



Corsham Regis
Primary Academy

SUBJECT LEADER IMPACT REPORT
THE CREATIVE ARTS
Together **Everyone Achieves More**

INTENT



How to communicate using appropriate vocabulary

In The Creative Arts at Corsham Regis pupils are encouraged to communicate and share their thoughts and ideas in a number of different ways; it could be explaining a design process, explaining how to improve a design or creative piece or it could be through the medium of singing. Listening also forms essential part of the music curriculum and children are encouraged to express what they see, hear and experience.

About Corsham and the local area

The pupils are encouraged to take inspiration from our locality for their artwork; this could be a walk around the town, a visit to Corsham Court or going into Bath. In addition to this, the pupils take part in the cluster singing event at The Corsham School or play the ukulele with teachers from Heywood School.

Through experience inside and beyond the classroom.

Children have opportunities to perform their music to the rest of the school, participate in concerts and also benefit from the experience of learning different instruments such as recorders, ukuleles and playing for a Wideband. In Art they may experience a trip to an art gallery, benefit from lessons taught by experienced artists or displaying their own creations in our school gallery. Our relationship with The Brunel Shed provides us with lots of support in all our creative subjects too.

New knowledge and understanding appropriate to their age

The children are taught the National Curriculum for their year group with the Chris Quigley Milestones linking the topics. This is split over a two year rolling program to ensure coverage and gives the children the opportunity to deepen their knowledge and skills.

How to keep themselves safe

Creative Arts lessons are risk assessed and children are taught how to engage in activities safely. Children are taught how to use equipment safely in DT and appropriate clothing and hygiene measures are in place for cooking sessions.



Art and Design- assessment progression grid

End of EYFS (Expressive Arts and Design -EA&D)		Essential opportunities Key stage 1	Essential opportunities Key stage 2
Creating with Materials	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> Pupils should be 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. 	<ul style="list-style-type: none"> Pupils should be taught: <ul style="list-style-type: none"> 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; to create sketch books 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.
Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		
Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
Exploring and developing	<ul style="list-style-type: none"> Explore different methods and materials as ideas develop Respond to ideas and starting points. Explore ideas and collect visual information 	<ul style="list-style-type: none"> Comment on artworks using visual language. Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources Adapt and refine ideas as they progress 	<ul style="list-style-type: none"> Comment on artworks with a fluent grasp of visual language. Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketch book Use the quality of materials to enhance work Spot the potential in unexpected results as work progresses



Progression

Painting Master techniques	<ul style="list-style-type: none"> •Use thick and thin brushes •Mix primary colours to make secondary •Add white colours to make tints and black colours to make tones •Create colour wheels 	<ul style="list-style-type: none"> •Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines •Mix colours effectively •Use watercolour paints to produce washes for backgrounds and then add detail •Experiment with creating mood with colour 	<ul style="list-style-type: none"> •Sketch (lightly) before painting to combine line and colour •Create a colour palette based upon colours observed in the natural or built world •Use the qualities of water colour and acrylic paints to create a visually interesting pieces •Combine colours, tones and tints to enhance the mood of a piece •Use brush techniques and the qualities –e.g thickness, colour intensity- of paint to create texture •Develop a personal style of painting, drawing upon ideas form other artists
Collage Master techniques	<ul style="list-style-type: none"> •Use a combination of materials that are cut, torn and glued •Mix materials to create texture 	<ul style="list-style-type: none"> •Select and arrange for materials for effect •Ensure work is precise •Use coiling, overlapping, tessellation, mosaic and montage 	<ul style="list-style-type: none"> •Mix textures –rough, smooth, •plain and patterned •Combine visual and tactile qualities
Sculpture Master techniques	<ul style="list-style-type: none"> •Use a combination of shapes Include lines and texture •Use rolled up paper. Straws, paper, card and clay as materials. •Use techniques such as rolling, cutting, moulding and carving 	<ul style="list-style-type: none"> •Create and combine shapes to create recognisable forms –e.g. shapes made from nets or solid materials •Use clay and other mouldable material •Add materials to provide interesting detail 	<ul style="list-style-type: none"> •Show life-like qualities and real life proportions or if more abstract provoke different interpretations •Use tools to carve and add shapes, texture and pattern Combine visual and tactile qualities •Use frameworks such as wire or moulds to provide stability and form



