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**At Warren School, creative Arts has been planned as follows:**

**Vision**

The creative arts fuel innovation and imagination, developing lifelong skills that help enable a pupils’ perception, understanding, productivity and wellbeing. Pupils benefit hugely from participating in arts subjects in terms of their confidence, leadership, working as part of a team and developing creativity. An arts education enriches and complements other subjects, raising achievement rates across all subjects as well as improving wellbeing and enriching the school day. It offers transferable skills, preparing them for further education and future career pathways. The creative arts develop individual creativity and self-expression. It can also increase pupil’s confidence and motivation which in turn improves well-being. Hands-on learning is enjoyable and engaging, helping pupils learn through experimentation and making mistakes. The arts are also a vital part of a whole school ethos of cultural appreciation and diversity, equipping pupils with cultural knowledge and understanding that will enable them to make better sense of the world and their place within it.



**Values**

**Unity**

Music, drama and art, bring together pupils of all backgrounds to find ways to express themselves, and gain greater understanding of who they are and where they belong in the world. Coming together for school trips to museums, galleries, theatres and historical sites forges ties with the community as well as within the school and enriches the enjoyment and learning journey of all involved. Connecting with arts and cultural organisations can offer pupils the chance to take part on valuable life skills and may even open doors to future career opportunities. Parents and carers will be able to participate in creative arts' events, supporting our pupils in practical and encouraging ways to celebrate individual and collaborative successes. Pupil voice is central to the delivery of creative art subjects and promotes individual self-expression along with opportunities for significant teamwork experiences.

**Equity**

Creative Arts at Warren School is devised to be accessible to all with activities and experiences being adapted to our pupil's individual needs. With strong communication elements in the creative arts curriculum our pupils will be able to explore and have all aspects adapted to individual need.

**Trust**

Creative Arts at Warren School will nurture mutual respect and enjoyment forging positive relationships in a safe environment.

**Success**

Our pupils at Warren School will gain self-confidence and positive affirmation through exploring the varied elements of the Creative Arts curriculum. Its variety and breadth of the Creative Arts curriculum will ensure that all our pupils will be able to focus on work that interests and excites them.

Subject Intent	Subject Implementation	Subject Impact
<p>At Warren School, our intent is to provide a strong, inclusive, and inspiring Creative Art curriculum that nurtures creativity, critical thinking, and cultural awareness among our pupils. We believe that creative art should play a central role in the development of every pupil, fostering a curiosity and self-expression. Our intent is driven by the following principles:</p> <p><b>A Broad and Balanced Curriculum</b> We ensure that our Creative Arts curriculum covers a wide range of artistic styles, techniques, and mediums. This enables our pupils to explore and develop a broad understanding of art.</p> <p><b>Inclusion and Diversity</b> We strive to make Creative Arts accessible and enjoyable for all pupils, regardless of their abilities or background. Our intent is to ensure that our creative arts curriculum reflects a diverse range of artists, cultures, perspectives, and experiences.</p>	<p>To ensure the effective implementation of our creative arts curriculum, we follow these practices:</p> <p><b>Progression and Sequencing</b> Our Creative Arts curriculum is carefully sequenced to ensure progression in skills and knowledge across all age groups. We provide a clear outline of learning objectives, building on prior knowledge, and allowing pupils to develop their artistic skills incrementally.</p> <p><b>Practical Experience</b> We provide pupils with regular, practical experiences to develop their skills in various art forms. These experiences are delivered through hands-on activities, workshops, focused arts week and artist visits to the school.</p> <p><b>Cross-Curricular Links</b> Wherever possible we promote cross-curricular links to integrate art with other subjects and our topic. This strengthens pupil's understanding of art's wider relevance and promotes a holistic learning experience.</p> <p><b>Assessment and Feedback</b> We regularly assess pupil's progress in art. Assessment is based on practical work and recorded on Evidence for Learning (EFL).</p> <p><b>Engaging Parents and Carers</b> We involve parents and carers in our pupil's Creative Arts by organising share mornings where we showcase pupil's artwork and/or performance. This collaboration strengthens the home-school partnership and celebrates pupil's creative achievements.</p>	<p>We strive for outstanding impact in Creative Arts, aiming to develop well-rounded individuals who are confident and creative. The impact of our Creative Arts curriculum manifests in the following ways:</p> <p><b>Pupil Engagement</b> Our pupils develop a genuine enthusiasm for art, engaging actively and eagerly in activities. They become motivated to explore and experiment with new artistic techniques and mediums.</p> <p><b>Transferable Skills</b> The skills acquired through Creative Arts education, such as problem solving, creativity, resilience, and self-expression, contribute to pupil's success across other subjects and in their personal lives. Pupils apply their artistic skills to enhance their learning experiences beyond the classroom.</p> <p><b>Celebration of Achievements</b> We celebrate Pupil's artistic achievements through share mornings, displays, competitions, and collaborations with the wider community. This recognition builds pupil's self-esteem, encourages them to take pride in their work, and inspires them to continue their artistic endeavours.</p>

