THE ARTS



OUR APPROACH

At Columbus, we believe The Arts – including Visual Art, Music, and Technology – are powerful ways for every student to express themselves, communicate, and explore with their senses. They are key to helping all students grow. Our Arts curriculum helps our students be creative, learn about themselves, manage their feelings, and connect with others.

We offer many different art and music activities. We help students use their hands and senses to try out different materials, ways of making art, sounds, rhythms, and types of art and music. We also integrate technology, using digital tools and programs to expand their creative possibilities and sensory experiences. Through technology, students also learn how to plan, construct, and understand what materials (digital or physical, as appropriate) to use in their creations. Our lessons are changed for each student, making sure everyone can join in and do well at their own speed. This helps them feel confident, improve their fine motor skills, listen better, and find their own voice. We focus on the fun of creating and being involved. This helps students communicate without words and feel successful in their art and music.

Introduction to the aims of the curriculum

Our curriculum aims to ensure that pupils develop

1. Help Students Create and Communicate
2. Help Students Explore with Their Senses
3. Improve Hand Movements, Listening, and Coordination
4. Help Students Be Independent and Learn Life Skills
5. Make Sure Everyone Can Join In
6. Make Learning Fun and Motivating
7. Support Feelings and Social Skills
8. Cultural & Historical Appreciation
9. Technology

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Aims of the Curriculum

1. Help Students Create and Communicate
   - Help students show their ideas, feelings, and experiences through art and music.
   - Teach them to communicate without words using what they see, touch, hear, and feel in rhythm.
   - Encourage new and unique ideas in art and music.
2. Help Students Explore with Their Senses
   - Let students experience many things with their senses using different art materials (like textures, colours, smells) and music (like high and low sounds, fast and slow beats, loud and soft sounds).
   - Help students understand and use sensory information better through art and music activities.
   - Help students notice visual things like colour, line, shape, and form, and sounds like different instruments and music styles.
3. Improve Hand Movements, Listening, and Coordination
   - Help students use their hands better when using art tools (like brushes, pencils, clay) and musical instruments.
   - Improve how well their hands and eyes work together in art and rhythm activities.
   - Help them listen better, including finding sounds, patterns, and rhythms.
   - Support talking, speaking, early writing, and drawing skills through creative and musical activities.
4. Help Students Be Independent and Learn Life Skills
   - Encourage students to make their own choices about materials, ways of doing things, instruments, and music activities.
   - Help them solve problems in art and music challenges.
   - Improve their focus, attention, and ability to finish art projects and music tasks.
   - Teach them to be tidy, organised, take turns, and share in group art and music sessions.
5. Make Sure Everyone Can Join In
   - Differentiate art and music activities, materials, and instruments so all students can use them, including those with Engagement Model needs.
   - Use different teaching methods, helpful tools, and changed ways of doing things.
   - Make sure all students have the same chances to fully join in and enjoy The Arts.
6. Make Learning Fun and Motivating
   - Provide interesting and important art and music activities that encourage students to take part.
   - Match activities to what students like and are good at, helping them feel good about art and music.
   - Give them a feeling of success, pride, and happiness when they create art or music.
7. Support Feelings and Social Skills
   - Create opportunities for group art projects and music-making, helping students work together and share.
   - Build self-esteem and confidence when expressing themselves through art and music.
   - Provide a way to calm down, reduce stress, and manage feelings through creative activities.
   - Encourage good interactions with other students and shared art and music experiences.

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Aims of the Curriculum

8. Cultural & Historical Appreciation:
    - Help students learn about and appreciate art and music from different cultures and time periods, including artists from different eras and backgrounds.
    - Understand how art expresses diverse traditions, stories, and evolving ideas.
    - Include how artists from the LGBTQ+ community have expressed their identities and experiences through art and design, fostering acceptance and understanding.
9. Technology

Summary

1. Why We Do It and What We Want to Achieve:
    - Help students express themselves and communicate in many ways through art and music.
    - Help them learn about senses, improve hand movements, listening, and thinking skills through art activities.
    - Help them be independent, solve problems, and grow socially and emotionally.
    - Make sure art and music are fun, easy to access, and enjoyable for all students.
2. How We Do It:
    - Our lessons are broad, balanced, and changed for each student's needs
    - We focus on using senses and hands-on exploration of many art materials, techniques, music elements, and instruments.
    - We focus on the act of creating and enjoying, letting each student show their own ideas in both art and music.
    - We make things easier to access with helpful tools, changed instruments, and different ways of teaching.

