

Creative Arts Policy

Paper copies of this policy are available free of charge on request from the school office.

Spiritual, Moral, Social & Cultural (SMS&C) Statement

At Royal Cross Primary School, we recognise that the personal development of our pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides our pupils with opportunities to explore and develop

- their own values and beliefs
- their own spiritual awareness
- high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures represented within our school community.

Pupils' spiritual, moral, social and cultural development is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the use of imagination and creativity in their learning
- interest in investigating, and offering reasoned views about, moral and ethical issues.
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively using whichever communication method they prefer
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage, including those shared through Deaf Studies
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Royal Cross School's Definition of Creative Arts

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 photography.

We believe that the Arts develop self-confidence, self-expression and stimulate creativity and imagination. By providing visual, tactile and sensory experiences our pupils are offered a unique way of understanding and responding to the world. It enables deaf children at Royal Cross to communicate what they see, hear and experience through sign and drama. The Arts reflect the diverse culture and society we live in and by teaching the Arts, children gain a better

understanding of the world we live in. As well as being creative and enjoyable activities, the Arts can also be highly academic and challenging subjects. At Royal Cross School, we provide many opportunities for all children to create, play and perform in the arts. We develop skills necessary to appreciate a wide variety of art forms. Through experiencing the arts, children develop their creativity, self - esteem and confidence.

Aims and Objectives

- To develop self-confidence in their expression of ideas, thoughts and feelings.
- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a range of activities.
- To improve the children's ability to control materials, tools, instruments and techniques.
- To increase their critical awareness of the roles and purposes for the arts in different settings and cultures.
- To develop increasing confidence in the use of visual and performing arts.
- To foster an enjoyment and appreciation for the visual and performing arts and a knowledge of artists.
- To know and understand how music is made through a variety of instruments.
- To develop interrelated skills of performing and composing in the performing arts.

Teaching and learning styles

The school uses 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 of all our children.

We do this best through a mixture of whole class teaching and individual/group activities. Teachers plan the arts over the whole curriculum. 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 and needs 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. We achieve this through a range of strategies:

- Setting common tasks that are open - ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Providing a range of challenges with different resources.
- Using additional adults to support the work of individual children or small groups.

Arts Planning

Royal Cross School uses the national schemes of work for music, art, dance and drama as a basis for our creative curriculum planning. We have adapted our creative curriculum so that the topics children study builds upon their prior learning. While there are opportunities for the children's abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that individual children are increasingly challenged as they move through the school.

We carry out curriculum planning in three phases:

- **long-term** - maps the topics studied in each term during the key stage.
- **medium-term** - planned by the subject co-ordinators in conjunction with class teachers in staff meetings.
- **daily lesson plans** - The class teacher is responsible for keeping these individual plans, and the class teacher and arts subject leader often discuss them on an informal basis.

Arts in the Curriculum

Curriculum time is planned for teaching in art, design, dance, music, literature and drama to give all pupils a broad programme. We use the arts to develop a creative approach to learning in other curriculum areas.

Foundation Stage

We encourage creative work in the reception class as this is part of the Early Years Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role - play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another and so extends their understanding.

- Weekly assemblies (signed singing)
- Christmas and summer production – combination of all art forms
- Religious assemblies involving drama, music, poetry, dance and art
- Art is taught weekly
- Role play & 'play-partners'
- Dance blocked sessions
- Singing & action songs weekly
- Visiting theatre groups/artists/musicians

Key Stage One

- Weekly assemblies (signed singing)
- Christmas and summer production – combination of all art forms
- Religious assemblies involving drama, music, poetry, dance and art
- Art is taught weekly or blocked into longer sessions
- Ongoing music units of work
- Dance blocked sessions
- 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

Key Stage Two

- Weekly assemblies (signed singing)
- Religious assemblies involving drama, music, poetry, dance and art
- Christmas and summer production – combination of all art forms
- Art is taught weekly or blocked into longer sessions
- Ongoing units of work in music
- Music blocked work-shops
- Dance blocked sessions
- Drama is taught primarily as part of literacy with extra drama - based activities incorporated into other areas of the curriculum
- Regular arts activities and performances for school, parents and the wider community
- Visiting theatre groups/artists/musicians
- Creative use of ICT

Cross -Curricular Links

Cross - curricular links are made through careful whole school planning and liaison between subject leaders.

English. The arts contribute to the teaching of English in our school by encouraging children to ask and answer questions about the starting points of their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children. Performing arts rely on the importance of Drama, Deaf Sign Language and Speaking and Listening.

Mathematics. Visual arts contribute to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. Performing arts, especially music, is linked closely with mathematics, as rhythm and structure of music is mathematically based.

Information and communication technology. ICT is used in the visual and performing arts where appropriate. Pupils are helped to use ICT to enhance their research skills through guided use of the internet and through the presentation of their work through communication technology. At Royal Cross we use a computerised lighting system to help create mood and atmosphere in productions and to explore science through shadow & light work.

Personal, social and emotional development and citizenship. Through a common goal of making art, children learn to work more effectively with other people and build upon good relationships. Music and drama is the basis of many social activities and has an important role to play in the personal development of young people. By exploring communication through sign and drama the children at Royal Cross are given the opportunity to express their thoughts, ideas and feelings in an inclusive environment.

