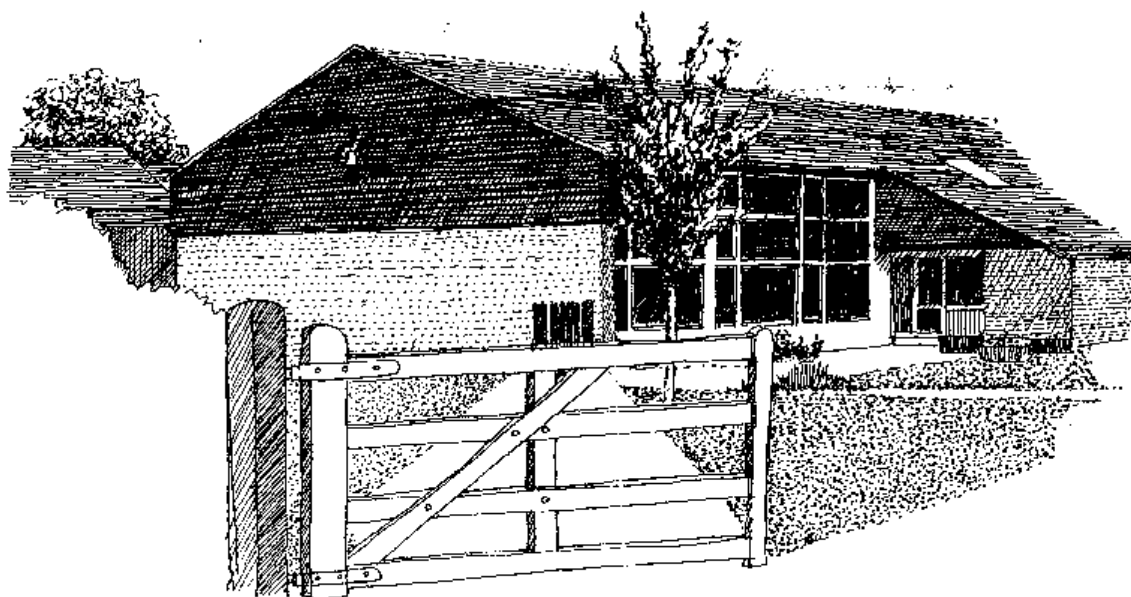


WESTON TURVILLE CE SCHOOL

CREATIVE ARTS POLICY



Mission Statement - TO PURSUE WISDOM WITHIN A CHRISTIAN ETHOS

Subject Specialists : Miss S. Lucas (Art and Design, Design Technology, Music)
 Miss L. Butcher (Drama - as part of English)
 Miss G. Moore (Dance - as part of PE)

Adopted by Governors :

Next Full Review Date :

Appendix Update History :

Philosophy

We believe that all children are creative and that their creativity and imagination should be explored and developed with a range of carefully planned activities. With links to the rest of the creative curriculum, the Creative Arts enhance learning through the use of active and hands-on activities. The Creative Arts are also key to the development of the skills and knowledge required to make value judgements and to appreciate aesthetic qualities.

We consider the Creative Arts to be made up of Art & Design, Dance & Drama, Music and Design Technology, each of which may, at different times, be taught separately or as part of other lessons. We believe that these subjects give opportunities for the children to explore, express and communicate their feelings whilst offering them different ways to understand and appreciate the world around them. With the emphasis on creativity and self-expression, the Creative Arts also offer an ideal opportunity to develop confidence and self-esteem.

Objectives

Our objectives are for each child:

- To be able to critically appraise the world around them and to use this information to help them understand it.
- To learn to appreciate the aesthetic qualities of the world around them and develop their ability to make value judgements.
- To think and work independently, to develop confidence in their own ideas and solutions and to take a sense of joy and pride in their achievements.
- To develop a range of intellectual and practical skills that can be used to explore their own creativity further and to have opportunities to develop their skills further as part of the school or with other groups.
- To grow in self confidence, to feel valued as part of a group and to value the contributions of others.
- To appreciate the benefits of working with others and to develop their own ability to work effectively as part of a group.
- To develop an understanding and appreciation of their own and other cultures.
- To explore their own spirituality so that they can better understand, communicate and express their own feelings as well as developing a sense of other people's feelings and the ability to better understand them.
- To develop a lifelong love of the arts and an appreciation of their use for recreation, entertainment, social activities and pleasure. This includes giving opportunities to those who may not experience these aspects outside of school.
- To understand how ICT can be used as part of the Creative Arts and to be able to use it as a tool for developing their own ideas.