Progression

Drawing Master techniques	<ul style="list-style-type: none"> •Draw lines of different sizes and thickness •Colour own work neatly and following the lines •Show pattern and texture by adding dots and lines •Show different tone by using coloured pencils 	<ul style="list-style-type: none"> •Use a range of sketching pencils to show tone and texture •Annotate sketches to explain and elaborate ideas •Sketch lightly –no need to use a rubber to correct mistakes •Use shading to show light and shadow •Use hatching and cross hatching to show tone and texture 	<ul style="list-style-type: none"> •Use a variety of techniques to add interesting effects –e.g. reflections, shadows, direction of sunlight •Use a choice of techniques to depict movement, perspective, shadows and reflection •Choose a style of drawing suitable for the work –e.g. realistic or impressionistic •Use lines to repeat movement
Printing Master techniques	<ul style="list-style-type: none"> •Use repeating or overlapping shapes •Mimic print from the environment. •Use objects to create prints –e.g. fruit, vegetables •Press, roll, rub and stamp to make prints 	<ul style="list-style-type: none"> •Use layers of 2 or more colours •Replicate patterns observed in natural or built environments •Make printing blocks –e.g. from coiled string glued to a block •Make precise repeating patterns 	<ul style="list-style-type: none"> •Build up layers of colours •Create an accurate pattern, showing fine detail •Use a range of visual elements to reflect the purpose of the work



Progression

Textiles Master techniques	<ul style="list-style-type: none"> •Use weaving to create a pattern •Use plaiting 	<ul style="list-style-type: none"> •Shape and stitch materials •Use basic cross stitch and back stitch •Create weavings •Quilt, pad and gather fabric 	<ul style="list-style-type: none"> •Show precision in techniques •Choose from a range of stitching techniques •Combine previously learned techniques to create pieces
Digital media Master techniques	<ul style="list-style-type: none"> •Use a wide range of tools to create different textures, lines, tones, colours and shapes 	<ul style="list-style-type: none"> •Create images, video and sound recordings and explain why they were created 	<ul style="list-style-type: none"> •Enhance digital media by editing –including sound, video, animation, still images and installations
Work of other artists-taking inspiration	<ul style="list-style-type: none"> •Describe the work of notable artists, artisans and designers •Use some of the ideas of artists studied to create pieces 	<ul style="list-style-type: none"> •Replicate some of the techniques used by notable artists, artisans and designers •Create original pieces that are influenced by studies of others 	<ul style="list-style-type: none"> •Give details –including own sketches - about the style if some notable artists, artisans and designers •Show how the work of those studies was influential in both society and to other artists •Create original pieces that show a range of influences and styles



Progression





The clothes we designed and made were created using recycled material and were exhibited in the Town Hall

MASTERING TEXTILE TECHNIQUES

Essential Learning Objectives		Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
Mastering practical skills	Food	<ul style="list-style-type: none"> -Use the basic principles of a healthy and varied diet to prepare dishes -Understand where food comes from -Cut, peel or grate ingredients safely and hygienically -Measure or weigh using measuring cups or electronic scales -Assemble or cook ingredients 	<ul style="list-style-type: none"> -Understand and apply the principles of a healthy and varied diet -Prepare ingredients hygienically using appropriate utensils -Measure ingredients to the nearest gram accurately -Follow a recipe -Assemble or cook ingredients (controlling the temperature in the oven or hob if cooking) 	<ul style="list-style-type: none"> -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. -Demonstrate a range of baking and cooking techniques, preparing and cooking a variety of predominantly savoury dishes -Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms) -Measure accurately and calculate ratios of ingredients to scale up or down from a recipe -Create and refine recipes including ingredients, methods, cooking times and temperatures
	Materials	<ul style="list-style-type: none"> -Cut materials safely using tools provides -Measure and mark out to the nearest centimetre -Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) -Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) 	<ul style="list-style-type: none"> -Cut materials accurately and safely by selecting appropriate tools -Measure and mark out to the nearest millimetre -Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots of cut outs) -Select appropriate joining techniques. 	<ul style="list-style-type: none"> -Cut materials with precision and refine the finish with the appropriate tools (such as sanding wood after cutting or more precise scissor cut after roughly cutting out a shape) -Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of the fabric might require sharper scissors than would be used to cut paper)



