



Creative Arts Policy

February 2015

Approved by GB: March 2015

Next review due: February 2018

Introduction

Churchfields Junior School embraces teaching the Arts through music, art, dance and drama. The Arts allow for children's creativity and self-expression to flourish, and the opportunity to acquire new skills in all areas of the primary curriculum. Due to their very nature, the Arts allow for freedom of expression without the necessity for the written word, thereby giving access to the Arts to all children, including the Gifted and Talented, those with Special Educational Needs and children with English as an Additional Language.

We believe that the Arts are an invaluable tool for exploring and celebrating the rich diversity of our multi-cultural community, exciting children's curiosity in the world and encouraging them to develop their thoughts, ideas and understanding. Through experiencing a range of creative and performing Arts, the children develop confidence and a sense of self-worth that permeates all aspects of their lives and hopefully fosters a life-long appreciation of the Arts.

This policy will form the basis upon which we map out the guidance for the Creative Arts at Key Stage 2. It will outline the purpose, nature and management of how it is taught and learned in our school and will inform new teachers of expectations.

The policy reflects the views of all the staff of the school. It has been drawn up following consultation with all staff and children, and has full agreement of the Governing Body.

All staff are fully aware of their role in its implementation. Staff have access to the Policy via the *Staff Room* on *Fronter* and on the school's server via the Teacher's Drive. Parents requesting to see a copy of the policy can do so by making their request to the Head Teacher.

Aims and objectives

- To provide enriching opportunities for all children to experience a breadth of learning in the Arts and develop cross-curricular links.
- To increase children's confidence in working together or independently in the preparation and presentation of Arts work.
- To promote children's creativity and ability to evaluate their own and others' work critically.
- To develop an appreciation of the impact that the Arts have on society.
- To further develop children's experiences of the Arts from many cultures and therefore deepen their knowledge and understanding.
- To nurture a life-long personal appreciation of the Arts.

Curriculum organisation

All areas of the Arts have specific allocated teaching time in the weekly or termly timetables either in regular sessions or in blocks of work.

Dance should be taught in the school hall, while art, drama and music should be taught in classrooms unless the project requires more space in which case, the hall, music room or practical room could be used.

We believe that we offer wide and varied experiences for children in the various art forms and try to offer a broad and balanced curriculum. This enables children to gain enrichment opportunities and adds to their quality of life.

Teaching and Learning

We ensure that our Teaching and Learning approaches for the Arts are consistent with our Teaching and Learning Policy. Art, Music, Drama and Dance are taught in accordance with the National Curriculum and provide equal access to the Arts for all children.

Opportunities in the Arts take into account "unequal starting points" thus providing all children with access to the Arts at their own level. All children have equal access to the Arts through our policies of inclusion and equal opportunities.

We use a range of resources, activities, teaching styles and support designed to address the learning of pupils with additional needs (physical, emotional, learning and second language) thereby giving all children the opportunity to succeed.

Children engage with a variety of art forms to develop their ability to create artworks, to make critical judgments and to explore values, attitudes, feelings and meanings. We provide an Arts curriculum that is rich in art, dance, drama and music – of quality, range and depth (see separate art form policies for details).

Children are given opportunities to share a rehearsed performance incorporating all areas of the Arts via class assemblies. All children's contributions are valued and respected. They develop public speaking skills and confidence with regular in school performances.

We provide teachers with the professional development required to enable them to keep up to date with developments in the Arts in order to increase children's active involvement in the Arts.

We have specialist teaching staff for music, dance and art who develop skills and understanding in these areas, and children have regular opportunities to visit Art establishments.

The enrichment of the curriculum is developed through:

- We offer a variety of Arts clubs.
- Experience of professional Arts practitioners visiting school and also outside school in a range of venues.
- Every year group uses Redbridge Drama Centre for drama workshops.
- Pupils perform at festivals every year.
- Occasional Arts opportunities are offered when they arise (e.g. competitions, awards etc...)

Roles and responsibilities of the subject leader

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare bids and manage budgets effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead INSET;
- to attend relevant INSET training;
- To review regularly the curriculum.

Equal Opportunities and Inclusion

Creative Arts play an important part in the life of our school. Children are able to enjoy and achieve. They are available to every child and all children take part in creative activities; making a positive contribution to the life of the school and local community.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Children have equal opportunities to develop their understanding and enjoyment regardless of race, gender and ability. Equal emphasis will be given to the roles of both girls and boys. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

All cultures are valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children.

Opportunities for developing and performing are made available to all. These help to develop feelings of self-worth and identity.

Assessment, Attainment and Progress

Teachers own plans should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

Children participate in peer assessment of Arts activities in line with our Assessment For Learning Policy and formative approach to teaching and learning. They are encouraged to evaluate their own and other's work through both oral and written responses. Teachers provide continuous formative assessment during and after teaching lessons.

Assessment, Recording and Reporting

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

The Creative Arts leader monitors teaching and progress by:

- informal discussions with teachers, LSAs and children;
- an annual resource audit;
- assessing work and progress;
- Observing lessons.

Resources

We have a music room for the use of peripatetic instrument teachers, a hall that is regularly used for teaching dance and drama as well as a practical room for large art projects. We have a large computer room used for cross-curricular teaching. Additionally, we use Woodbridge High school to stage Year 6 shows.

Special Arts Resources include:

- Mobile staging, permanent lighting rig, costumes and props
- Wide variety of instruments including those from around the world
- Sound systems and wireless microphones
- Interactive whiteboards and music composition programmes
- Digital video cameras and movie creator software
- Digital cameras and video cameras

NB – care must be taken when using the mobile staging, most especially when joining the sections together correctly to ensure there is no movement between sections.

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires
- Club participation

This policy is reviewed by staff and governors every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.