Skills, Knowledge and Understanding

In addition to following the knowledge and understanding aims laid down by the National Curriculum, all pupils will also develop sets of skills related to each subject, details of which can be found in the appendices to this policy. To achieve progress towards these goals, all teaching that involves the Creative Arts as part of the lesson will help each child to develop the abilities shown below.

Across the whole Creative Arts curriculum, each child will aim to develop:

- The ability to generate and explore ideas based on observation, experience and imagination; to discuss them with others and to evaluate and develop these ideas either on their own or within a group.
- The confidence to show their work to others and to discuss it with them.
- The ability to evaluate their own work and that of others; to both provide and accept appropriate opinions and constructive criticism and to use feedback to improve their work and influence future projects.
- An understanding of the tools, materials and techniques used in a project and the ability to discuss these with other people using a vocabulary of appropriately technical terms.
- An understanding of the safety issues involved with a process and the ability to work safely and appropriately with a range of materials and tools and within different environments.

Music

Each child will aim to develop:

- The ability to use their voices expressively and creatively, by singing songs and speaking chants and rhymes.
- The ability to play tuned and untuned instruments musically.
- The ability to listen with concentration and understanding to a range of high-quality live and recorded music.
- The ability to experiment with, create, select and combine sound using the inter-related dimensions of music.
- The ability to play and perform in the context of an ensemble, using their voices or musical instruments with increasing accuracy, fluency, control and expression.
- The ability to improvise and compose music for a range of purposes.
- An understanding of musical notation.
- An understanding and appreciation of a wide range of live and recorded music, drawn from different traditions and from great composers and musicians.
- An understanding of the history of music.

Dance & Drama

Each child will aim to develop:

- An understanding of the strong links between literacy, dance and drama.
- The ability to create pieces on their own or as part of a group and to perform them either solo or with others to a variety of audiences.
- An understanding of the technical side of theatrical production (props, lighting, sound, stage management etc.) and the ability to use these skills.
- A knowledge of dance & drama from different times, places and diverse cultures and an understanding of how and why dance & drama are enjoyed by so many people.
- An understanding of how dance and drama can be used as an expressive medium and how they can interact within a single performance.
- The confidence to express themselves and speak in public.
- The ability to use their body, language and face to express emotions and portray ideas or stories.

Art & Design

Each child will aim to develop:

- The ability to use a wide variety of tools and materials creatively to design and make products.
- The ability to share their own ideas, experiences and imagination through drawing, painting and sculpture.
- The ability to utilise a wide variety of artistic techniques, including the use of colour, pattern, texture, line, shape, form and space.
- An understanding and knowledge of the work of a range of artists, craft makers and designers.
- The ability to describe and explain the differences and similarities between the practises and disciplines of different practises and disciplines, and making links to their own work.
- A sketchbook running from Year 2 to Year 6, demonstrating the progression of their artistic skill across their time in school.

Design Technology

Each child will aim to develop:

- An understanding of how to strengthen, stiffen and reinforce more complex structures.
- An understanding of how to use mechanical systems in their products.
- An understanding of how to use electrical systems in their products.
- The ability to apply their knowledge of computing to programme, monitor and control their products.
- The ability to design products by:
 - Designing purposeful, functional, innovative and appealing products that are fit for purpose for themselves and other users using a given design criteria.
 - Generate, develop, model and communicating their ideas through talking, drawing, and the use of templates, mock ups, annotated sketches, diagrams prototypes, pattern pieces and ICT, included computer-aided design.
 - Use research to develop their own design criteria.
- Make products by:
 - Selecting from and using a wide range of tools and equipment.
 - Selecting from and using a wide range of components, including construction materials, textiles and ingredients.
- Evaluate products by:
 - Exploring and analysing a range of existing products.
 - Evaluating their ideas and products against design criteria, and consider the views of others to improve their work.
 - Understanding the impact that key events and individuals in design and technology have helped shape the world.

Teaching the Creative Arts within the Creative Curriculum

Much of the Creative Arts curriculum can be taught very effectively within the creative curriculum by linking it to topics being taught in other subjects. This is an important part of teaching at our school, and works by making the Creative Arts relevant to the children's lives whilst simultaneously adding an extra dimension to and an alternative way of looking at the work being covered in other subjects. For example, when learning about the Victorians, children could:

- explore and play Victorian music;
- investigate how Victorians used art;
- watch and perform Victorian music hall productions;
- look at making Victorian games and toys.

These links can be very strong and, although many of the aspects of the Creative Arts can and should be combined with other lessons, time must also be set aside for each of the subjects in their own right. Many of the skills will be used in other subject areas, and these areas can be considered as contributing to a child's development within the Creative Arts curriculum, but each child should still experience regular exposure to lessons where Dance & Drama, Art & Design, Music and Design Technology are the primary focus.

