



Corsham Regis
Primary Academy

SUBJECT LEADER IMPACT REPORT

THE CREATIVE ARTS

Together **E**veryone **A**chieves **M**ore

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.

Creative Arts lessons are assessed against the progression document; also shown are pupils on the SEN register, EAL and pupil premium and this valuable information helps to make decisions on the curriculum as well as needs and support in the classes.

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Our intentions for Art



Corsham Regis
Primary Academy

Art and Design

These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.

How to communicate using appropriate vocabulary

About Corsham and their local area

Through experiences inside and beyond the classroom

New knowledge and understanding appropriate to their age

How to keep themselves safe

The essential skills and knowledge that we want our pupils to learn by the end of:

EYF5	KS1
<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively 	<p>Exploring and developing</p> <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 <p>Painting</p> <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 <p>Collage</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued Mix materials to create texture <p>Textiles</p> <ul style="list-style-type: none"> Use weaving to create a pattern Use plaiting <p>Sculpture</p> <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



LKS2	UKS2
<p>Exploring and developing</p> <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 <p>Painting</p> <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 <p>Collage</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued Mix materials to create texture <p>Textiles</p> <ul style="list-style-type: none"> Shape and stitch materials Use basic cross stitch and back stitch Create weavings <p>Sculpture</p> <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 	<p>Drawing</p> <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 <p>Printing</p> <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 <p>Exploring and developing</p> <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 <p>Painting</p> <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 piece 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 from other artists <p>Collage</p> <ul style="list-style-type: none"> Mix textures –rough, smooth, plain and patterned Combine visual and tactile qualities <p>Textiles</p> <ul style="list-style-type: none"> Show precision in techniques Choose from a range of stitching techniques <p>Sculpture</p>

Our intentions for Art



Drawing

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

Printing

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

•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

Drawing

•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

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

Strong Foundations

In EYF5, art is an essential part of learning. The development of children's artistic and cultural awareness supports their imagination and creativity. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of materials and media. Working within Development Matters, children will explore, use and refine a variety of artists' effects to express their ideas and feelings; return to and build on their previous learning, refining ideas and developing their ability to represent them and create collaboratively, sharing ideas, resources and skills.

Studying a range of artists

Blocked Teaching

This approach provides the children with an immersive experience for a term, where both knowledge and skills are explored and developed thoroughly. At the beginning of a term, knowledge organisers are shared with the children so that all understand the expectations of the learning ahead. These are in their topic books and referred to throughout each topic and revisited through weekly Topic Talk Time sessions to aid retention of knowledge as each year progresses.

Use of Sketchbooks



Children will explore a range of artists and art pieces that are specially selected from different areas, countries and cultures. These artists are selected to represent our diverse world.

In Key Stages 1 and 2, children use sketch books in lessons to collect and comment on artwork from key artists; collect ideas for their own art pieces and develop a record of skills linked to the key elements taught.

Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures, these are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

As an artist leaving Regis, every child will have the skills to:



Be able to talk about great artists, architects and designers in history.

Learn through art and well as about art.

