

KINGS HEATH PRIMARY ACADEMY

ARTS CURRICULUM: CREATIVE STUDIES

“Every child is enabled to find their creative voice through a multitude of artistic opportunities within visual and performance art. Children are challenged to explore their creativity and excel due to our stimulating arts curriculum and extra-curricular opportunities.”

Kings Heath Primary Academy

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OVERVIEW

The Arts are integral to the creative ethos here at Kings Heath Primary Academy. We are driven by the impact that the expressive arts make to pupils' learning both academically and holistically; boosting both confidence and academic outcomes. Across the teaching of the arts, we focus on creative thinking, skills and expression within our broad, varied and exciting curriculum.

We aim to enable children to find their voice, and the confidence and outlets to express this. At Kings Heath Primary Academy our curriculum for the arts is stimulating, and focusses on outstanding teaching. This was recognised at the Music Teacher Awards for Excellence in which we won the *Excellence in Primary/Early Years Music* Category in 2018. Alongside specialist practitioners we strive to widen our children's horizons and allow our pupils the opportunity to recognise themselves as artists too. Art and Music are taught by specialists from Nursery through to Year Six. Specialist input and continuing professional development with classroom based staff, and support staff, ensures continuity of standards and outcomes are maintained across the creative curriculum.

Experiencing and engaging with creative experiences first hand is an important part of our vision here at Kings Heath Primary Academy. Pupils are regularly invited to participate in Dance Festivals, Musical Showcases, Art Exhibitions and Dramatic Performances. We have well established links with The Northern Ballet, The Royal Shakespeare Company, The Northamptonshire Music and Performing Arts Trust, Sky Arts, The Voices Foundation, The Nevill Holt Opera Company, St Matthews Church Choir, All Saints Church Choir, Step by Step Dance School, Northampton Town Carnival and The Royal and Derngate Theatre, as well as continuing links with our schools within the David Ross Education Trust, both primary and secondary. Many arts trips and events are organised throughout the year to support, inform and celebrate pupils' continuing creative development.



Art

Art teaching will be part of PPA cover, alternating termly with Music. Art will be taught by a teacher with an Art specialism. Each session will be an hour long. Art will be taught in accordance with the CKC (Core Knowledge Curriculum) overview within the General Knowledge strand. The focus for Early Years and Key Stage One is colour, shape and line. This then develops in the later part of Key Stage One to artistic styles and genres. Key Stage Two develops practical skill through a further exploration of historic eras, culturally important events and social demographics. All children will study artists and art movements to ensure a rounded artistic knowledge. Children will learn practical artistic skills throughout this - observation, line formation, identifying space and acknowledging perspective and shadow.

Children will cover:

Year Group	Term 1 focus	Term 3 focus	Term 5 focus
EY	<ul style="list-style-type: none"> Gross motor skills Making a mark Naming colours 	<ul style="list-style-type: none"> Gross motor skills Making colours Observation 	<ul style="list-style-type: none"> Fine motor skills Pencil skills
Year 1	<ul style="list-style-type: none"> What do Artists Do? Colour, colour everywhere Follow that line 	<ul style="list-style-type: none"> Paintings of children Narrative Paintings 	<ul style="list-style-type: none"> Sculpture
Year 2	<ul style="list-style-type: none"> Illuminating and decorating Primary and secondary colours Shapes 	<ul style="list-style-type: none"> Texture Portraits 	<ul style="list-style-type: none"> Murals
Year 3	<ul style="list-style-type: none"> The Language of Art: Line Looking at Landscapes 	<ul style="list-style-type: none"> Still Life Mythology 	<ul style="list-style-type: none"> Architecture
Year 4	<ul style="list-style-type: none"> Caught in the light Filling a space 	<ul style="list-style-type: none"> Design Pictures from stitches 	<ul style="list-style-type: none"> Roman Monuments Art to impress people
Year 5	<ul style="list-style-type: none"> Rococo Modernism and Abstract Art 	<ul style="list-style-type: none"> Islamic Art 	<ul style="list-style-type: none"> Art of Africa Prints
Year 6	<ul style="list-style-type: none"> The Renaissance 	<ul style="list-style-type: none"> Victorian Art 	<ul style="list-style-type: none"> Who am I?

