

RAYNHAM  
PRIMARY SCHOOL



# Creative Arts Policy



**‘The Arts are like your backbone. You may be able to survive without your backbone, but what quality of life would you have?’**  
**Sir Simon Rattle**

## 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.*

*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 offers an ideal opportunity to develop confidence and self-esteem.*

## SECTION 1 INTENT

### 1.1 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.

## 1.2 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.

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 compose music on their own or as part of a group and to perform that music either solo or with others and to a variety of audiences.
- The ability to use a variety of musical resources to take part in solo and group musical activities.
- The ability to take part in various singing activities and the confidence to use their voice as part of music.
- An understanding of how ICT can be used to compose and play music and the confidence to use it as part of their own projects.
- An understanding of a variety of musical elements and their purpose and the ability to use these elements in their own work.
- A knowledge of music from different times, places and diverse cultures and an understanding of how and why music is enjoyed by so many people.
- An understanding of the different roles that music has in the world, including entertainment, cultural development, social activities and industry.

### **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.
- 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 use of sketchbooks as a way to collect visual and other information and the ability to use this information in the development of their ideas.
- An understanding of how various visual and tactile elements including colour, pattern, texture, line, tone, shape, form and space can be combined and organised for different purposes.
- An understanding of how different techniques and elements can represent observations, ideas and feelings and the ability to use them effectively in their own creations.
- An appreciation of the roles, purposes, differences and similarities in the work of artists, craftspeople and designers in different times and cultures.
- An understanding of how ICT can be used as a source of inspiration and a creative tool and the ability to use it confidently.

## Design Technology

Each child will aim to develop:

- The ability to generate ideas for products based on the requirements of the users and to discuss and develop these ideas with other people.
- The ability to plan their work, including material requirements and how to split the work between a group of people, and to communicate and develop these plans with others.
- The ability to select from and use a variety of materials, tools and techniques and an understanding of how these can be used for different purposes and their effects on the final product.
- The ability to come up with alternative suggestions and to either self-evaluate them or discuss them with others before deciding on a course of action.
- An understanding of structures, mechanisms and circuits and how they can be used together to make a final product.
- An understanding of how different materials can be combined to create new materials with useful properties (e.g. glue and paper gives paper-mâché) and the ability to suggest, try and evaluate such combinations.

### 1.3. Approach

*Medium-term plans overviews are adapted in line with the school's vision and aims. They build on the following:*

- *Kapow Primary for Music & Art*
- *Projects on a Page from The Design and Technology Association*
- *Cross-curricular links with other subjects*
- *Developing oracy and real-life connections in the local environment*

## **SECTION 2      IMPLEMENT**

### 2.1      Planning

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;
- sketchbooks
- 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.
- Learning Journeys (EYFS)

The Creative Arts are generally planned within year groups and we include many opportunities for cross-curricular links.

- Drama is a key element of our Literacy curriculum and is used as a powerful teaching tool across the curriculum.
- Dance is taught as part of our Physical Education programme.
- Music takes place as part of the weekly timetable and all children are taught to use their voice as an instrument or learn to play an instrument. However, music is also used across the curriculum to support understanding and learning.
- Design and Technology is usually 'blocked' (taught as a series of lessons delivered within the same week) and can be linked to special events in the school.

## 2.2 Teaching the Creative Arts within the Creative Curriculum

Much of the Creative Arts curriculum is taught 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 Mayans, children could:

- explore and listen to music composed during the Mayan era;
- discuss and investigate Mayan art
- design and make Mayan Masks
- Write a short play about the Mayan civilization and use their art as props in the play.

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 in mind. Inclusion is a key part of the Creative Arts curriculum and, in line with the school's inclusive practice, 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. 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.

### **2.3 Professional Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school, online or from training sessions. Staff are also sent on local and national training. Training needs are identified as a result of whole school monitoring and evaluation, performance management and induction programmes. These will be reflected in the School Development Plan. The coordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the coordinator leads or organises school based training.

### **2.4 Resources**

- Art and Design resources are kept in Art and D&T store cupboard on the Middle Floor
- Music-based resources are kept in the Performing Arts Studio. Further instruments are held in the EYFS classrooms. Kapow Scheme of work is found online.
- Dance schemes of work are part of the PE curriculum.
- Drama and Role Play resources are kept in the mezzanine or EYFS classrooms.
- I.C.T. - all classes have access to Interactive White Boards, including video and music playing facilities, with access to the Internet plus support materials for schemes of work. Digital cameras or tablets are kept in the class, with IPADS and laptops available to classes to book for different lessons

## **SECTION 3      IMPACT**

### **3.1 Assessment**

Assessment is integral to high-quality teaching and learning and lies at the heart of the process of promoting children's learning. It helps us to ensure that teaching is appropriate and that learners are making expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. Assessment is carried out in partnership with children. We want our assessments of pupils' progress to celebrate success and reduce underachievement.

At Raynham, lessons and children's work are evaluated by individual staff through discussion and observations and on-going teacher assessment is used to inform future planning. Staff are also required to assess Sketchbooks, through written feedback, by commenting on key skills children have used.

### **3.2 Monitoring and Evaluation**

Monitoring planning against long term planning is the responsibility of the coordinator, in consultation with the Senior Leadership Team. The coordinator monitors termly planning and offers support and guidance. Issues or initiatives that may need further development are discussed with the Senior Leadership Team and may be put into our School Improvement Plan.

Monitoring of evidence is also the responsibility of the coordinator. The coordinator will track the progression of skills across the school and update long term planning in line with the outcomes of the monitoring. Areas that need further development will be addressed through staff training.

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