Progression

Textiles	<ul style="list-style-type: none"> -Shape textiles using templates -Join textiles using running stitch -Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) 	<ul style="list-style-type: none"> -Understand the need for seam allowance -Join textiles with appropriate stitching -Select the most appropriate techniques to decorate textiles 	<ul style="list-style-type: none"> -Join textiles using a combination of stitching techniques, taking into account their functional and aesthetic qualities -Use the qualities of materials to create suitable, visual and tactile effects in the decoration of textiles. -Create objects (e.g. a cushion) that employ seam allowance)
Electrics and electronics	<ul style="list-style-type: none"> -Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage) 	<ul style="list-style-type: none"> -Use electrical systems in products such as series and/or parallel circuits 	<ul style="list-style-type: none"> -Understand and use electrical systems in products, incorporating a range of components such as buzzers and motors
Computing	<ul style="list-style-type: none"> -Model designs using software 	<ul style="list-style-type: none"> -Control and monitor models using software designed for this purpose 	<ul style="list-style-type: none"> -Write code to monitor models and products
Construction	<ul style="list-style-type: none"> -Use materials to practise drilling, screwing, gluing and nailing to make and strengthen products, make them stiffer or more stable. 	<ul style="list-style-type: none"> -Choose suitable techniques to construct products or repair items. -Strengthen materials using suitable techniques 	<ul style="list-style-type: none"> -Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding) -Apply understanding of how to strengthen, stiffen and reinforce more complex structures.

Progression



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Progression



<p>To design and make, taking inspiration from design throughout history</p>	<ul style="list-style-type: none"> -Design products with a clear purpose and an intended user -Use software to design -Develop their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology -Make products refining the design as work progresses -Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. -Select from and use a wide range of materials and components including construction material. Textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> -Design functional, appealing products based on design criteria that are fit for purpose and designed with the user in mind -Identify some of the great designers to generate ideas for designs -Develop ideas through the use of discussion, annotated sketches and computer-aided design -Improve upon existing designs, giving reasons for choices. -Make products by working efficiently and carefully selecting materials 	<ul style="list-style-type: none"> -Investigate and analyse a range of existing products -Evaluate ideas and products against own design criteria and consider the views of other to improve work -Understand how key events and individuals in design technology have helped shape the world -Make products through stages of prototypes, making continual refinements -Ensure products have a high quality finish, using art skills where appropriate
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Progression

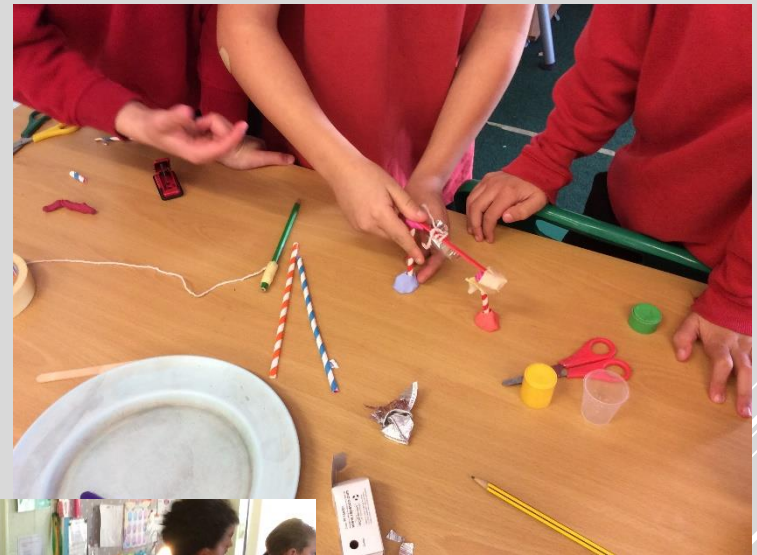
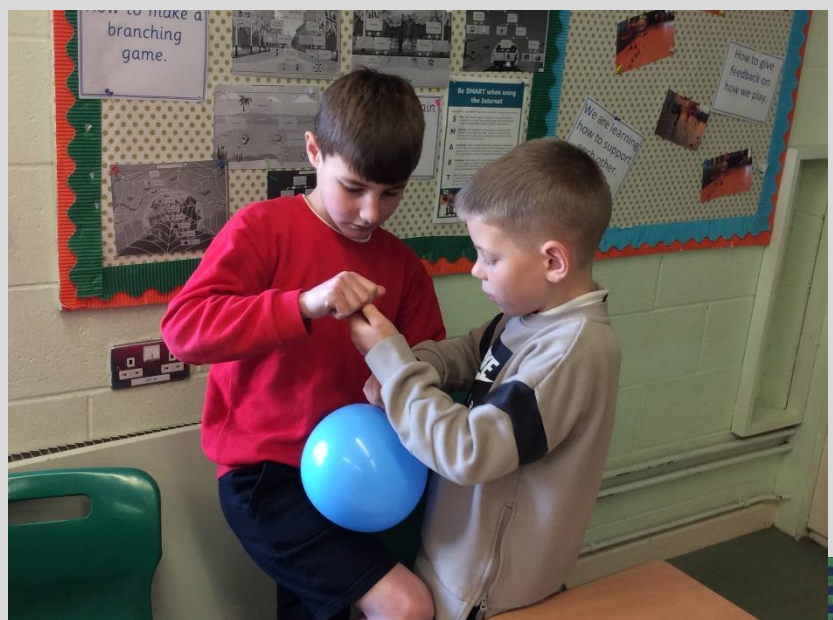