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Collage	I know that a variety of materials can be used to create a collage to express creativity.	**Collage with fabric materials:** • Pupils will participate in creating a collage by manipulating fabric pieces • Pupils will explore different fabric textures (e.g., soft, rough, smooth) • Pupils will respond to how different fabric textures look and feel in the collage (e.g., "like," "different") **Collage with Natural Materials:** • Pupils will participate in creating a collage using natural materials (e.g., leaves, sticks) with support. • Pupils will explore the textures of natural materials (e.g., rough, smooth) **Digital Photo Collage:** • Pupils will participate in creating a digital photo collage with support. • Pupils will select photographs for the collage. **Digital Primary Color Art:** • Pupils will create digital artwork using primary colors (red, yellow, blue). • Pupils will respond to artwork similar to Alexander Calder or Piet Mondrian.	**2D and 3D Shape Collage:** • Pupils will manipulate 2D and 3D shapes to contribute to a group collage. • Pupils will differentiate between selected 2D and 3D shapes (e.g., flat/not flat). **Digital Photo Collage:** • Pupils will participate in taking digital photographs of themselves and others. • Pupils will select and arrange digital photographs for a simple collage, with support. **Exploring Artists and Imaginary Faces:** • Pupils will look at and respond to images of faces in Pop Art, particularly the work of Andy Warhol. • Pupils will create their own image of a face, using elements inspired by the artists. **Aboriginal Art Collage:** • Pupils will participate in creating a world culture art collage based on Aboriginal art. • Pupils will explore different elements of Aboriginal art (e.g., colors, patterns). **Overlapping and Overlaying:** • Pupils will practice overlapping and overlapping materials in a collage. **Pupils will respond to the visual effect of overlapping and overlaying.**	**Matisse-Inspired Collage:** • Pupils will participate in creating a colored collage by layering cut-out shapes. • Pupils will look at and respond to the artwork of Henri Matisse (paper cuts). **Mola Art Collage:** • Pupils will participate in creating a world culture art collage based on Mola art (Panama). • Pupils will explore the key elements of Mola art (Panama). **Self-Portrait Collage with Digital Photos:** • Pupils will use digital photographs, with support, to create a self-portrait collage. • Pupils will select facial features from photographs of others to add to their self-portrait. **Elizabeth St Hilaire-Inspired Collages:** • Pupils will participate in creating a collage inspired by the style of Elizabeth St Hilaire. • Pupils will look at and respond to colleges created by Elizabeth St Hilaire. **Cutting and Tearing Techniques:** • Pupils will practice cutting and tearing materials. • Pupils will respond to the different effects of cutting and tearing.	• **Giuseppe Archimboldo - Food Portraits** • Pupils will look at and respond to the artwork of Giuseppe Archimboldo. • Pupils will participate in creating a collage of a face using food images. • **M.C. Escher Inspired Collage:**Pupils will participate in creating a colored collage, layering, and exploring positive and negative spaces. • **World Culture Collage:** • Pupils will participate in creating a world culture collage. • **Digital Colour Change Collage:** • Pupils will use black and white digital photographs and, with support, use software to change the color of the image to create a collage of the same image in different colours. •

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Technology	I can to design	**Movement in Sculpture** • Pupils will explore how split pins and balloons can be used to create movement in a sculpture. **Monster Features** • Pupils will look at and identify different features of a monster. **Exploring Materials and Textures** • Pupils will explore different materials and describe their textures. **Understanding Body Parts** • Pupils will identify and name different body parts			

