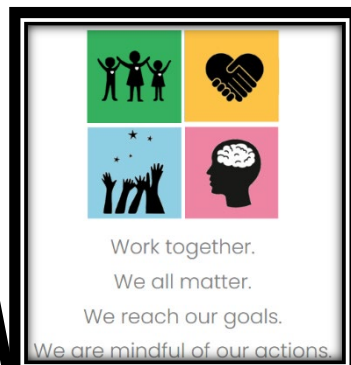

Creativity, Culture Awareness, Covid-19 and the Catch-up Curriculum

*Enhancing Children's Cultural Passport at Grange Park Beginning 2021
Jessica Ditch – Year 4 Class Teacher*



[All about Grange Park](#)

It has been a difficult time for almost every school and every profession since the first lockdown of 2019. Since then, Grange Park has seen a curriculum overhaul of such magnitude, which has meant that the teaching and support staff have completely shifted the way they teach and plan in order to be child led and fully inclusive. In previous years, there was such a heavy focus on Maths and English orientated subjects, that often lessons such as Music, Art, Drama and Dance were seldom taught or offered as a curriculum experience and entitlement for children.

Grange Park is located in the City of Sunderland and has 220 children on roll from The Early Years through to Year 6. We are a one form entry school which is currently creating an outdoor classroom to enhance our lesson provisions. This curriculum overhaul has meant we can start with a blank canvas to design a purpose built curriculum for our children.

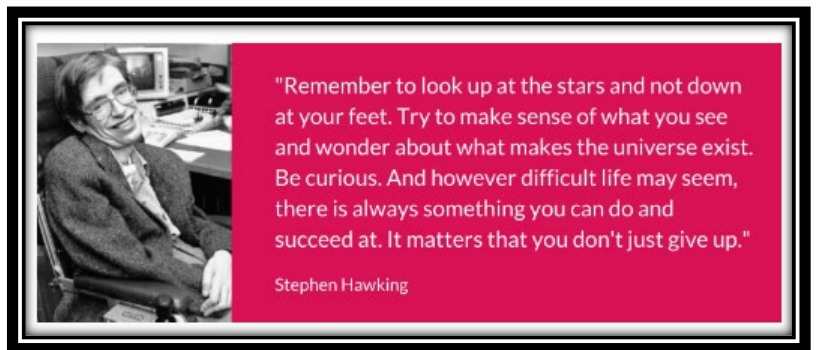
[The Start of our Journey](#)

Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019). Here at Grange Park, we are creating a curriculum which will equip children with the skills, knowledge and cultural capital they need to be active citizens in life during and after their

time in school. Grange Park believes Cultural Capital is the accumulation of knowledge, behaviours and skills that a child can draw upon which demonstrates their cultural awareness, knowledge and competencies. It is one of the key ingredients a pupil will draw upon to be successful in society, their career and their world of work. It allows children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point. This year, Grange Park has endeavoured to completely overhaul the curriculum, looking at planning maps and lesson design to ensure we offer children the education and experiences they are entitled to.

What are we doing for the children? Our cultural development curriculum:

❖ Grange Park Primary School is embarking on the Artsmark journey. We value the arts curriculum and enhancing the cultural opportunities for our children, regardless of their starting points or any time they may have missed during lockdown. To begin this journey, I audited our staff, as well as looking into our curriculum offer which has allowed



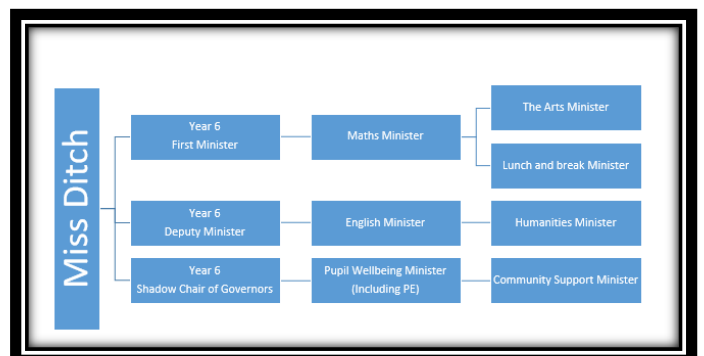
us the opportunity to create a bespoke curriculum. Bubble closures have not stopped our commitment to including parents and families in the Artsmark journey so far and we have held a virtual National Poetry Day, as well as extending curriculum takeover days virtually, to ensure every child is included. The purpose of this journey is to enhance the cultural experiences for the children at Grange Park and to allow them the opportunity to develop essential skills and knowledge which will help the children succeed during their time at school and beyond.



Our film club this week is linked to the film Inside Out. Today we have been talking about our emotions (links to PSHE) and discussing how as we are getting older, we can feel new emotions. Today the children have started designing their own characters for the film, based on emotions they sometimes feel now.

