSC is embedded in Art and Music)

The Foundation Stage

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences. The teaching of music in the Foundation Stage allows children to explore sound and the building of patterns

of sound known as 'music.' Children in the nursery and reception classes have access to musical instruments, websites and listening stations. They also explore music through dance, movement, story, role play and singing.

Expressive arts and design is part of the Early Years Curriculum and involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

(Appendix 3- Foundation Stage Areas of Development that support/link to the teaching of the Arts)

Key Stages 1 and 2

Staff use a variety of teaching and learning styles in the Arts relating to a theme and children's abilities and experience. Lessons are often planned using a variety of cross-curricular links. Art and design lessons are planned and delivered to meet the requirements of the National Curriculum from Year 1 through to Year 6. Drama is a key element of our literacy and cross curricular lessons and is used as a powerful, creative teaching tool across the whole curriculum and through worship/ assemblies. Creative writing happens in all year groups and across the curriculum. Music is taught in class through topic work, during assemblies, shows and singing practises. Dance is taught in indoor PE sessions each year, in addition to cross curricular dance opportunities that arise.

Arts Ambassadors

In key stage two, Arts Ambassadors have been identified to promote a love of the Arts, instil a sense of pride as good role models, express opinions about the Arts and use their enthusiasm to guide others.

Artsmark

As a school we are in the process of achieving the Artsmark and the school is now part of the Arts ambassador network for Telford.

Arts week

At William Reynolds, we aim to celebrate the richness in culture that we see in our local area and globally. An Arts week is held every year (in the Summer term) with a different focus to encourage a wider arts curriculum.

Resources

Art

Primary resources e.g materials and artefacts are stored centrally in the art area by base 13 and 14 and in the art areas in the main corridors. In Key Stage 1 resources are stored outside Bases 3 and 4. It is important to ensure that resources are labelled, tidy and clean and ready for use.

Children will also use *Secondary resources*. The internet is an invaluable resource for artist's work and we have a good collection of school library books relating to a range of artists. All the major museums and galleries have sites.

Music

Music instruments are stored centrally in the music area in the Key Stage 1 hall. It is important to ensure that resources are labelled and left tidy so they are easy to find.

The Young Voices choir

At William Reynolds Primary School, we are proud of our Young Voices choir who perform at the Genting Arena in Birmingham with thousands of other children from around the region each year. As well as this they perform for Age concern at a local community venue and join other local schools to sing in church.

Performances in school

Throughout the year, there are a number of performances for the parents and carers to watch.

- each phase performs a Christmas play using licenced performances
- Key Stage 1 perform at Harvest
- Year 6 hold leavers performance

Each week there is a singing assembly where children learn a range of songs, learn to sing in harmony and in a round.

Children, who have individual music lessons, are encouraged to perform playing their instruments in assemblies.

Outside provision

Music 2 the 4

As a school we subscribe to Music 2 the 4 on an annual basis. This is a Key Stage 2 music programme that brings specialist teachers into school to develop wider

opportunities for children. **(All children in years three and five have access to this)**

The children get the opportunity to try the following:

- Folk whistle tuition
- Samba drumming tuition
- Singing activities
- Music technology sessions.
- Rainbow Brass sessions
- Ukulele sessions
- Recorder sessions
- Instrumental demonstration sessions such as woodwind and strings

Simply Music

Also as a school we subscribe to Simply Music on an annual basis. This is a Key Stage 1 (Year 1 children) music programme that brings specialist teachers into school to develop wider opportunities for children. The children get the opportunity to try the following:

- Singing activities
- Music technology sessions
- Recorder sessions
- Percussion

Shake, Rattle and Roll

Pupils in Early Years and Foundation Stage subscribed to Shake, Rattle and Roll led by staff from Telford & Wrekin Music service where they get the chance to use a range of percussion instruments.

Individual Music Lesson

Children are given the opportunity to take part in individual music lessons. Woodwind lessons are currently lead by a peripatetic music teacher. School supports this by offering a musical instrument and tuition to the child free of charge to the parents. This is supported by Pupil Premium Funding.

Theatre groups

To extend the range of experiences in the Arts our curriculum includes contact with drama practitioners, through workshops and performances in school. Alongside drama taught in the curriculum, we hope these experiences help the children develop confidence and enable everyone explore their emotions and engage with their environment in a safe and creative manner.

Children in Early Years and Foundation Stage have the opportunity to visit a theatre production each year at the Birmingham REP

Artists .