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Drawing	I know how to do an observational drawing and how to add simple shading.	**Mark Making with Hands and Feet:** • Pupils will explore making marks with their hands and feet using various materials. • Pupils will respond to the lines, shapes, and patterns they create. **Pencil Grip:** • Pupils will practice holding a pencil with support. • Pupils will attempt to make marks on paper with a pencil. **Drawing Simple Faces:** • Pupils will participate in drawing simple faces with guidance. • Pupils will include basic features (e.g., eyes, nose, mouth) in their drawings. **Drawing Simple Objects:** • Pupils will draw simple, recognizable objects (e.g., a ball, a house) using lines and basic shapes, with support. • Pupils will use a variety of tools and media. **Using a Painting Program:** • Pupils will use a painting program on a computer or tablet to create simple shapes. • Pupils will explore selecting tools and colors within the program.	**Drawing Lines and Shapes:** • Pupils will draw lines and shapes with improved accuracy. **Drawing Faces Inspired by Andy Warhol:** • Pupils will draw faces, exploring individual facial features and their arrangement, inspired by the works of Andy Warhol. **Drawing from Observation:** • Pupils will look at an object and attempt to draw it. **Drawing from Images and Observation:** • Pupils will draw items from images and direct observation, using simple lines and shapes, both on paper and digitally.	**Drawing from Memory:** • Pupils will draw simple items from memory. **Detailed Observational Drawings:** • Pupils will create more detailed observational drawings of more complex items. **Drawing Landscapes:** • Pupils will draw different landscapes from a variety of photos. **Faces and Portraits Inspired by Ellen Gallagher** • Pupils will create artwork around faces and portraits, inspired by the work of Ellen Gallagher	**Detailed Drawings and Shading:** • Pupils will add details and shading to their drawings. **Comparing Portrait Drawings:** • Pupils will look at and compare different portrait drawings. **Drawing from Memory with Detail:** • Pupils will draw more complex items from memory, adding details and shading. **Exploring the Works of Degas and Kolwitz:** • Pupils will look at and respond to the works of Degas and Kathy Kolwitz

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Painting	I know how to mix colours to make a new colour and how to add water or black or white paint to change the tone of a colour.	• The pupils will verbally identify at least 3 basic colours (red, blue, yellow, green) when shown them individually • The pupils will identify at least two of the three primary colours (red, yellow, blue) when presented individually.	• Pupils will know how to mix primary colours to make a new colour • Pupils will know how to make colours lighter/ darker by adding white/ black • Pupils know that different tools and brushes have different effects and choose them for a purpose	• Pupils will encounter water as an element to altering tone when painting. • Looking at the works of **Paul Cezanne** • Pupils will explore tonal painting through the varied use of water. • Pupils know how to add white/black or another colour to change the shade of the colour	• Pupils can paint a picture of an item using different shades of one colour to add depth eg painting a pumpkin with different segments of colour. Pupils will look at work from artists such as **George Seurat and Claude Monet.** • Pupils know when mixing paint to start with the lightest colour and slowly mix in darker colour to desired shade
Printing	I know how to use simple techniques to create a print and can also create a repeating pattern.	• Pupils will copy and continue a pattern using a variety of objects and materials • Pupils will use a painting program to draw shapes and create patterns CC- Computing • Pupils will know simple printing techniques. (Using folded paper, hand prints and vegetable printing) and create their own printed work based on the work of **James O'brien**	• Pupils will be able to create simple prints including mono printing based on the works of **Paul Klee** • Pupils will know simple techniques in the tie dye process (t-towel) • Pupils will be able to choose items to create a print from.	• Pupils will know further techniques in the tie dye process (t-shirts) • Pupils will know how to print using positive and negative printing techniques • Pupils will be able to use collagraph printing technique by the artist **Glen Alpsm** • Pupils know how to print simple patterns or symmetry.	• Pupils will have an understanding of various printing techniques and be able to use techniques to create items to sell CC-Careers & Enterprise • Pupils will have an understanding of the tie dye process and be able to use techniques to create items to sell. CC-Careers & Enterprise • Pupils will have an understanding of collograph. Using this technique to print a poster CC-Careers& Enterprise

