

TOWERVIEW PRIMARY SCHOOL



THE ARTS' POLICY

Sept 2025

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INTRODUCTION

At Towerview Primary we know that “The Arts” encompass a wide range of subject areas including Music, Dance, Drama, Art and Design. Our aim is that our pupils not only have the opportunity to learn about and participate in each of these areas but they are also given a platform to be creative and to express themselves.

Creativity is developed through every area of the curriculum. The Arts: Music, Art and Design and Drama provide rich opportunities for developing creativity.

Our aim is that from a young age, our children will be involved in a wide range of activities that continue to develop their imagination and natural curiosity, and that allow them to express and share their thoughts, ideas and feelings with confidence.

At Towerview, we value learning and teaching the Arts because we believe that a range of life skills can be acquired which will be of benefit to all pupils.

These skills include;

- Communication and presentation; the Arts stimulate discussion and encourage pupils to express and share their thoughts and ideas
- Creativity and critical thinking; The Arts encourage pupils to keep an open mind, take risks and recognise that there is no one right answer
- Questioning and challenging assumptions; The Arts often provide different viewpoints that question hidden values and challenge perceptions
- Working collaboratively; many arts events could not take place without pupils developing leadership skills, supporting each other and taking personal responsibility for their role
- Working to deadlines; when performing or presenting their artwork, pupils have to reach an end point at an agreed time

The Arts can enrich all other areas of the curriculum by adding a practical approach to learning. Children become aesthetically aware of their surroundings and can be involved in how are presented and look. Through the teaching of The Arts they learn to make informed judgements and practical decisions. They learn how the Arts have influenced the way in which people live and how they communicate different periods of history and is also a means of learning about different cultures.

VISION

In Towerview we aim to provide opportunities for our pupils to develop their creativity, critical thinking, and their personal expression.

We aim to provide opportunities for children to explore different art forms, develop technical skills, and understand the cultural and historical significance of the arts.

We aim to nurture confident and imaginative individuals who can appreciate and contribute to the world around them through the arts' subjects.

MISSION STATEMENT

In Towerview Primary School we recognise and believe that subjects within “The Arts” are very important subjects in the curriculum. We are committed to providing opportunities to engage and succeed in the Arts, regardless of background and special needs through high quality differentiated teaching. We want all children to have high quality education within the arts’ subjects. The schools’ commitment to inclusion is further detailed in our equal opportunities and inclusion policies.

We provide many challenging and enjoyable learning opportunities for children to explore and develop their creativity and musical skills both inside and outside the classroom. In all year groups, “The Arts” are taught both explicitly and through a creative cross curricular, thematic approach.

AIMS OF ARTS’ CURRICULUM

We aim to provide high quality experiences for the children in Towerview within the Arts subjects.

In keeping with our school aims, and the aims of The Arts within the Primary Curriculum, we aim to provide opportunities for children to develop:

- their curiosity, imagination and creativity;
- their self-confidence and self-esteem;
- their artistic, musical and kinaesthetic abilities and knowledge , including gross and fine motor skills;
- verbal and non-verbal modes of expression and being able to express opinions and make choices based on their experiences;
- their respect and consideration for each other by encouraging turn-taking acknowledgement of ideas appropriate and focused listening
- an appreciation of the beauty and wonder of the world around them;
- their ability to make informed choices and decisions
- their imaginative and creative processes and responses by involving pupils in a range of drama methods and activities
- Develop script reading and writing skills through structured activities
- their experience aspects of theatre by rehearsing and presenting their work to others
- an awareness of other cultures.





ART AND DESIGN

“Art and Design is a natural means of communication and learning for children. It helps them to think through their ideas, to develop visual, spatial and tactile awareness and investigative and manipulative skills. Through the freedom of play, and elements of colour, line, tone, shape, form, texture and pattern children explore and extend their imagination and experience of the world. Through the handling of objects and materials, children begin to understand their properties.

Children come to school having experienced a range of drawing/painting activities in the home and/or in a pre-school setting. Many will also have made models and handled malleable materials. These experiences should be built on, with children having opportunities to take part in a broad range of art and design activities.

During these activities, children are likely to find satisfaction in the manipulation of the material alone rather than producing an outcome. Emphasis should, therefore, focus on the enjoyment of the task and the self-expression and learning that takes place during the experience, rather than on the finished products. A very important element of the art and design process is allowing children to observe, make choices and decisions, investigate, problem solve and talk about their own and others’ work, including the work of real artists, designers and craft workers. They should be encouraged to value their own work, as well as the work of others, and begin to understand that everyone’s work is unique.

