



## South Otterington Church of England Primary School Creative Arts Policy 2015

### Philosophy

At South Otterington Church of England Primary School we believe that the Creative Arts - Art and Design, Music, Dance and Drama, are powerful forms of communication that can affect the way children feel, think and act. The teaching of the Arts develops 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. **Music is frequently used to enhance mood and teach concepts e.g. Number Fun in maths.**

### 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 all 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.
- Develop knowledge regarding the works and style professional artists within the Arts.
- Understand the processes involved in creating art works.
- Develop their personal arts skills across the Arts.
- 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.

### 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 Guidance supports continuous assessment, planning and resourcing for children in Reception and 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 topic-based approach.

In addition to core delivery of the Arts we provide extensive opportunities to build on children's interests and talents in the Arts. We stage a range of performances throughout the year and children audition for roles which are awarded on merit. However, preference is given to the oldest children e.g. Year 6s in the summer and Year 2s at Christmas. Peripatetic music teachers teach a wide range of instruments from Year 2 onwards from which some pupils attend area band or orchestra, based at a local secondary school, on Saturday mornings. Cluster events involving the participation of large numbers of pupils singing, dancing and playing instruments thrive on a bi-annual basis. The local show and competitions are also opportunities for all children to explore and enter into the wide-ranging nature of the Arts. The children are often invited to sing at community events.

### Progression

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. Extension activities are planned, when appropriate to enrich children's experiences.

We recognise that progression involves:

The teacher and the children

- Knowing what is to be achieved.
- Knowing and building on the developmental stages.
- Recognising how to develop the quality of performance/artwork.
- A structured planning process.

Planning for progression may involve:

- A plan within a lesson.

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

### Monitoring

Monitoring of the Creative Arts teaching and learning is carried out by the Creative Development Curriculum Leader, the Head teacher and the link Governor for Creative Development.

### 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. Such differences are taken into consideration when planning and differentiation is achieved in each year group by

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

### Assessment for learning, recording and reporting

- 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 level.
- Self and peer assessment where children are encouraged to evaluate their own achievements and those of their peers.
- As part of our curriculum monitoring of the teaching of key skills, use of media and art appreciation are recorded for each year group.
- At the end of each year, children are assessed at a step which is recorded in Target Tracker and reported to parents and carers in annual reports.

Records of works are wide and varied. These may be observed individual creations; as photographs; in personal folders on the computer/Fronter; in videos, recordings or live performances.

Achievements are reported to parents at informal and formal parent evenings, end of year reports, and can also be celebrated though the Fronter Learning Platform, School Blog, school newsletters and on the school website.

### Inclusion

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 needs
- Overcoming potential barriers to learning for individuals and groups of children.
- Giving all pupils the opportunity to develop their creative capabilities irrespective of race, gender or ability.

### Facilities and Resources

Children have access to the classrooms, hall, community room and computer suite. Interactive whiteboards are available in all classrooms.

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. Every two years the cluster stages a music performance to the wider community.

The school participates in Big Draw annually.

Specialist music lessons.

Specialist subject resources held in classrooms or centrally.

Yearly visits by music, drama or dance groups for whole school performance and workshops for groups of children.

### Professional Development

Staff inset is reviewed regularly in line with school improvement initiatives. Our staff are encouraged to enhance and develop their own skills in order to enrich the quality of teaching offered to children. Staff courses or whole staff training at staff meetings or training days as required.

### Equal opportunities

We at South Otterington Church of England Primary School view equal opportunities in the widest possible sense as embracing the well-being, contribution and development of all members of the school community irrespective of gender, race, religion, disability, age or socio-economic group.