Blaenavon Heritage Voluntary Controlled Primary School



CREATIVE DEVELOPMENT POLICY

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CoG:

INTRODUCTION

PURPOSE
The purpose of this policy is to ensure a consistent and corporate approach to the delivery of the Creative Arts across the school.

RATIONALE
Children should be continually developing their imagination and creativity across the curriculum. Their natural curiosity and disposition to learn should be stimulated by everyday sensory experiences, both indoors and outdoors.

Children should engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement. Children should explore a wide range of stimuli, develop their ability to communicate and express their creative ideas, and reflect on their work.
(Framework for children's learning for 3 to 7 year olds in Wales, WAG, 2008)

At Key Stage 2, creative development activities should enable learners to build on the skills, knowledge and understanding acquired during the Foundation Phase. In Key Stage 2, creativity is developed through the following subject areas: Art, Design & Technology and Music.

AIMS
Art
Art and Design contributes to the development of the whole child, creating a sense of enjoyment and a sense of purpose. It provides pupils with a unique way of perceiving themselves and the world, which is not taught in other areas of the curriculum and which is essential to basic education

The aims of Art and Design learning at Blaenavon Heritage VC Primary School are:
- To ensure pupils become visually literate to use and understand art as a form of visual and tactile communicate.
- To encourage pupils' capacity to observe and learn about the natural and man-made world in which they live.
- To develop pupils' capacity for imaginative and original thought and experimentation.
- To develop pupils' abilities to use a variety of tools, techniques, materials and skills in a range of creative activities.
- To develop the ability to appreciate and respond thoughtfully, critically and imaginatively to ideas, images and objects of many kinds and from many times and cultures.
- To develop the ability to discuss and communicate ideas and opinions about their own and other's work, using appropriate vocabulary.

Music
The teaching of music will take place through active involvement in appraising, composing and performing. The purpose is to foster pupils' sensitivity to understanding and enjoyment of music.

The aims of Music education at Blaenavon Heritage VC Primary School are:

- To provide opportunities that enable learners to engage with and enjoy making music.
- To provide opportunities for children to use ICT to record their music, select/alter sounds on a keyboard.
- To carefully select the repertoire chosen for performing and listening, to include music of varied genre and styles from different times and cultures, thereby extending pupils' musical experiences (eg European classical music, popular and folk music and music from other cultures).
- To provide opportunity and experience to sing an expanding repertoire of unison and simple part songs with increasing control and technique.
- To actively involve pupils in performing, composing and appraising; developing their sensitivity to and understanding of music.
- To encourage learners to develop musical skills relating to the control, manipulation and presentation of sound.
- To develop skills that include singing, playing instruments and practising; improvising, composing and arranging music; and listening to and appraising music.
- To support learners to improve their performing, composing and appraising by developing and applying their thinking and communication skills, thus developing their social relationships and experiences.

Design & Technology

The ultimate purpose of Design and Technology is a good quality product, produced by pupils who have been given opportunities to apply knowledge, skills and understanding acquired through the processes of designing and making.

The aims of Design & Technology teaching and learning at Blaenavon Heritage VC Primary School are:

- To develop children's designing and making skills.
- To develop their knowledge and understanding of products through investigation and FPT's.
- To develop their capability to create high quality products, through combining their designing and making skills with their knowledge and understanding.
- To increase confidence in the safe use of a variety of tools, materials and equipment.
- To nurture creativity and innovation through designing and making.
- To explore values about attitudes to the manufactured world and how we work and live within it.
- To develop an understanding of technological processes and their contribution to our society.
- To provide the opportunity for children to discuss, refine and evaluate their work.

WIDER SCHOOL AIMS/ETHOS

The policy is underpinned by the school's vision, aims and values. At BHVC Primary, we believe that:

- The Creative Arts are a vital part of the life of an individual.
- They are languages that all people speak that cut across racial, cultural, social, educational and economic barriers and enhance cultural appreciation and awareness. They provide opportunities for self-expression, bringing the inner world into the outer world of concrete reality.

- They develop both independence and collaboration.
- They make it possible to use personal strengths in meaningful ways and to bridge into understanding sometimes difficult abstractions through these strengths.
- They may improve academic achievement – enhancing test scores, attitudes, social skills, critical and creative thinking.
- They exercise and develop higher order thinking skills, including analysis, synthesis, evaluation and 'problem-finding'.
- They provide the means for **every** pupil to learn.

CONSULTATION
This policy has been created by the Creative Arts Coordinator, in consultation with staff.

PRINCIPLES AND PRACTICE
Foundation Phase (Creative Development)
Skills are outlined in "The Framework for Children's Learning for 3–7 year olds in Wales". Foundation Phase children will be given experiences which will form the foundations of their confidence and enjoyment in their creative development.

Children's musical skills, art, craft and design skills and creative movement skills will be fostered and promoted through using their senses, imagination and experience.

Creative music activities in the Foundation Phase will enable children to make progress in their ability to:
- Explore and organise sounds;
- Create their own musical ideas;
- Sing a range of songs;
- Play simple rhythmic and melodic patterns;
- Recognise and describe sounds;
- Reflect on their own and others' music;
- Develop increasing control of the musical elements;
- Make broad distinctions within the elements.