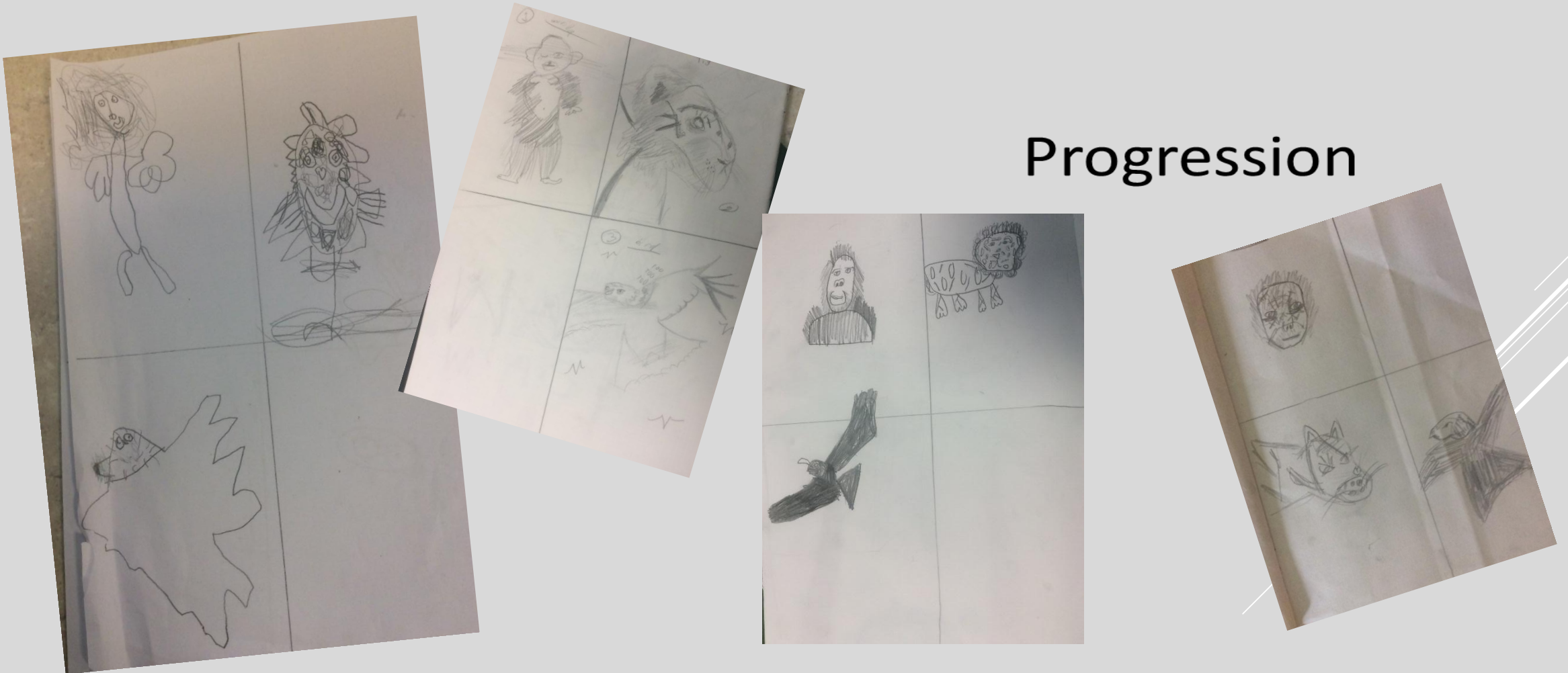
Develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Use sketch books to record their observations, explore design and revisit ideas.

Be able to improve their expertise and knowledge of art and design techniques, including drawing, painting and sculpture with a range of materials.

Our termly sketching assemblies show the progression throughout the school.