**Overview 3-year cycle**

	<b>Cycle Year 1</b>	<b>Cycle Year 2</b>	<b>Cycle Year 3</b>
<b>Autumn 1</b>	<b><u>Art</u></b> <b>Drawing</b> - Expressing Feelings Through Self Portraits	<b><u>Art</u></b> <b>3D Art</b> - Sculpture	<b><u>Art</u></b> <b>Textiles</b> - Texture
<b>Autumn 2</b>	<b><u>Art</u></b> <b>Colour</b> - (painting, ink, dye, textiles, pencils, crayon, pastels) Landscapes	<b><u>Art</u></b> <b>Print Making</b> -	<b><u>Art</u></b> <b>Digital Media</b> -
<b>Spring 1</b>	<b><u>Music</u></b> <b>Games</b> – Musicians	<b><u>Music</u></b> <b>Singing</b> –	<b><u>Music</u></b> <b>Composing</b> -
<b>Spring 2</b>	<b><u>Music</u></b> <b>Songs and Styles</b> – Representing music styles	<b><u>Music</u></b> <b>Playing</b> -	<b><u>Music</u></b> Performance -
<b>Summer 1</b>	<b><u>DT</u></b> <b>Design</b> - Flowers	<b><u>DT</u></b> <b>Making</b> -	<b><u>DT</u></b> <b>Textiles</b> –
<b>Summer 2</b>	<b><u>DT</u></b> <b>Working with tools and equipment</b> - Junk model robot	<b><u>DT</u></b> <b>Evaluation</b> -	<b><u>DT</u></b> <b>Mechanics and Construction</b> -

**Progression map Art**

Pathway	Drawing	Colour – Painting	3D Art – Sculpture	Print making	Textiles - Texture	Digital Media
<b>Explorer</b>	<p>Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p>	<p>Experiment with a variety of media; different brush sizes and tools.</p> <p>Begin to control the types of marks made with the range of media.</p>	<p>Experiment with constructing and joining recycled, natural, and man-made materials.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, bubble wrap.</p> <p>Explore printing.</p>	<p>Begin to identify different types and textures of fabric and materials for collage.</p>	<p>Explore ideas using digital sources e.g. internet, CD-ROMS, iPads.</p>
<b>Discoverers</b>	<p>Observe and draw shapes. Draw shapes in between objects and invent new shapes.</p> <p>Start to record simple media explorations in a sketch book.</p>	<p>Explore lightening and darkening paint without the use of black or white.</p> <p>Start to record simple media explorations in a sketch book.</p>	<p>Shape and model materials for a purpose from observation and imagination.</p> <p>Use simple 2-D shapes to make a 3-D form.</p>	<p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing.</p>	<p>Collage - Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</p>	<p>Use simple graphics program to create images and effects using different lines by changing the size of the brushes.</p> <p>Manipulate shapes by using shape and fill colour tools and edit using eraser tool.</p>
<b>Adventurers</b>	<p>Name, match and draw lines from observations and invent new lines.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Ensure children know names of all basic colours.</p> <p>Find collections of colour e.g. different sorts of green, blue, purple etc. Use language to evaluate e.g. light/dark.</p>	<p>Impress and apply simple decoration techniques (impressed, painted, and applied).</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</p> <p>Build repeating patterns and recognise pattern in the environment.</p>	<p>Arrange and glue materials to different backgrounds.</p> <p>Fold, crumple, tear and overlap papers.</p>	<p>Use simple filters to manipulate and create images.</p> <p>Use basic selection and cropping tools</p>

