

Thomas Gray Primary School

Creative Arts Policy



Written December 2017

Coordinator Miss M.D. Currall

Date of Review

Definition of Creative Arts

"Creativity requires the courage to let go of certainties."

Erich Fromm

"The Arts is our one true global language. It knows no nation, it favours no race and it acknowledges no class. It speaks to our need to reveal, heal, and transform. It transcends our ordinary lives and lets us imagine what is possible."

Richard Kamler

By Creative Arts we mean:

- the visual arts - painting, drawing, sculpture, craft and design.
- the performing arts - music, dance, drama, storytelling
- literature - poetry, fiction and non-fiction
- media and multimedia - film and photographs.

Creativity is the core element that runs through each of these activities.

Why do we provide an Arts-rich curriculum?

At Thomas Gray Primary School, we believe that every individual is naturally creative and that through the Arts, this creativity can be developed, nurtured and enriched. We provide opportunities for all pupils in the Arts to enable them to explore values, attitudes, feelings and meanings. All pupils can find success in the Arts and their self-esteem is enhanced. High self-esteem is the key to all learning. With it comes positive self-image and inner confidence and the ability to apply success to other areas. The appreciation and enjoyment of the Arts enriches all our lives. It stimulates creativity and imagination, providing visual, tactile and sensory experiences and is a unique way of understanding and responding to the world. We develop skills necessary to appreciate a wide variety of art forms. It enables children to communicate what they see, hear and experience. The Arts reflects the culture and society we live in and by teaching the Arts, children gain a better understanding of the world.

Aims and Objectives

We have an overall aim to ensure that children have access to a broad, balanced and exciting curriculum which enables motivation, originality and imagination.

- To provide high quality art experiences and resources for all children.
- To enable pupils to acquire a variety of skills which will reflect an understanding and appreciation of the Arts in the world around them.

To develop the ability to create, express themselves aesthetically, appreciate and make critical judgements about the Arts.

- To encourage children to work independently in teams, to share Arts experiences and present the Arts to others,
- To celebrate the Arts achievements of each child.
- To develop the use of ICT and new technologies in creative work.
- To develop effective links with the community.
- To develop an understanding of the role of the Arts within our society
- To visit museums, studios, theatres, libraries, art galleries
- To provide the opportunity to be inspired by and to inspire others through the arts.
- To provide the experience of seeing real artists at work, promoting the Arts as a real and important career choice and demonstrating the value of the arts in our culture.
- To develop a progressive range of skills, confidence and self-esteem and so increasing their resilience and perseverance.
- To be able to discover, pursue and show-case their interests and talents and excel at these.

Teaching and Learning Styles

At Thomas Gray School, we use a variety of teaching and learning styles in our Arts lessons.

Our principle aim is to develop children's knowledge, skills and understanding of visual and performing arts. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We encourage children to participate in a variety of musical, dramatic and dance experiences through which we aim to build up the confidence, resilience and perseverance of all children. We do this best through a mixture of whole class teaching and individual/group activities. We draw attention to good examples of individual performance as models for the other children. We give children the opportunity within lessons to work on their own and collaborate with others. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Arts Planning and Progression

Teachers plan the Arts over the whole curriculum. Our school uses the Charanga music scheme to support the teaching of music. Teachers have been given a progression of skills for Art and DT based on the Lancashire Progression of Key Skills which builds on previous learning and ensures skills are challenged year on year. Dance lessons are delivered by an outside organisation (LEAP) Drama is integrated within other curriculum areas. Lessons and children's work are evaluated by staff, and children. On-going teacher assessments are made in order to inform future planning and report to parents. The school governors also monitor activities in the Arts. The Arts policy is evaluated and reviewed by the coordinator, head teacher and governors. The class teacher writes lesson plans, which list specific learning objectives of each lesson. He / she is responsible for keeping these individual plans, and the class teacher and Arts subject leaders can discuss them on an informal basis.

Our Curriculum Provision:

Our school ethos and curriculum reflects the importance we place on the Arts.

Two Year Old Room / Early Years

Children experience a wide range of Arts experiences at Thomas Gray.