Time needs to be available for children to explore, develop and explain their ideas. Over time, a progressive introduction to the handling of art and design tools, materials and processes will enable children to express their ideas more fully, and will contribute to the extension of their visual vocabulary and their ability to communicate.”

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FRAMEWORK FOR PROGRESSION FOR ART & DESIGN

FOUNDATION STAGE

In Year One and Two, children should have opportunities to be imaginative and creative through play, working individually, in groups and as a whole class. During play, children should have opportunities to explore and create in a space where they can return at different times to complete or modify their work. Contexts for children’s exploration should include memory, imagination, living things, environments, artifacts and objects. (N.I. Curriculum Primary Guidance)

Developing their ideas:

Children should be enabled to:

- Use their senses to explore real objects and materials, developing attention to detail and curiosity / observe and respond to things seen and unseen, handled, remembered and imagined
- investigate and talk about colours, lines, shapes, textures and patterns
- look at and respond to a piece of work by artists, designers, illustrators or craft workers
- Respond to the world around them using direct experiences, memory, and imagination
- explore and use a wide range of materials and processes
- create and develop ideas using colours, lines, shapes, textures and patterns

- Talk about the processes involved in creating their own work and begin to reflect on outcomes and talk about the work of others.

Refine their work:

Children should be enabled to:

- develop a range of practical skills using materials, tools, and processes such as drawing, painting, printmaking, textiles, malleable materials, and three-dimensional construction
- discover and explore the properties of various materials to make informed choices in their creative work.
- investigate and talk about colours, lines, shapes, textures and patterns;
- create and develop ideas using colours, lines, shapes, textures and patterns;
- begin to use visual language to describe what has been examined.

Record their ideas:

Children should be enabled to:

- explore and use a wide range of materials and processes
- explore and discover qualities of various materials in order to make choices and to create their own unique pictures and structures
- begin to develop a range of skills using materials, tools and processes (drawing, painting, printmaking, textiles, malleable materials and 3D construction)

Present their response:

Children should be enabled to:

- look at and respond to a piece of work by artists, designers, illustrators or craft workers
- value their own work and that of others, developing confidence and self-expression
- talk about their own and other pupils' work and how it was made
- talk about the processes involved in creating their own work
- look at, explore and talk with some confidence about works of art, craft and design.

KEY STAGE ONE

Art should be organised for at least one hour per week as a separate subject.

A progressive introduction to the handling of art and design tools, materials and processes will enable children to express their ideas more fully through colour, line, shape, space, form, pattern and texture. Some children will be satisfied by the manipulation of the material alone rather than the production of an outcome, and emphasis therefore should be on enjoyment and self-expression rather than on the finished product. Time, therefore needs to be available for children to explore, develop, talk about and explain their ideas. (N.I. Curriculum Primary Guidance)

Developing their ideas:

Children should be enabled to:

- investigate and respond to direct sensory experience, including visual, verbal, spatial and tactile dimensions, memory and imagination.
- experiment freely with a range of media
- explore basic visual elements (shape, colour, tone, form, space, texture, pattern)

- analyse the content, techniques, and intentions behind artworks and using this understanding to inform their own work

Refine their work:

Pupils should be enabled to:

- explore the visual elements (colour, line, shape, texture and pattern) to express ideas
- experiment with a range of media, tools and processes.
- make thoughtful and selective choices about materials and techniques to express personal ideas and responses.

Record their ideas:

Pupils should be enabled to:

- look at and talk about resource material to stimulate their own ideas
- explore the visual elements of colour, line, shape, form, space, texture and pattern to express ideas.

Present their response:

Pupils should be enabled to:

- enjoy and appreciate the work of artists and designers and craft workers from their own and other cultures, using what has been viewed as a starting point for their own work
- talk about their own and others' work and how it was made, using observations to identify difficulties and suggest modifications
- explain their creative choices in more detail, discussing challenges, and suggesting improvements.

KEY STAGE TWO

Careful planning will help ensure that children experience variety and progression in their Art and Design experiences. Most children should make progressing skills from Key Stage 1 into Key Stage 2

Developing their ideas:

Pupils should be enabled to:

- look at and talk about the work of artists, designers and craft workers from their own and other cultures, appreciating methods used and using their appreciation to stimulate personal ideas and engage with informed art making
- evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions.

Refine their work:

Pupils should be enabled to:

- collect, examine and select resource material to use in the development of ideas
- develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas.

Record their ideas:

Pupils should be enabled to:

- use a range of media, materials, tools and processes such as drawing, painting, printmaking, malleable materials, textiles and 3D construction, selecting which is appropriate in order to realise personal ideas and intentions.

