


How do we choose what we teach in Creative Arts at Loughton?

The illustration features a central lightbulb with a glowing yellow interior and a red base, set against a background of colorful paint splashes in yellow, orange, blue, and green. To the left of the lightbulb, there are several icons related to business and productivity, including a bar chart, a pie chart, a target, a clock, a handshake, and a box labeled 'SUCCESS'. In the middle, there are icons for a laptop, a cloud, a speech bubble, and a box labeled 'WORK'. To the right of the lightbulb, there are more creative and technological icons, such as a camera, a rocket, a lightbulb, a gear, a checkmark, and the word 'IDEA' repeated multiple times. The overall theme is one of innovation and creative thinking.

For each of the creative arts subjects, we use three important documents to help us build our curriculum:



Music programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

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.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Music – key stages 1 and 2

Subject content

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2



Vision Statement - Music

It is our vision that music lessons give the opportunity for children to strive towards becoming real musicians and performers. The children participate in singing, tuned and untuned percussion work, composition, and listening to live and recorded music. All children are taught the skills to be able to compose using musical instruments. From Year 3 onwards, children are taught the correct musical terminology and notation of the musical elements e.g rhythm, melody, pitch, dynamics. All children will be able to read and understand simple music notation by the time they leave Loughton School.

We believe that all children should be given the opportunity to access musical tuition and to play orchestra instruments. Therefore, every year, they are taught the skills of how to play the glockenspiel, sight read and compose music. During their music lessons they will also be learning songs from differing cultures that are often represented within the school. We also welcome visitors into school whenever possible so the children can listen to live music. Singing is a highly important part of our learning. Weekly singing assemblies take place to teach children how to sing with a sense of pitch, tempo and melody. They are taught how to warm up their voices, sing in rounds and harmony, and build up a repertoire of songs. We have a school choir which meet each week and perform as a choir at whole school events as well as public competitions. To also inspire the children to sing, we have a newly set up staff choir who also meet weekly.

We build on the creative horizons of all our children and we strongly believe that children should be given the opportunity to share their creative skills at different events both in and outside school. We currently participate in Brass, Woodwind and Strings Festivals as well as hosting our own Loughton School concerts and performances and participating in the annual Young Voices Choir Festival. Alongside this, each year group has an annual music workshop linked to their learning from 'stomp' percussion junk modelling to South African samba drumming.



| Year 3 Termly Webs | Year 4 Termly Webs | Year 5 Termly Webs | Year 6 Termly Webs |
|---|---|---|---|
| Autumn Term: Amazing Animals | Autumn Term: Italy | Autumn Term: The World Around Us | Autumn Term: From Darkness to Light |
| Spring Term: Kings and Queens | Spring Term: India | Spring Term: Vikings | Spring Term: Natural vs Supernatural |
| Summer Term: We are Scientists | Summer Term: Heroes and Heroines | Summer Term: All About Me | Summer Term: The Americas |



Department
for Education

Music programmes of study: key stages 1 and 2

National curriculum in England

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- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Music – key stages 1 and 2

Subject content

Key stage 1

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Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

The
**national
curriculum**
provides an outline
of core knowledge
around which
teachers can
develop exciting
and stimulating
lessons

Each subject has a vision statement -can be found on the Loughton School website.



Vision Statement - Dance

In dance, children will learn to:

- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance lessons and annual workshops for every year group help to develop the children's confidence and self-esteem, concentration and focusing skills, whilst also becoming healthy individuals. In these lessons, the children are taught different styles of dance from Indian Bollywood dance to WW2 themed dances. These lessons are further consolidated through each child being able to participate in a dance workshop that is linked to the immersive curriculum, for example: Lion King Workshop (Animals) for Year 3 and Indian Dance Workshop (India) for Year 4. Through our lessons, and in line with the National Curriculum, children will be able to demonstrate the skills required to perform their dance, be able to work independently and as part of a group to perform to a piece of music and will recall styles of dance and their features.