To evaluate

- Explore objects and designs to identify likes and dislikes
- Suggest improvements to existing designs
- Explore and evaluate a range of existing products (including identifying how they have been created)

- Disassemble existing products to understand how they work
- Refine product and techniques as work progresses, continually evaluating the product design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and designed with the user in mind, improving upon existing products where appropriate
- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices
- Develop ideas through the use of e.g. discussion. Annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design, deciding on the most appropriate way to represent designs



Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
To perform	<ul style="list-style-type: none"> Take part in singing, accurately following the melody Follow the instructions on how and when to sing or play an instrument Make and control long and short sounds, using voice and instruments Imitate changes in pitch. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch Maintain a simple part within a group Perform with control and awareness of others 	<ul style="list-style-type: none"> Sing or play from memory with confidence Perform solos or as part of an ensemble Sing or play expressively Hold a part within a round Sing a harmony part confidently and accurately Sustain a drone or melodic ostinato to accompany singing
To compose	<ul style="list-style-type: none"> Create a sequence of long and short sounds Clap rhythms Create sounds using dynamics Choose sounds to create an effect Sequence sounds to create an overall effect Create short, musical patterns Create short, rhythmic patterns 	<ul style="list-style-type: none"> Compose and perform melodic songs Create repeated patterns on a range of instruments Create accompaniments for tunes eg drones Choose, order, combine and control sounds to create an effect Use digital technologies to compose pieces of music 	<ul style="list-style-type: none"> Create sounds with verses and a chorus Create rhythmic patterns with an awareness of timbre and duration Combine a variety of musical devices including melody, rhythm and chords Thoughtfully select elements for a piece in order to gain a defined effect Use drones and melodic ostinato (based on the pentatonic scale) Use digital technologies to compose, edit and refine pieces of music



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Progression



- Compose and perform melodic songs
- Create repeated patterns on a range of instruments
- Create accompaniments for tunes eg drones
- Choose, order, combine and control sounds to create an effect
- Use digital technologies to compose pieces of music

- Create sounds with verses and a chorus
- Create rhythmic patterns with an awareness of timbre and duration
- Combine a variety of musical devices including melody, rhythm and chords
- Thoughtfully select elements for a piece in order to gain a defined effect
- Use drones and melodic ostinato (based on the pentatonic scale)
- Use digital technologies to compose, edit and refine pieces of music

Progression



Provision



In Music pupils are given the opportunity to perform, sing, compose and listen



Music in Early Years and KS1



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Primary Academy

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Provision

Pupils receive Recorder lessons in Y3.



Impact

Pupils learn to play as an ensemble and learn to read music



Provision

Pupils learn the Ukulele in Y4

Evidence

Pupils learn to play a stringed instrument, read Tab and learn to strum, play and sing



They also have the opportunity to perform for others

Y5 Windband



Evidence



Implementation

In year 5 pupils learned a wind instrument.

Impact

This included learning to read music and play as an ensemble. They also gave several performances including to parents and for a radio programme.

Y6 compositions and performance



Provision

Pupils have the opportunity to put on a show at the end of the Summer Term. Along with the rest of KS2, they could also participate in the school choir and take part in a local cluster event.

Implementation

Pupils are able to attend choir and rehearse and perform the play.