❖ As the easing of lockdown is now beginning, we have welcomed after school provisions. This will allow for additional opportunities to nurture children’s cultural understanding through extra-curricular opportunities including a film and dance club. We recognise that children are unique and original individuals and should play an active part in the arts to help develop their own sense of cultural capital during their time at Grange Park.

❖ For the first time in Grange Park’s history, I am in the process of creating a School Parliament.



Voting for the different ministers took place on the 9th June 2021, where children from Year 1 to Year 6 were voted in, by their students, to be members of the Grange Park Parliament. In Year 4, a child was voted as The Arts Minister, who will be working to gather student voice and liaising with subject leads to build a curriculum which is child led.

- ❖ Starting this academic year, I have helped to design and implement Curriculum Takeover Days which have enabled whole school projects such as:



- WW1 and Sunderland's local history through the film Asunder. Here we led creative writing workshops, art, music as well as history.
- The Sunderland Home Design Challenge which allowed the children to continue to look at site history in Sunderland and design a home of the future, linking to STEAM (Science, Technology, Engineering, Art and Maths).
- Sir Captain Tom Day. Here the whole school looked at the history of Captain Tom, we looked at his song, as well as creating art inspired by the legend of lockdown.

- We celebrated the 100th birthday of a lady who came to Grange Park as a student when it first opened. Here we created art and sang a song for her in the school garden, which was recorded and sent to her home.

- Linking to Mental Health week we had a bee inspired day, linking to aspirations. Here the children studied bees, created their own creative writing and poems, created art work as well as participated in a live audience production.
- We have had a curriculum takeover day linked to The Stations of the Cross. Here we had a whole school art project where each class was designated different stages. We all came together throughout the day to make our own station journey, using eggs to represent significant characters and events.





Music
Unlocks
Self-confidence
Intelligence
Creativity



- ❖ This academic year, I have supported staff in implementing a whole school music curriculum which is Charanga. In previous years, a whole school Music curriculum was not implemented, so this year some year groups have participated in learning to play the glockenspiel and other instruments, as well as learning to sing and vital warming up exercises.

- ❖ To support Music progression in school, I have created and disseminated Music word of the week resources for class teachers to support the development of musical vocabulary. In addition to this, each class has been given a Music mantra for their displays to support children's confidence and understanding regarding the importance of Music, and how it links to the wider curriculum.

Decks

Equipment used by DJs, MCs, and Rappers to mix sounds from different records and to make effects e.g. scratching that was first used in the late 1970s.





Drum loops

A sequence of sounds/music that is recorded, may be sampled, and is reproduced digitally or electronically.

- To ensure a cohesive and structured Art plan, which takes into account progression of skills and coverage, I have also created a whole school revised Art plan to support the teaching and learning of Art, to ensure every key stage is exposed to the fundamental skills of art.

KS1	Year A			Year B		
	Year 1			Year 2		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
	Drawing skills	Printing	Modelling	Drawing Skills	Collage	Textiles
Unit Focus	Artist study (historic) Vincent Van Gogh How do you feel in this picture?	Artist study (modern) Robi Smith Printing with nature (flowers etc.)	Artist Study (modern) Chris Gryder Can I use clay to represent nature?	Artist Study (modern) LS Lowry Can I bring the Great Fire to life?	Artist study (modern) Kathryn Utter Exploring fabrics and African textile artists	Artist study (historic) Sophie Standing Exploring fabrics and African textile artists
Wider curriculum links	Links to PSHE and transitions into a new class	Links to seasonal changes in Science	Links to plants in Science	Links to Geography and recreating a city scene	Links to historical events in time and the history of London	Links to geography and African/ Kenyan fabrics.

LKS2	Year A			Year B		
	Year 3			Year 4		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
	Textiles	Collage	Drawing Skills	Modelling	Drawing Skills	Printing
Unit Focus	Artist study (modern) Te Dye Mary Can we recreate a firework on a piece of material? Dyeing fabrics?	Artist study (modern) Eileen Agar Can we create a piece of collage art based on our mining history?	Artist study (modern) Drawing Could we be illustrators?	Artist study (historic) Antoni Gaudi Can we create a famous landmark in the style of Gaudi?	Artist study (historic) Frida Kahlo Portraits - To experiment in creating mood and feelings with colour.	Artist study (historic) William Morris Can build up layers of colours to make prints of 2 or more colours.
Wider curriculum links	Links to English and the text The Firework Maker's Daughter	Links to local history unit	Links to English/ PSHE	Links to Geography	Links to PSHE Prior learning in Y1 drawing unit	Links to local history unit and the River Wear and ship building