**Progression map DT**

Pathway	Design	Working with tools and equipment	Making	Evaluation	Textiles	Mechanics and Construction
<b>Explorer</b>	<p>Begin to think about what they want to make and discuss their plans.</p> <p>Talk about problems and how they can be overcome.</p>	<p>Can undertake small world tasks such as thread and sew, pour, stir, dress and undress dolls, plant, play with small world toys, and make models with junk materials, construction kits and malleable materials like clay.</p>	<p>Can do some simple joining techniques - using adhesive tape and different sorts of glue.</p>	<p>Can reflect on whether they have made what they wanted to make.</p>	<p>Know that a decoration is an item that you put on something else to make it look more attractive.</p> <p>Know that sewing with a needle and thread can be used to join two pieces of fabric together</p>	<p>Know that a pivot is a central point that something moves around</p> <p>Know that a lever is a bar that is attached to a pivot that is used to move a load</p>
<b>Discoverers</b>	<p>Can identify the key features of an existing product</p> <p>Can generate ideas for different ways of using a product/making a product</p> <p>Can say whether their models are strong or not.</p>	<p>Can cut out using scissors</p> <p>Can join 2 pieces of paper/card together with glue &amp; tape</p>	<p>Can join a range of resources together (sewing using a running stitch, sticking etc)</p> <p>Can cut out fabric using scissors</p>	<p>Can say what they like &amp; feel about their own work</p> <p>Can say what they like about others' work &amp; give positive feedback (I like X about your product)</p>	<p>To know that a template is a shaped piece of paper that is used as a pattern for cutting out.</p> <p>To know that a running stitch is a line of small even stitches that do not overlap.</p>	<p>To know that a wheel is a circular object that revolves on an axle</p> <p>To know that an axle is a rod that passes through the centre of a wheel</p>
<b>Adventurers</b>	<p>Can make a plan of an existing product &amp; label it</p> <p>Can explain their own idea</p> <p>Can make a list of materials they will need</p>	<p>Can join two pieces of fabric together using a needle and thread</p> <p>Can select appropriate and tools and use them safely</p>	<p>Can attach a button to a piece of fabric.</p> <p>Can follow a design to make a product</p>	<p>Can identify what has gone well with their product.</p> <p>Can say how they could improve their work</p>	<p>To know that a backstitch is a method of sewing with overlapping stitches to form a solid line.</p> <p>To know that an over stitch is a stitch made over an edge.</p>	<p>To know that a chassis is the base frame of a wheeled vehicle.</p> <p>To know that there are two ways of attaching a wheel to an axle:</p> <ul style="list-style-type: none"> <li>• Fixed (the axle and wheel move together)</li> <li>• Rotating (the wheel rotates separately to the axle)</li> </ul>

**Progression map Music**

Pathway	Games	Songs and Styles	singing	Playing	Composing	Performance
<b>Explorer</b>	To know that music has a steady pulse, like a heartbeat.	Can listen to different kinds of music from around the world	Can sing in a group and on their own.	To know how to hold and start to play the cowbells, maracas, rhythm sticks, tambourine, tambour and triangle.	To develop storylines in their pretend play	Know that a performance is sharing music with other people, called an audience.
<b>Discoverers</b>	Can create rhythms from words, our names, favourite food, colours and animals.	Can follow a music style	Can practice matching the pitch of the music.  Can follow a melody.	Know how to play an instrument as part of a group.	Know that composing is like writing a story with music.  Know that everyone can compose.	To choose a song they have learnt and perform it.
<b>Adventurers</b>	Know that we add high and low sounds (pitch) when we sing and play our instruments.	Can recognise instruments within songs	Can listen attentively, move to and talk about music, expressing their feelings and responses  Can sing a response to a call and-response song.	Know how to make different sounds with the instruments	Can help to create a simple melody using one, two or three notes.  Can learn how the notes of the composition can be written down and changed if necessary.	To add their ideas to the performance.  To record the performance and say how they were feeling about it