Children's art, craft and design activities in the Foundation Phase will enable children to express themselves freely and make progress in their ability to:
- Explore and experiment with a variety of techniques and materials;
- Make choices of materials and resources;
- Mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively;
- Develop and use their understanding of colour, line, tone, texture, pattern, shape and form;
- Develop their understanding of planning, designing, modelling, modifying and reflecting;
- Use a variety of materials and tools for experimentation and problem-solving;
- Design and make simple products and mechanisms;
- Reflect on their own and others' work.

Creative movement skills will enable children to make progress in their ability to:

- Explore and express a range of moods and feelings through a variety of movements;
- Develop their responses to different stimuli, such as music, pictures, words and ideas;
- Develop their control by linking movements to create a series of changing body shapes and pathways;
- Work on their own and with others to pretend, improvise and think imaginatively;
- Work on their own, with a partner or in a small group to develop their own and others' ideas and help them to reflect on them;
- Perform movements or patterns, including some traditional Welsh dances and some from other cultures.

Key Stage 2

The Creative Arts at Key Stage 2 consist of Music, Art and Design and Design and Technology.

At Key Stage 2, Creative Arts activities will enable learners to build on the skills, knowledge and understanding acquired during the Foundation Phase.

Art and Design

Understanding, Investigating and Making will be regarded as integrated activities.

Understanding

Pupils will be given opportunities to:

- Describe and make comparisons between their own and others' work;
- Experiment with and examine the methods used by other artists, craft-workers and designers from different periods, places and cultures;
- Evaluate the methods and results of their own work and that of others through discussion, reading, writing and reflection.

Investigating

Pupils will be given opportunities to:

- Select and record from observation, experience, memory and imagination;
- Investigate the natural environment, the made environment and the world of imagination using a variety of materials;
- Organise reference materials and resources to develop ideas, themes and feelings;
- Keep a sketchbook to develop ideas and feelings, explore themes, experiment with processes and media, research and enquire.

Making

Pupils will be given opportunities to:

- Explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design;
- Design and make two-dimensional images and two and three-dimensional objects and artefacts;
- Use their experience and knowledge of different materials, tools and techniques experimentally and expressively.

Design and Technology

Designing

Pupils will be given opportunities to:

- Use a range of information sources to generate ideas for products;
- Investigate how existing products look and function;
- Develop a simple specification for their products;
- Demonstrate creative thinking when considering and recording solutions that arise during designing and making;
- Develop and communicate their design ideas in a variety of ways;
- Consider the safety, reliability and sustainability of their activities/products;
- Evaluate their design ideas as they develop, considering the needs of the user.

Making

Pupils will be given opportunities to:

- Work to their specification/recipe to make products;
- Choose appropriate materials, ingredients, equipment, tools/utensils and techniques;
- Measure, mark out, cut, shape, join, weigh and mix a range of materials and ingredients using appropriate tools/utensils, equipment and techniques;
- Find alternative ways of making, if their first attempt fails;
- Apply appropriate finishes to their product;
- Discuss their products and evaluate their work.

Food

- Plan and carry out food preparation tasks safely and hygienically;
- Apply current healthy eating messages and consider nutritional needs when undertaking food preparation tasks;
- Classify food by commodity/group and understand the characteristics of a range of ingredients, including their nutritional, functional and sensory properties.

Rigid and flexible materials

- Use a range of materials and components, making appropriate choices;
- Learn about the efficient use of materials;
- Use techniques for reinforcing and strengthening structures in their products.

Systems and Control

- Construct simple mechanisms to produce movement;
- Build simple low-voltage electrical circuits within products;
- Use programmable/computer control systems that can create, test, modify and store instructions to control events.

Music

Pupils will perform, compose and appraise music, focusing their listening (in all musical activities) on the musical elements (pitch, duration, pace, timbre, texture, dynamics, structure and silence).

Performing

Pupils will be given opportunities to:

- Sing with increasing control of breathing, posture, diction, dynamics, phrasing, pitch and duration;
- Play instruments, using appropriate playing techniques and with increasing dexterity and control of sound;
- Practise and evaluate their performing in order to improve;
- Maintain a part as a member of a group in a part song;
- Maintain an individual instrumental part in a group piece;
- Imitate, memorise, internalise and recall musical patterns and songs;
- Communicate with others when performing;
- Plan and make decisions about which music to perform and how to perform it.

Composing

Pupils will be given opportunities to:

- Improvise, compose and arrange music;
- Explore, use, create, select and organise sounds for a musical purpose;
- Develop and refine musical ideas and evaluate their work in order to improve it;
- Communicate ideas and emotions through music.

Appraising

Pupils will be given opportunities to:

- Listen to and appraise music;
- Make distinctions within the musical elements;
- Recognise and describe musical characteristics;
- Discuss and evaluate music, making connections between their own and others' work.