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Sculpture	I know how to create a simple 2d and 3d sculpture	• Pupils will know some 2D and 3D shapes.CC-Maths • Pupils will create a 3D sculpture with junk modelling • Pupils will be able to create a sculpture using junk modelling techniques based on the sculpturist **Karel Appel**	• Pupils will be able to shape clay to produce simple pots using the thumb pot technique and coil pot technique. • Pupils know how to use rolled paper and other materials to mould and manipulate to create a sculpture •	• Pupils will know how to create a sculpture using natural materials. • Pupils will know how to create 3D sculpture using soap carving •	• Pupils will explore the versatility of clay. Using clay to design and make sculptures based on the sculpturist **Beate Kuhn.** • Pupils will identify what materials make good sculptures •
Textiles	I know how to make a collage using textiles and how to weave a simple textile.	• Pupils will be able to use differing materials and media to push and pull through holes or spaces to create a tactile surface. • Pupils will be able to explore using differing materials to push/pull/poke in and out/over and under to create a woven effect.	• Pupils will know the concepts of in, out, over and under to create a 'woven ' effect. • Pupils will know the process of collage to create tactile tiles/panels. • Pupils will be able to explore the patterns and textures that are all around us including spots, stripes and zigzags.	• Pupils will be able to use weaving techniques. • Pupils will be aware of the use of various textures and patterns including animal prints in creating weaving or collage projects.	• Pupils will be able to create landscapes using texture materials. • Pupils will complete a weaving project.

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
		Key Vocabulary • Copy • Draw • Materials • Make • Collage • Junk • 2D & 3D • Push • Pull • Poke • Print	**Key Vocabulary** • Photographs • Pop art • Aboriginal • Overlap • Overlay • Colour • Darker • Lighter • Tools • Effects • Tie dye • Mould • Manipulate • Coil • Woven • Sculpture	**Key Vocabulary** • Self portrait • Observation • Layering • Carve • Natural • Materials • Texture • Patterns • Weaving • Technique • Collagraph • Positive • Negative • Symmetry	**Key Vocabulary** • Photoshop • Digital • Shading • Detail • Sculpturist • Landscapes

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Tempo	I will know the rate of speed or pace of a piece of music. (fast, lively, slow, quick, brisk)	• Pupils will experience changes in tempo, recognise stops and starts in the tempo
		• Pupils will be able to explore variations in tempo
		• Pupils will react to the change in tempo and keep a steady beat
		• 2simple music toolkit-2explore
			• Pupils will be able to explore the meaning of contrasting tempos, different states of tempo.
			  ◦ Arctic monkeys - Sun Goes down
			  ◦ Motorhead - Ace of spades
			  ◦ Contrasts
			  ◦ Portishead - Glorybox
			  ◦ Gorillaz - Clint Eastwood
			• Pupils will lay over an additional but complimentary tempo
			• Pupils will explore the nature of composition using changes in tempo
			• 2simple music toolkit-2beat
				• Pupils will listen to and observe variations in tempo, participate in changing tempos and experience changing emotional states through changes in tempo
				• Pupils will relate movement totempo.
					• Pupil will create both musical and physical changes in tempo, working together to create compositions and to make creative choices between preferred tempo.
					• Pupils will relate the tempo to beat, pace and number.

		Engagement model Exploration: Pupils will display a positive reaction to musical communication, explore sounds, instruments and sounds with their bodies Realisation: Pupils will respond appropriately to the context. Pupils display a consistent reaction to familiar/favoured songs/musical communication Anticipation: Pupils anticipate an song or action during musical communication, anticipate a song is about to begin, and anticipate a recurring action. Persistence: Pupils will join in with repeated phrases in songs and indicate a desire to repeat. Initiation: Pupils indicate a desire to initiate a musical activity.			