Present their response:

Pupils should be enabled to:

- look at and talk about the work of artists, designers and craft workers from their own and other cultures, appreciating methods used and using their appreciation to stimulate personal ideas and engage with informed art making
- evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions.

Inclusion and Accessibility in Art

Effective planning for Art & Design takes full account of the range of abilities, interests, and learning styles within the classroom. Teachers design tasks that are inclusive, accessible, and appropriately challenging, ensuring that all pupils can engage meaningfully with the creative process.

Differentiation focuses on the processes of learning rather than solely on the final product. Teachers respond to the range of outcomes by valuing individual expression, effort, and progress.

This includes:

- Providing choice in materials, techniques, and themes to allow pupils to work at their own level and pace.
- Scaffolding tasks with visual prompts, modelling, and step-by-step guidance where needed.
- Using open-ended activities that allow for a variety of responses and interpretations.
- Encouraging peer support and collaboration, enabling pupils to learn from and with each other.
- Offering targeted feedback that supports reflection, improvement, and personal goal setting.

Assessment

Assessment for Learning Assessment for Learning (AFL) is embedded throughout our drama curriculum to support pupil progress and inform teaching. Teachers use formative assessment strategies to monitor progress and adapt planning, ensuring that all pupils are supported in developing their skills, confidence, and creative voice. Methods of assessment include:

- Observation of pupils during practical activities to assess engagement, skill development, and creative thinking
- Class discussion to explore understanding, share ideas, and encourage reflection
- Oral and written feedback that is constructive, specific, and focused on learning intentions
- Visual presentations or physical demonstrations of techniques, processes, or final outcomes
- Independent and group tasks that allow for collaboration, problem-solving, and peer learning
- Project work that encourages sustained thinking, planning, and evaluation
- Pupil Involvement in Assessment - Pupils are clear on the learning intentions and understand what success looks like.

- Opportunities are provided for pupils to set personal goals, reflect on their progress, and evaluate their own and others' work
- Peer and self-assessment is encouraged to develop critical thinking and ownership of learning.

Management and Safety Expectations

In Art & Design Creating a safe, organised, and purposeful learning environment is essential for effective teaching and learning in Art & Design. Safety and classroom management are embedded into daily routines and explicitly taught as part of pupils' creative development.

Key Principles

- Pupils work with purpose and consideration for others, showing respect for shared spaces, materials, and each other's work
- Materials and tools are stored safely, clearly labelled, and organised in a way that is accessible to pupils while promoting independence and responsibility
- Hazardous or sharp equipment (scissors, craft knives, glue guns) are stored securely and only used under direct supervision with appropriate safety instructions
- Teachers demonstrate the safe use and care of tools and materials, modelling correct techniques and encouraging pupils to follow them
- Cleanliness and tidiness is maintained throughout and after activities, with clear routines for cleaning, storing, and disposing of materials
- Clear rules and routines are established for the distribution and collection of materials, ensuring smooth transitions and minimising disruption
- Pupils are trained to handle materials and tools responsibly, understanding the importance of safety, care, and respect for resources
- Staff ensures classroom layout supports safe movement and access to workspaces and resources
- Staff encourage pupil voice in setting up and maintaining safe routines, fostering ownership and accountability
- Health and safety education is integrated into lessons, helping pupils understand the reasons behind safety rules.

Art & Design is a vital part of our school's curriculum, offering every child the opportunity to explore, express, and develop their creativity in a supportive and stimulating environment. Through a carefully planned and progressive approach, we nurture pupils' imagination, individuality, and confidence, while equipping them with the skills to observe, interpret, and respond to the world.

DRAMA



Our vision for Drama Education is to empower all pupils to explore, express, and communicate ideas, emotions, and experiences through imaginative and creative performance. Drama provides a safe and supportive space where children can build confidence, develop empathy, and engage with the world around them.

In Towerview, we aim to deliver a broad and balanced drama curriculum that nurtures personal development, enhances communication skills, and fosters a sense of identity and belonging.

Drama in our school reflects our commitment to inclusion, respect, and holistic learning, encouraging pupils to take creative risks and collaborate meaningfully with others. We also offer a wide range of opportunities to develop skills within the area of drama through our extra-curricular activities.

Lessons involving drama are taught within a wide range of subjects and where possible make links to topics within World Around Us, PDMU & Literacy.