LKS2	Year A			Year B		
	Year 5			Year 6		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
	Modelling	Drawing skills	Printing	Textiles	Drawing skills	Collage
Unit Focus	Artist study (historic) Michelangelo Donatello To use a variety of tools and techniques for sculpting in clay, paper mache and other mouldable materials.	Artist study (historic) Durer, Praying Hands Using a sketchbook and light sketching to avoid rubbing out. To mix colours using tints and tones.	Artist study (modern) Andy Warhol How does Andy Warhol create his work?	Artist study (modern) Inge Jacobsen Can I design and make a prototype of my leaver's hoodie?	Artist study (modern) Hyperrealism Can my paintings be based on observations and can they convey realism or an impression of what I observe?	Artist study (modern) Lillian Broca To experiment with techniques that use contrasting textures, colours or patterns: rough/smooth, light/dark, plain/patterned Recreating a stained glass window from St Peter's Church Links to RE and St Peter's Church
Wider curriculum links	Links to Geography and historic figures in history	Links to RE and why people pray/ what do people pray for?	Links to Geography and America.	Links to DT/ textiles units regarding stitching/ sewing techniques, knowledge of appropriate fabrics and styles	Links to previous art units regarding drawing techniques and different artists studied. Links to history and recreating historical art	

Planning examples for Curriculum Takeover Days given to staff

	9:00 - 9:30	9:30 - 10:00	10:00 - 11:00	11:00 - 12:00	12:00 - 1:10	1:10 - 2:30	2:30 - 3:00	
Early Years	Introduction to Remembrance Day	Your break Creative Writing	End of break sbt - 11:00	11:00 - 12:00 Auslander film	Lunch	1:10 - 2:30 Art linked to the film	2:30 - 3:00 Art linked to the film	
Year 1	Use this time to look at what Remembrance day is. It isn't just about poppies. See differentiated slides for Key Stage.	Look at the poem about Norman Spaldik (follow email link to listen to the song). Y1 - Listen and act along. Consider the different actions and how the children could represent the poem through dance/ freeze frames.	Use this time slot after break to perhaps perform your poem, record it for Class Doh. Finish your poem or seek parts. Please be prepared for around 10:55 to begin the 2-minute silence. You may also	The Auslander film was created in 2016 and tells perfectly to local history. Although the film itself is over an hour, it shows brilliant scenes of Sunderland and the neighbouring areas in WW1. It shows the old Sunderland Football Stadium, a very old Monkswearmouth Bridge and also		Refer back to the opening of the Auslander film. Create your own aeroplane flying on a cloudy day. Explore and experiment with chalk charcoal. Refer back to the opening of	Use this time to finish pieces of work, create collages for Class Doh or we could hold our own Remembrance assembly (whole school over Zoom) to show what we have been doing.	Maybe each class could
Year 2	Uncover any misconceptions or if the children know anything about this. You could have ideas on a							

Curriculum links/ skills progression for the day			
DT	<p>30 - 50 months: Moving and Handling makes snips in paper with child scissors.</p> <p>Health and Safety To understand that equipment and tools have to be used safely.</p> <p>40 - 60 months: Moving and Handling To use simple tools to effect changes to malleable materials safely and with increasing control.</p> <p>Health and Safety To show understanding of the need for safety manage some risks and consider and store equipment safely. To practice some appropriate safety measures without direct supervision.</p>	<p>Design design purposeful, functional and other uses based on design criteria</p> <p>Make select from and use a range of tools and equipment to perform practical tasks for example cutting, shaping, joining and finishing</p> <p>Evaluate select from and use a wide range of materials and components, including construction materials</p> <p>Evaluate evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p>	<p>KS1 design purposeful, functional and other uses based on design criteria</p> <p>KS2 use research and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups</p> <p>Design use research and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make select from and use a wider range of construction materials, including ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products</p>

The Impact:

I really like all the different activities we can do. I enjoyed the bee day and joining in with the theatre performance 'Uncle Beard's Garden'.

~ Emilee ~

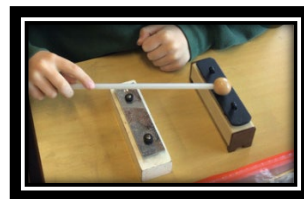
I enjoyed when we made cards for Lydia who turned 100. We sang in the garden and it was lovely to have everyone together.

~ Olivia ~



I really like how we can learn about Music and Art this year but that this is fun learning. We learned all about bees through a play which I didn't think would happen. I love being creative.

~ Caiden ~



I love the Music lessons every week because we get to learn about different artists, such as ABBA and The Beatles, and we can also learn at home too.

~ Sam ~

I really like the Music lessons because it's calming. I don't feel like I am a good musician but when I sing along and watch how to play the instruments it helps me feel like I can do it.

~ Kaylum ~



This year has been really fun because I have been learning new things, such as Guadi in Art and how he used to be a lamppost designer to The Beatles in Music.

~ Poppy ~



I love learning all of the different songs and dances. In Art, I love exploring colour and seeing how different artists create their work. I love it when we can take our lessons outdoors.

~ Rachael ~

I love how the creative lessons aren't always focused on writing. I love being able to explore others ways of expressing my ideas.

~ Jamie ~