Exploring, experimenting, manipulating, constructing, discussion and decision making are key. They sing songs, make music, dance and experiment with ways of changing them. They are given the opportunity to use and explore a variety of materials, tools and techniques, experimenting with colour, design texture, form and function. They begin to develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

Key Stage 1

Christmas production- combination of all art forms

Religious assemblies involving drama, music, poetry, dance and art.

Art is taught weekly or can be blocked into longer sessions - linked to Topic and key skills

Music units of work - Charanga Music Scheme

Dance lessons - linked to P.E

Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum.

Creative use of ICT

Visiting theatre groups/artists/musicians

Arts Award (Discover)

Key Stage 2

Lower key stage 2 Arts Award (Discover)

Assemblies

Christmas and summer production - combination of all art forms

Art is taught weekly or blocked into longer sessions

Ongoing units of work in music

Dance lessons linked to P.E

Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum

Wider Opportunities Scheme - Music Sefton Sky Hub

Arts activities and performances Year 5 /6 linked to the local secondary school

· Visiting theatre groups/artists/musicians

Creative use of ICT

All year groups are given the opportunities to explore the Arts during Cultural week and Arts Week. They are encouraged to exhibit their work and take part in show and tell assemblies.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Thomas Gray Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience Arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative development needs to be taught with regards to children's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in the curriculum. All children who engage in the Arts explore a wide variety of media. This ensures that certain aspects of the Arts are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Arts activities. The Arts can provide the opportunity for new arrivals with very limited English to achieve and can therefore raise their self-esteem. It is a subject into which newly arrived pupils can easily be integrated. Working in The Arts can encourage the development of a wide range of social skills through collaborative working and sharing of ideas. Through the Arts they learn to express themselves non-verbally and may, in this context, be able to contribute cultural knowledge and experience that is of interest and benefit to all pupils.

Accessibility and Teaching the Arts to children with Special Educational Needs

We teach the Arts to all children, whatever their ability, providing a broad balanced education to all. Teachers provide learning opportunities matched to the needs of children with learning difficulties and our work in the Arts takes into account the targets set for individual children in their individual educational plans.

Nurturing Talent through Gifted and Talented

The words "gifted" and "talented" can be used in many different ways. Teachers are often best placed to identify which students are gifted or talented. In order to identify the gifted and talented in the Arts, parents should be invited to communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths.

Assessment and Recording

Teachers assess children's work by making judgements as they observe during lessons. Each child has an Arts book which records their journey in the Arts for the Year. Year 1/2/ 3/4 can achieve the Arts award (Discover). Children collect evidence in an individual arts log of their experiences of participating in arts activities, researching artists and their work sharing their arts discoveries.

Books are scrutinised termly and discussed with an external consultant. Findings are then disseminated to staff.

Monitoring and Review

The subject co-ordinator supports colleagues in the teaching of the Arts. They are responsible for monitoring the Arts. This is done through book termly scrutinies (discussed with an external consultant). Findings are then disseminated to staff.

Displaying pupils' work is seen as very important in our school as it celebrates the achievements for all children, provides a stimulating environment for all children, motivates pupils, adds to learning and shows pupils that they are valued. The responsibility for changing displays is down to the class teacher. Corridor displays are changed every half term.

Health and Safety

As with any practical activities, there is an element of risk. Any staff member or outside agencies involved with activities within school must comply with Thomas Gray Primary School's Health and Safety Policy.

Resources

We keep resources for music, art, dance and drama in central stores.

All staff members are responsible to taking care to return resources and the Subject coordinator is responsible for ordering resources when needed depending on the school budget. The library also contains a good supply of topic books to support children's individual research.

Working with Professional Artists and Arts Organisations

We believe the value of partnerships with Arts organisations (local secondary schools. Atkinson Centre) demonstrate excellence and raise awareness of opportunities and expectations in the Arts.

The links benefit curriculum development, cultural awareness, community links, staff development, children's creative achievements, the profile of the Arts, the nurturing of talent. It is hoped that through effective communication, we can ensure successful partnerships that cover a range of Art forms including those of others cultures. We are always looking for new opportunities.

We encourage all children to further their Arts interest and activities in clubs outside of the school environment.

Signed A.P Taylor Date 20/03/18

(Chair of Governors)

Signed [Signature] Date 20/03/18