

LETHBRIDGE PRIMARY SCHOOL

CREATIVE ARTS POLICY 2015

RATIONALE

This Arts Policy, covering the subject areas of Art, Dance, Drama, Creative Writing and Music, supports and underpins the thriving and exciting work in all the Arts, which enriches the life of our school on a daily basis.

“The Arts are a source of inspiration, enjoyment and fulfilment. They provide contexts in which children learn to express their thoughts and emotions, use their imagination and develop creativity”

INTRODUCTION

The importance of Creative Arts:

Music, Drama, Dance, Art and Design and Creative Writing are classed as the Arts in the Primary School Curriculum. Arts enrich our pupils’ ‘aesthetic experiences’ by helping to stimulate creativity and imagination. It provides them with the means of exploring and recording their environment and develops powers of observation and creative thought, whilst equipping them with artistic skills they could use in later life. Pupils use different materials and processes to communicate what they see, feel and think.

The Arts provide rich experiences in which children can participate in or observe. They also provide opportunities whereby children can be involved in the planning process, the creating, the presenting and the evaluating of their own work and the work of others.

Aims in the Arts across the Early Years and Key Stages 1 and 2:

During the Early Years Foundation Stage and Key Stage 1 the study of the Arts aims to develop pupils’ creativity and imagination (as well as developing thinking skills) by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of arts in their immediate / local environment. They begin to understand colour, shape and space, and pattern and texture and use them to represent their ideas and feelings. They are encouraged to generate new ideas and be inventive while being creative.

During Key stage 2 the study of the Arts aims to develop pupils’ creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of the arts in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

The three main purposes to this policy are:

- To establish entitlement for all pupils
- To establish expectations for the standards to be achieved
- To state the school’s approaches to the Arts in order to promote stakeholders’, particularly parents’/carers’, understanding of the curriculum.

CURRICULUM OBJECTIVES

In the Early Years Foundation Stage the Arts are incorporated into the Creative development area of learning. This encompasses Art and Design, Music, Dance, Role-play and imaginative play. Creative Development is fundamental to successful learning. The Foundation Stage follow the Early Years Foundation Stage Curriculum and Assessment Profile.

KS1 and KS2 follow dedicated planning written by the teachers themselves working in phase teams – Years 1 & 2, Years 3 & 4 and Years 5 & 6. The plans are overseen by Phase Leaders, SLT and Subject co-ordinators.

Each phase follow a two year curriculum cycle with a variety of History, Geography, Science and DT led topics in which all the Arts subjects are embedded.

The planning and delivery of the Arts ensures breadth and balance of skills and application across KS1 and KS2. Key skills are made evident and linked with other areas of the curriculum. Individual teachers decide how best to use the planning and have the flexibility to make changes to suit the individual abilities and needs of the children in their class.

The aims of the Arts should be realised by all pupils, regardless of ability, gender or ethnic group. The objectives can be summarised as follows:

- Exploring and developing ideas
- Investigating and making
- Evaluating and developing work
- Knowledge and understanding
- Performing and presenting

The Arts will include skill development such as:

- Thinking Skills

By using thinking skills children can focus on knowing how as well as knowing what - on learning how to learn. Many aspects of the Arts contribute to the development of thinking skills

- Information processing skills

These enable children to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse part-whole relationships

- Reasoning skills

These enable children to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions

- Enquiry skills

These enable children to ask relevant questions; pose and define problems, to plan what to do.

- Resiliency Skills

These enable the children to build positive beliefs in their own abilities. Allow them to become flexible and more adaptable while working on tasks as individual, with a partner or in small / large groups. Developing the children's positive thinking and problem solving skills. Knowing that challenges in their performances may be overcome with hard work and some changes.

The work in the Arts is planned to:

- Develop a sense of enquiry about visual and tactile experiences;
 - Observe, present, evaluate, record and order information;
 - Develop the means by which sensory experience can be explored and expressed in two and three dimensional form;
 - Realise their creative intentions, through the acquisition and understanding of technical competence and manipulative skills;
 - Use opportunities for personal discovery and imaginative enquiry through inventive use of materials and techniques;
 - Be self-motivated and self-critical;
 - Be organized and relate abstract concepts to practical outcomes and situations;
 - Develop an understanding, appreciation and enjoyment of the Arts in functional, historical and aesthetic teams and to develop the ability to make informed critical judgements about their own work and others' work;
- * Develop knowledge and understanding of the multicultural, historical and contemporary work of professional artists; through collaborative projects with external agencies and cross- curricular opportunities.

DIFFERENTIATION/SPECIAL EDUCATIONAL NEEDS

Teaching is effectively differentiated within mixed ability classes and lesson plans identify the different ability levels.

Teaching is differentiated by:

- Outcome
- Task
- Questioning
- Level of support
- Resources

A variety of classroom management strategies are used in order to support and ensure effective differentiation takes place.

EQUAL OPPORTUNITIES

All children, irrespective of gender, race, religion or ability, are offered every opportunity to develop their skills in The Arts through a variety of tasks and use of a wide range of different types of resources.

ASSESSMENT

Formative assessment is used during lessons and teachers utilise a variety of methods (questioning, discussion, feedback, observation, quality of work as it progress etc.) in order to determine how each pupil is progressing.

CURRICULUM TIME

The distribution of lessons in the Arts through the year differs between year groups according to the theme being studied. This access time amounts to over 12% of teaching time per week (when an average is taken, although sometimes art can be taught in 'blocks' of longer study). In the EYFS creative development opportunities are accessed through child initiated/adult initiated and adult led activities. With the emphasis on child initiated opportunities.

RESOURCES

The responsibility for maintaining an adequate supply of resources rests with the Arts Team in conjunction with the class teachers. Many of the resources are stored centrally, but regularly used items will be made available in individual classrooms. It is important to ensure that resources are kept tidy and clean, ready for use. The effective management of these resources, whilst ultimately the responsibility of the team, is also the responsibility of each teacher and the children using them.

HEALTH AND SAFETY

Teachers are responsible for the safety of their pupils and they ensure at all times that the pupils are working and behaving in a manner that will not cause harm to themselves or to other pupils or to the environment.

TEACHING METHODS

The study of the Arts is based around enquiry, observation, discussion, demonstration, investigation, participation and exploration of materials and techniques.

A balance is sought between imparting information and encouraging children to become active enquirers; and between class, group, paired and individual work. Use is also made of ICT, group work, display, performance and practical work.

EXTRA-CURRICULAR PROVISION

At Lethbridge we are particularly proud of the extra-curriculum programme offered to our pupils. At KS1 and KS2 extra-curricular activities are offered in lunch times and after school. Clubs are provided for all pupils from Year 2 to Year 6, regardless of need or talent. We are grateful to pupils from our local secondary school, Commonweal, for their help with running a number of after school clubs.

LINKS WITH COMMUNITY

Parents are invited to attend class assemblies, concerts and performances. We have a Guest Book on our web site where they are invited to make comments.

We have strong links with our local secondary school, Commonweal, with pupils from Lethbridge attending and participating in performances at Commonweal.

We believe in maintaining and further enhancing links within the community. We take part in the Old Town Festival in the summer and attend our local churches for services throughout the year. The choir visit the elderly in nursery homes at Christmas.

***Current Policy waiting to be approved by Governors July 2015
To be reviewed July 2017***

Signed by:

Chair of Governors:.....

Headteacher.....

The Arts Leader.....