As with all subjects, the range of abilities within a class is likely to be wide ranging and proficiency in equipment and tool use may not always match up with the more imaginative or creative aspects. Regardless of technical ability, all children are expected to develop their own creative skills in each of the separate fields and lessons must be prepared with this mind. Inclusion is a key part of the Creative Arts curriculum and, in line with the school's equality, all children will be able to take part in all aspects of each lesson and feel that they are able to contribute effectively. Where an activity is not considered to be appropriate or safe for an individual child, the teacher must endeavour to ensure that the child is involved in the lesson and is able to benefit from it.

An important component of the Creative Arts curriculum is the development of self expression and self confidence. Where possible, children should be able to select tasks that they find most interesting and be encouraged to develop those interests. Although individual lessons may have a predefined goal, children should be able to explore different ways of achieving that goal and be encouraged to select from their choices those ways which will help them develop their abilities and skills. Furthermore, children must be encouraged to recognise their achievements based not only on the final product but on the way in which they approached the task, the techniques used to solve problems and the contributions made to other people's work.

Skills grids are provided, or referenced, in the appendices attached to this policy, maintained by individual subject specialists, aided by the Creative Development Learning Team. It is expected that these appendices will change more frequently than the main policy and will be reviewed at the first meeting of the Creative Development Learning Team following an update.

In addition to formal lessons, the school offers and encourages children to take part in many other activities. Parents can pay for children from year 3 onwards to receive tuition at school on a range of musical instruments with teachers coming from Aylesbury Music Centre and elsewhere. All children are encouraged to be involved with the school productions that occur at Christmas for the infants and the end of the summer term for upper Key Stage 2. As a school, we endeavour to get involved in a range of creative activities with other schools and again, pupils are encouraged to take part whenever possible. For a full list of extra-curricular activities, please refer to the school website (www.westonturville.bucks.sch.uk) or the latest newsletter.

Recording, Assessment and Evaluation

Although children should be encouraged to record their ideas, plans and achievements in a written fashion where possible, the Creative Arts curriculum is particularly well placed to use other forms of recording, which can be beneficial for those children who may find the writing aspects more challenging. Appropriate recording methods will include (but are not limited to):

- audio recordings of music, singing or drama;
- online learning journal or scrapbooks (EYFS);
- diagrams for design technology;
- the use of annotated pictures or photographs of artwork or products;
- stage plans for drama;
- video footage of drama, music or dance.

Although assessment without levels from the school assessment policy is not applied to the Creative Arts subjects, ongoing assessment should be used to plan lessons and monitor the progress of children. This policy, along with the skills grids and schemes of work that are included in the appendices, should be used to guide lesson planning to provide opportunities for children to progress their own development in each session. Teachers should use evidence from records produced by the children, classroom observations, discussions with the children and their own self-evaluations to monitor progress through the curriculum. For practical purposes this assessment and monitoring process may be done using sample groups as opposed to individually for every child.

When assessing the Creative Arts, it is important to note that a lot of the fields are more subjective than in other areas of the school curriculum, and there is rarely a concept of a right or wrong answer. There are some definite skills, such as tool and equipment use, that can be measured by levels of ability, but other areas are more suited to teacher assessment and success can only be defined by progression as opposed to the meeting of hard targets. For example, when performing music, the complexity of the music should not be part of the success criteria which should instead relate to the enthusiasm, imagination and way-of-working that the child uses in the process.

When making summative assessments, teachers should reference the skills grids and the national curriculum documentation to assign appropriate level descriptors for each child. There should be no formal testing for the Creative Arts subjects with levels being ascertained solely by teacher assessment.

Monitoring

Within the Creative Arts curriculum, the separate fields of Music, Art & Design and Design Technology have one subject specialist. The field of Dance will be monitored by the PE coordinator as part of the PE curriculum, and the field of Drama will be monitored by the English coordinator as part of the English curriculum. These specialists, listed on the front cover of this policy, are responsible for maintaining the relevant appendix and for maintaining an overview of the work being done in each subject area throughout the school. It is not expected that the specialists will perform specific lesson observations as part of this process, but appropriate actions may include:

- informal conversations with teachers;
- occasional reviews of termly plans and some lesson plans to see how the Creative Arts are being included;
- observation of the displays throughout the school in both classroom and public areas.

The specialists will assess the teaching of these subjects termly, making reference to the School Development Plan and subject specific action plans. This monitoring should make note any points of special interest such as school trips along with any points of concern, such as slow progress or lack of resources.