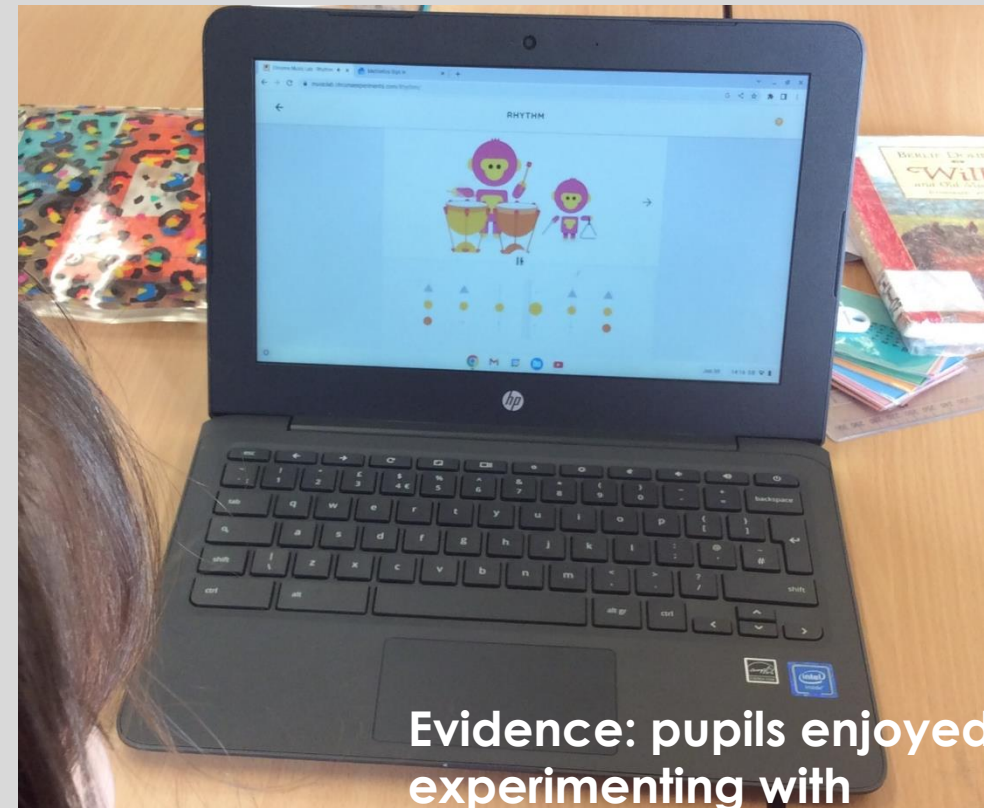
Evidence:
pupils are
confident
performers

Provision

Pupils use an app to compose music

Impact

Pupils are able to experiment and compose their own music using a range of instruments, notes and rhythms.



Evidence: pupils enjoyed
experimenting with
composition.

In Art, Music and DT pupils are given the opportunity to explore and record, review and revisit their learning

Knowledge organisers help us to reflect, refer and retain what we are learning

Exploring Drawing KS1

Exploring and creating with our sketchbooks

Questions

- 1 How can I draw lines?
- 2 How can I draw lines quickly or slowly?
- 3 What can I use to draw lines?
- 4 How can I draw from my imagination?
- 5 How can I draw from observation?
- 6 How can I create patterns?
- 7 How can I use colour?

Drawing texture using line and tone

In your sketchbook, experiment drawing different textures with different pencils.

Drawing texture with pencil

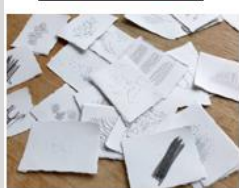
Exploring Drawing KS2

Exploring and creating with our sketchbooks

Questions

- 1 How can I use my sketchbook to create my ideas?
- 2 How can I use line, shape, tone and colour to test my ideas?
- 3 How can I use a variety of materials?
- 4 How can I use composition, mark making and text in my drawings?
- 5 How can I reflect on my work and give feedback to others?
- 6 How can I use my sketchbook to collect ideas I like which other artists use?
- 7 How can I transfer my drawings into 3D objects?
- 8 How can I use perspective?
- 9 Is it possible to draw movement?

Warm-ups and mark making



Drawing texture using line and tone

In your sketchbook, experiment drawing different textures with different pencils.

What does the letter mean?

T These pencils have a light mark on the paper.

B Pencils marked with 'B' create heavy, black lines.

