



WOOLGROVE SCHOOL

Expressive Arts and Design

(Drama, Music, Art and Design Technology)



At Woolgrove we recognise that the arts are a valuable learning tool that can be used to enhance and develop all areas of our curriculum at Woolgrove School. Teaching staff are encourage to think about what skills are required to be learnt not just the final result.

Children at Woolgrove School are encouraged and to be given the opportunity at all times to use what they have learnt about media and materials in purposeful and original ways, thinking about users and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.'

"Equal opportunities are what lie at the heart of all that we do at Woolgrove. Using the arts enables all children whatever their disabilities or difficulties' the opportunity to succeed and feel a valuable member of our school.

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Expressive Arts and Design

Intent

In designing Woolgrove's Expressive Arts and Design curriculum objectives have been selected from the EYFS framework and Key Stage 1 National Curriculum. We aim to give the children opportunities to express themselves using a wide range of artistic media as well as equipping them with useful skills for their time in school and the wider world beyond. These objectives are taught in a variety of ways across the school depending on our children's needs. In our formal pathways discrete music and art lessons may be taught, often linked to a particular topic or other area of the curriculum. In pre-formal and semi formal pathways (including EYFS) some specific skills may be taught but opportunities to access the arts are also offered through cross curricular activities and child initiated learning. Across all teaching the children's needs are at the centre of our thinking. We aim to ensure that all opportunities are relevant each child's developmental stage and will help them move towards becoming independent, well-rounded individuals who have experienced diverse creative learning and its importance in our lives during their time in school.

Implementation

To ensure high standards of teaching and learning in Expressive Arts and Design, we have implemented a curriculum that is progressive throughout each pathway within the whole school. Each unit of work is taught as a half-termly topic.

Teachers plan lessons for their class using our Skills and Knowledge Overview. Teachers can use this document to plan lessons suitable to their class's interests and what they want the pupils to learn. The overview document ensures that the curriculum is covered and that the skills and knowledge taught are progressive between pathways.

Pathway	Curriculum Coverage Usage
Early Years Foundation Stage (EYFS) Pathway	EYFS Curriculum
Pre-formal Pathway	EYFS Curriculum
Semi-formal Pathway	Consolidating the EYFS Curriculum with some aspects of National Curriculum (2014) Key Stage 1 (KS1) Music, Art and English (spoken language) curriculum
Formal Pathway	More advanced skills and knowledge from aspects of National Curriculum (2014) KS1 Music, Art and English (spoken language) curriculum

* Some children will have a natural artistic ability and some may have not yet developed their skills within one or all the areas of Expressive Arts. Therefore teachers may need to provide opportunities for some children to be encouraged to develop their skills further and some may need to be given additional support to access Expressive Arts activities within their pathway.

Art and Design

At Woolgrove we provide high quality arts provision which doesn't just rely on the enthusiasm of individuals but is embedded in the ethos and planning we do at Woolgrove School. We provide and encourage diverse opportunities for art work to take place inside and outside the classroom. Opportunities are given to learn and celebrate the arts of different cultures which are embedded in our teaching. The use of art and design is encouraged and used at every opportunity to enhance all levels of cross curricula teaching. This enables our pupils to reach their full potential using a wide range of methods led by the arts.

Topic/Knowledge Areas:

- To learn new skills and explore different types of medium
- Exploring colour
- Model making
- Famous Artists

Skills related to Art and Design:

Pathway	Skills	The Process
EYFS and Pre-formal Pathway	<p>To be able to use tools, including paint, pencils and pens effectively to make marks / draw shapes / pictures</p> <p>To develop the use of scissors</p> <p>To use different materials to attach items to other materials such as glue (including different types of glue, Pritt-stick, wallpaper paste and PVA), sellotape and masking tape</p> <p>To make models by manipulating materials and tools, using boxes, playdough and clay</p> <p>To develop motor control through Physical Development in order to gain greater control in the use of tools</p>	<p>Child-initiated learning</p> <p>Sensory Experiences</p> <p>Practical and outdoor learning opportunities that relate to the arts</p> <p>Offering theme days and the opportunities to use the arts to gain further knowledge in all curriculum areas</p> <p>Music and rhyme to learn colours</p> <p>Adults to model the use of how to use different materials.</p>

