Blaenavon Heritage Voluntary Controlled Primary School



EXPRESSIVE ARTS POLICY

Author: Mrs Claire Cox
Written: April 2021
Review: February 2022
Ratified: 31st March 2022
CoG:

INTRODUCTION

PURPOSE

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

RATIONALE

Expressive Arts provides students with critical ways of thinking and communicating that provoke creativity, imagination and possibility. It teaches students empathy. The expressive arts allow students to see human experience through the eyes of other people, in a play or through a film.

'The Expressive Arts Area of Learning and Experience centres on the five disciplines of art, dance, drama, film and digital media, and music. While these disciplines have a common creative process and share transferable skills, each has its own discrete body of knowledge and set of discernible skills. This area of learning and experience will ensure that learners are entitled to access all five disciplines.

The Expressive Arts Area of Learning and Experience will afford learners meaningful experiences through which they can gain an understanding and an appreciation of the diverse communities of Wales as well as the wider world.'

Welsh Government Draft Curriculum for Wales 2022: April 2019

At BHVC Primary School, the dynamic nature of the Expressive Arts engages and motivates learners, developing their creative, artistic and performance skills to the full.

WHAT MATTERS IN EXPRESSIVE ARTS

Exploring the Expressive Arts is essential to developing artistic skills and knowledge and enables learners to become curious and creative individuals.

1. Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
2. Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

PROGRESSION IN THE EXPRESSIVE ARTS

Increasing breadth and depth of knowledge by:

1. Deepening understanding of the ideas and disciplines within areas of learning and experience.
2. Refinement and growing sophistication in the use and application of skills.
3. Making connections and transferring learning into new contexts.
4. Increasing effectiveness as a learner.

EXPRESSIVE ARTS AT BHVC PRIMARY SCHOOL

Learners are taught new skills, have support to practice and then be given opportunities to independently apply their knowledge, skills and understanding through a range of contexts.

What Does Expressive Arts Look Like at BHVC Primary School?

Embedded provision to develop the appropriate skills knowledge and experiences for Expressive Arts include: -

- Performances across all disciplines and across all classes;
- Singing whole school;
- Choir;
- Opportunities to work with local artists;
- Exposure to music, art and writing from different cultures and time;
- Green screening;
- Using digital media devices to record, arrange and improvise music.

ART includes the experimentation and development of an almost limitless range of resources, materials, techniques and processes across all types of art, craft and design to produce a range of outcomes and to demonstrate a personal and creative response.

- Line, shape, texture, colour, design, form (2D, 3D, 4D), pattern, tone, shading, space, contrast, proportion, composition, scale, perspective

- Architectural design, advertising, animation, constructed textiles (knitting/weaving/ embellishment), ceramics, craft, design, drawing, environmental/landscape art, fashion, fine art, communication graphics, jewellery and body adornment, illustration, interactive design (including web, app and game), interior design, installation, live art, making, mixed media, moving image, multi-media, package design, painting, photography, print-making (relief/intaglio/screen processes/lithography), signage, sculpting, sound art, surface pattern, textiles, typography, video.





DANCE includes performing, choreography and appreciation across a range of styles.

- Movement framework (body actions, space, dynamics, relationships), time (rhythm and phrasing), improvisation, character, motifs/phrases.

- Choreographic devices (unison and canon, repetition, variation and development, complementary and contrasting, climax, highlights).

- Compositional structures (beginning, middle and end, binary, ternary, rondo, theme and variation, narrative, unity, logical sequence, transitions).

- Dance compositions (pure, abstract, lyrical, dramatic, comic, dance-drama).

- Performance/refinement including physical elements (actions, posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation).

- Expression (projection, spatial awareness, musicality, phrasing, facial expression, interpretation, communication).

- Technical considerations (timing, reproduction of movement in a stylistically accurate way).

DRAMA includes acting, directing, design, technical theatre and arts' administration.

- Plot, character, thought, relationships (which encompasses interaction), tension, focus, place, time, language, voice (which encompasses accent, diction, pitch, tempo, pauses), movement (which encompasses gesture, facial expressions), proxemics, atmosphere, mood, symbols, design (which encompasses stage lighting, sound, set, hair, make-up, costume, script writing, directing and stage management).

- Comedy, tragedy, tragicomedy, farce, musical theatre, melodrama, mime, physical theatre.



FILM AND DIGITAL MEDIA includes television, film, radio, games' design, photography, live events and theatrical production skills, print media, social media, sound and audio production.



- Editing, post-production, 3D space, 2D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written), virtual reality.



- Sound, video/film (animation, documentary, narrative, music video), print media, radio/podcast, photography, graphics, virtual forms, linear forms, non-linear forms, interactive media, social media, audio production and design, lighting design, stage design, social media, game design, event design, production design

MUSIC includes performing, improvising and composing, listening and appreciation.

- Pitch, melody, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, tonality, musical devices (eg repetition, ostinato, sequence), harmony, intonation.

- Binary, ternary, rondo, round, minuet and trio, strophic, theme and variation, through-composed, sonata.