What were the Arts like in the 1920s? SPR 3 Yr 3/4

Skills and knowledge

Questions

- 1 How can I use cross stitch, backstitch, weaving and quilting in sewing?
- 2 How can I decorate and join textiles?
- 3 Do I know technical vocabulary to describe music?
- 4 How can I recognise musical notes and the beats they represent?
- 5 How can I compose, appreciate and perform music for the 1920s?

Stitches for joining

running stitch

backstitch

Key Vocabulary

Word	Definition
1 Precision	To be accurate or exact
2 Textiles	Textiles are woven or knitted cloth.
3 Evaluate	To study carefully and make a judgement.
4 Musical composition	The process of creating or writing a new song or piece of music
5 Music notes	The symbols used in written music. They let you know which notes to play and for how long.
6 Flapper	This was a young woman in the 1920s who wore short hair and skirts and liked Jazz music.
7 Charleston	A lively dance of the 1920s

Note and Rest Chart

note	relative length	name	rest	in line
semibreve	whole note			4
minim	half note			2
crotchet	quarter note			1

1920s Fashion

Corsham Regis Primary Academy

Interesting facts

Year	Event
1903	Pluto Discovered (1930)
1914	World War (1914 to 1918)
1922	Tomb of Tutankhamun found (1922)
1929	Winston Churchill Prime Minister (1940 to 1945)
1930	Windrush arrives at Tilbury Docks (1948)
1935	Elizabeth 2nd becomes Queen (1953)
1953	First Lego patented (1958)
1958	Beatles break up (1970)
1959	First Man on the Moon (1969)
1979	Mother Theresa awarded Nobel Peace Prize (1979)
1985	Widespread Coal Miner strikes in Britain (1984 to 1985)
1990	Nelson Mandela released from Prison (1990)
2010	Tim Peake travels into space to the I.S.S. (2015)
2012	London Olympic Games (2012)
2016	UK votes to leave the EU (2016)
2020	COVID-19 global pandemic spreads (2020)
2019	England win their first Men's Cricket World Cup (2019)

Interesting facts

The 1920s were a time of great innovation with radios, aviation, cats and TV being developed.

The 1920s were also known as the 'Roaring 20s'. This was because of the popular music that people liked dancing to.

Art: Early Years through to Y6

Provision

Pupils are given plenty of opportunities to develop their skills and share their ideas. Pupils have access to many resources and are encouraged to explore, practise and develop their ideas.



Impact .

Children are confident to share their ideas

Sketching with opportunities to improve



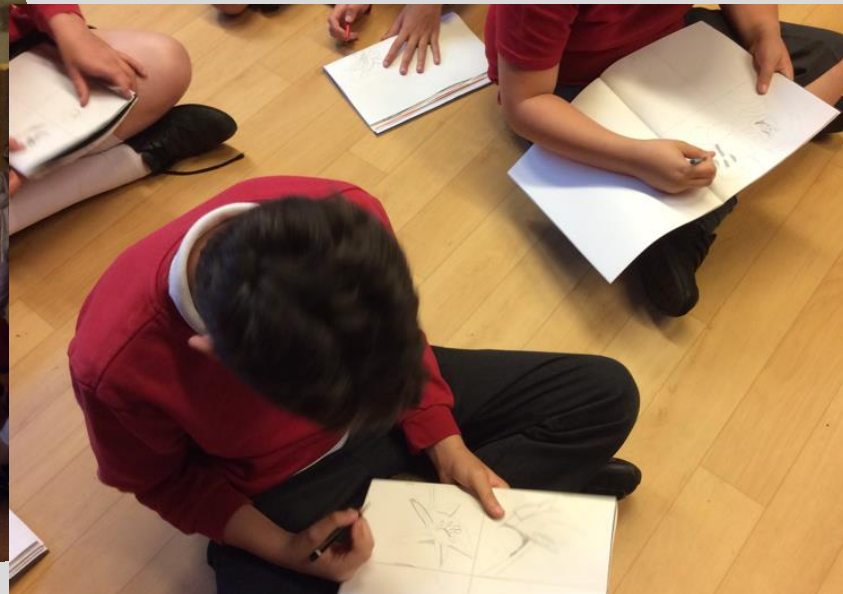
Provision

Each pupil has their own sketchbook and understands it is owned by them. We hold whole school sketching assemblies once a term.

Impact

Pupils are encouraged to explore and experiment with their ideas.

Sketching assembly



Evidence

DT



Provision

Pupils are able to use different resources and learn to work safely

Impact

Pupils are confident working in groups and using different materials and equipment.