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Rhythm	I know aspects of musical elements, such as accent (emphasis on rhythm or note), metre (beats in a bar), tempo (speed)	• Pupils will perform using Samba rhythms, relate rhythm to music, experience different rhythms
		• Pupils will have sensory experiences of:
		  ◦ Rhythm
		  ◦ Samba band
		  ◦ Resonance boards
			• Pupils will relate rhythm to song and movement, recognise that rhythm can be created using anything to hand (or foot!).
			• Stomp! Dishwashers are crazy
			• Pupils will copy a simple or complex rhythm and experience rhythmic patterns
			• African Drums
			• Pupils will experience innovation and invention
				• Pupils will experience heartbeat as a rhythm, explore creating simple rhythm tracks, explore changes in rhythm, create rhythmic music to perform.
				• Queen - We will rock you
				• Pupils will develop an understanding of Rhythmic composition, experience rhythmic patterns
				• The blue Danube (waltz)
				• The Redetzky March
				• Pupils will use long and short symbols in creation.
					• Pupils will explore the nature of pulse.
					• Pupils will explore and develop poly-rhythms.
					• African and Latin American rhythms
					• Pupils will explore rhythmic point and counterpoint.

Timbre	I know the character or quality of a musical soundI know the voice from its pitch and intensity.	• Pupils will experience different musical Sounds, the timbre of non-musical instruments, compare and contrast the differences in timbre between different musical instruments. • Pupils will experience live music and explore the instruments used.	• Pupils will recognise that instruments are everywhere and in Everything, recognise the differences in musical sounds • Pupils will explore how the same instrument can create differences in timbre and relate different sounds with different materials. • Pupils will relate particular sounds and particular dramatic Events.	• Pupils will relate the different musical sounds to different feelings and Emotions, exploring the different timbres of different instruments and the difference in timbre between different sounds • Pupils will explore how differences in timbre may be Made and how the same instrument can create different timbre • Pupils to explore the differences in timbre with various compositions. • Pupils will interpret dramatic events using sound.	• Pupils will listen to the different timbres of different Instruments and differentiate between them • Pupils will deepen their exploration of how differences in timbre may be made. • Pupils will develop an understanding of how the character of a repeated sound can aid composition.

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Texture	I know in music, texture is how the melody, rhythm and harmony are combined to make a composition and these impact on the quality of sound	• Pupils will experience musical texture within ambiance and events. • Pupils will experience the differences between thick and thin sounds, the layering of sound, musical story and sounds in nature. • Pretty things app • Resonance board	• Pupils will explore the range of musical textures within ambiance and Events. • Pupils will explore the differences between thick and thin sounds, take control of layering the musical sound, freely interpret a musical story, explore creating music from a repeated riff, layering and delayering of sound. • Peter and the wolf - Prokofiev2simple music toolkit-2play	• Pupils will explore a wider range of musical textures within ambiance and Events. • Swan Lake - Tchaikovsky • Pupils will further explore and explain the differences between thick and thin sounds, to be involved with the composition process and further explore layering and delayering of Sound. • 2simple music toolkit-2sequence • 2simple music toolkit-2synthesise	• Pupils will explore an abstract understanding of sound layering and texture. • Pupils will compose through affecting changes in sound surround and layering, analyse the nature of textural styles and develop creating music from a repeated riff. • Lady Smith Balck Mambazo • Long live the queen - Frank Turner • 2simple music toolkit-2compose
Structure	I know that the term 'musical form' means the structure/plan of a piece of music and that it is divided into sections	• Pupils will experience changes in the musical structure. • Pupils will physically experience structural changes. • The tokens - The lion sleeps tonight • Raiders of the lost Ark • Pupils will experience simple structural Songs, loops, improvising with peers and music as a storytelling medium. • Through the woods Disney's Pete's Dragon	• Pupils will explore learning a song with an A B Structure, binary, ternary and rondo forms, a three piece musical Structure. • Twinkle, Twinkle, little star Pupils will explore improvising with Peers and composing music to tell a story. • Apollo 8 Saturn V rocket launch	• Pupils will explorestructural changes, explore asectional two and three piecestructural counterpoint and further explore composing music totell a story.	• Pupils will develop the skill of re-writing a well-known song, develop understanding of the structural changes within composition. • Pupils will explore and compose in binary,ternary and rondo forms, create a sectional musical structure and conduct an improvisation.

