

# Orleans Primary School

‘A love of learning, for life, for all.’



## Creative Arts

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|----------------------------------|-----------------------|
| Governor's Committee Responsible | Quality and Standards |
| Status                           | Non-Statutory         |
| Review Cycle                     | 3 Yearly              |
| Date written/last review         | December 2019         |
| Date of next review              | December 2022         |

Head teacher..... Jane Evans

Date: .....

Chair of Quality and Standards .....

Date: .....

## **Orleans Primary School - Creative Arts Policy**

"To live a creative life, we must lose our fear of being wrong."

- Joseph Chilton Pearce

### **What is Creative Arts?**

The arts may be seen as constituting a generic field in education, which places special emphasis on developing creativity, imagination and personal response in individual pupils. Each subject represents a unique combination of ideas, skills and knowledge and each should, therefore, be regarded as an important element in the curriculum in its own right. In the National Curriculum, the arts have three subjects dedicated to the teaching of these:

- Art, Design and Technology
- Music, with Dance under the National Curriculum subject of Physical Education
- Drama under English

Music, PE and English are included within individual subject policies. This policy focuses on Art and DT within our curriculum. Although, these policies should be read in conjunction with each other as there are many cross curricular links between these subjects. The arts play an important role in the education of all pupils and, therefore are valued as a cross curricula tool in teaching of the entire curriculum. They encourage the exploration of values, foster imagination and creativity, develop practical and perceptual skills and promote intellectual and aesthetic development. This cohesive policy identifies key objectives, which run through each of the curriculum subject areas involved in the Creative Arts.

### **Curriculum Intent**

We believe the arts are fundamental and an integral part of teaching in all curriculum areas. The arts promote the holistic development of a child. We aim to be an arts rich school and value the contribution the arts make to the quality of life of children/young people and the unique opportunities offered by the arts for self-expression. We believe that arts education has the potential to contribute to the future life of our pupils by providing opportunities to develop their knowledge and understanding of the world around them.

Through the arts, we aim to:

- Promote effective development – imagination; aesthetic awareness: response to stimuli; expression of ideas; thoughts and feelings; critical appreciation.
- Promote physical development – psychomotor skills; co-ordination: aural, visual and tactile awareness.
- Promote cognitive development – questioning, reasoning, problem-solving, critical thinking and decision making; selecting and using information; developing good learning strategies: applying knowledge and understanding; evaluating.
- Contribute to personal development – independence of thought: development of personal qualities, abilities and a sense of achievement; positive attitudes: recognition of the importance of good health and physical well-being.

- Contribute to social development – co-operation and the need for rules: responsibilities and acceptable behaviour; understanding others; appreciation of the worthwhile nature of leisure and care of the environment.
- Promote an awareness of our cultural heritage – recognition and understanding of our cultural heritage; recognition of other cultures; understanding the universal need for personal expression and communication.

### **Implementation of the Arts Curriculum**

In the Foundation Stage, the arts are incorporated into 'Expressive Art's and Design.' This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Throughout their time in the early years, children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

In Key Stage One we follow the National Curriculum.

Throughout our school the arts will be provided through a combination of:

- A high standard of arts teaching and a range of stimulating and challenging arts experiences.
- Building partnerships with outside professionals both locally and nationally.
- Resourcing the arts well and allocating sufficient time for the arts to be taught effectively.
- Providing out of hours opportunities in which to extend pupils experiences.
- Celebrating children's talents by sharing performance skills through assemblies, competitions, talent shows and productions.
- Celebrating the cultural, more able, SEN and gender diversity of our school by implementing our inclusion policy that celebrates and encourages all to take part in the arts.

We will achieve these aims and curriculum provision by;

- Providing targeted staff training/professional development in the teaching of the arts.
- Manage the budget to allow for necessary resources, including visits and workshops.
- Successful links with OPPTA to continue to provide necessary costume parts for school plays and festival performances.
- Monitor the time allocated to the teaching of the arts and quality of arts education as a whole.
- Setting up /continuing to run regular arts-based clubs in and out of school hours.

- Continuing partnerships with Richmond Music Trust, Orleans House Gallery, Perform and Drama Hut (Drama Companies).
- Holding regular school concerts, performances, Creative Arts weeks and weekly class assemblies.
- Encouraging artists and children and their parents from different cultures to share ideas and skills.
- Sharing ideas and practice with linked schools and vice versa.

### **Teaching and Learning Methods**

- Teaching will start from and build upon children's current knowledge, understanding, concerns and interests.
- Wherever possible, context for learning should be relevant to the children and make use of actual situations and current issues.
- There should be a high degree of active participation by children, and active learning techniques should be used as research shows this is a key method of ensuring pupils retain knowledge.
- Teaching methods should use a balance of visual, auditory and kinesthetic (VAK) approaches in order to cater for preferred learning styles of the children.

We believe in the importance of enriching our pupils learning through visits to art galleries, concert halls, theatres, museums, environmental centers and around the local community, which can greatly enrich the arts provision. We also organise visitors to come into school. We believe they can bring new knowledge, expertise and experiences to the classroom. They can offer real scenarios for the children to engage with problem solving.

### **Planning, Monitoring and Assessment**

Lessons and children's work are evaluated and on-going teacher assessments are made in order to inform future planning and report back to parents. We assess the children's work by making informal judgements, as we observe the children and their work. Information and comments about a child's progression are passed onto parents in an annual report. Peer and self-assessment are encouraged to promote self-worth and enable confident, creative critical thinkers.

The Creative Arts Subject Leader will monitor the planning in order to ensure continuity, as well as teaching and learning to maintain quality of the arts. Observations of teaching are carried out to support and identify areas for development and planning will be monitored annually. Feedback will be given to teachers. The scheme of work and policy will also be reviewed.

### **Impact**

Progression is achieved through:

- The breadth of study and experience which is offered to our pupils.
- The depth of understanding and awareness of key elements, materials, processes, developing visual, verbal and musical knowledge and a growing ability to use more complex processes and skills.
- Quality of practical skills and knowledge.
- Independence and personal input.
- Critical Awareness.

Ongoing teacher assessment identifies strengths and areas of development. Achievement is assessed in accordance with guidance for development in the Foundation Stage and expectations in the National Curriculum at each stage. Self and peer assessment, where children are encouraged to evaluate their own achievements and those of their peers will be used in the assessment process. As part of our curriculum, monitoring of the teaching of key skills, use of media and art appreciation will be recorded for each year group. Records of works are wide and varied. These may be observed individual creations, as photographs, in personal folders on the computer, in videos recordings or live performances. Achievements are reported to parents and carers through consultation evenings, in written reports, through school newsletters and on the school website.

### **Equality of Opportunity and Inclusion**

At Orleans Primary School we aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. Within the Creative Arts we do this by ensuring all pupils have access to resources and materials which represent the diversity of the school and challenging any discriminatory behaviour or prejudice. We also use teaching approaches for the whole school population which are inclusive and reflective of the needs of our pupils. For pupils with additional needs we would use advice given by our SENCO and Inclusion Manager.

Creative Arts Leader: Lucy Corner December 2019