

MANCHESTER COMMUNICATION PRIMARY ACADEMY

INTENT AND SEQUENCING

Creative Arts Page Profile

Curriculum



CREATIVE ARTS AT MCPA

Intent

At Manchester Communication Primary Academy (MCPA) we believe that high-quality Creative Arts provision will inspire children to think innovatively and develop creative procedural understanding and should be fully inclusive to every child.

We believe that as the children progress in their learning, they should be able to think critically and develop a more rigorous understanding of the Creative Arts. We believe that children should know how art, design & music both reflect and shape our history and contribute to the future and creativity of society and the world around us.

Through the study of specific artists or forms, teaching staff are able to make tangible links between the Creative Arts and the wider curriculum; our curriculum ensures a broad range of artists are studied from a range of genders, socio-economic backgrounds, nationalities and nurtures a rich diversity that enhances learning and social awareness.

In all Creative Arts subjects, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. We strive for this to be a meaningful and continuous process, that is increasingly pupil-led and that evidences developmental-related verbal and written reflection. Our Creative Arts curriculum introduces and teaches key skills, materials and stimulus in ways that encourage pupils to explore their own creativity. By creating a safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey, rather than focus entirely on an end destination.

Here at MCPA we recognise that the Creative Arts stimulate creativity and imagination; they provide visual, tactile and sensory experiences and a unique way of understanding, and responding to, the world.

Implementation

Our Creative Arts curriculum, encompassing Art & Design & Design Technology, is delivered as a distinct subject with a clear sequence of lessons incorporating clear vertical links throughout the school ensuring learning is deep and transferable year on year.

The planned curriculum delivers an even balance of Art & Design Units with Design Technology units equating to three half terms of study each.

In order to secure progression, and drive high quality art works, children focus on the three key areas of; Drawing, Painting & Sculpture/3D work in Art & Design. Similarly in Design Technology children focus on the elements of; Woodwork, Textiles & Printing.

The curriculum also allows for trips and visits that will also further enhance the children's learning experiences

Pupils artwork will be displayed and celebrated within their classes, coordinated whole-school project work ensures that art is given high status in the curriculum. This includes the school's annual 'CollaboART' which enables further focus on children's artistic skills and knowledge

The teaching and implementation of MCPA's Creative Arts curriculum is based on the National Curriculum and provides a well-structured approach to the study of Art, Design and Technology.

Creative Arts offers the opportunity for children to work in safe environments and take risks. Understanding that children's learning is linked to their stage of development encourages staff to use stimulus which is differentiated appropriately. Though language is a vital means of communication, the creative arts curriculum actively encourages and supports children to communicate and interact in increasingly diverse ways.

Early Years Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed

activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

Skills and knowledge are revisited in EYFS throughout the year, ensuring that learning is understood at a developmental level, gaps are identified and addressed ensuring that all children progress through the curriculum.

Phase 1

Pupils are taught:

- 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
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Phases 2 & 3

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- to use their sketchbooks to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Impact

Through our Creative Arts curriculum, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on exploratory learning to support children in developing a coherent knowledge and understanding of each unit of work covered.

Our curriculum is of high quality, is well thought out and structured to demonstrate progression. Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. We focus on progression of knowledge and skills with discreet vocabulary progression contributing to subject specific development.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussion about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning.
- Moderation at staff meetings where pupil's books are scrutinised and there is an opportunity for dialogue between teachers to further support understanding and progression.
- Annual reporting of standards across the curriculum.
- Annual curriculum review and update.
-

Research

Creative Arts education for children has come under political and curriculum pressure in recent years. Even though the arts subjects feature in the national curriculum, the focus of successive governments on English, Maths & Science has somewhat marginalised Creative Arts teaching in primary schools.

Art educationalists, psychologists and researchers who focus on the impact of Creative Arts education on children, claim that it they promote educational benefits that other school subjects cannot. (Jolley, R.P. (2010). These benefits come both from practising art and from learning about it. This suggests that the continued marginalisation of art in schools prevents children from gaining a broad and well-rounded education.

Although research in the field continues, we know that areas within the right hemisphere of the brain are the primary seat for processing and developing the learning gained through participation in creative art activities. It is likely, therefore, that an art education teaches a specific set of thinking skills not adequately addressed elsewhere in the curriculum. Children need a broad education that includes the arts, and the continued development of our society depends upon a creative education.

Eisner (2002) argues that there are five cognitive functions that 'the arts' afford us: the opportunity to really notice the world around us; the chance to engage our imagination by 'liberating us from the literal'; an ability to 'tolerate ambiguity' and promote subjectivity; a chance to inspect our own ideas as art is created; and the opportunity to 'discover our emotional selves'.

Viewing the purpose of Creative Arts education through this lens enables us to see that opportunities for pupil development transcend the practical activities and subsequent art work created. Beyond the 'busyness' and messiness of creating art in the classroom, we aim to drive a curriculum that enables children to take time to stop and appreciate artworks in turn addressing all five of Eisener's functions.