Children will collate work in a sketch book that will last for their entire school journey. It will show a progression of their skills and show an importance to the whole artistic process of creating art work. There will be opportunities for creative writing and poetry exploration to support a cross-curricular outlook.

Music

As of next year Music will still be taught by class teachers in short burst sessions and the register will be sang, plus singing assembly will still go ahead. Music will be the CKC focus for term four and will be supported with use of the BBC Ten Pieces resources. Music will then be taught by the Music Curriculum Lead in alternate terms with Art as PPA cover. It will be our third year in the Singing School programme. We are established now, and as the school that piloted the scheme, KHPA won the National Music Teaching for Excellence award for best primary scheme (*Voices Foundation and David Ross Education Trust*). This had lead the way in other schools taking up the programme allowing all children to become musicians with key skills and enthusiasm for music making.

All children have the opportunity to perform. These opportunities are in a variety of venues and alongside professional companies we collaborate with.

The overview for the curriculum has the following focusses:

EY	Objective overview	Focus	Cross curricular themes
Term 1	<ul style="list-style-type: none"> Explore different sounds made by the voice, hands, found objects and conventional instruments (timbre) Explore high and low sounds (pitch) Explore loud and quiet sounds (dynamics) 	<ul style="list-style-type: none"> Performance (singing/playing) Explore and compose Listen: reflect and appraise Development matters and EY goals Voices Foundation overview 	TBD
Term 2	<ul style="list-style-type: none"> Explore fast and slow sounds (tempo) Explore long and short sounds (duration) 	<ul style="list-style-type: none"> Performance (singing/playing) Explore and compose Listen: reflect and appraise Development matters and EY goals Voices Foundation overview 	TBD
Term 3	<ul style="list-style-type: none"> Aware of the effect different sounds have to convey mood or meaning 	<ul style="list-style-type: none"> Performance (singing/playing) Explore and compose Listen: reflect and appraise Development matters and EY goals Voices Foundation overview 	TBD

Year 1	Objective overview	Focus	Cross curricular themes (TBD)
Term 1	<ul style="list-style-type: none"> • Voices Unit 1-3 • Charanga MusicTrax • Sing 1: Songs using s-m and l-s-m • Voices Unit 4-5 • Charanga MusicTrax • Sing 1: Songs using s-m, l-s-m and s-m-d 	<ul style="list-style-type: none"> • Performance (singing/playing) • Explore and compose • Listen: reflect and appraise (creating and thinking critically) <p>Expectations, most pupils will:</p> <ul style="list-style-type: none"> - Identify different ways sounds can be made and changed - Use their voice confidently in a variety of ways - Sing collectively at the same pitch - Make and control long and short sounds using voices and instruments - Sing simple songs from memory with enjoyment and some expression - Perform as a class to a known audience; singing and using classroom percussion 	<ul style="list-style-type: none"> • Hot song: • Listening: • Composer/style: • School events/visitors:
Term 2	<ul style="list-style-type: none"> • Voices Unit 6-9 • Charanga MusicTrax • Sing 1: Songs using s-m, l-s-m and s-m-d • Voices Units 11,12 and 14 	<ul style="list-style-type: none"> • Performance (singing/playing) • Explore and compose • Listen: reflect and appraise (creating and thinking critically) <p>Expectations, most pupils will:</p> <ul style="list-style-type: none"> - Play/move in time to a given steady beat - Repeat short rhythmic patterns confidently – tapping matches syllables of words - Know how to hold, play and name common classroom instruments - Carefully and confidently choose and order sounds to achieve an effect/image - Voices: explore comparatives – faster/slower, higher/lower, louder/quieter etc. 	<ul style="list-style-type: none"> • Hot song: • Listening: • Composer/style: • School events/visitors:
Term 3	<ul style="list-style-type: none"> • Voices unit 10, 13 • Phrasing • Charanga MusicTrax • Sing 1: Songs using s-m, l-s-m, s-m-d and m-r-d • Voices 15,16 • Reading rhythm sol-fa (stick notation) 	<ul style="list-style-type: none"> • Performance (singing/playing) • Explore and compose • Listen: reflect and appraise (creating and thinking critically) <p>Expectations, most pupils will:</p> <ul style="list-style-type: none"> - Respond to changes in pitch - Recognise the start and finish of phrases - Identify and control a variety of sounds on voice and instruments with confidence, including the use of 3 comparatives - Notate using their own symbols on a class score - Use spoken rhythm names to read 4 beat simple time stick rhythms 	<ul style="list-style-type: none"> • Hot song: • Listening: • Composer/style: • School events/visitors:

Year 2	Objective overview	Focus	Cross curricular themes (TBD)
Term 1	<ul style="list-style-type: none"> • Voices Unit 17-20 • Sol-fa hand signs • Charanga MusicTrax • Sing 1: Songs using s-m, l-s-m, s-m-d, m-r-d, s-m-r-d and l-s-m-r-d • Voices Unit 21-23 • Writing stick notation 	<ul style="list-style-type: none"> • Performance (singing/playing) • Explore and compose • Listen: reflect and appraise (creating and thinking critically) <p>Expectations, most pupils will:</p> <ul style="list-style-type: none"> - Choose and use sounds confidently in response to a stimulus and suggest how they should be used and played. - Identify a pulse in music - Create short rhythmic phrases - Show physical control when playing instruments and responding to music - Create and control rhythmic patterns with a strong sense of pulse; set tempo for others to follow - Identify pitch changes more precisely – sol-fa name and hand signs (becoming secure firstly with s-m, then l-s-m) - Read, say, clap and play simple time rhythms using ta, teh-teh, (add 'rest' if secure) - Work in partnership with another child to create and notate a sequence using stick notation 	<ul style="list-style-type: none"> • Hot song: • Listening: • Composer/style: • School events/visitors:
Term 2	<ul style="list-style-type: none"> • Voices Unit 29 • Reading and writing phrases using a 'rest' • Voices Unit 30 • Skill reinforcement 	<ul style="list-style-type: none"> • Performance (singing/playing) • Explore and compose • Listen: reflect and appraise (creating and thinking critically) <p>Expectations, most pupils will:</p> <ul style="list-style-type: none"> - Sing and perform with accurate control of pitch - Create melodic patterns to respond to stimulus - Create, notate and perform (sing or play) a short rhythmic pattern with s-m melody line (then l-s-m if secure) 	<ul style="list-style-type: none"> • Hot song: • Listening: • Composer/style: • School events/visitors:
Term 3	<ul style="list-style-type: none"> • Aware of the effect different sounds have to convey mood or meaning 	<ul style="list-style-type: none"> • Performance (singing/playing) • Explore and compose • Listen: reflect and appraise (creating and thinking critically) <p>Expectations, most pupils will:</p> <ul style="list-style-type: none"> - Recognise and use changes in timbre, tempo and dynamics - Sing songs from memory with enjoyment, and a sense of shape of melody (phrasing) - Compose and notate including simple time stick notation as part of a group score with a sense of structure - Perform with others - Take account and give musical instructions, beginning to use specialist language (dynamics, phrase, pitch, pulse, rhythm, tempo and timbre) - Distinguish rhythm and pulse - Suggest ways to improve simple performances 	<ul style="list-style-type: none"> • Hot song: • Listening: • Composer/style: • School events/visitors:

Year 3	VF Units 1-12
Rhythm and pulse <i>Using Voices</i> <i>Foundation Inside music 7-11</i>	<ul style="list-style-type: none"> • Know musical names (crotchets, quavers, minims and semibreves) • Clap and say simple rhythm (ta, teh-teh, ta-aa etc.) • Clap the pulse of a variety of music (3/4 and 4/4) • Distinguish between pulse and rhythm (identify song from rhythm only)
Notation	<ul style="list-style-type: none"> • Write and perform longer phrases (16 beats) using bar lines and stick notation, and rhythm sol-fa • Read rhythm notation and perform on classroom percussion (4/4 and 3/4) • Recognise some standard notation including 5 line stave and some symbols – treble clef (acknowledge other clefs) repeat signs and time signature • Identify dynamics (ff/pp) • Read accurately from simple rhythm sol-fa, using l-s-m • Experience singing melody looking at standard notation
Performance: <i>Meaning</i> <i>Pitch match and accuracy</i> <i>Part singing</i> <i>Solo development</i> <i>Instruments</i>	<ul style="list-style-type: none"> • Recognise the start, duration and end of phrase, sing in one breath per song phrase, develop understanding of and skills to influence singing of vowels, demonstrate an awareness of character and style. • Accurately pitch match phrases from appropriate repertoire, develop experience of using thinking voice, listen to pitch changes and show this through hand movement, recognise and interval (pitch distance) s-m and use hand signs, sustain their part whilst singing in two parts using canons and rounds, maintain a drone using last note of a phrase, more experience of singing individually increasing expression. • Know the fundamentals of care and technique with classroom percussion, perform using tuned and untuned classroom percussion, maintain a drone on tuned classroom instruments, play rhythm on untuned instruments, play songs and phrases on instruments, whole class instrumental project.
Structure and composing	<ul style="list-style-type: none"> • Compose a 4 phrase written rhythm piece to a given structure. • Compose a rhythmic phrase using stick notation, then add pitch (eg. B-A-G for recorder) • Improvise a call and response structure • Compose confidently using notes from the pentatonic scale • Develop early skills in improvising melodic phrases
Knowledge <i>Listening</i> <i>Appraising</i> <i>Understanding</i> <i>History</i> <i>(content and repertoire from CKC)</i>	<ul style="list-style-type: none"> • Listen to live extracts of music • Identify common orchestral instruments • Recognise aurally instrument distinctions • Listen to own compositions and use musical language to discuss them • Create musical passports

Year 4	VF Units 13-22
Rhythm and pulse <i>Using Voices</i> <i>Foundation Inside music 7-11</i>	<ul style="list-style-type: none"> • Know musical names (crotchets, quavers, minims, dotted minims, semi quavers and semibreves) • Clap and say simple rhythm (ta, teh-teh, ta-aa, ti-ri ti-ri etc.) • Clap the pulse of a variety of music (2/4, 3/4 and 4/4) • Distinguish between simple and compound time
Notation	<ul style="list-style-type: none"> • Write 2/4, 3/4 and 4/4 rhythms using bar lines, repeat signs, crotchet rest, minim rest and semibreve rest. • Identify notes of the C major scale using 'if it's on the line remember the rhyme, if it's in a space use FACE' • Begin to recognise tempo markings and vocab. Eg, presto and andante • Begin to recognise dynamic markings and vocab. Eg, crescendo and diminuendo • Develop a better understanding of singing from notation – relationship of note pitch
Performance: <i>Meaning</i> <i>Pitch match and accuracy</i> <i>Part singing</i> <i>Solo development</i> <i>Instruments</i>	<ul style="list-style-type: none"> • Learn traditional repertoire, communicate the meaning and mood of a song (major and minor), know that a cluster of notes is a chord • Sing in tune with an awareness of sound quality, clear diction and phrasing and breathing, control the starting pitch of a song, work aurally with lah-so-me with supporting hand signs • Confidently sustain their part when singing more complex canons, rounds and partner songs, sing songs with simple ostinato second parts/sustained phrases to create basic harmony • More opportunities to sing individually • Instruments continue as year 3, perform music with 2 or more parts (texture), whole instrument project.
Structure and composing	<ul style="list-style-type: none"> • Compose a short phrase written rhythm piece and use of stave • Compose using an A B structure • Use dynamic and tempo markings • Analyse melodic structure by labelling phrases • Compare phrases • Know that phrases in the same song can be different lengths • Continue to use pentatonic scale (lah-soh-me-ray-doh)
Knowledge <i>Listening</i> <i>Appraising</i> <i>Understanding</i> <i>History</i> <i>(content and repertoire from CKC)</i>	<ul style="list-style-type: none"> • Listen to live extracts of music • Identify common orchestral instruments • Recognise aurally instrument distinctions • Recognise music from different countries • Identify a verse and chorus in a piece of music • Listen to own compositions and use musical language to discuss them • Recognise effects of layers in music • Create musical passports