For children to have a range of experiences, artists are invited into school to work in a range of medium.

Equal opportunities

The Creative Arts curriculum of the school will be planned, organised and taught in ways which are compatible with the school's equal opportunities policy. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class. A number of children have been identified as having a real talent for different areas of the Arts.

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. As a school we have done this through improving the learning environment to increase the extent to which disabled pupils can participate and take advantage of the Arts curriculum both inside and outside school.

Online Safety

To support children's learning in Mathematics, pupils may use specific online content or models and images on the computer. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. Pupils are also encouraged to use the recommended list of safe websites in their homework books to support maths learning at home.

As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

Assessment and recording

At William Reynolds Primary School we assess children in art and music. We offer a **mastery** curriculum where the children are given opportunities to work

above and beyond the basic skills to develop **fluency, reasoning and problem solving**. All children will have opportunities to do this and apply skills **independently, consistently and through choice** in the Arts on offer in school.

Children who show a particular flair or ability within an aspect of the Arts are identified as a **gifted and talented**. If a child is more able in all areas of the Arts they are working at **greater depth**.

We assess children's work in art by making informal judgements as we observe them during each art lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development. At the end of each year a written report is given to parents about their child's achievements in art.

(Appendix 4 - Assessing without levels, support teachers when assessing children's ability in Art)

We assess children's work in music by making informal judgements as we observe them during each lesson. At the end of each year a written report is given to parents about their child's achievements in music.

(Appendix 5 - Assessing without levels, support teachers in levelling children's ability in Music)

Governor Link

It is recognised that governor links are vital to monitor activities and initiatives in the arts. The governors are fully briefed at governor meetings and further support the school at events when the children are performing. The current Creative Arts governor is Mrs Jones.

Appendix 1

SMSC within ART at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	
Foundation Stage	Throughout Foundation Stage children will have the opportunity for daily plan do and review activities, involving art, during self-initiated time. This also includes the opportunity to be reflective when returning to class to explain the activity they have participated in. During the Spring term, they will have the opportunity to make 3d vehicles for emergency services linked to literacy using their own creativity and imagination. Weekly, they have the sense of enjoyment and fascination in learning at forest school where they have the opportunity to develop their outdoor artistic skills using the nature around them.
Year 1	During the Autumn term, the Year 1 children gain a sense of awe and wonder through their visit to the zoo. They are able to use this valuable experience when drawing and printing their art work of animals. A further sense of enjoyment and fascination of the world around them is developed through their 3d sculptures of mini beasts following their local visit to Weston Park.
Year 2	Year 2 children use their imagination and creativity in their spring unit on planets. They also develop their fascination through discussions about their beliefs about what the planets look like and whether there is life on their planet.
Year 3	Throughout the summer term Year 3 use the schools eco garden to develop their drawing, printing and 3d sculpture skills linked to plants and creatures. This encourages them to consider the world around them starting at school.
Year 4	In the Spring term, Year 4 link their art work to the Global theme - Inspirational people. They draw self-portraits being reflective about their own beliefs that inform their perspective on life and their interests in and respect for different people's feelings.
Year 5	This year group have the opportunity to reflect on their surroundings and nature in Ironbridge which helps to develop their spirituality. They base their textiles work on the River Severn, linked to their Geography unit, and surrounding area.
Year 6	Year 6 children get the opportunity to visit Arthog in the Spring term which evokes awe and wonder. They use this visual stimulus as a starting point for their drawings and paintings of the mountain environment.
<p>Whole School learning in Art is generated through exciting contexts often linked to cross curricular themes. The Secrets of Success are integrated throughout all of the art sessions as well as the development of art through Global themes. An arts week is held in the summer term and will have a variety of themes. This year it is based on 'What our local area means to us.' In the Spring term the global theme is 'Reach for the Stars' where the Art subject leader has led an assembly on careers for a future in the Arts. This is to encourage the children to consider how art could lead to a job when they are older.</p>	

<p>Pupils' moral development is shown by their</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues 	
Foundation Stage	In the Spring term the Foundation Stage children get the opportunity to make their own superhero cape. This is part of their work on superheroes where they recognise the difference between right and wrong and consider this when designing their cape. They are able to offer reasoned views about moral and ethical issues when considering the type of superhero they would like to be.
Year 2	Through the unit 'The Great Fire of London' children are able to discuss the consequences of fire starting and how it affected people's lives. They are able to discuss what happened to the baker taking account of the criminal law of England and considering how it might be different in modern Britain. Children develop their skills through making a collage of the Great Fire of London.
Year 6	Year 6 get the opportunity to pose a moral question through debate linked to literacy - Should animals be kept in zoos? Through their visit to the West Midlands Safari Park and discursive writing in literacy they are able to create art work that conveys a message.
Whole School art which conveys moral issues are developed through class assemblies and global themes. Children are shown a piece of art work and are asked to pose a moral question about what they see.	