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Pitch	I know the pitch of a note means how high or low a note is.	• Pupils will listen to voices with a wide range, explore creating a rap, relate sound to a visual experience, experience a variation of pitch, listen to and watch for changes in pitch, experience Constant pitch and changes in pitch. • Freddie Mercury • Whitney Houston • Mariah Carey • Paul Robinson • Jimmy Somerville • Barbara Streisand • Opera, choral Jazz pop	• Pupils to explore changes in pitch, further explore rap music, relate sound to a visual experience, explore variations in pitch and changes in pitch. • Very Low!Fantastic Soprano High NotesSesame Street - High, Middle, LowLet's all Listen - Pat Lloyd	• Pupils to further explorechanges in pitch, explorerepetition and rap, relate sounds to avisual experience, experiment withpitch changes, develop andunderstanding of pitch and explore changes in pitch.The Lark Ascending - Vaughan Williams	• Pupils will develop understanding ofvariations in pitch.Pupi will develop understandingpitch composition.
Dynamics	I know that in music, dynamics means how loud or quite the music is	• Pupils experience variations in sound including quiet, explore the nature of soft and loud . To experience extremes of sound, gentle, soft music and dynamic listening • Shake, Rattle and Strum track 1 - soft and loud YouTube • Relaxing Celtic music • Pupils reflect and practice with sound Dynamics. • Oh So Quiet - Bjork	• Pupils will explore the art of listening, experience thematic dynamics, explore the nature of soft and loud , experience a gradation of sound. • Dr Who • Sky at Night • Star Wars • Star Trek • Pupils will experience loud and soft within the same note. • Pupils will explore dynamic control.	• Pupils will experience the relationship between music and emotion, explore percussive dynamics, the nature of soft and loud • La Bamba Celebration • Hallelujah Chorus - Handel's Messiah • Pupils will develop understanding of variations in sound and will listen and respond to changes in dynamic.	• Pupils will physically compose musical dynamics, compose within the framework of loud and soft. • Pupils will explore dynamic Composition and will compose from a given dynamic.

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		Key Vocabulary • Beat • Fast • Slow • Stop • Go • Loud • Quiet • High • Low	**Key Vocabulary** • Beat • tempo • Fast • Slow • Rhythm • Pattern • Loud • Quiet • Pitch • High • Low • Percussion instrument names - drum, tambourine, guiro, maraca, castanet, bell	**Key Vocabulary** • Beat Heart beat • tempo • Fast • Slow • Rhythm • Pattern • Long • short • Dynamics • Loud • Quiet • Pitch • High • Low • Timbre • Feelings, sad, happy, angry, scared • Percussion instrument names - drum, tambourine, guiro, maraca, castanet, wood block, claves, african drum	• **Key Vocabulary** • Texture • Structure • Rhythm • Pitch • Dynamics • Timbre • Tempo • Composition/compose • Conduct • Repeated riff • Style • Review and revisit passed vocabulary from Middle school 2, to support lessons

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Drama	I know how to use language to imagine and recreate roles and experiences, Explore familiar and unfamiliar themes and characters through improvisation and role-play.	• Pupils will take part in simple pretend play, using an object to represent something else even though they are not similar. • Pupils will begin to develop complex stories using small world equipment • Pupils will be able to watch various performances and then state if they liked it. CC-Literacy	• Pupils will use storylines in their pretend play. • Pupils will be able to watch and talk about dance and performance art, expressing their feelings and responses. • Pupils will be able to make up their own plays and role-play more complex familiar themes.CC-Literacy	• Pupils will use language to imagine and recreate roles and experiences. • Pupils will be able to explore familiar themes and characters through improvisation and role-play. • Pupils will be able to act out their own and well-known stories, using voices for characters and talk about why they like a performance.CC-Literacy	• Pupils will be able to explore unfamiliar themes and characters through improvisation and role-play. • Pupils will be able to act out their own and well-known stories, using voices for characters, adding props and designing sets. • Pupils will be able to discuss why they like a performance CC-Literacy