

# West Exmoor Federation



# Creative Arts Policy

May 2016

## **West Exmoor Federation Creative Arts Policy**

### Philosophy

Within the West Exmoor Federation, we believe the Creative Arts stimulate creativity and imagination. We feel they contribute to the whole curriculum of the child by offering an alternative context for learning. Through active involvement, visual, tactile and sensory experiences that offer a unique way of understanding and responding to the world.

Our commitment to teaching the Creative Arts – Dance, Drama, Art and Music - enables pupils to develop skills and knowledge which help them to make value judgements and aesthetic decisions. It will also develop their interpersonal skills and enable them to become actively involved in shaping their environment.

### Aims and Objectives of Creative Arts within the West Exmoor Federation

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.
- Activities that give children the opportunity to be creative.
- The opportunity to be imaginative by expressing themselves through all art forms.
- The opportunity to see that the creative arts exist in all cultures and to appreciate and value its many forms.
- Arts activities that access other areas of the curriculum.
- The opportunity to perform creatively in class assemblies, shows and productions.

As a result, all children will:

- Receive a broad and balanced curriculum, with relevant links made between the arts and other curriculum areas.
- Develop their skills across the arts.
- Understand the processes involved in creating art works.
- Have the opportunity to appreciate art forms produced by others, and to share and perform their own work.
- To be given the opportunity to develop a love of the arts, and to pursue their interests across and outside of the curriculum.

### Planning and delivery

- Across each Key Stage, there are regular time-tabled slots for dance, music, drama and art. Cross-curricular links are made explicit to enable the arts to be taught in a way that compliments and enhances other subject areas.
- Each class follows medium term plans to support the link with another subject area e.g. history, geography. Role-play is used in key stage one and the foundation stage where appropriate. The Creative Arts are used to develop speaking and listening as well as supporting reading and writing in literacy in all key stages.
- Although all class teachers deliver the arts curriculum, we encourage staff with particular skills to share their knowledge and expertise across and beyond the school. Our subject leaders regularly support the planning of creative arts days throughout the school.
- Teachers are keen to ensure that a range of clubs are available to all children in key Stage one and two. We aim to ensure a balance across the arts in these clubs. Clubs alternate regularly to allow different activities to take place in the limited hall space. Examples of clubs offered include choir, dance, art, drama and creative dance.

### Progression

By developing work based on the QCA units of work we are ensuring progression for our pupils. Extension activities are planned, when appropriate to enrich children's experiences within these units of work.

We recognise that progression involves:-

The teacher and the children

- Knowing what is to be achieved
- Knowing the necessary developmental stages to build on what has gone before
- Recognising how to develop the quality of performance/art work.

A structured planning process

- Within a lesson
- Over a series of lessons
- During a key stage
- Across key stages
- Throughout a whole school experience
- Through a combination of cross-curricular units and discrete units of work focusing on each area of the arts

The senior management team as part of the whole federation monitoring procedures will monitor the quality of teaching and learning in the Arts.

### Differentiation

In order to ensure progression, skills are built upon in each successive year group, with the understanding that children are individuals and progress at different rates. The differences are taken into consideration when planning and differentiation is achieved in each year group by:

- Outcome
- Task
- Adult support
- Resources
- Grouping
- Questioning Skills

### Assessment, Recording and Reporting

- Ongoing teacher assessment to identify strengths and areas for development.
- Recording achievement at the end of each unit of work according to the expectations on the front of each QCA unit.
- Self and peer assessment where children are encouraged to evaluate their own achievements and that of their peers.
- The use of an Arts Sketchbook as a point of reference when planning work

### Inclusion

We recognise our responsibility to provide a broad and balanced curriculum for all pupils. Teachers 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 learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children.
- All pupils regardless of race, gender or ability should be given the opportunity to develop their creative capabilities

### Facilities and Resources

Children have access to the following specialist equipment:-

- School hall
- Computer suite, giving opportunities to use ICT in the Creative Arts. Interactive whiteboards in most classes.

- Workshops led by artists, musicians and drama specialists.
- Specialist music lessons
- Specialist subject resources
- Use of kiln at Parracombe School
- Yearly visits by drama groups to provide workshops for groups of children.

### Role of the Arts Subject Leaders

The subject leaders will ensure continuity across the arts by liaising with one another and the leadership team. The subject co-ordinators have the responsibility for the day to day maintenance of their subject. Their role includes:-

#### Planning

- Sharing expertise

#### Support and Guidance

- INSET
- Assessment
- Resources
- Sharing expertise

#### Assuring Continuity

- Across year groups through the use of schemes of work
- Through cross-curricular tasks
- By working with other schools

#### Monitoring Standards

- By evaluating pupil's work
- By working alongside teachers
- By leading discussions about standards

### Professional Development

The inset need of staff will be reviewed regularly and appropriate training will be planned in line with school improvement initiatives. Staff will be encouraged to attend relevant training. Whole staff inset will be planned and delivered through staff meetings as required.

### Whole School annual Events

We are committed to providing an annual arts week for all pupils.

### Extra Curricular Development

Members of staff are encouraged to make provision for extra curricular opportunities that extend the experiences of pupils beyond those within lessons. The school continually seeks to extend its range of extra curricular opportunities in the creative arts. The following activities have formed part of the extra curricular provision provided by the school:-

- Dance
- Observational Drawing
- Painting using a range of mediums
- Art in the style of .....
- Choir
- Instrument tuition

- Creative movement

Monitoring

The effectiveness of this policy will be monitored by the subject leader and reported to the leadership team at least annually. It will be reviewed and updated in accordance with the school development plan.

Reviewed: May 2016