<p>Pupils' social development is shown by their</p> <ul style="list-style-type: none"> • Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	
Foundation Stage	Foundation Stage children have the opportunity to create wooden spoon puppets which they use to develop a range of social skills with pupils from different religious, ethnic and socio-economic backgrounds.
Year 2	Local illustrator visits the school to help develop links with the community using the book 'Peggy's Ironbridge Adventure.'
Key Stage 2	In Key Stage 2, children get the opportunity to develop their artistic skills in and around the local area to appreciate their locality. Year 3 will visit the surrounding area of the school to investigate patterns they find in their community. Year 4, will carry out a local study of the Wrekin. Year 5 look at the recent developments within Woodside and create 3d sculptures based on these. In year 6, the children take part in a local study of Woodside where they go into the community to draw. The children look at Lowry who depict social communities and create their own based on Woodside.
<p>Social development in Art is shown through the celebration of children's work throughout the school and displayed in many areas. Further celebration of the children's artistic work is shown on class pages of our school website. Children get the opportunity to take part in local community projects such as designing the front cover for the 100th edition of Madeley Matters when a local artist came in to work with the children.</p>	

<p>Pupils' cultural development is shown by their</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	
Foundation stage	Daily the children in Foundation Stage have the opportunity to take part in creative activities during self-initiated time this shows that the children are encouraged to have a willingness to participate in art. The children get to understand and appreciate a range of cultures within school and further afield through their art work on Diwali and Chinese New Year. This helps children to be more aware of the different cultures and celebrations in modern Britain.
Year 1	In Year 1 the children get the opportunities to look at how artists from different global communities paint such as Picasso and Andy Warhol.
Year 3	The art work in the Spring term is linked to their history topic - Stone Age to Iron Age. Throughout this unit, they will look at cave paintings which tell stories without words but are integral in how their own heritage has been shaped during this period of time.
Year 4	Year 4 will have the opportunity to explore and show respect for different cultural diversities by studying the Amazon Rainforest. The art will be linked to how the indigenous people survive the rainforest as a global community. Children will gain appreciation of different diversities.
Year 5	A comparison study of a Viking long boat compared to a British boat from the present encourages the children to consider how the cultural influences have shaped their heritage and that of others through transportation.
The whole school cultural development is aided by arts week and global themes. Children are willing to participate in arts week and respond positively to artistic and cultural opportunities.	

Appendix 2

SMSC within MUSIC at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	
Foundation Stage	Children are given the opportunity to develop music and movement through their own interpretation creating songs and playing instruments
Year 1	Year 1 are taught by music specialists and experience the enjoyment of making music, being creative and expressing themselves through playing the recorder and percussion.
Year 2	During the Spring term, children explore emotions in music through listening to live and recorded music. In the summer term, they play tuned and un-tuned instruments.
Year 3	To help to develop the enjoyment and fascination about learning to play instruments, music 2 the 4 provides children with the opportunities to be creative. They express themselves using a range of instruments such as samba drums, woodwind, ukulele, brass and the simply music ICT programme. Children have a strong willingness to reflect on their experiences at the end of each programme.
Year 4	Pupils in Year 4 develop their spiritual awareness through their enjoyment of listening to live and recorded music. They are able to discuss ideas about music which can evoke a range of responses and encourages reflection on the beliefs of others.
Year 5	To help to develop the enjoyment and fascination about learning to play instruments, music 2 the 4 provides children with the opportunities to be creative. They express themselves using a range of instruments such as samba drums, woodwind, recorder, brass and strings. Children have a strong willingness to reflect on their experiences at the end of each programme.
Year 6	During the final term at school in year 6, the children participate in an end of year musical which uses their imagination and creativity. Also they will study the history of music where they reflect on a range of styles, eras and types of music linked to the British culture.
<p>During the Autumn term, all year groups will prepare to perform a Christmas performance to their parents which is reflective of religious beliefs. Through singing assembly children have the opportunity to express themselves through a variety of songs.</p>	