	To develop life skills to clean themselves and equipment after doing art/sensory activities	
Semi-formal Pathway Refining of skills taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, Social and Emotional Development) the Life skills and Sensory curriculum	Refining of skills taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, Social and Emotional Development) the Life skills and Sensory curriculum To know about the work of an artist and make links to their own work To know the names of the primary colours To use vocabulary to communicate about their work	Child-initiated learning Sensory experiences Practical and outdoor learning opportunities connected to the arts Trips and visits to see other peoples art work Discussions held to discuss work produced Children are give opportunity to observe artist at work via the internet
Formal Pathway NC KS1 Art and Design (2019)	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To be taught about the work of a range of artists. Opportunities given to ,discuss and describe the differences and similarities between different practices and disciplines, making links to their own work. Encouraged to experiment and exploration of the outdoors to produce works related to different styles of art work. Theme days are used to generate a wide range of cultural art work. Children are give opportunity to observe artist at work via the internet.

Drama

At Woolgrove school drama is recognised as an effective teaching tool to support inter-personal skills. It can be very effective for enabling our children to connect their body and mind to their emotions. Drama helps to develop language, communication skills and helps children to connect with each other. It encourages children to cooperate and become more independent and in control of their own thoughts.

We provide a variety of opportunities to use drama alongside all areas of the curriculum at Woolgrove. Additional drama opportunities are given to our pupils via the nativity play (younger children) and Christmas production (older children). Outside agencies are booked into the school to give further opportunities for children to access drama activities, for example the Dream Catcher Lady where children act out stories and the local church who engage children in drama activities related to the Bible. Assemblies take place where children are given the opportunity to perform.

All staff are mindful that drama is already a natural part of most children's lives before they start school in the form of make believe play. This enables them to make sense of their identity by exploring meaningful fictional situations that parallel the real world. At Woolgrove School we constantly nurture this.

Skills relating to Drama:

Pathway	Skills	The Process
EYFS and Pre-formal Pathway	<p>Respond appropriately to gestures shown by others by repeating eg. Waving back, saying please or thank you when given something.</p> <p>Express self through physical action or sound with support.</p> <p>Pretend that one object represents another when playing with an adult.</p>	<p>Communication during daily activities.</p> <p>Role play during literacy/child initiated learning</p> <p>Small world play</p> <p>Signing sessions</p> <p>Kaspar the Robot</p>
Semi-formal Pathway	<p>Refining of skills taught in EYFS- Experiences provided through child initiated learning. Focus on skills and knowledge becoming independent rather than modelled or supported by an adult.</p> <p>Begin to show some empathy in role play or story telling by relating events to their own lives.</p>	<p>Communication during daily activities</p> <p>Role play during literacy/child initiated learning</p> <p>Small world play</p> <p>Signing sessions</p> <p>Kaspar the Robot</p> <p>PSHE lessons</p> <p>Topic sessions exploring people in the community or</p>

	<p>Understand the difference between 'real life' and 'pretend'.</p> <p>Explore different aspects of life by pretending to be different characters eg. practising caring by playing doctors.</p>	characters from history.
Formal Pathway	<p>To be able to express events or feeling in role play situations.</p> <p>To be able to use language/signs/gesture to introduce storyline or narrative to their play.</p> <p>Begin to be able to extend a play sequence with support.</p> <p>Be able to imitate specific actions and facial expressions modelled by adults in a drama session.</p>	<p>Communication during daily activities</p> <p>Role play during literacy/child initiated learning</p> <p>Small world play</p> <p>Signing sessions</p> <p>Kaspar the Robot</p> <p>PSHE lessons</p> <p>Topic sessions exploring people in the community or characters from history.</p> <p>Drama lessons (may be part of English)</p>

Music

Music contributes to all areas of the curriculum and should be integrated into every classroom's planning. It will be used to reinforce and enhance the learning of class topics and aid memory and understanding of core subject concepts (Maths, Phonics, Literacy). It will be used to enhance sensory experiences (through initiatives such as TACPAC). In addition to this each class has a discrete music lesson once a week. In EYFS and Pre-formal classes the emphasis is coming together to take part in music making as part of a group. In Semi-formal and Formal classes the focus is on developing musical knowledge and skills relating to the half-termly music topics. Music contributes to the wider school curriculum, making large contributions towards PE, RE, PSED and UW.