Curriculum Overview – Creative Curriculum

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|---|---|---|---|
| <u>Autumn Term:</u> Amazing Animals | <u>Autumn Term:</u> Italy | <u>Autumn Term:</u> The World Around Us | <u>Autumn Term:</u> From Darkness to Light |
| <u>Spring Term:</u> Kings and Queens | <u>Spring Term:</u> India | <u>Spring Term:</u> Vikings | <u>Spring Term:</u> Natural vs Supernatural |
| <u>Summer Term:</u> We are Scientists | <u>Summer Term:</u> Heroes and Heroines | <u>Summer Term:</u> All About Me | <u>Summer Term:</u> The Americas |

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| | | |
|--|-------------|--|
| | Drawing | Sketching, design, shading, observational |
| | Art Skills | Adding tone, using equipment e.g blending colouring Pencils, wax resist methods |
| | Painting | Tempera paints, watercolour, wax resist |
| | Sculpture | Clay, lolly sticks, foil, modroc, pine-cone modelling |
| | Collage | Cut paper, felt, torn paper, textured paper |
| | Art History | Famous artists and art appreciation |
| | Printing | Foam, polyboard, string, rubber stamps |
| | Sewing | binca designs |
| | Oil Pastels | |
| | Digital art | Ipad drawing |

| Autumn | |
|--|---|
| 1 | 2 |
| Amazing Animals | Amazing Animals |
| Art room rules | Pine cone animal |
| Colour theory—colour wheel | Pine cone animal-construct |
| Colour theory—hues and mixing Painted butterfly | Art skills—adding tone to work using different techniques |
| Painting fish with primary and secondary colours | Observational drawing—adding tone –shells |
| Clay owl— Techniques &make | Matisse Art history lesson Plan The Snail collage |
| Clay owl—paint & evaluate | Make The Snail collage |

KS1



| Autumn | |
|--|---|
| 1 | 2 |
| Amazing Animals | Amazing Animals |
| Art room rules | Pine cone animal |
| Colour theory—colour wheel | Pine cone animal-construct |
| Colour theory—hues and mixing Painted butterfly | Art skills—adding tone to work using different techniques |
| Painting fish with primary and secondary colours | Observational drawing—adding tone —shells |
| Clay owl— Techniques &make | Matisse Art history lesson Plan The Snail collage |
| Clay owl—paint & evaluate | Make The Snail collage |



Y3 Y4

| Autumn | |
|--|---|
| 1 | 2 |
| Amazing Animals | Amazing Animals |
| Art room rules | Pine cone animal |
| Colour theory—colour wheel | Pine cone animal-construct |
| Colour theory—hues and mixing Painted butterfly | Art skills—adding tone to work using different techniques |
| Painting fish with primary and secondary colours | Observational drawing—adding tone—shells |
| Clay owl—Techniques & make | Matisse Art history lesson Plan The Snail collage |
| Clay owl—paint & evaluate | Make The Snail collage |

| | |
|--|-------------|
| | Drawing |
| | Art Skills |
| | Painting |
| | Sculpture |
| | Collage |
| | Art History |
| | Printing |
| | Sewing |
| | Oil Pastels |
| | Digital art |

| Autumn | |
|--|---|
| 1 | 2 |
| Amazing Animals | Amazing Animals |
| Art room rules | Pine cone animal |
| Colour theory—colour wheel | Pine cone animal-construct |
| Colour theory—hues and mixing Painted butterfly | Art skills—adding tone to work using different techniques |
| Painting fish with primary and secondary colours | Observational drawing lesson—shells adding tone |
| Clay owl—Techniques & make | Matisse Art History - The snail-collage— plan in sketchbook |
| Clay owl—paint & evaluate | Make/Finish collage |