- Performing (including vocal, instrumental, technology eg DJ-ing), improvising and composing (including vocal, instrumental, acoustic, electric and digital, editing/production), listening (including analysing, evaluating, and appreciating a range of musical forms and styles across genres and periods of time)



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 Expressive 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 Expressive Arts have to provide exciting and fulfilling environments for all learners. The Head Teacher will ensure the policy is adhered to, monitor and review.

Expressive Arts Team

The team's responsibility is to provide professional leadership and management of the Expressive Arts within the school. Standards are 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 team will collect, analyse and distribute information relating to the subject, where applicable, to relevant people.

Teachers should ensure they understand and carry out the 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 Expressive Arts to all children, whatever their ability, age, gender, race or financial situation. Art, Music, Drama, Film and Digital Media form part of our school curriculum, providing a broad and balanced education for all children.

DIFFERENTIATION

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

We provide learning opportunities that are matched to the specific needs of children. In some instances, Expressive Arts has 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 Expressive Arts, we take into account the targets in the children's Individual Education Plans (IEPs). Gifted and Talented children are also considered.

TEACHING STYLES

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 Expressive 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 the Expressive 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.

PLANNING

When considering planning for a broad and balanced curriculum, Welsh Government Draft Curriculum for Wales 2022 maps the skills and requirements, as well as reference and guidance, provided in 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.

Literacy

Expressive Arts provides a range of rich contexts where learners' literacy skills can be reinforced, developed, applied and extended.

Exploration and exposure to a variety of texts will enable the development of reading strategies and, in turn, deepen artistic knowledge by comparing works or performances in a written format, reading and writing scripts, and reading about the works of others. Script writing can be used to support the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects.

Oracy in all its forms will also be developed through acting, discussing, responding and reflecting on works, role-play, song, performance and presentation, planning processes and questioning.

Numeracy

Expressive Arts provides learners with opportunities to innovate, as well as creative opportunities to develop numeracy skills in a range of engaging contexts.

Within dance, learners can be supported as they become more comfortable in demonstrating concepts such as shape, space and measure, pattern and sequencing, pathway, position, relationships, viewpoint dimension, patterns, repetition, variation and counting rhythm, thus gaining a stronger understanding of these concepts. Digital media and drama can provide rewarding and real-world learning experiences, such as timings and budgets.

A love of music and songs may be learners' first encounter with numbers and, as they begin to understand the relationships with numbers through songs with greater maturity, music will also see the development of structure and form, patterns and rhythm, repetition, phrasing, section, round and canon.

Visual arts will also provide the context for concepts such as shape, pattern appreciation, spatial awareness and measurements.

Digital Competence
In an ever-changing world, digital competence plays an increasingly powerful role in the lives of our learners. The Expressive Arts afford many opportunities for learners to bring the arts to life using digital skills.

Digital media has its own wealth of opportunities to develop digital competence and provide the contexts for ideas to evolve. Learners can develop and change an algorithm for film production sequencing to show filming in location order rather than chronological order.

LINKS TO OTHER AoLEs

Health and Well-being
The Health and Well-being Area of Learning and Experience provides opportunities for creative movement and dance as a physical activity and can enable learners to develop *gross motor movements* and *fine motor movements* to support participation in the arts' disciplines. Involvement in the Expressive Arts can enable learners to develop a sense of self, build confidence, and explore different forms of communication and relationships which can support mental health and emotional well-being.

Humanities
Art, music, dance, theatre forms of media and literature are valuable pieces of evidence for enquiries in the humanities and are mediums for expression of people's interpretations and viewpoints. The natural world, the past and present, all act as stimuli and contexts in the Expressive Arts Area of Learning and Experience. Throughout the past and present the expressive arts have been important in shaping culture and societies. Exploring the arts from various times, cultures and societies, including from Wales (eg Eisteddfod), allows learners to develop their understanding of other cultures as well as their own. Exploration of social and ethical concepts, sustainability and business can act as a stimulus for *creative work*.

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 co-ordinator. The co-ordinator is also responsible for supporting colleagues in the teaching of the Expressive 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 she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

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.

RESOURCES

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

BILINGUALISM AND CWRICWLWM CYMRAEG

BHVC Primary School will develop a positive attitude to the development of incidental Welsh through the Expressive 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 are made aware of a distinctive Welsh perspective when looking at the wider world. Pupils are given opportunities, where appropriate in their study of the Expressive Arts, to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

WELSH DIMENSION AND INTERNATIONAL PERSPECTIVE

Wales has a rich and diverse Expressive Arts tradition. As an integral part of the Expressive Arts curriculum, learners will experience all aspects of our diverse Welsh culture at a local and national level. Learning about the Expressive Arts in Wales is the entitlement of all learners. Value is placed on historical and contemporary Welsh creative practitioners from across disciplines in the area of learning and experience. From this, learners will appreciate the significance of Wales and Welsh culture and strengthen the understanding of Welsh identity in the world. Learners will experience the Expressive Arts on a global level from an early age, developing a richness and diversity in their understanding and in their creative works. In an increasingly interconnected world, learners will draw upon a wide range of global creative works to influence their own work and appreciate and respond to cultural diversity.

CONSULTATION

This policy has been created by the Expressive Arts Co-ordinator, in consultation with the Expressive Arts team and agreed by all staff at BHVC Primary.