Progression



EVIDENCE



Art: Early Years through to Y6

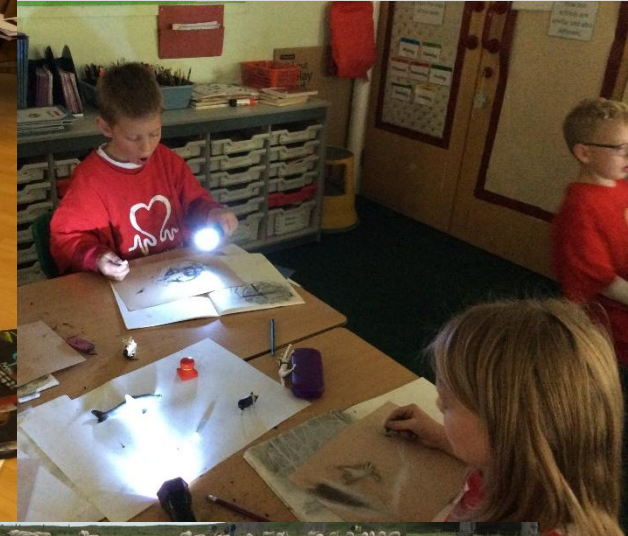
Provision

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



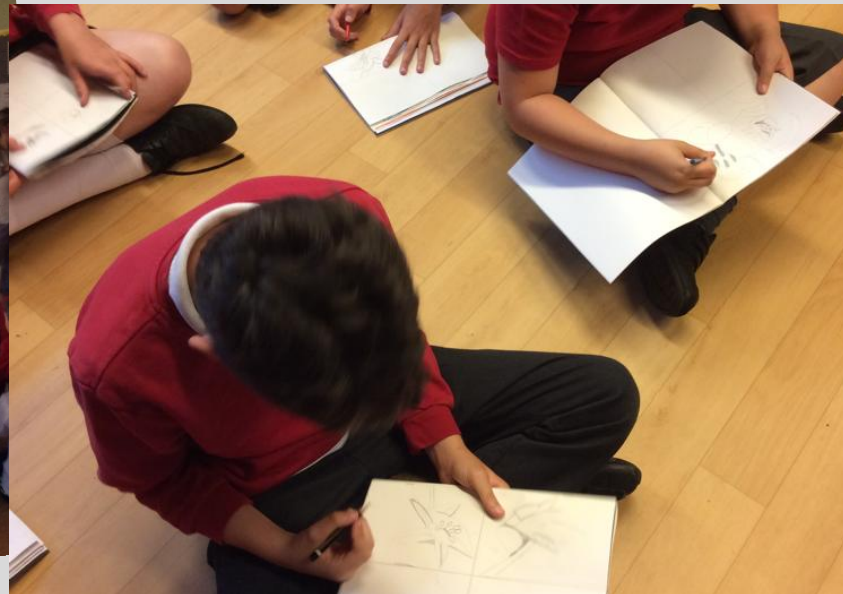
Provision

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

Our intentions for Music



The essential skills and knowledge that we want our pupils to learn by the end of	
<p>How to communicate using appropriate vocabulary</p>	<p>About Composers and their local area</p>
<p>Through experiences inside and beyond the classroom</p>	<p>New knowledge and understanding appropriate to their age</p>
<p>How to keep themselves safe</p>	

EYF5	KS1
<p>To perform</p> <ul style="list-style-type: none"> Take part in group singing To learn songs related to topic work To count through song To learn rhymes <p>To compose</p> <p>To play a variety of percussive instruments</p> <p>To describe music</p> <ul style="list-style-type: none"> To find the pulse To begin to learn about tempo (Fast/Slow) To begin to understand dynamics (Loud/Quiet) <p>To describe music/ Listening</p> <ul style="list-style-type: none"> To listen attentively, move to music and talk about music expressing their feelings and responses <p>To compose</p> <ul style="list-style-type: none"> To name instruments 	<p>To perform</p> <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. <p>To compose</p> <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 <p>To Transcribe</p> <ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with performance <p>To describe music</p> <ul style="list-style-type: none"> Identify the beat of a tune Recognise changes in dynamics and pitch <p>Listening</p> <ul style="list-style-type: none"> Listen to recorded performances

LKS2	UKS2
<p>To perform</p> <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 <p>To compose</p> <ul style="list-style-type: none"> Compose and perform melodic songs Create repeated patterns on a range of instruments Create accompaniments for tunes & drones Choose, order, combine and control sounds to create an effect Use digital technologies to compose pieces of music <p>To Transcribe</p> <ul style="list-style-type: none"> Use notation to record compositions Recognise the notes on the musical staff Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent <p>To describe music</p> <ul style="list-style-type: none"> Use musical vocabulary to identify areas of likes and dislikes Understand layers of sounds and discuss their effect on mood and feelings <p>Listening</p> <ul style="list-style-type: none"> Listen to recorded performances Listen to live music <p>Develop an understanding of the stories, origins, traditions, history and the social context of the music they listen to and sing and play</p>	<p>To perform</p> <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 <p>To compose</p> <ul style="list-style-type: none"> Create sounds with voices 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 <p>To Transcribe</p> <ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve Read and create notes on the musical staff Understand the purpose of the treble and bass clefs Use and understand simple time signatures <p>To describe music</p> <ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to analyse features of music: Pitch, Dynamics, Tempo, Timbre, Texture, Lyrics and melody; Sense of occasion, Expressive, Solo, Harmonies, Rounds, Accompaniments, Drones, Cyclic patterns, Combination of musical elements, Cultural context Describe how lyrics often reflect the cultural context of the music and have social meaning <p>Listening</p> <ul style="list-style-type: none"> Listen to recorded performances Listen to live music <p>Develop an understanding of the stories, origins, traditions, history and the social context of the music they listen to and sing and play</p>

Strong Foundations	Blocked Teaching
In EYF5, we teach music as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning goals (ELG) 'counting songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.	This approach provides the children with an immersive experience for a term, where both knowledge and skills are explored and developed thoroughly. At the beginning of a term, knowledge organisers are shared with the children so that all understand the expectations of the learning ahead. These are in their topic books and referred to throughout each topic and revisited through weekly Topic Talk Time sessions to aid retention of knowledge as each year progresses.
Learning a musical instrument	
In Key Stages 1 and 2, children have opportunities to learn a variety of instruments: recorders, ukulele, violin and a variety of woodwind instruments and drums. The range is planned carefully each year utilising fundings.	