Spiritual, moral, social and cultural diversity. Listening, creating and performing in the arts can be a moving and even spiritual experience. We encourage children to reflect on the important effect that the arts have on people's moods, senses and quality of life. Children at Royal Cross Primary have the opportunity to encounter the arts from many cultures and through this they develop more positive attitudes towards other cultures and societies. By incorporating Deaf Studies into the creative arts, the children have opportunities to explore their deaf identity and learn about the rich cultural world of the deaf.

Inclusion and Equal Opportunities

All teaching and non - teaching staff at Royal Cross 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/preferences when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

All children engage in the Arts explore a wide variety of media. This policy 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. These might depend on the experiences the children have had in their home environments.

Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Arts activities and is fully included in the creative curriculum in whatever way is effective and appropriate. We teach the arts to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad balanced education to all. Teachers provide learning opportunities matched to the individual needs of children.

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.

Nurturing progress & attainment of more able

Paying attention to how the most able of our children are making progress and achieving as well as they could.

How we identify the gifted and talented in the Arts:

- Parent and pupil feedback: a student might have interests outside of school that teachers are unaware of. Parents should be invited to communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths and weaknesses.
- Teacher identification: teachers are often best placed to identify which students are more able. They may also be aware of when students with potential are underachieving.

How we. Support the more able in the Arts:

Once the more able have been identified, our school will begin a coherent and consistent provision strategy. This will usually involve a combination of the following methods of support:

- Enrichment: this is when a student is encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open - ended project work.
- Extension: this is when students are given activities that develop higher order thinking skills and work practices. Extension activities help students to work with greater autonomy and self - discipline.
- Acceleration: this is when a younger student works alongside older students, or when work intended for older students is used in a class of younger students.
- Leadership opportunities for students: There is the opportunity for older children to act as "buddies" towards younger children in the group. This helps to develop pupils self - esteem, confidence and leadership skills through participation in the Arts.

Resources

We keep resources for music, art, dance and drama in central stores and also in classrooms. Subject co-ordinators are responsible for these resources. The library also contains a good supply of topic books to support children's individual research.

The school signing choir and dramatic events

We believe that the performing arts enrich the lives of people, and so we wish to involve as many children as possible in performing activities. We have a school signing choir which encourages all children to join in. Performances are held on a number of occasions throughout the year.

Assessment and Recording

Teachers assess children's work by making judgements as they observe during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each unit of work, the teacher makes a summary judgement about the work of each pupil. This information is used to update school assessment systems.

The subject co-ordinators keep examples of work in an online portfolio in SharePoint, which is used to demonstrate achievement in the arts across the school and contributes towards achieving Arts Mark.

Monitoring and review

Subject co-ordinators are responsible for the standard of children's work and for the quality of teaching. Subject co-ordinators also support each other in the teaching of the arts through Peer to Peer mentoring. Subject co-ordinators are responsible for giving the Head Teacher an annual summary report on the strengths and weaknesses in the teaching of arts. Areas are then identified for further development. Subject leaders will have the opportunity to work alongside each other and observe lessons.

Celebration Displays

Displaying pupils' work is seen as very important at Royal Cross Primary School. We aim to create a visually rich and informative learning environment for all our children. We celebrate the achievements of all our children. In this way school provides a stimulating environment for all children, motivating pupils, adding to learning and showing pupils that they are all valued.

Student voice

At Royal Cross School, we appreciate how important it is to engage with our children to develop our Arts provision. We achieve this by we

- Using feedback forms to gather information on arts projects, extra - curricular arts provision and trips and visitors. This enables us to discover what the children enjoy about the Arts and what aspects they would change.
- Consulting with the School Council on specific Arts projects, such as the whole school summer production.
- The student's voice is valued by staff and opportunities are taken, where relevant, to follow their interests both with curriculum and extra - curriculum time.

The school signing choir/orchestra and musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities despite their deafness. The way in which we approach music at Royal Cross has to be carefully thought out to ensure its appropriateness for our deaf pupils. We have a signing school choir which we encourage all children to join. The choir meets on a regular basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example to perform Christmas carols in St George's shopping centre in Preston and at a number of community venues.

Working with Professional Artists and Arts Organisations

We believe the value of partnerships with Arts organisations demonstrate excellence and raise awareness of opportunities and expectations in the Arts. The links benefit:

- Curriculum development
- Self-expression

- Self-confidence & self-esteem
- Cultural awareness
- Community links
- Staff development
- Children's creative achievements
- The profile of the Arts
- The nurturing of talent

Through effective communication and liaison, we ensure successful partnerships covering a range of Art forms including those of other cultures, venues and activities. Our partnerships offer a range of learning opportunities and we are always looking for new ones.

Children are able to experience these through:

- Visiting artists, musicians and performers
- Music for the Deaf workshops
- Performances and workshops with other schools
- Talented staff within the school
- Plays, Theatre company visits & workshops
- Performing in community venues
- Working with local Museums and libraries

Celebrating achievement

We believe that it is important for children to showcase their work, to celebrate what they and their peers have achieved and to share it with their parents and the wider community.

Achievement in the arts is celebrated across all arts form and given the same importance as other curriculum subjects such as literacy and numeracy, for example:

- The school places a great importance on the performance arts. We have at least two productions during a school year that involves all children from Reception to Year 6
- In assemblies, children share their achievements to their peers and parents
- We participate in wider community projects
- We are developing a website that contains pictures and videos, that is frequently updated.