Evidence



Outside the classroom and visitors for The Creative Arts



Evidence



Provision and Implementation

Our WOW days help the pupils to gain experiences and strengthen their knowledge. These experiences bring the learning to life and help pupils discover new skills and interests.

Children's voice - ART

If I want to improve, we get to mark our own work I improve it then. When we did the pharaoh, I got to do it again.
Y3 pupil

I enjoyed sketching large as life
Y4 pupil

I was inspired by Matisse.

Y5 pupil

I have learnt to use bright colours
Y1 pupil

I like the freedom to do my own creation
Y6 pupil

I like drawing my feelings
Y5 pupil

Children's voice -Music

To get better, I
keep going and
practise
Pupil Y4

I enjoyed
composing on the
computer
Y6 pupil

I like copying the
music.
Pupil Y1

When I read music on
the music stand I feel
like a real musician.
Pupil Y3

I like playing
GCEA on the
Ukulele
Y4 pupil

Children's voice -DT

I liked building
the suspension
bridges.
Pupil Y2

In DT I liked when we
did the shadufs and
how we talk about how
to improve it when we
have finished. Y3 PUPIL

I liked designing the Lego
rogotics.
Pupils Y6

When we did the
experiment with the
shadufs –it was really tricky
to get it to stand and we
solved the problem and I
was proud. Y3 Pupil

I like working in
groups.
Pupil 4



Sketching assemblies



'Hear That Sound'
Live trumpet playing for the whole school



REGIS MAGIC MOMENTS IN THE CREATIVE ARTS

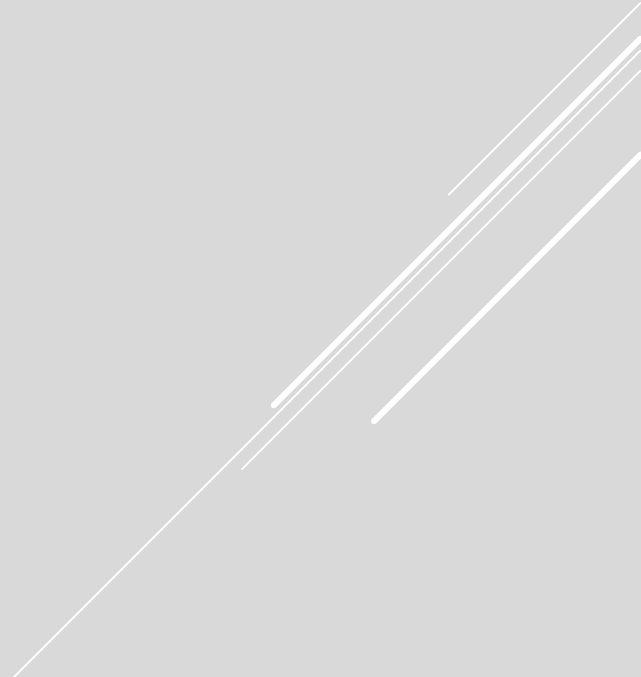


DATA HIGHLIGHTS FOR 2023-2024

From looking at our assessment data for the school year 2023-2024, I found the following trends:

- ▶ *Year 1 had 73% at expected in DT, 68% and 72% in Art and Music respectively*
- ▶ *Year 2*
- ▶ *In year 3, 95% of PP achieved expected or above; 100% EAL at expected in Art and 85% of all children achieving expected or above in Music.*
- ▶ *Year 4 had 84% of boys at expected or above in DT, in Art 100% Of PP pupils were at expected or above and in Music all SEN were at expected.*
- ▶ *Year 5*
- ▶ *In Year 6, 94% of all pupils achieved expected or above in DT and Art respectively and 97% were at expected or above in Music.*

ACADEMIC YEAR 2024-2025

- ▶ We would like to participate in another singing event
 - ▶ We would like the chance to put on another Art Exhibition
 - ▶ Make more use of the kitchen facilities
 - ▶ Use more computer aided design in DT topics
 - ▶ Explore how we can make good use of the donated drum kit
 - ▶ Continue to explore how we can enjoy live music
- 

- ▶ Finalise the New Model Music Curriculum
 - ▶ Support our new recorder teacher
 - ▶ Continue to develop our sketching assemblies
 - ▶ Increase the number of musical instruments, especially the ukuleles.
 - ▶ Continue to work with Heywood prep and work on joint projects together
 - ▶ Introduce an across the school DT challenge
- 