Drama activities encourage learners to engage with their emotions and intellect, communicating thoughts and feelings through voice and movement in an imagined context. They give learners opportunities to explore, develop and express ideas and concepts, helping them to develop life skills and make sense of reality. (Northern Ireland Primary Curriculum)

FRAMEWORK FOR PROGRESSION FOR DRAMA

“Play is the essence of drama and when children play, drama happens. As children grow the drama becomes more structured, organised and they become more skilled in the activities of improvisation, acting, mime and movement until play becomes “the play” as the performance in theatre. From the child at play to the actor in performance, everyone has the basic human capacity to pretend to be someone or something else.

Drama is a powerful and effective way of learning and has much to offer in enriching the curriculum for children. Through drama children can express their inner-most thoughts, ideas and feelings, in a safe environment, in both verbal and non-verbal ways. Through improvisation, mime, movement and role play they can recreate and invent situations at home, in school, in the community or in their imagination. They can visit new worlds, meet characters, share feelings, make decisions and solve problems. For example, in making a decision to play the role of the giant, a child can learn more about the effect of power over others rather than by reading about it. As they imagine being at the North Pole, or on a deserted beach, or in a magical forest, they also begin to use appropriate language, voice, movement, gesture and facial expression to express their thoughts and emotions.

Children learn naturally by acting out roles as parents and as other people from their community. They come to school having explored a range of role-play situations and these experiences need to be extended during dramatic play to allow them to express their own thoughts, ideas, feelings and concerns. The situations can be enhanced and stimulated by providing children with clothes and props such as hats, cloaks, glasses, a walking stick or a telephone. Puppets can also help children to act out scenarios and stories. Taking part in drama contributes to the development of children’s self-esteem and confidence, as well as enhancing their oral language skills. It helps children to learn about themselves and the world around them and also contributes to their social and emotional development as they experience and act out different situations. The emphasis in all activities should be on enjoyment and the learning that is taking place.”

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FOUNDATION STAGE

Performing:

Children should be enabled to:

- engage in imaginative and dramatic play to extend learning
- engage in imaginative play and role-play to explore characters and situations
- take part in a range of drama games

- express thoughts, ideas, feelings and imagination with confidence in a range of dramatic contexts using verbal and non-verbal language
- adopt and sustain a role.

Knowledge & Understanding:

Children should be enabled to:

- express their thoughts, ideas and feelings
- take part in a range of strategies
- co-operate during role-play and develop their voice, movement and facial expression to communicate meaning
- negotiate roles and agree rules
- act out scenarios

Analysing & Evaluating:

Children should be enabled to:

- express their thoughts, ideas and feelings
- develop their creativity through imaginative play.

KEY STAGE ONE

Performing:

Pupils should be enabled to:

- develop their understanding of the world by engaging in a range of creative and imaginative role-play situations on their own and with others
- respond in role to the dramatic play of others and to the teachers in role
- use simple props to suggest character
- use symbols and images to develop action and make meaning.

Knowledge & Understanding:

Pupils should be enabled to:

- explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others
- develop strategies including freeze frame, tableau and hot seating.

Analysing & Evaluating:

Pupils should be enabled to

- develop dramatic skills appropriate to audience, context, purpose and task. For example, learning about taking on a role and working with others in an imaginary context.

KEY STAGE TWO

Performing:

Pupils should be enabled to:

- develop their understanding of the world by engaging in creative and imaginative roleplay situations

- explore voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.

Knowledge & Understanding:

Pupils should be enabled to:

- explore a range of cultural and human issues in a safe environment
- explore their own and others' feelings about issue
- negotiate situations both in and out of role
- develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience. For example, learning about exploring issues creatively through use of drama and using drama to begin to explore their own and others' feeling about issues.

Analysing & Evaluating:

Pupils should be enabled to:

- develop dramatic skills appropriate to audience, context, purpose and task. For example, learning about structuring dramatic activity to make meaning clear to a chosen audience.

Assessment

Assessment for Learning Assessment for Learning (AFL) is embedded throughout our drama curriculum to support pupil progress and inform teaching. Teachers use a range of formative assessment strategies, including observation, questioning, peer and self-assessment, and performance reflection. Learning intentions and success criteria are shared with pupils to help them understand what they are learning and how to improve.

Methods of assessment include:

- Observation of pupils during practical activities to assess engagement, skill development, and creative thinking
- Class discussion to explore understanding, share ideas, and encourage reflection
- Oral and written feedback that is constructive, specific, and focused on learning intentions
- Visual presentations or physical demonstrations of techniques, processes, or final outcomes
- Independent and group tasks that allow for collaboration, problem-solving, and peer learning
- Project work that encourages sustained thinking, planning, and evaluation
- Pupil Involvement in Assessment - Pupils are clear on the learning intentions and understand what success looks like.
- Opportunities are provided for pupils to set personal goals, reflect on their progress, and evaluate their own and others' work
- Peer and self-assessment is encouraged to develop critical thinking and ownership of learning.