Pupils' moral development is shown by their <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues 	
Foundation Stage	Throughout taught sessions children develop their understanding of the consequences of their behaviour and actions when sharing musical instruments and can apply these skills in self-initiated time.
Year 4	Throughout the year children will develop their appreciation of live and recorded music by listening to the messages and meanings in the songs. They explore moral issues through listening to a range of music.
Year 6	Year 6 develop their own viewpoints on music throughout the decades and appreciate the views of others. They understand the consequences of behaviour and actions of musicians and consider why some radio stations refuse to play some songs / artists and what the consequences are facing famous people in relation to their music choices or actions.
During assemblies the children will listen to music on entering and exiting the hall which often has a moral explained during the Monday assembly.	

<p>Pupils' social development is shown by their</p> <ul style="list-style-type: none"> • Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	
Foundation Stage	Children have the opportunity to play instruments with other children which encourages them to develop their social skills.
Year 1	The simply music programme encourages collaborative learning which is fundamental to music. They have a willingness to participate in all activities and begin to cooperate with others.
Year 2	Year 2 children are able to explore and express feelings through playing un tuned instruments. Once they have performed they then have the opportunity to review their own and others' performances taking in to account mutual respect.
Year 3 & 5	Through group collaboration children develop social skills which is evident through the samba drumming. They are able to celebrate their successes through performing to parents or an audience.
Year 6	Year 6 work collaboratively to rehearse and perform an end of year musical to members of the community. Many of the productions encourage children to consider how to resolve conflicts effectively.
<p>As a school children have the opportunity to be part of the Young Voices choir. This choir perform in the local community for age concern and at the local church as well as representing the school at the Young Voices concert in Birmingham.</p>	

<p>Pupils' cultural development is shown by their</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	
Foundation Stage	Foundation stage considers the tradition of Chinese New Year through listening to music and dance.
Year 1	During the Percussion instruments unit children will listen and play a variety of instruments from different cultures.
Year 2	In the Summer term children get to create their own music incorporating different cultures.
Year 3	Music to the 4 offers the children the chance to sing songs from different cultures as well as play a wide range of instruments from around the world. For part of the year children have expert tuition for playing the Samba drums and the Ukulele.
Year 4	Throughout the year children will be encouraged to develop a respect and appreciation for cultures around the world that have contributed to our current popular music styles.
Year 5	Music to the 4 offers the children the chance to sing songs from different cultures as well as play a wide range of instruments from around the world. For part of the year children have expert tuition for playing the Samba drums.
Year 6	Year 6 will gain an understanding of British musical heritage such as classical, folk and pop music. They will consider the history of music by researching the drums, guitar and the trumpet and how they have changed over time to how they are now in modern Britain.
<p>Children in Key stage 2 have the opportunity to learn songs in French. During assemblies children will listen to, sing and appreciate songs from other cultures.</p>	

Appendix 3

Foundation Stage Areas of Development that support/link to the teaching of Music

	Technology	EMM	Being Imaginative
22-36 months	Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times	<p>Explores and experiments with a range of media through sensory exploration, and using whole body.</p> <p>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</p> <p>Imitates and improvises actions they have observed, e.g. clapping or waving.</p> <p>Begins to move to music, listen to or join in rhymes or songs. Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound.</p>	Expresses self through physical action and sound.
30-50 months	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p>	<p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p>
40-60 months		<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p>	
Early Learning Goals		Children sing songs, make music and dance, and experiment with ways of changing them.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Foundation Stage Areas of Development that support/link to the teaching of Art

	Expressive Art and Design		Physical Development	Literacy	Mathematics
	Exploring Media and Materials	Being Imaginative	Moving and Handling	Writing	Shape, space and measure
22-36 months	Experiments with blocks, colours and marks	Beginning to use representation to communicate e.g. drawing a line and saying 'That's me'	Shows control in holding and using jugs to pour, hammers, books and mark making tools Beginning to use three fingers (tripod grip) to hold writing tools Initiates drawing simple shapes such as circles and lines May be beginning to show preference for dominant hand	Distinguishes between the different marks they make	Notices simple shapes and patterns in pictures
30-50 months	Explores colour and how colours can be changed Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects Beginning to describe the texture of things Realises tools can be used for a purpose	Developing preferences for forms of expression Captures experiences and responses with a range of media such as music, dance and paint and other materials or words	Draws lines and circles using gross motor movements Uses one-handed tools and equipment e.g. makes snips in paper with child scissors Holds pencil between thumb and two fingers, no longer using whole-hand grasp Holds pencil near point between first two fingers and thumb and uses	Sometimes gives meaning to marks as they draw and paint	Shows interest in shape and space by playing with shapes and making arrangements with objects Beginning to talk about the shapes of everyday objects eg. Round, and tall