All pathways follow the same music topics/knowledge areas. Each year the topics are revisited, building on the children's previous skills and knowledge.

Topic/Knowledge Areas:

- Feeling the beat (Pulse)
- Thick and Thin (Texture)
- Long and Short (Rhythm)
- Loud and Quiet (Dynamics)
- High and Low (Pitch)
- Different sounds and instruments (Timbre)

In all pathways children will develop skills in four key areas at an appropriate level for their pathway and depending on the individual's skill levels in each class.

- Singing
- Exploration/Playing of instruments
- Movement/Actions to music/Feeling the pulse
- Listening to music of different styles/genres and from different cultures.

The emphasis of time spent on each of these areas will vary depending on the pathway the children are in. Across the school there will be a move from explorative and passive experiences in music through to a more active involvement in the performance and creation of music.

Skills related to Music:

Pathway	Skills	The Process
EYFS and Pre-formal Pathway	<p>Listens to or joins in simple and repetitive rhymes or songs.</p> <p>Move 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>Explores instruments</p>	<p>Child-initiated learning</p> <p>Sensory Experiences (including TACPAC)</p> <p>Skills role-modelled by adults</p> <p>Activities that help children to feel the beat and move to music</p> <p>Use of signs, actions and movements to music</p> <p>Regular, repetitive singing familiar songs</p> <p>Copying children's sounds and playful engagement in copy and response</p> <p>Exposure to music from a range of styles and cultures and music, using a variety of speeds and types of instruments</p> <p>Touch/explore instruments and things that create sounds</p>
Semi-formal 1 Pathway	<p>Joins in singing favourite and familiar rhymes and songs.</p> <p>Enjoys joining in with dancing and ring games and begins to move rhythmically. Imitates movement in response to music.</p> <p>Begins to increase control of playing including playing in time with the pulse, tapping simple repetitive rhythms, starting and stopping.</p> <p>Shows an interest in the way musical instruments sounds can be made and how sounds</p>	<p>Child-initiated learning</p> <p>Sensory experiences</p> <p>Regular singing of short familiar rhymes/songs and regular introduction of a new rhyme/song</p> <p>Skills role-modelled by adults</p> <p>Activities that help children to feel the beat and move to music</p> <p>Use of signs, actions and movements</p> <p>Continued opportunities to touch/explore instruments and things that create sounds</p> <p>Greater awareness of how instruments are held and played (shake, scrape, hit, blow)</p> <p>Moving/playing in time to the pulse, playing alongside others, taking turns, sharing instruments, playing and stopping when instructed</p>