Inclusion and Accessibility

We are committed to making drama accessible to all learners, including those with additional needs. Lessons are differentiated to support a range of abilities. Pupils are encouraged to participate in ways that suit their individual strengths, whether through movement, voice, or non-verbal expression



MUSIC

“Musical activity provides children with the opportunity to explore feelings and express themselves in ways that support or go beyond verbal communication. Music provides a context for developing creativity, self-confidence and self-esteem through the key activities of making and responding to music. Music helps children to learn to listen, to distinguish between sounds and to respond to pulse and rhythm. These are extremely important elements in children’s overall development.

All children will have experienced some form of music at home, in the community and, for most, in a pre-school setting. These experiences should be built on, with children continuing to have opportunities to listen to and make music. They should be involved in listening, singing, moving rhythmically and expressively to music, and making their own music by using vocal and body sounds, by tapping, shaking and scraping everyday objects and by using simple percussion instruments. Their contributions to music-making should be valued. Children should have opportunities to be involved in musical activities as a whole class, in groups, individually and during play. During play, children should be able to choose to explore and create sounds in a music corner. Planned activities should be relevant to the children’s interests and experiences and may relate to other learning areas.”

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Research shows that studying music can help learners develop critical thinking, spatial reasoning and cognitive skills. It also helps them to develop communication skills and encourages creativity and expressiveness. Learners who play music as part of a group develop team-working skills, self-discipline, self-esteem and the ability to listen to others. These transferable skills can have a positive impact in other areas of study. Music is also a rewarding leisure activity that contributes positively to mental and emotional wellbeing.

FRAMEWORK OF PROGRESSION FOR MUSIC

FOUNDATION STAGE

Singing & Perform / Performing & Appraising:

Children should be enabled to:

- sing and perform with simple instruments
- be aware of and perform a steady beat
- make music
- watch and respond to start/ stop signals.

Work creatively with sound / Composing:

Children should be enabled to:

- work creatively with sound
- make their own music using body percussion and instruments.

Listen and Respond / Listening & Appraising:

Children should be enabled to:

- listen and respond to their own and others’ music-making

- distinguish between loud/ quiet, high/low and long/short sounds
- distinguish between fast and slow music
- listen to and repeat simple rhythms
- value their own and others' contributions in the team aspect of music making and performing.

KEY STAGE ONE

Singing & Perform / Performing & Appraising:

Pupils should be enabled to:

- sing and perform with simple instruments to develop vocal and manipulative control. For example, learning about singing a variety of simple songs and playing simple instruments on their own and to accompany singing.

Work creatively with sound / Composing:

Pupils should be enabled to:

- work creatively with sound by investigating, experimenting, selecting and combining sounds to express feelings, ideas, mood and atmosphere.

Listen and Respond / Listening & Appraising:

Pupils should be enabled to:

- listen and respond to their own and others' music-making, thinking and talking about sounds, effects and musical features in music that they create, perform or listen to.

KEY STAGE TWO

Singing & Perform / Performing & Appraising:

Pupils should be enabled to:

- sing and perform with simple instruments from memory, by ear or from notation to develop vocal and instrumental skills
- take part in singing a variety of simple songs and rounds
- develop performing skills on a wider range of instruments and play simple accompaniments to songs
- play from memory, by ear or from notation.

Work creatively with sound / Composing:

Pupils should be enabled to:

- work creatively with sound by creating musical stories, pictures, patterns, conversations and accompaniments and by investigating ways of preserving the music they have made. For example, learning about creating stories and pictures through sound; creating short musical patterns; creating musical conversations; and investigating ways of preserving the music they have created.

Listen and Respond / Listening & Appraising:

Pupils should be enabled to:

- listen and respond to their own and others' music-making, thinking about, talking about and discussing a variety of characteristics with the music they create, perform or listen to. For example, learning about: discussing and making suggestions about their own and others' music-making; responding imaginatively to a wider range of music in a variety of styles and media; thinking and talking about the sound characteristics of some common instruments and kinds of music they play; and thinking and talking about the elements of music and how they are used in music from different styles and cultures.

