



Creative Arts

Statement of Practice

Linked Governors: Mrs N Azad
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Pikes Lane Primary School

Statement of Practice: Creative Arts.

Aims and Objectives

The 'Creative Arts' at Pikes Lane aim to provide:

- teaching and learning that is outstanding and which contributes to and reflects the ethos of the school.
- awareness and exposure to several forms of the art including diverse aspects of musical, visual, performing and digital arts.
- knowledge and skills that can be drawn upon and applied across a range of contexts including within class based theme work.
- high expectations for attainment in statutory Music and Art and high attainment in Drama (non-statutory: links to English).
- pupils with skills that they see as useful in the workplace and have economic validity.
- technical understanding and vocabulary, allowing pupils to express their views about art, created by themselves and others (Including peers, local and high profile artists.)
- skills and abilities of pupils to use diverse artistic mediums to express their views.
- links with the wider community, local and national organisations and groups.
- high quality opportunities and platforms to showcase work.

Teaching and Learning in Creative Arts

Music

Teaching and Learning

Music is taught in PPA sessions with cross curricular drama but also integrated where possible into the curriculum. There is a strong emphasis on performance and pupils learn practically through a 'hands on' approach. All classes broadly focus on the same strand of the curriculum at the same time, working towards a performance opportunity (either for camera or for a live audience). Where possible the teaching in music is cross-curricular and based on pupils theme. On some occasions work is linked by topic across the whole school. There are half

hour singing assemblies bi-weekly for each Key Stage. Sometimes there are whole school assemblies when work is appropriate for both Key Stages. The focus of these is celebrating music and group singing the content varies, based on school priorities. There is a Key Stage 2 Choir, who are 'interest led', (they have input into the repertoire). Instrumental music tuition is offered annually to parents at a small cost, in small groups, if there is sufficient demand specialist tutors will deliver these sessions within curriculum time. Pupil Premium children and those facing financial hardship will be subsidised where possible. In addition to internal performances (where pupils perform for one another) we seek to ensure that parents can also attend pupils performances as appropriate. Pupils can expect high quality tuition in the key principles of music including: singing, controlling and playing and be confident discussing and adapting the inter-related dimensions of music. Staff are encouraged to use music as pedagogy within the classroom.

Planning

Long Term planning, medium term overviews and short term planning are kept and all are bespoke to the class themes therefore they are changed annually. The objectives for these cover the new programme of study content and offer opportunities for performance.

Assessment

Pupils were assessed for key skills - pitch, pulse and participation, termly, against age related expectations (2012-2014). From 2014-15 they are assessed across the whole range of criteria in the Chris Quigly Skills documents. Tracking and percentages for music are kept and analysed by the subject leader at the start of each academic year and this data informs annual action planning.

Drama.

Teaching and Learning

Drama is taught mainly in PPA sessions, with cross curricular music but also integrated where possible into the curriculum. Class teachers incorporate drama skills tuition into their lessons and use it as a pedagogical tool to explore multiple subjects (Such as exploring texts in literacy). The drama curriculum is performance based and pupils will perform both scripted and devised work for camera and live audiences each year. Drama is used as a tool to link theme to lessons, explore concepts and characters within the classroom. Pupils create more polished performances for showcasing to an audience. Drama clubs are offered to each Key Stage annually. On some occasions work is linked by theme across the whole school. There is a live drama performance at least once per

year by professional actors and where possible these will be linked to the learning in other areas. In addition to internal showcases we seek to perform to parents and wider audiences as appropriate. Year 6 stage an end of year musical theatre production, this is of high quality, based on pupil interest and the provision for this year centers around devising and creating a bespoke show.

Planning

A long term planning overview, medium term project overviews and short term planning are kept and all are bespoke to the class topics and changed annually.

Assessment

The objectives for classes and assessment are taken from the speaking and listening APP document 'Drama' strand and from the English Curriculum 2012 to 2014 and from 2014 -15 and onwards pupils are assessed against the Chris Quigly skills document for Drama in line with the new programme of study.

Art

Teaching and Learning

Art is taught in foundation subject sessions and should be integrated where possible into the curriculum through theme. Staff are encouraged to use artistic medium as pedagogy within the classroom especially with ICT and to enhance the environment and displays. High quality art work should be on display throughout the year in the class room and the communal areas. There should be evidence for each three allocated art forms per year group in theme books and this work should be of the highest quality. Teachers are expected to follow a specific teaching sequence introduced through CPD and to allow pupils time to explore new mediums and ideas in sketch books. Extra curricular visual arts opportunities are provided annually. Contests are also held to increase the profile of the arts. On some occasions work is linked by theme across the whole school, ending in an event or exhibition. There is a creative arts week each year where every pupil should attend at least one workshop lead by a professional artist. There will be at least one art display per year that parents are invited to in school. There will be at least one art display per year that takes work to a wider audience. We have arts mark 'gold' and will retain this following the publication of the new arts award guidance in September 2015.

Planning

Planning in art is based on art forms outlined in the new programmes of study. Progression is ensured through the use of a skills continuum. Planning is mapped onto the long term planning grids, medium term planning overviews ensure that

coverage happens in the form of a two year cycle and short term planning is incorporated into the thematic planning formats.

Assessment

Pupils are assessed using the skills continuum, against age related expectations and assigned a level 'below, meeting or exceeding expectations'.

Extra-Curricular opportunities, outside agencies and school profile.

We only aspire to work with the best professional artists, music teachers and organisations to deliver outstanding opportunities. Freelance artists or tutors must have CRB checks, public liability to 5M indemnity and 2 good references. Organisations that are partnered or subscribed to, for project work, must be well recognised. (These include Bolton Music Services, Charanga, Sing Up, Trinity College, London, N-stage etc.) See artist contracts for further details.

Foundation Stage

Pupils follow the same principals as the school but are assessed and planned for using the ages and stages learning goals. They perform a winter show and opportunities are sought to perform to a wider audience of peers and parents. The aims of teaching are to provide a broad base of experience before entry to the formal teaching in Key Stage 1 commences.

Monitoring and Review

The 'Head of Creative Arts' is responsible for monitoring the standards of the children's work and the quality of the teaching in visual art in cooperation with the leadership team. S/he is also responsible for supporting colleagues in the teaching of creative arts, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The head of creative arts presents the head teacher with an annual end of year position statement, action plan and interim report. Which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. S/he has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

British Values

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum. As demonstrated thorough our 2015 Arts week focusing on Great Britian and it's icons.

We take opportunities to actively promote British Values through whole school assemblies. Public galleries and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.

This policy/document was reviewed by: Alex Bradley September 2016