As a musician leaving **Cockle Park**, every child will have the skills to:

- Develop an understanding of the history of music.
- Appreciate and understand a wide range of high-quality live and recorded music that has been drawn from different traditions and from great composers and musicians.
- Play and perform in solo and ensemble contexts by using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Use and understand staff and other musical notations.
- Improvise and compose music for a range of purposes.
- Listen with attention to detail and recall sounds with increasing aural memory.



Evidence



Provision



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



Progression



Beatboxing in Mason and composing our own tunes.

Using Chrome Music Lab to compose.



Y4/5 Windband

Evidence



Implementation

In year 4 and 5 pupils learned a wind instrument.

Impact

This includes learning to read music and play as an ensemble. They also gave several performances including to parents.

Y6 compositions and performance



Evidence:
pupils are
confident
performers

Provision

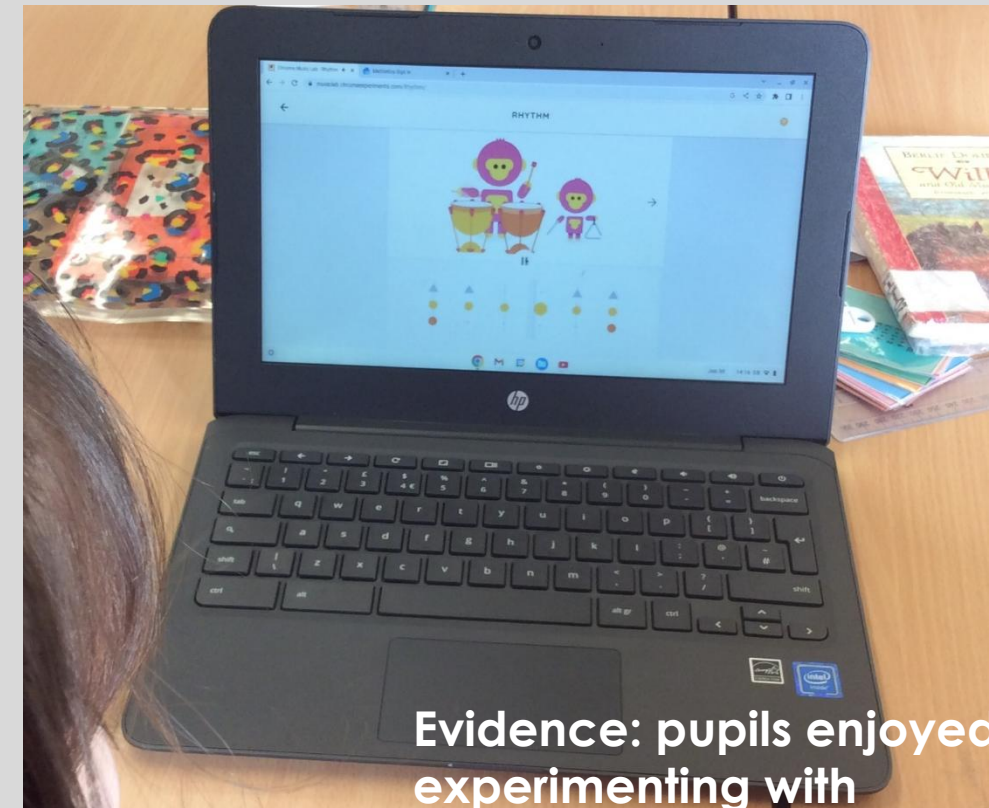
Pupils have the opportunity to put on a show at the end of the Summer Term. Along with the rest of KS2, they could also help run a Tots choir, help with singing assembly warm-ups and take part in a local cluster event.