Year 5	VF revision of unit B
Rhythm and pulse <i>Using Voices</i> <i>Foundation Inside music 7-11</i>	<ul style="list-style-type: none"> • Know more notes values as appropriate (dotted quavers and semi quaver etc.) • Maintain a rhythmic of melodic accompaniment to a song • Clap the pulse of a variety of music (2/4, 3/4, 6/8 and 4/4)
Notation	<ul style="list-style-type: none"> • Continue to follow the shape of a melody, including two parts songs, from standard notation. • ABRSM Grade 1 theory • Read and play instruments with confidence from appropriate standard notation
Performance: <i>Meaning</i> <i>Pitch match and accuracy</i> <i>Part singing</i> <i>Solo development</i> <i>Instruments</i>	<ul style="list-style-type: none"> • Learn traditional repertoire, communicate the meaning and mood of a song, also reflect context • For a special occasion perform songs from memory in a wide variety of styles showing accuracy of pitch, clear diction, good phrasing, dynamics, breathing and expression • Confidently sustain their part when singing more complex canons, rounds and partner songs, sing songs with ostinato and part harmony • Opportunities to sing individually to a variety of audiences • Sing independently with confidence and accuracy • Perform on a range of instruments in a mixed groups to an audience, with confidence, continue to play by ear on pitched instrument, extending the length of phrases and melodies played, perform with sensitivity to dynamics and tempo, lead and conduct a group, maintain accompaniment to a song, use a tablet to record work
Structure and composing	<ul style="list-style-type: none"> • Compose appropriate melodies to given words • Explore texture created by layering melodic ostinatos and rhythm • Develop musical ideas • Analyse melodic structure by labelling phrases • Compose music with a set intention • Refine composition after discussions • Use IT to record responses
Knowledge <i>Listening</i> <i>Appraising</i> <i>Understanding</i> <i>History</i> <i>(content and repertoire from CKC)</i>	<ul style="list-style-type: none"> • Distinguish difference between timbres and textures • Discuss musical structures • Recognise and identify features of expression • Compare two pieces if instrumental music from different countries • Listen to own compositions and use musical language to refine them • Recognise effects of layers in music and how to impact own compositions • Create musical passports

Year 6	
Rhythm and pulse <i>Using Voices</i> <i>Foundation Inside music 7-11</i>	<ul style="list-style-type: none"> • Work with simple syncopated rhythms (the ta the) and incorporated it into improvising activity.
Notation	<ul style="list-style-type: none"> • Can read two part vocal melody in staff notation • Can read and write in staff notation vocally and instrumentally, using fixed pitch names using 5 notes (pentatonic scale)
Performance: <i>Meaning</i> <i>Pitch match and accuracy</i> <i>Part singing</i> <i>Solo development</i> <i>Instruments</i>	<ul style="list-style-type: none"> • End of year production: <ul style="list-style-type: none"> - Show understanding of expressive elements: dynamics, timbre, texture, tempo. Show this in music to achieve particular effects and moods • Perform music that has a given intention • Opportunity to sing individually to variety of different audiences • Perform chorally in 3 parts • Initial ABRSM initial choral exam • Has developed singing voice so that the sound has focus, tone, good intonation and articulation • Instruments continue as Year 5, maintain own part on pitched instrument in small ensemble, lead/conduct a group instrumental performance
Structure and composing	<ul style="list-style-type: none"> • Arrange a song for class performance with an appropriate tuned and untuned accompaniment. • Use IT to record, sample, sequence, loop and manipulate sounds to create compositions • Composition project (song writing. Eg, 12 bar blues) consolidating all previous experience
Knowledge <i>Listening</i> <i>Appraising</i> <i>Understanding</i> <i>History</i> <i>(content and repertoire from CKC)</i>	<ul style="list-style-type: none"> • Year 5 statements continue • Recognise the association between particular occasions, places and historical periods • Continue awareness of whole school composer • Create musical passport

Drama

Drama is currently used within the Talk4Writing scheme as part of the writing process to inspire creative writing. We also have a link with the Royal and Derngate Theatre that means every year group has a drama workshop day with a professional company. We also partake in the Schools Shakespeare Festival every year allowing children to broaden their horizons and perform in a professional theatre space. Children also have the opportunity to perform at the Nevill Holt in an adapted opera performance where they learn to key acting and performance skills.

Dance

All children are taught dance and key movement skills in their PE lessons for a term. Children have the opportunity to further their dance skills by being part of the 3 Junior Strictly Teams within school (Year 1/2, Year 3/4 and Year 5/6) and then go on to compete regionally as perform within a theatre. Boys also have the chance to become part of a dance troop that works collaboratively with the Northern Ballet in creating an original performance piece.