

# Holmer Lake Primary School

## The Arts' Vision



Led by: Miss Anna Baylis

## **The philosophy of the four cornerstones of learning**

**At Holmer Lake Primary School, we want every child to be motivated to be the very best learner they can be. This means inspiring them with new and varied experiences every half-term. Our curriculum is based on our four-stage philosophy: Engage, Develop, Innovate and Express.**

### **Our Vision**

We aim to develop resilient, resourceful, reflective and reciprocal pupils who:

- are proud to belong to Holmer Lake Primary School;
- are committed to being a successful learner and are inspired by the success of others;
- are well-informed of how they fit into a democratic society, how they can participate in and contribute to life in Britain and value themselves as a citizen;
- are self-assured and are able to manage change and adapt to the expectations of 21<sup>st</sup> Century Britain;
- are given time to reflect on their own beliefs, culture and heritage, whilst respecting those of others;
- participate in and enjoy the artistic, historic, sporting and cultural opportunities within and beyond the school;
- be given the opportunity to have wonderful ideas for exploration and investigation and the joy of finding out and problem solving; which prepares them for modern life;
- have a good understanding of what is right and wrong, how to make the right decision and the consequences of these choices;
- to be accepting of difference in all its forms;
- can think creatively, independently and imaginatively about the bigger picture and how they can achieve their aspirations in life;
- embrace challenge and have high aspirations.

### **Curriculum organisation**

At Holmer Lake Primary School we provide a creative curriculum based around the Cornerstones Curriculum; linked to the National Curriculum.

The key areas within the Humanities' Curriculum are:

- English and drama - Miss Anna Baylis
- Art and Design– Mrs Alex Harrowell
- Music – Miss Kate Prentice
- PE, Sport and dance – Miss Kate Prentice

Links to the expectations of the National Curriculum for English and dram, art, music, PE, sport and dance are below:

English and drama – <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Art and Design – <https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Music – <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

PE, sport and dance - <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study>

## **English**

### **Purpose of study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## **Art and Design**

### **Purpose of study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **Aims**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

## **Music**

### **Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### **Aims**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

## **PE, Sport and Dance**

### **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Tracking progress**

We use Cornerstones' Assessment to support our formative assessment methods. Essential Skills, based on end of year age-related expectations, are used to inform planning in all foundation subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

We use the Essential Skills in two formats:

- a subject-specific format, showing annual progression. This is used by subject leaders to track progression across school in particular subjects.
- a year group format, showing all subjects for each year group. This is used by teachers to support planning and target-setting

<b>Policy- Document Status</b>			
<b>Date of Policy Creation</b>	<b>September 2006</b>	<b>Named Responsibility</b>	
<b>Date of review completion</b>	<b>September 2018</b>	<b>Named Responsibility</b>	Governors
<b>Inception of new Policy</b>	<b>September 2018</b>	<b>Named Responsibility</b>	
<b>Date of Policy Adoption by Governing Body</b>			