KEY SKILLS

In the Creative Arts learners:

- Develop their literacy skills across the curriculum through the skills of oracy, reading, writing and wider communication.
- Develop wider communication skills to express their ideas and emotions. They inform their own work by responding to the work of others.
- Develop their numeracy skills across the curriculum by using mathematical information, calculating and interpreting and presenting information.
- Use number skills such as measurement, estimates, scale, proportion, pattern and shapes to develop, inform and resource their creative activities.
- Develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.
- Apply their ICT skills to investigate, manipulate, develop or realise creative ideas. They select appropriate software and equipment as an aid to designing and making. They regard ICT as a medium in its own right or as part of a multimedia outcome, integrated with other materials and processes. When using the internet, children will be expected to follow the 'Acceptable Use e-safety Rules' outlined in the ICT Policy.

Pupils will be encouraged to:

- Develop their thinking across the curriculum through the processes of planning, developing and reflecting.
- Develop their literacy skills across the curriculum through the skills of oracy, reading, writing and wider communication.
- Communicate ideas, information and data in a variety of ways depending on the nature of the task, audience, purpose and the learners' own preferences.

BILINGUALISM AND CWRICWLWM CYMRAEG

BHVC Primary School will develop a positive attitude to the development of incidental Welsh through the Creative Arts. A document to aid the use of incidental language has been developed. Both children and staff (teaching and non-teaching), will be encouraged to use Welsh throughout all lessons.

All pupils will be made aware of a distinctive Welsh perspective when looking at the wider world. Pupils will be given opportunities, where appropriate, in their study of the Creative Arts to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

ROLES AND RESPONSIBILITIES

Governors

The governors will review the policy as and when required and have an understanding of the policy when conducting the role of link governor.

Head Teacher

The role of the Head Teacher is to support the overall aims and visions of the Creative Arts provision within the school. This is achieved through identified training, support and financing. The Head Teacher encourages initiative and embraces the potential that the Creative Arts have to provide an exciting and fulfilling environment for all learners. The Head Teacher will ensure the policy is adhered to, monitor and review.

Creative Arts Coordinator

The subject leader is responsible for providing professional leadership and management of the Creative Arts within the school. Standards will be monitored to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This may include observation of lessons and scrutiny of pupils' work. The coordinator will collect, analyse and distribute, where applicable to relevant people, information relating to the subject.

Teachers

Should ensure they understand and carry out policy. Any comments about the policy should be shared during the review process.

Pupils

Should be made aware of the policy and be encouraged to aspire to the highest standards of creative development.

Parents

The policy will be shared with parents via the school website and may be discussed during parent consultations.

EQUAL OPPORTUNITIES
At BHVC Primary School we teach the Creative Arts to all children, whatever their ability, age, gender, race or financial situation.

Art and Design, Music and Design and Technology form part of our school curriculum providing a broad and balanced education for all children.

We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances, Creative Arts have a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows the less academic pupils to succeed. When planning work in the Creative Arts, we take into account the targets in the children's Individual Education Plans (IEPs). Gifted and Talented children are also taken into account.

HEALTH AND SAFETY
Pupils will be taught how to use tools/utensils and equipment safely and to consider the hazards and risks in their activities, behaviour and lifestyle. They will follow instructions to control risk to themselves and others.

Please also see Health and Safety policy.

PLANNING
BHVC Primary School uses the Cornerstone Curriculum, Music Express and SRS peripatetic music tuition services.

Curriculum planning maps the skills and requirements of The Framework for Children's Learning for 3 to 7- year-olds and of the National Curriculum through end of Phase/Key Stage level descriptors.

We offer opportunities for children of all abilities to develop their skills and knowledge. Pupils are increasingly challenged as they move up through the school.

DIFFERENTIATION
Differentiation is achieved, both through differentiated activities and through differentiation of intended outcomes. Pupils who are progressing rapidly are encouraged to extend their Creative Arts experiences either through setting of more challenging activities and challenges, or by extending the task which has been set.

TEACHING
Within school there is a range of teaching styles that vary according to age, phase and needs of learners. Teaching aims to equip children with the skills and knowledge necessary to become independent and skilful practitioners of the Creative Arts.

We recognise that all classes have children with widely differing abilities. At BHVC Primary School we use a variety of approaches to deliver learning opportunities through in the Creative Arts. These include:

- Whole class situations;
- Group work with the teacher or teaching assistants;
- Individual work under supervision of teacher;
- Peer support.

Pupils are given the opportunity to work individually, in pairs and in groups. The teacher will organise groupings to ensure that all children achieve their full potential.

ASSESSMENT

- Formative assessment is carried out informally by teachers in the course of their teaching. Records will be kept for the work undertaken, particularly the activities identified for this purpose.
- National Curriculum levels are recorded annually.
- The school has a computerised end of year report.
- Peripatetic music teachers provide reports on individual pupil's progress.
- Individual pupils may be entered for external practical music examinations and be given a grade.

MONITORING AND EVALUATION

The monitoring of the standards of the children's work and of the quality of teaching is the responsibility of the subject coordinator. The coordinator is also responsible for supporting colleagues in the teaching of the Creative Arts, for keeping colleagues informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The coordinator gives the Head Teacher an annual evaluation report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

RESOURCES

Problems with resources that affect the implementation of the policy should be reported via school email to the Creative Development Coordinator.