Assessment

Assessment for Learning Assessment (AFL) is embedded throughout our music curriculum to support pupil progress and inform teaching. Teachers use a range of formative assessment strategies, including observation, questioning, peer and self-assessment, and performance reflection. Learning intentions and success criteria are shared with pupils to help them understand what they are learning and how to improve.

Methods of assessment include:

- Observation of pupils during practical and musical activities to assess engagement, skill development, and creative thinking
- Class discussion to explore understanding, share ideas, and encourage reflection
- Oral and written feedback that is constructive, specific, and focused on learning intentions
- Visual presentations or physical demonstrations of techniques, processes, or final outcomes
- Independent and group tasks that allow for collaboration, problem-solving, and peer learning
- Project work that encourages sustained thinking, planning, and evaluation
- Pupil Involvement in Assessment - Pupils are clear on the learning intentions and understand what success looks like.
- Opportunities are provided for pupils to set personal goals, reflect on their progress, and evaluate their own and others' work
- Peer and self-assessment is encouraged to develop critical thinking and ownership of learning.

Inclusion and Accessibility

We are committed to making Music accessible to all learners, including those with additional needs. Lessons are differentiated to support a range of abilities.



IMPLEMENTATION OF THE ARTS' CURRICULUM

CLASSROOM PRACTICE AND TEACHING APPROACHES

Pupils entitlement to The Arts' provision in Towerview Primary School is guaranteed in 3 ways:

1. THROUGH CLASS TEACHING LINKED TO THE NORTHERN IRELAND CURRICULUM.

The programmes of study are set out in the NI curriculum and express the specific learning objectives for pupils. (see Appendix 1)

- Art lessons within the classroom and where possible linking with topic work
- Drama lessons through literacy and topic work / Talking & Listening tasks & Tappy plays in assembly
- Music lessons in the classroom – We use Charanga Schemes for each year group in Towerview, (as well as Use of Sounds of Singing Scheme, Music express & teacher's own music lessons) – Listening, Performing & Composing and Towerview Schemes of work

We aim to make links with Literacy, Numeracy, Topic work (W.A.U) and PDMU where possible and use AFL strategies and as a tool for pupils to self-evaluate and evaluate peers.

2.THROUGH EXPERIENCES LINKED TO THE WHOLE SCHOOL.

- P7 School productions annually, allowing pupils to take part in developing skills in Drama, Music, Dance and Art
- Harvest Service, Christmas Carol Services and Summer Soiree Concert
- P1-3 Summer services
- P1 – 3 singing time and P4 – 7 (hymn practice when needed within yearly timetable)
- School band – for pupils playing at Grade 1 standard in an orchestral instrument
- Tappy Plays – performed by P4-7 children and performed at assemblies
- School choirs – Junior and Senior Choir
- Recorder teaching (Primary 4 & 5)
- Ukulele teaching (Primary 7)
- Ukulele afterschool club – open to P6&7 children
- Music & Art Curriculum club (P4 & P5 – Composition work – Space Rondo)
- Drama After school club
- Primary Movement in Foundation Stage
- Music is evident throughout a normal day in the classroom. For example, it is used during transitions between lessons, to set moods within the classroom and is also used as part of tidy up time, changing for P.E. and in games.
- Music Whole Class Pathways Programme provided by E.A. Music Service Teachers (teaching of Violin to both P3 classes)
- Christmas Carol Services & Nativity plays, End of term services in school and Musical concerts throughout the year provide enjoyable opportunities for drama, performing and singing, and a sense of achievement for our pupils.
- Art Display boards / House competitions –Art competition (P4-7)
- Instrumental Tuition with peripatetic teachers – Woodwind, Brass and Violin

Woodwind, Brass and Violin lessons are provided by E.A. Music Tutors. Children are able to express interest at end of P3 and if selected by tutors will have weekly lessons in their orchestral instrument.

3.Through pupils own interests including activities which are part of the curriculum

- There is an extensive range of after school activities which are run in Towerview P.S.
- Visits from parents, artists, theatre groups and musicians to perform for the children
- Children are encouraged to share their own interests in other ways in the school.
For example, show and tell sessions, community events, School fairs, Summer Soiree Celebrations and PTA discos.

ARTS' ASSESSMENT AND RECORDING

Children's progress in music, art and drama is assessed during or at the end of a term scheme of work. The learning objectives in the framework for planning are used to provide criteria by which knowledge, understanding and skills are assessed.

Assessment will take the form of classroom observation, whilst children are devising, performing or assessing drama in order to determine the quality of their work and to what extent they are meeting learning outcomes. It will also take the form of questioning, during and after the drama, in order to ascertain their knowledge and understanding of a concept.