Provision

Pupils use an app to compose music

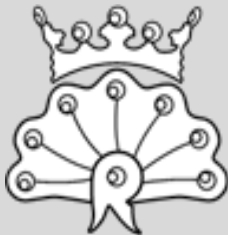
Impact

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

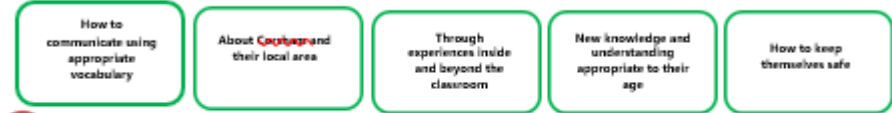


Evidence: pupils enjoyed
experimenting with
composition.

Our intentions for DT



These 4 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.



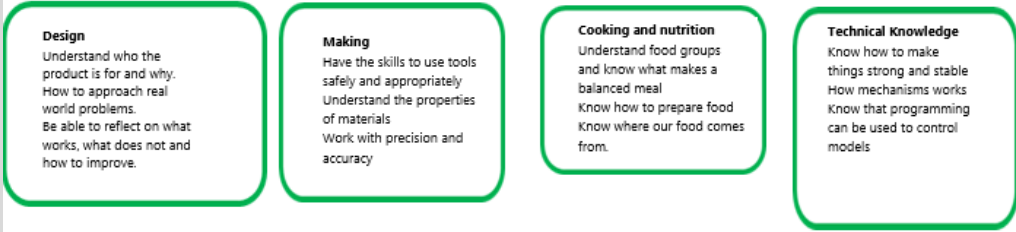
The essential skills and knowledge that we want our pupils to learn by the end of:

EYF5	KS1
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.	Design Design functional and appealing products with a clear purpose Use software to design Develop ideas through talking, drawing, templates and mock-ups. Select from a wide range of materials and components including construction material. Make Use a range of tools and equipment to cut, shape, join and finish. Use a wide range of materials such as construction and textiles. Join using hinges, glue or combine materials to strengthen Decorate textiles by printing, adding sequins. Evaluate Explore objects and designs to identify likes and dislikes Suggest improvements to existing designs Refine design as the work progresses. Explore and evaluate a range of existing products and how they have been made. Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms (for example levers, sliders, wheels and axles), in their products. Cooking and nutrition

UKS2	UKS2
Design Design functional and appealing products based on a design criteria that are fit for purpose and aimed at individuals or groups. Develop ideas through the use of annotated sketches and CAD (microbits, Scratch) Improve existing designs and give reasons for choice. Make Cut materials accurately Apply appropriate cutting and shaping techniques that include cuts in the perimeter of the material – such as slots for the cut outs. Work efficiently and choose materials carefully. Select appropriate joining techniques Join textiles with a seam allowance Use appropriate techniques to decorate textiles Evaluate Investigate and analyse a range of existing products Refine product and techniques as work progresses, continually evaluating the product design. Identify great designs and designers. Technical knowledge Understand and use a series or parallel circuit when used in products. This should include switches and bulbs. Choose suitable techniques to construct products or repair items. Strengthen materials using suitable techniques. Use scientific knowledge (forces) to choose appropriate mechanisms for products. This could include pulleys, gears, winding mechanisms and levers. Cooking and nutrition Understand and apply the principles of a healthy and varied diet Prepare dishes using appropriate utensils and a range of ingredients. Follow a recipe	Use the basic principles of a healthy and varied diet to prepare dishes using a range of ingredients. Understand where food comes from. Design Develop ideas and establish the most appropriate way to represent designs. This should be through the use of discussions, annotated sketches, cross-sectional and exploded diagram, prototypes, pattern pieces and CAD (Tinkercad, microbits) Combine elements of design from a range of inspirational designers throughout history and give reasons for choice Use research and develop a design criteria to inform the design and are fit for purpose and with the user in mind. Make Cut materials with precision and refine the finish with appropriate tools – such as sanding Show an understanding of the qualities of the materials and choose appropriate tools to cut. Make products through stages of prototype and refine throughout. Ensure high quality finish. Make objects by joining textiles using a combination of stitching techniques Embellish fabrics Evaluate Evaluate ideas and products against own design criteria Consider the views of others to improve work Understand how key events and others in DT have helped shape the world. Technical knowledge Understand and use electrical products and use components such as buzzers and motors. Apply understanding of computing to programme, monitor and control products. Develop a range of practical skills to create products. This could include cutting, drilling, screwing, nailing, gluing, filing and sanding Understand how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in products such as gear, lever, linkages and cams. Cooking and nutrition Prepare and cook a variety of predominantly savoury dishes using a range of ingredients and cooking techniques



