



Alderman Pounder Infant and Nursery School

Policy for Expressive Arts and Design

This policy incorporates the following former policies:

- Art
- Design Technology
- Music

Document Owner: Expressive Arts and Design Subject Leaders

Issue Date: Spring 2017

Version: 1.1

Review frequency: every two years

REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Autumn 2013	Autumn 2014	Policy incorporated (Julie Hemsley)
1.1	Spring 2017	Spring 2019	Updated to incorporate aspects of curriculum policy (subject leaders)

Definition of Expressive Arts and Design

The Expressive Arts allow children to "express their knowledge, ideas and feelings in ways that do not necessarily involve words." (Livermore, Robinson)

Aims

To ensure that our pupils:

- experience a rich and broad arts curriculum
- increase their knowledge, skills and understanding of the arts and technology
- are inspired by the arts
- have every opportunity to make good progress
- develop transferable life skills and nurture artistic talent that arise from arts education

Planning

In the Foundation Stage planning follows the Early Years Foundation Stage Framework. In Key Stage One the National Curriculum areas of Art and Design, Design and Technology, and Music are combined into topics delivered on a two year cycle.

Staff reflect on and evaluate their planning to inform the best way forward.

In order to make sure we are offering all children effective learning opportunities, as a staff we will take into account whether our curriculum for Expressive Arts and Design:

- is challenging for children of different abilities and aptitudes in each year of each key stage
- motivates children, enabling them to understand and review their own learning
- caters for children's diverse learning needs
- overcomes potential barriers to learning by differentiation of activities and assessment criteria, for individuals and groups of children.

Subject Leaders

The role of the subject leader is to:

- support and advise on policy development
- support colleagues in their planning and in assessment activities
- monitor progress
- to help to ensure continuity and progression throughout the school
- monitor resources
- keep up to date with any curriculum developments and disseminate information to colleagues as appropriate

Members of the school community may be consulted in the following ways:

- parents - through forums and questionnaires
- pupils - in class and through the school council
 - staff and governors - through regular meetings

Teaching and Learning

The curriculum is planned and delivered to include cross-curricular work and some enrichment activities such as: whole school topic days, visits, cultural days and productions. This provides pupils with the chance to access SMSC opportunities.

Effective learning and teaching involves a variety of styles and strategies. Teachers identify the most appropriate methods to best support the learning of the children they are teaching. These are encompassed in an enquiry and investigation context with an emphasis placed on first-hand experience. Possible strategies include: demonstration; research; exploration and teacher-led investigations. We aim to access the knowledge and skills the children bring with them, and to provide them with experiences that will help them to develop their level of knowledge and understanding and ability to problem solve. The quality of questioning and talk is a central feature of Expressive Arts and Design within the school. Children are encouraged to work as individuals, in pairs and in groups.

The delivery of Expressive Arts and Design often takes place through cross-curricular topics. In addition, the school has an active 'eco committee' whose work often informs classroom discussions and investigations related to this area of learning.

The achievements of all pupils are recognised and acknowledged through Gold Book certificates, stickers and sharing 'good news' and achievements with parents. Children's work will be celebrated and displayed in the classroom and around school.

Special Needs

Children's special needs are considered within the teachers' individual planning and catered for appropriately.

Teaching is all-inclusive; every child takes part at his or her own level.

Assessing Recording and Reporting

We assess the children's work by making informal judgments as we observe the children during lessons. Once a piece of work is complete we mark and comment as necessary to inform next steps in learning. Reporting to parents is done on a termly basis through consultations and annually through a written report.

A teacher assessment judgement is recorded on each pupil's tracker at the end of the year.

Health and Safety

Children are directed in the correct use of, carriage of and storage of any potentially dangerous pieces of equipment. Care is taken to protect children's clothing by wearing of aprons when appropriate. They are also taught to handle equipment appropriately from Foundation Stage through to Key Stage One, both to preserve the life of it and to prevent themselves from being injured.

Equal Opportunities

Please refer to the following policies:

- Equal Opportunities
- Gender Equality Duty
- Race Equality
- Disability Equality
- Disability Access Scheme