Where appropriate pupils should be involved in their own assessment in order that they develop a capacity to appraise, reflect upon, respond to and talk about their own learning using appropriate artistic terms. AFL strategies are used throughout the Arts' subjects.

Evidence of improvisations and performances may be recorded and copies of written work, such as monologues, diary entries and scripts & written compositions, kept as a record to inform staff, pupils and parents of the progress made and work to be done in the future.

All work is assessed according to the school's marking policy and this includes rewards for achievements through the school's award system for individual pupils. The arts co-ordinator gathers and collates work across the full age range to assist in assessing and evaluating the impact of this policy.

APPENDIX 1: OVERVIEW OF REQUIREMENTS - THE ARTS

FOUNDATION STAGE

The Arts

The **minimum** content for The Arts is set out below.

Teachers should enable children to develop knowledge, understanding and skills in:

ART AND DESIGN

Children should be enabled to:

- Observe and respond to things seen, handled, remembered, and imagined.
- Investigate and talk about colours, lines, shapes, textures, and patterns.
- Look at and respond to the work of artists, designers, illustrators, and craft workers.
- Explore and use a wide range of materials and processes.
- Create and develop ideas using colours, lines, shapes, textures, and patterns.
- Talk about their own and others' work, and how the work was made.

Progression

As children progress through the Foundation Stage, they should be enabled to:

- Use their senses to explore real objects, developing attention to detail.
- Use direct experiences, memory, and imagination to observe and respond to the world around them.
- Begin to use visual language to describe what they have examined and observed.
- Begin to appreciate visual qualities in both natural and made environments.
- Value their own and others' creative work.
- Talk about the processes involved in creating their own work.
- Look at, explore, and talk with increasing confidence about works of art, craft, and design.
- Explore and discover the qualities of various materials to make choices and create unique pictures and structures.
- Begin to develop a range of skills using materials, tools, and processes (e.g., drawing, painting, printmaking, textiles, malleable materials, and 3D construction).

MUSIC

Children should be enabled to:

- Work creatively with sound.
- Sing and perform using simple instruments.
- Listen and respond to their own and others' music-making.

Progression

As children progress through the Foundation Stage, they should be enabled to:

- Be aware of and perform a steady beat.
- Distinguish between loud/quiet, high/low, long/short, and fast/slow sounds.

- Listen to and repeat simple rhythms.
- Make music using voice, body percussion, and instruments.
- Watch and respond to start/stop signals.
- Value their own and others' contributions in collaborative music-making and performance.

DRAMA

Children should be enabled to:

- Express thoughts, ideas, and feelings.
- Develop creativity through imaginative play.
- Engage in dramatic play to extend learning.
- Take part in a range of drama games and strategies.

Progression

- As children progress through the Foundation Stage, they should be enabled to:
- Co-operate during role play, negotiate roles, agree rules, and act out scenarios.
- Express thoughts, ideas, feelings, and imagination with confidence using verbal and non-verbal language.
- Adopt and sustain a role in a variety of dramatic contexts.

KEY STAGE ONE

The Arts

The **minimum** content for The Arts is set out below.

Teachers should enable children to develop knowledge, understanding and skills in:

ART AND DESIGN

Children should be enabled to:

- Observe and respond to the world around them using a variety of stimuli.
- Explore and use the visual elements of colour, line, shape, texture, tone, and pattern.
- Look at and respond to the work of artists, designers, illustrators, and craftspeople.
- Experiment with a range of materials, tools, and techniques.
- Develop and communicate ideas visually and creatively.
- Reflect on and talk about their own and others' work, including the processes used.

Progression

As children progress through Key Stage One, they should be enabled to:

- Use observation, memory, and imagination to inform their creative work.
- Develop increasing control and confidence in using materials and tools.
- Use visual language to describe and explain their ideas and responses.
- Make choices about materials and techniques to suit their intentions.
- Show appreciation for the visual qualities in the environment and in

artworks.

- Talk about and evaluate their own and others' work using appropriate vocabulary.
- Explore how artists and designers communicate ideas and feelings through their work.

MUSIC

Children should be enabled to:

- Explore and express ideas and feelings through sound.
- Sing and perform using voice and simple instruments.
- Listen and respond to a variety of music.
- Create and perform simple compositions.
- Work individually and collaboratively in music-making.

Progression

As children progress through Key Stage One, they should be enabled to:

- Keep a steady beat and perform simple rhythmic patterns.
- Recognise and explore musical elements such as pitch, tempo, dynamics, and timbre.
- Perform with increasing control, accuracy, and expression.
- Use symbols and simple notation to support performance and composition.
- Listen to and talk about music from different times, places, and cultures.
- Reflect on and evaluate their own and others' music-making using musical vocabulary.