As a designer leaving Regis, every child will have the skills to:



	Understand the seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Measure accurately
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Strong Foundations	Blocked Teaching
In EYF5, strong foundations in Design and Technology (D&T) are built through hands-on experience that help young children explore materials, develop practical skills and begin to understand how things work. Frequent repetition and depth of their experiences in D&T help to support progression in developing their creativity, imagination, resilience, ability to make choices and problem solving skills. Design and Technology is not a stand-alone subject within the EYF5 framework but is embedded within Expressive Arts and Design, Understanding the World and Physical Development.	This approach provides the children with an immersive experience for a term, where both knowledge and skills are explored and developed thoroughly. At the beginning of a term, knowledge organisers are shared with the children so that all understand the expectations of the learning ahead. These are in their topic books and referred to throughout each topic and revisited through weekly Topic Talk Time sessions to and retention of knowledge as each year progresses.
Creative and Critical thinking In Design and technology, pupils are encouraged to work well as a team, to collaborate and have the mind-set to solve problems. At Regis pupils learn that trial and error is part of the design process and why this is essential when solving problems. In addition to this, we focus on the importance of resilience and by making mistakes we can often find improved results and a more satisfactory outcome.	



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



Progression



Provision





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

MASTERING TEXTILE TECHNIQUES FROM EYFS TO Y6

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

- How can I draw lines?
- How can I draw lines quickly or slowly?
- What can I use to draw lines?
- How can I draw from my imagination?
- How can I draw from observation?
- How can I create patterns?
- 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

Colour Vocabulary

Tint
A hue with the addition of white to lighten it to some degree.

Shade
A hue with the addition of black to darken it to some degree.

Exploring Drawing KS2

Exploring and creating with our sketchbooks

Questions

- How can I use my sketchbook to create my ideas?
- How can I use line, shape, tone and colour to test my ideas?
- How can I use a variety of materials?
- How can I use composition, mark making and text in my drawings?
- How can I reflect on my work and give feedback to others?
- How can I use my sketchbook to collect ideas I like which other artists use?
- How can I transfer my drawings into 3D objects?
- How can I use perspective?
- 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 were the Arts like in the 1920s?

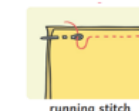
SPR 3 Yr 3/4

Skills and knowledge

Questions

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

Stitches for joining



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

name	relative length	note	rest	in time
semibreve	whole note			4 beats
minim	half note			2 beats
crotchet	quarter note			1 beat



1920s Fashion



1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020
plane 1903	First World War (1914 to 1918)	Pluto Discovered (1930)	Second World War (1939 to 1945)	Winston Churchill Prime Minister (1940 to 1945)	First Lego patented (1958)	Elizabeth 2nd becomes Queen (1953)	Beatles break up (1970)	Mother Theresa awarded Nobel Peace Prize (1979)	Widespread Coal Miner strikes in Britain (1984 to 1985)	London Olympic Games (2012)	COVID-19 global pandemic spreads (2020)
Titanic (1912)	Tomb of Tutankhamun found (1922)	Windrush arrives at Tilbury Docks (1948)				First Man on the Moon (1969)		Nelson Mandela released from Prison (1990)	UK votes to leave the EU (2016)	England win their first Men's Cricket World Cup (2019)	

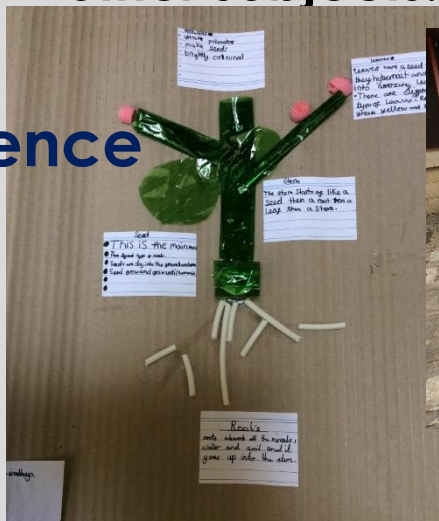
Interesting facts

The 1920s were a time of great innovation with radios, aviation, cars 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.