			it with good control		
40-60 months	<p>Explores what happens when they mix colours</p> <p>Experiments to create different textures</p> <p>Understands that different media can be combined to create new effects</p> <p>Uses simple tools and techniques competently and appropriately</p>	<p>Create simple representations of events, people and objects</p> <p>Chooses particular colours to use for a purpose</p>	<p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p>	<p>Uses familiar objects and common shapes to create and recreate patterns and build models</p>
Early Learning Goals	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.</p>		<p>Children recognise, create and describe patterns.</p>

Appendix 4 Art assessment sheet (Key stage 1) Base:

	Below National	National	Greater depth
<p>Year 1</p> <p>Pupils respond to ideas and starting points, explore ideas and collect visual information. They can use thick and thin brushes and mix primary colours to make secondary. To collage they use a combination of materials that are cut, torn and glued and sort and arrange materials and mix materials to create texture. In sculpture, they use a combination of shapes and include lines and texture. Pupils use rolled up paper, straws, paper, card and clay as materials for sculpture. They can draw lines of different sizes and thickness. They colour (own work) neatly following the lines. When printing, they use repeating or overlapping shapes as well as using objects to create prints (e.g. fruit, vegetables or sponges). Pupils can describe the work of notable artists, artisans and designers.</p>			
<p>Year 2</p> <p>Pupils explore different methods and materials and use these to ideas develop their own art work. When painting, the mix primary colours to make secondary and can add white to colours to make tints and black to colours to make tones. Pupils can create colour wheels. To collage they use a combination of materials that are cut, torn and glued and mix materials to create texture, They can use techniques such as rolling, cutting, moulding and carving when working with materials. Though drawing pupils show pattern and texture by adding dots and lines as well as showing different tones by using coloured pencils. When printing, mimic print from the environment (e.g. wallpapers) and they can press, roll, rub and stamp to make prints. Pupils can use weaving and plaiting to create a pattern and join materials using glue and/or a stitch. The children can describe the work of notable artists, artisans and designers and use some of the ideas of artists studied to create pieces.</p>			

Art assessment sheet (Lower Key Stage 2) Base:

	Below National	National	Greater depth
<p>Year 3</p> <p>Pupils develop ideas from given starting points and collect information, sketches and resources. When painting, they use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Pupils can mix colours effectively. They can use different hardnesses of pencils to show line, tone and texture when drawing. Children annotate sketches to explain and elaborate ideas. They can sketch lightly (no need to use a rubber to correct mistakes). Pupils use layers of two or more colours when printing and can replicate patterns observed in natural or built environments. They are able to make precise repeating patterns. In textiles, they can shape and stitch materials as well as create weavings. Pupils can use basic cross stitch and back stitch. They can replicate some of the techniques used by notable artists, artisans and designers.</p>			
<p>Year 4</p> <p>Pupils explore ideas in a variety of ways and record in sketchbooks and adapt and refine ideas as they progress. They can comment on artist works. When painting, they use watercolour paint to produce washes for backgrounds then add detail. Pupils can experiment with creating mood with colour. When collaging, children select and arrange materials for a striking effect ensuring work is precise. They use coiling, overlapping, tessellation, mosaic and montage and include texture that conveys feelings, expression or movement. To produce 3d work, they use clay and other mouldable materials. Pupils can use shading to show light and shadow when drawing. They use hatching and cross hatching to show tone and texture. Pupils use layers of two or more colours when printing and make printing blocks (e.g. from coiled string glued to a block). They can create images, video and sound recordings and explain why they were created. They children can create original pieces that are influenced by studies of others.</p>			

Art assessment sheet (Upper Key Stage 2) Base:

	Below National	National	Greater depth
<p>Year 5</p> <p>Pupils develop and imaginatively extend ideas from different starting points and can collect information, sketches and resources and present ideas imaginatively in a sketchbook. They can comment on artworks using effective language. When painting, first they sketch (lightly) before painting to combine line and colour. They can create a colour palette based upon colours observed in the natural or built world. When working with clay, they use tools to carve and add shapes, texture and pattern. When drawing, pupils use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). They can choose a style of drawing suitable for the work (e.g. realistic or impressionistic). When working on textiles, they choose from a range of stitching techniques and they combine previously learned techniques to create pieces textile work. Pupils can enhance digital media by editing (including sound, video, animation, still images and installations). They can give details (including own sketches) about the style of some notable artists, artisans and designers. Pupils show how the work of those studied was influential in both society and to other artists.</p>			
<p>Year 6</p> <p>Pupils develop and imaginatively extend ideas from different starting points and collect information, sketches and resources and present ideas imaginatively in a sketchbook. They comment on artworks using effective language. When painting, pupils combine colours, tones and tints to enhance the mood of a piece. They can use brush techniques and the qualities of paint to create texture. Pupils develop a personal style of painting, drawing upon ideas from other artists. When working with clay, they use tools to carve and add shapes, texture and pattern. Pupils use frameworks (such as wire or moulds) to provide stability and form. When drawing, pupils use a choice of techniques to depict movement, perspective, shadows and reflection and they use lines to represent movement. Pupils build up layers of colours when printing and can create an accurate pattern, showing fine detail. Pupils enhance digital media by editing (including sound, video, animation, still images and installations). They give details (including own sketches) about the style of some notable artists, artisans and designers. Pupils show how the work of those studied was influential in both society and to other artists. They create original pieces that show a range of influences and styles.</p>			

Appendix 5 Music assessment sheet (Key stage 1) Base:

	Below National	National	Mastery
<p>Year 1</p> <p>Pupils take part in singing, accurately following the melody. They follow instructions on how and when to sing or play an instrument. Pupils can make and control long and short sounds, using voice and instruments. They can create a sequence of long and short sounds and choose sounds to create an effect. They can create short, musical patterns.</p>			
<p>Year 2</p> <p>Pupils take part in singing confidently, accurately following the melody. They can imitate changes in pitch and clap rhythms. Pupils can create a mixture of different sounds (long and short, loud and quiet, high and low). They create short, rhythmic phrases. They can use symbols to represent a composition and use them to help with a performance. Pupils sequence sounds to create an overall effect and can identify the beat of a tune. They can recognise changes in timbre, dynamics and pitch.</p>			

Music assessment sheet (Lower Key Stage 2) Base:

	Below National	National	Mastery
<p>Year 3</p> <p>Pupils can sing in tune and pronounce words within a song clearly. They can play notes on an instrument with care so that they are clear and perform with control and awareness of others. Pupils use drones as accompaniments They can choose, order, combine and control sounds to create an effect. Pupils use digital technologies to compose pieces of music. They are able to devise non-standard symbols to indicate when to play and rest. Pupils recognise the notes EGBDF and FACE on the musical stave and can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. They use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p>			
<p>Year 4</p> <p>Pupils can sing in tune and show control of voice They sing from memory with accurate pitch and maintain a simple part within a group. Pupil can compose and perform melodic songs. They understand layers of sounds and discuss their effect on mood and feelings. Pupils can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. They can use sound to create abstract effects and create repeated patterns with a range of instruments. They can create accompaniments for tunes.</p>			

Music assessment sheet (Upper Key Stage 2) Base:

	Below National	National	Mastery
<p>Year 5</p> <p>Pupils can sing or play from memory with confidence. They can sing a harmony part confidently and accurately and sing or play expressively and in tune. Pupils can perform solos or as part of an ensemble. They hold a part within a round and perform with controlled breathing (voice) and skilful playing (instrument). The pupil can improvise and compose music for a range of purposes using the inter-related dimensions of music (pulse, rhythm, pitch, tempo, timbre, structure and texture).</p> <p>They can use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Pupils use digital technologies to compose, edit and refine pieces of music. The pupils can combine a variety of musical devices, including melody, rhythm and chords and create rhythmic patterns with an awareness of timbre and duration.</p>			
<p>Year 6</p> <p>Pupils can perform in solo and ensemble contexts and in rounds, using their voices with increasing accuracy, control and expression. Pupils are developing an understanding of the history of music and appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Pupils can describe how lyrics often reflect the cultural context of music and have social meaning. They show awareness of musical structure, rhythm, mood and phrasing in music compositions, Pupils can choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements and cultural context.</p>			