DRAMA

Children should be enabled to:

- Explore and express thoughts, ideas, and feelings through drama.
- Use voice, movement, and facial expression to convey character and emotion.
- Take part in a variety of drama activities including role-play, improvisation, and games.
- Develop storylines and characters through dramatic play.
- Reflect on and talk about their own and others' dramatic work.

Progression

As children progress through Key Stage One, they should be enabled to:

- Sustain roles and develop characters in a range of dramatic contexts.
- Use drama to explore real and imagined situations and relationships.
- Work collaboratively to plan and present drama.
- Use a range of drama strategies to communicate meaning.
- Reflect on and evaluate drama using appropriate language.

KEY STAGE TWO

The Arts

The **minimum** content for The Arts is set out below.

Teachers should enable children to develop knowledge, understanding and skills in:

ART AND DESIGN

Children should be enabled to:

- Observe, investigate, and respond to the world around them using a range of stimuli.
- Explore and use visual elements such as colour, line, shape, texture, tone, and pattern.
- Look at and respond to the work of artists, designers, illustrators, and craftspeople from a range of times and cultures.
- Experiment with a wide variety of materials, tools, and processes.
- Develop and communicate ideas through visual and tactile means.
- Reflect on and evaluate their own and others' work, considering the creative process and outcomes.

Progression

As children progress through Key Stage Two, they should be enabled to:

- Use observation, memory, and imagination to inform their creative work.
- Apply increasing control and skill in using materials and techniques.
- Use visual language confidently to express and communicate ideas.
- Make informed choices about materials, tools, and processes to suit their intentions.
- Show appreciation for the visual qualities in natural and built environments.
- Discuss and evaluate their own and others' work using appropriate vocabulary.
- Demonstrate an understanding of how artists and designers communicate meaning through their work.
- Develop personal style and originality in their creative expression.

MUSIC

Children should be enabled to:

- Explore, express, and communicate ideas and feelings through sound.
- Sing and perform with control, expression, and accuracy.
- Play tuned and untuned instruments with increasing skill.
- Listen to and respond to a wide range of music from different styles, cultures, and times.
- Compose and improvise using voice, instruments, and digital tools.
- Evaluate and reflect on their own and others' music-making.

Progression

As children progress through Key Stage Two, they should be enabled to:

- Maintain a steady beat and perform rhythmic and melodic patterns with accuracy.

- Recognise and use musical elements such as pitch, duration, dynamics, tempo, timbre, texture, and structure.
- Perform individually and as part of a group with confidence and expression.
- Use notation to support performance and composition.
- Explore and use digital technology to create and manipulate sound.
- Listen with discrimination and respond thoughtfully to a variety of musical styles.
- Reflect on and evaluate their own and others' performances using appropriate musical vocabulary.

DRAMA

Children should be enabled to:

- Explore and express ideas, thoughts, and feelings through role-play and drama.
- Use voice, movement, and facial expression to convey character and emotion.
- Participate in a range of drama strategies and conventions (e.g., freeze-frame, hot-seating, thought-tracking).
- Develop storylines and characters through improvisation and script work.
- Reflect on and evaluate their own and others' dramatic work.

Progression

As children progress through Key Stage Two, they should be enabled to:

- Sustain roles and develop characters with increasing depth and consistency.
- Use drama to explore real and imagined situations, issues, and relationships.
- Work collaboratively to plan, rehearse, and present drama.
- Use a range of dramatic techniques to engage an audience.
- Reflect critically on the effectiveness of drama in communicating meaning.
- Demonstrate confidence and creativity in performance.

***“The greater the encouragement to express themselves freely through Art
&
Design, Drama, and Music, the greater the likelihood there is that
children’s
individuality, imagination, and creativity will blossom.”***

This policy was revised in SEPT 2025

APPENDIX 2: **KEY REFERENCES**

- The Northern Ireland Curriculum – Primary (2025)

This is the core document outlining statutory requirements and guidance for Art & Design, Drama & Music across all key stages in Northern Ireland. It emphasises creativity, personal expression, and the development of thinking skills and personal capabilities.

- CCEA Progression Grids for Art & Design, Drama & Music (2024)

These grids provide clear guidance on expected progression in knowledge, understanding, and skills across the key stages. They support teachers in planning, assessment, and identifying next steps in learning. The grids are aligned with the Thinking Skills and Personal Capabilities framework and help ensure continuity and challenge in pupils' creative development.