	<p>can be changed.</p>	<p>Moving the body, changing voice and instruments to begin to introduce and experience high/low, fast/slow, loud/quiet, long/short</p> <p>Exposure to music from a range of styles and cultures and music, using a variety of speeds and types of instruments</p> <p>Use of music for cross-curricular learning (eg. phonics, counting songs, topic songs)</p>
<p>Semi-formal 2 Pathway</p>	<p>Joins in singing a more varied repertoire of simple repetitive songs, increasing in length.</p> <p>Able to move and play in time with the pulse and can tap out simple repetitive rhythms with increased confidence.</p> <p>Able to listen to short extracts from a range of high quality live and recorded music. Be able to follow simple directions (eg start/stop, play loudly/quietly).</p> <p>An increased ability to choose different sounds and improvise using repetitive sounds.</p>	<p>Regular singing of longer rhymes and songs and regular introduction of a new rhyme/song</p> <p>Use of signs, actions, dance moves and body percussion in time to music – children have opportunities to create their own movements and copy the movements of others</p> <p>Beginning to engage in call and response activities</p> <p>Continued focus in instrumental work playing in time to the pulse, copying rhythms, taking turns, sharing instruments, using body percussion and following musical instructions</p> <p>Learning how to create different sounds on instruments, using different instruments to make sounds – high/ low, loud/quiet etc.</p> <p>Creating music by choosing sounds with purpose</p> <p>Drawing pictures to represent sounds</p> <p>Sharing ideas, learning to listen and respect each other's performances</p> <p>Talking about music from a range of styles and cultures and music using a variety of speeds and types of instruments</p> <p>Use of music for cross-curricular learning (eg. phonics, counting songs, topic songs)</p>
<p>Formal Pathway</p>	<p>Develop their use of voice in singing and the playing of instruments with increased musicality.</p> <p>Listen to longer extracts and make simple observations about a wide range of music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Begin to use and understand graphic and simple staff</p>	<p>Use of call and response, body percussion, clapping rhythms and vocal activities</p> <p>Regular singing - learning longer songs with verse/chorus structure</p> <p>Learning to play pieces and improvise using a variety of percussion instruments (tuned and untuned)</p> <p>Learning simple musical concepts, vocabulary and its meaning – eg. the dimensions of music, instrument names</p> <p>Exploring and applying knowledge of musical concepts through performance and composition</p> <p>Giving opinions and using simple musical vocabulary to identify things they hear in the</p>

	<p>notations.</p> <p>Recall sounds with increasing aural memory.</p>	<p>music they listen to</p> <p>Learning to read and play from a graphic score and writing ideas on a graphic score</p> <p>Introducing how to read musical notation - simple rhythms and pitch</p>
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Music is embedded into the classroom curriculum but also contributes to the wider school curriculum:

- All children come together to take part in communal singing within assembly.
- Weekly listening track played in assembly providing opportunities throughout their time at school to hear a wide variety of musical styles/genres and music from different cultures.
- Any KS2 children who show an interest and enjoy singing are invited to join the school choir. This provides an opportunity to make music as part of a larger group and it helps to further develop important ensemble skills which can be transferred to instrumental work, to learn more complex songs, to be introduced to new words and meanings, to develop performance skills and to contribute to the school community.
- There are opportunities for children in Years 5 and 6 to join an additional instrumental group to learn to play an instrument such as the Ukulele, Keyboard, Glockenspiel, Belleplates, Djembe.
- All children take part in a Christmas Production each year.
- Several times a year children are given the opportunity to hear live music performances by other pupils, staff or visiting musicians.
- Music Assemblies and the Summer Fair provide opportunities for children to perform.
- Opportunities to contribute to the community through performances outside of school.
- Class teachers can recommend children to be considered for regular Music Therapy sessions which are delivered in school by our Music Therapist, who is employed through the Herts. Music Service.

General, Transferable Skills

As well as the specific skills that are gained separately through each of the art forms (Music, Drama, Art and Design Technology), all of the Expressive Arts disciplines also contribute to the more general, transferable skills which we want our children to learn about and develop:

- Turn taking
- Cause and effect
- Listening
- Respect of others
- Emotional Literacy
- Development of conversational skills
- Supporting speaking, reading and language development
- Self- control
- Self- confidence
- Working on something over time
- Being part of a group
- Working together
- Experimenting, evaluating and refining work
- Making a positive contribution to society (in class, school and the wider community)

Impact

Over time, children will develop skills in a variety of art forms and gain an increase in the understanding of a variety of mediums. They will use their skills and knowledge as a way of being able to express themselves and through the arts they will contribute positively to their class, school and the wider community. The arts will provide the children with an opportunity to come together and share in a common experience and can enhance their learning in all other areas of the curriculum. Children will learn important transferable skills that they can take into their adult lives. They will have been introduced to a wide variety of artistic opportunities which for some children will promote a lifelong love of the arts. The skills and knowledge that they have acquired can be used to support their well being both now and in the future.