

Appleton Wiske Community Primary School

Creative Arts Policy

Philosophy

At Appleton Wiske Community Primary School we believe that the Creative Arts – Art and Design, Design and Technology, Music, Dance and Drama – are powerful forms of communication that can influence the way children feel, think and act. The Arts help to develop children’s ability to appreciate a wide variety of art forms and to make their own judgements. The Arts can help to increase self-discipline, creativity, aesthetic sensitivity and personal fulfilment. We believe that the Arts can contribute to every area of the curriculum. Through active involvement, visual, tactile and sensory experiences children can respond in their own unique ways.

We recognise our responsibility to provide a broad and balanced curriculum for all pupils. We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible by: responding to pupils’ diverse need; overcoming potential barriers to learning for individuals and groups of children; giving all pupils the opportunity to develop their creative capabilities irrespective of gender, race, religion, disability, age or socio-economic group. We view equal opportunities in the widest possible sense as embracing the well-being, contribution and development of all members of the school community.

Aims and Objectives of Creative Arts in our School

To provide all pupils with:

- The opportunity to engage in a range of arts activities through a rich, exciting and creative curriculum.
- The opportunity to pursue their interests and talents in the Arts.
- Activities that give children the opportunity to be creative.
- The opportunity to be imaginative by expressing themselves through all art forms.
- The opportunity to learn that the creative arts exist in all cultures past and present, and to appreciate its many forms.
- Arts activities that access other areas of the curriculum
- The opportunity to perform creatively.
- The opportunity to work collaboratively.

As a result our pupils will:

- Access a broad and balanced curriculum with relevant links made between the Arts and other curriculum areas.
- Have the opportunity to engage with first-hand experiences and select their own ideas and use them in their own work.
- Develop skills across the Arts, including the ability to control materials, tools and techniques.
- Develop increasing confidence in the use of visual and tactile elements and materials.
- Understand the processes involved in creating art works.
- Have the opportunity to develop a love of the Arts and to pursue their interests across and outside the curriculum.
- Develop self-esteem, confidence and maturity through participation in the Arts.
- Develop an understanding of artists, craftspeople, designers and musicians.

Planning and Delivery

Within our creative curriculum, the Arts are taught in a way that has cross-curricular links and complements and enhances other subjects. The ‘Development Matters’ section of the EYFS Curriculum supports continuous assessment, planning and resourcing of creative arts for children in Reception. The National Curriculum 2014 programmes of study outline the knowledge, skills and understanding that children are required to be taught in KS1 and KS2. Medium term plans are devised through a thematic approach. The use of IT and computing to support work in the Creative Arts is developed throughout school. In addition to core delivery of the Arts we provide extensive opportunities to build on children’s interests and talents. Peripatetic music teachers provide tuition in a range of instruments and our After School Club offers art-based activities.

Resources and Facilities

Specialist subject resources are stored in classrooms and centrally within school. Workshops are held by the small schools cluster group on a rotating basis. Each year different year groups participate in art, dance and music cluster sessions. These may be led by specialist teachers or professionals. Visits by music, drama or dance groups for whole school performances and workshops are organised for the children.

Progression and Assessment

Progression is achieved through:

- Breadth of both study and experience.
- Depth of understanding and awareness of key elements; materials, processes, developing visual, verbal and musical language, and a growing ability to use more complex skills and processes.
- Quality of practical and technical skills.
- Independence and personal input.
- Critical awareness.

Assessing children's development, and providing for their next steps in the Foundation Stage, ensures that progression is maintained. Developing work from the programmes of study for KS1 and then KS2 continues this growth. Progression involves: knowing what is achieved; building on the developmental stages; recognising how to develop the quality of performance/artwork; a structured planning process; opportunities for cross-curricular and discrete units of work which focus on each area of the Arts. Skills are built upon in each successive year group, with the understanding that children are individuals and progress at different rates. Such differences are taken into consideration when planning and differentiation is achieved by:

- Outcome
- Task
- Amount of adult support required
- Resources
- Grouping
- Questioning skills

Ongoing teacher assessment identifies strengths and areas for 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/carers at consultation evenings, in written reports, through school newsletters and on the school website.

Monitoring

Monitoring of the Creative Arts is the responsibility of the subject leader and the Head Teacher.

Revised: June 2017

Review date: June 2020