### **Assessment Criteria – Explorers**

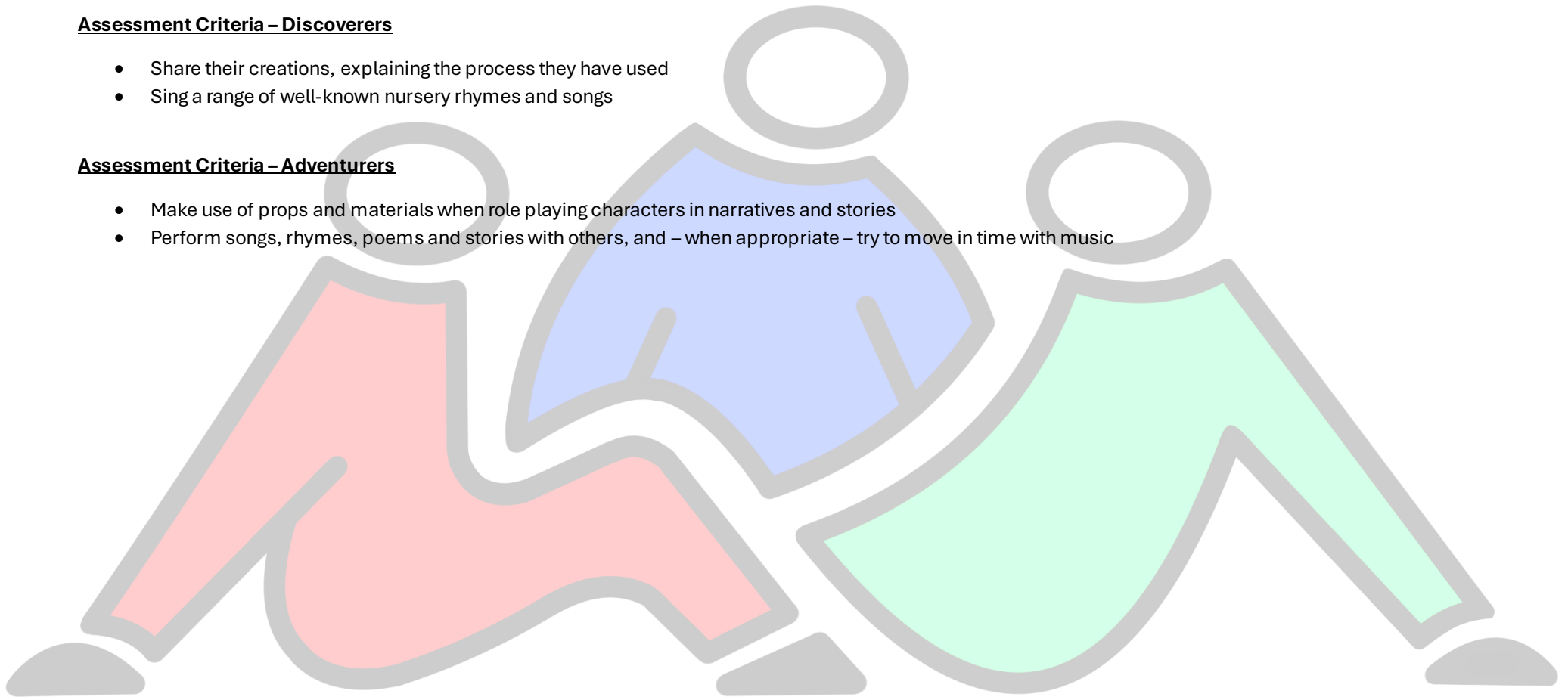
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Invent, adapt and recount narratives and stories with peers and their teacher

### **Assessment Criteria – Discoverers**

- Share their creations, explaining the process they have used
- Sing a range of well-known nursery rhymes and songs

### **Assessment Criteria – Adventurers**

- Make use of props and materials when role playing characters in narratives and stories
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music



**Action plan**

Focus area:	Quality of Education
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Key improvement priority (taken from the SDP)	Action and RAG rating	Led by	Success criteria	Review Date
<p><b>SDP2 - Curriculum/Teaching and Learning</b>  <b>2.4</b> Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.</p>	<p>Raise the profile of Creative Arts across the school.</p> <p>Improve the standard of work – ensure all staff fully understand and share the expectations.</p> <p>Provide CPD for all staff</p> <p>Work with new teachers to provide support and exemplar work.</p>	Marion Chapman	<p>Teachers fully aware of and share the high expectations of creative arts.</p> <p>Schemes of work followed and each part of the process evidenced on EfL.</p> <p>CPD session in place</p>	<p>Implement September 2024</p> <p>Review November 2024</p>
<p><b>SDP3 - Planning and Assessment</b>  <b>3.3</b> Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.</p>	<p>Lesson explorations Regular monitoring of pupils work on EfL</p> <p>Staff voice</p> <p>Pupil Voice</p>	Marion Chapman	<p>We have a clear monitoring system in place through EfL (TAGS) that supports the teaching of A &amp; D and ensures consistency across the school.</p> <p>Pupils voice to be used throughout the year.</p> <p>Leaders are able to identify areas for development and provide support for staff</p> <p>Feedback to all teachers after learning exploration.</p>	<p>Implemented September 2024</p> <p>Review November 2024</p>

<p><b>SDP4 - Learning Environment</b>  <b>4.1</b> Connections to be formed with other schools to enable sharing of good practice.</p>	<p>Connections to be formed with other schools and external agencies</p>	<p>Marion Chapman</p>	<p>Links formed with Riverwalk</p>	<p>Implemented September 2024  Review November 2024</p>
<p><b>SDP2 - Curriculum/Teaching and Learning</b>  <b>2.4</b> Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.</p>	<p>To provide staff with bespoke CPD so that they can confidently deliver their schemes of work.</p> <p>Staff to understand the skills being taught</p> <p>Progression maps</p> <p>Visits to art galleries / creative organisations</p>	<p>Marion Chapman</p>	<p>Teachers possess the skills, enjoy and be confident when delivering the schemes of work.</p>	<p>Implemented September 2024  Review November 2024</p>