| | | | | | | | | |
|---|-------------|----|--|--|--------------------------------------|------------------------------|------------------------------------|--|
| | Drawing | Y3 | Autumn | | Spring | | Summer | |
| | Art Skills | | 1 | 2 | 1 | 2 | 1 | 2 |
| | | | Animals | Animals | Kings & Queens | Kings & Queens | Scientists | Light |
| 1 | Painting | | Art room rules | Pine cone animal | Drawing stick figures | Drawing faces in proportion | Introduction to colouring pencils | Northern Lights—background |
| 2 | Sculpture | | Colour theory—colour wheel | Pine cone animal—construct | Improving stick figures—ipads | Self portrait as king/queen | Glass/Amber fossil picture | Northern lights—silhouette |
| 3 | Collage | | Colour theory—hues and mixing Painted butterfly | At skills—adding tone to work using different techniques | Bayeux tapestry drawing | Oil Pastel Skills | Glass/amber fossil picture | Shadows and shading—pencil |
| 4 | Art History | | Painting fish with primary and secondary colours | Observational drawing lesson—shells | Paper doll intro History of dress | Picasso faces | Looking at fossils—shapes and line | We are scientist bottle painting |
| 5 | Printing | | Clay owl—Techniques & make | The snail-collage—plan in sketch-book | Paper doll | Crown design, stamp design | Observational drawing—plants | How to evaluate art lesson Art appreciation |
| | Sewing | | | | | | | |
| | Oil Pastels | | | | | | | |
| | Digital art | 6 | Clay owl—paint & evaluate | Finish collage | Paper doll costumes | Polyboard print stamp design | Fossil wax resist | Cartoon tutorial from internet |

Drawing

Art Skills

Painting

Sculpture

Collage

Art History

Printing

Sewing

Oil Pastels

Digital art

| Y3 | Autumn | | Spring | | Summer | |
|----|--|--|--------------------------------------|------------------------------|------------------------------------|--|
| | 1 | 2 | 1 | 2 | 1 | 2 |
| | Animals | Animals | Kings & Queens | Kings & Queens | Scientists | Light |
| 1 | Art room rules | Pine cone animal | Drawing stick figures | Drawing faces in proportion | Introduction to colouring pencils | Northern Lights—background |
| 2 | Colour theory—colour wheel | Pine cone animal—construct | Improving stick figures—ipads | Self portrait as king/queen | Glass/Amber fossil picture | Northern lights—silhouette |
| 3 | Colour theory—hues and mixing Painted butterfly | At skills—adding tone to work using different techniques | Bayeux tapestry drawing | Oil Pastel Skills | Glass/amber fossil picture | Shadows and shading—pencil |
| 4 | Painting fish with primary and secondary colours | Observational drawing lesson—shells | Paper doll intro History of dress | Picasso faces | Looking at fossils—shapes and line | We are scientist bottle painting |
| 5 | Clay owl—Techniques & make | The snail-collage—plan in sketch-book | Paper doll | Crown design, stamp design | Observational drawing—plants | How to evaluate art lesson Art appreciation |
| 6 | Clay owl—paint & evaluate | Finish collage | Paper doll costumes | Polyboard print stamp design | Fossil wax resist | Cartoon tutorial from internet |

| Y4 | Autumn | | Spring | | Summer | |
|----|--------------------------------|-----------------------------|---|---------------------|--|----------------------------------|
| | 1 | 2 | 1 | 2 | 1 | 2 |
| | Celts & Romans | Romans | India | India | Heroes | Heroes |
| 1 | Celtic Patterns—History | Clay—making coin | Role of the architect—designing houses | Tiger—draw face | Georgia O'keeffe Art history lesson | Waterlillies—paper folding |
| 2 | Celtic patterns—triquetra | Painting / evaluating coin | Taj Mahal—draw | Dean Russo's tigers | O'Keeffe Observational drawing—flowers | Pop art—art history—Andy Warhol |
| 3 | Colour Theory—shades and tints | Mosaic history—ipad mosaics | Taj mahal—paint primary and secondary Colour theory | Finish off. | Painting inspired by O'Keeffe | Andy Warhol = draw |
| 4 | Coins through history | Designing and making mosaic | Pattern theory and using frames | Mandalas | Monet art history Lesson | Andy Warhol Picture—paint |
| 5 | Drawing people in profile | Making mosaics | Making a complex pattern— | Rangoli/Mehndi | Watercolour techniques | Branding heroes |
| 6 | Designing a Roman coin | Roman statues | Rousseau's Tiger in a tropical storm—painted paper prep | Printing patterns | Waterlillies painting | Tutorials online—cartoon drawing |