Creative arts and supporting learning in other subjects.

Science



Geography



RE



History



Creative subjects can help embed learning across the curriculum

Wellbeing whole school art project.



Children's voice - ART

We have drawn with pens and used gelli printing.
KS1 pupil

I feel more confident when I'm doing Art.
LKS2 pupil

I like working with my friends and I enjoyed sharing the Art Gallery with my family.
Y5 pupil

I liked making a colour wheel.
KS1 pupil

I like the freedom to do my own creations.
Y6 pupil

I liked learning about different cultures.
UKS2 pupil

Children's voice -Music

I loved the
chrome music lab
KS1 Pupil

I have learnt to play
a musical
instrument.
Y5 Pupil

I have learnt to
play the violin and
read music.
Y3 Pupil

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

I Music make
me feel calm
and happy.
KS1 pupil

Children's voice -DT

I liked baking
and decorating
the fairy cakes.
KS1 pupil

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 enjoyed making the
Sumerian carriages and
we could choose out
partners.
UKS2 pupil

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.
KS1 Pupil

I like it when we
have limited
resources.
LKS2 pupil



Christmas Concert
in Corsham

Our Art Gallery



Live music with musicians
John and Heather; they
played folk songs and sea
shanties and we all got a
chance to join in too.



Working with artists –Mrs Gilkes has
worked with each class this year.

Designing our own T-
shirts inspired by our
topic on Flowers.

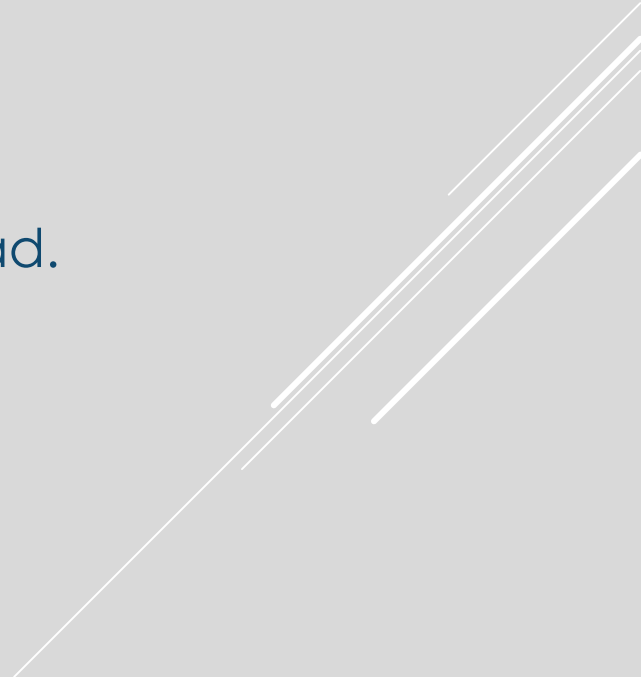


Baking and
decorating fairy
cakes.



REGIS MAGIC MOMENTS IN THE CREATIVE ARTS

REFLECTIONS ON THE ACADEMIC YEAR 2024-2025

- ▶ We participated in singing and musical performances
 - ▶ We put an Art Exhibition
 - ▶ We used the ovens for baking and cooking
 - ▶ We continue to use Chrome Music labs and the Y6s used Tinkercad.
 - ▶ Several pupils are learning to drum.
 - ▶ All pupils experienced live Music
- 
- A series of three parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

- ▶ Explore more art materials and media
- ▶ Develop the sketching assemblies
- ▶ Continue to develop and support the Singing Tots
- ▶ To make the Creative Arts as cross curricular as possible
- ▶ Explore how we can make our Art topics more Eco-friendly
- ▶ Continue to find ways to collaborate with other schools
- ▶ Continue to work with local artists and musicians
- ▶ Make more use of the outdoors especially linked to DT.
- ▶ Introduce a DT Challenge

NEXT STEPS FOR 2025/2026