


# Creative Arts



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



Department for Education

## 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.



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



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- 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
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#### 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

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 - 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, musical notation is taught and children are taught correct musical terminology 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.

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# Curriculum Overview – Creative Curriculum

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<u>Spring Term:</u> <b>Kings and Queens</b>	<u>Spring Term:</u> <b>India</b>	<u>Spring Term:</u> <b>Vikings</b>	<u>Spring Term:</u> <b>Natural vs Supernatural</b>
<u>Summer Term:</u> <b>We are Scientists</b>	<u>Summer Term:</u> <b>Heroes and Heroines</b>	<u>Summer Term:</u> <b>All About Me</b>	<u>Summer Term:</u> <b>The Americas</b>

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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	lpad 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

Autumn	
1	2
Amazing Animals	Amazing Animals
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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
6	Sewing		Clay owl—paint & evaluate	Finish collage	Paper doll costumes	Polyboard print stamp design	Fossil wax resist	Cartoon tutorial from internet
	Oil Pastels							
	Digital art							

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	Bayeaux 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 sketchbook	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—history—Andy Warhol
3	Colour Theory—shades and tints Painted butterfly	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		Spring		Summer	
	1	2	1	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/ supernatural	Natural/ supernatural	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

# 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

# Progression is built into our lessons

<p>Overview &amp; Planning</p> <p>YEAR</p> <p><b>3</b></p>	<p>Let Your Spirit Fly</p> <p>1 2 3 4 5 6</p>	<p>Glockenspiel Stage 1</p> <p>1 2 3 4 5 6</p>	<p>Three Little Birds</p> <p>1 2 3 4 5 6</p>	<p>The Dragon Song</p> <p>1 2 3 4 5 6</p>	<p>Bringing Us Together</p> <p>1 2 3 4 5 6</p>	<p>Reflect, Rewind and Replay</p> <p>1 2 3 4 5 6</p>
<p>Overview &amp; Planning</p> <p>YEAR</p> <p><b>4</b></p>	<p>Mamma Mia</p> <p>1 2 3 4 5 6</p>	<p>Glockenspiel Stage 2</p> <p>1 2 3 4 5 6</p>	<p>Stop!</p> <p>1 2 3 4 5 6</p>	<p>Lean On Me</p> <p>1 2 3 4 5 6</p>	<p>Blackbird</p> <p>1 2 3 4 5 6</p>	<p>Reflect, Rewind and Replay</p> <p>1 2 3 4 5 6</p>
<p>Overview &amp; Planning</p> <p>YEAR</p> <p><b>5</b></p>	<p>Livin' On A Prayer</p> <p>1 2 3 4 5 6</p>	<p>Classroom Jazz 1</p> <p>1 2 3 4 5 6</p>	<p>Make You Feel My Love</p> <p>1 2 3 4 5 6</p>	<p>The Fresh Prince Of Bel-Air</p> <p>1 2 3 4 5 6</p>	<p>Dancing In The Street</p> <p>1 2 3 4 5 6</p>	<p>Reflect, Rewind and Replay</p> <p>1 2 3 4 5 6</p>
<p>Overview &amp; Planning</p> <p>YEAR</p> <p><b>6</b></p>	<p>Happy</p> <p>1 2 3 4 5 6</p>	<p>Classroom Jazz 2</p> <p>1 2 3 4 5 6</p>	<p>A New Year Carol</p> <p>1 2 3 4 5 6</p>	<p>You've Got A Friend</p> <p>1 2 3 4 5 6</p>	<p>Music And Me</p> <p>1 2 3 4 5 6</p>	<p>Reflect, Rewind and Replay</p> <p>1 2 3 4 5 6</p>

# What does a Creative Arts lesson look like?

## Paper Dolls – week 2


### CLOTHES



Last week in our art lesson we made a king or queen paper doll. If you need to make a doll first, either follow the tutorial from last week and make a doll or print off a doll from the paper doll file at the end of this powerpoint.

### Instructions for queen paper doll

Make sure you cut your doll out. Lay her on a new piece of paper or card.



Draw around her body. Draw lightly so you can rub the lines out later.



Draw her clothes onto the body outline. She is going to wear a big pretty dress.



Keep drawing the dress. Add all the fancy details you want.



Colour in and outline in black marker if you have one. Make sure to add the tabs – rectangles that will fold around the shoulders of the doll to keep the dress on.



Cut it out and put it on your doll, folding the tabs around the doll. If it doesn't stay, use blue tact!




Make as many dresses as you like!!!

### Instructions for King paper doll


Make sure you cut your doll out. Lay him on a new piece of paper or card.



Draw around his body. Draw lightly so you can rub the lines out later.




Draw his clothes onto the body outline. Look at design ideas at the end of the powerpoint.



Keep drawing the clothes. Add all the fancy details you want.



Colour in and outline in black marker if you have one. Make sure to add the tabs – rectangles that will fold around the shoulders of the doll to keep the clothes on.



Cut it out and put it on your doll, folding the tabs around the doll. If it doesn't stay, use blue tact!



Make as many outfits as you like!!!

### Victorian Queen Outfits

Victorian Fashion  
1840s - 1860s



### Tudor King clothes ideas



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.

# What does a Creative Arts lesson look like?

Listen and Appraise - Thank You For The Music by ABBA	...
Listen and Appraise - Mamma Mia	...
Warm-up Games - Mamma Mia	...
Flexible Games Track - Mamma Mia	...
Mamma Mia by ABBA: Learn to sing the song	...
Play Your Instruments with the Song - Mamma Mia	...
Improvise with the Song - Mamma Mia	...
Extended Improvisation - Mamma Mia	...
Compose with the Song - Mamma Mia	...



# 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)