| Y5 | Autumn | | | | Summer | |
|----|---|--|--|---------------------------------------|--|-------------------------------------|
| | 1 | 2 | 1Spring | 2 | 1 | 2 |
| | Space | Space | Vikings | Vikings | Understanding Me | Understanding Me |
| 1 | Shading—3 D shapes | Peter Thorpe—at history/abstract | Viking longboat—art history & design | Art skills—needlework | Ageing faces—drawing | Drawing hands |
| 2 | Drawing the moon—charcoal Art skills | Peter Thorpe—painting background | Viking longboat Painted papers | Start on own design Viking needlework | Disney characters—ageing | Fruits—still life pastel |
| 3 | Recycled paper animals in danger | Peter Thorpe—drawing rockets | Viking longboat sail and shields—using colour theory | Viking sewing | Mannequin drawing & review of proportion | Appreciating/ Evaluating art lesson |
| 4 | Recycled paper animals in danger | Peter Thorpe—middle ground watercolour planets | Viking longboat boat and sail/ shield finish off | Dragon eye—design | Future self drawing | Painting—watercolour fruits |
| 5 | Van gogh—art history inspiration—starry night | Peter Thorpe—middle ground watercolour planets | Collage put together | Dragon eye make from clay | Future self drawing cont | Fruit printing—use polyboard? |
| 6 | Van Gogh—starry night ipad | Peter Thorpe—collage assembly | Vikings—clothes | Dragon eye paint | Thumb print doodles | Tutorials—online, cartoon drawing |

| Y6 | Autumn | | Spring | | Summer | |
|----|----------------------------|--------------------------------|---|-------------------------------|--------------------------------------|-------------------------|
| | 1 | 2 | 1 | 2 | 1 | 2 |
| | Battle of Britain | Battle of Britain | Natural/ super-natural | Natural/ super-natural | The Maya | The Maya |
| 1 | Shading Tutorial | Spitfire finish off | Drawing stick figures | Observational drawing—flowers | Art History—The Maya | Mayan mask—design |
| 2 | Spitfire—sketching | Self Portrait—face proportions | Drawing human body in correct proportions | Watercolour flowers | Mayan sunstone design | Mayan mask— |
| 3 | Finish off spitfire sketch | Self Portrait—drawing | Superpower selfie | Observational painting—plants | Mayan sunstone - colour theory paint | Mayan mask— |
| 4 | Spitfire armature | Self portrait—painting | Superpower selfie continued | Skellig drawing | Mayan artefact drawing | Nahuel design—polyboard |
| 5 | Spitfire modroc | Rubber printing | 1 point perspective name | Skellig foil | Amulet—shrinkles | Nahuels—printing |
| 6 | Spitfire painting | Ipad drawing | 1 point perspective cityscape | Skellig foil | Amulet—shrinkles | Cartoon tutorials |

What does a Creative Arts lesson look like?



Art lesson – very visual, lots of pictures for inspiration, clear, step-by-step explanation of the task, modelling of each step the children will be taking.

Progression is built into our lessons

For all skills, they are introduced, reinforced and built upon to increase knowledge

Year 3

I can, with a degree of confidence, read the musical stave and can work out the musical notes, C, D & E

Year 4

I can, with a degree of confidence, read the musical stave and can work out the notes, EGBDF

Year 5

I can generally read the musical stave and can work out the notes, EGBDF and FACE.

Year 6

I can read the musical stave and can work out the notes, EGBDF and FACE

How do we assess knowledge and learning?

Teacher assessment against knowledge statements

Summative assessments

Peer evaluation

Performances

Self-evaluation

Formative assessments

Visits to theatres,
art galleries,
recitals, live
performances

Learn the language to discuss
art, music, dance and drama
together, exploring likes and
dislikes

Expose your child to lots of
different forms of creative art
and give them opportunities
to practise their own ideas
and copy the ideas of others

Watch
creative arts
video clips
together/look
at art books
/listen to
music , audio
plays etc and
talk about
what you
have
experienced.

What can you do to support your child in Creative Arts?

Have fun
playing Just
Dance or similar
with you child.

Play games like
charades to practise
their improvisation
skills and creative
thinking

Watch the BBC Proms on I-player and try and name
as many instruments as you can – what instrument
family are they from?
(Strings/Brass/Percussion/Woodwind)