



## **Creative Arts Policy**

'The arts provide a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of young people through painting, drawing, sculpture, dance, music or literature.'

The arts stimulate pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. We actively work to provide a learning environment and a broad, balanced range of activities that enables our children to express themselves and reach their full potential through the arts whilst developing their cultural awareness. The arts identify a range of cross curricular links between areas of learning which deepens children's understanding by providing opportunities to reinforce and enhance learning.

### **What are the arts?**

The arts are a means by which we can develop our children's creativity, imagination and understanding of culture. At Fulwell Infant School Academy we are committed to providing such opportunities within visual art, music, drama, dance, creative writing and across all aspects of the school curriculum.

### **Creative learning environment.**

We actively work to provide an environment that will enable our children to reach their full potential within and through the arts. To do this we take account of the emotional and physical environment realising that the attitudes of the adults working with the children is as important as the space and resources with which they are working. We believe that our school environment makes a big difference to pupil learning and staff well-being.

### **Aims**

At Fulwell Infant School Academy we aim to provide all pupils with:

- The opportunity to participate in and experience a broad and balanced range of arts activities.
- The opportunity to creatively express themselves in and through all art forms.
- The opportunity to develop a range of progressive skills and vocabulary relating to specific art forms.
- A range of arts activities that develop their social skills, confidence and self-esteem.
- Arts activities that access other areas of the curriculum and different cultures.
- Opportunities to foster and develop individual interests in the arts.
- To provide pupils with varied experiences from different cultures and traditions through the arts.
- Opportunities to raise and develop their self-esteem through class activities, performances, exhibitions and individual work.
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### **Curriculum provision.**

#### **Foundation Stage**

The Arts falls within 'Expressive Arts and Design' in the Early Years Foundation Stage. At Fulwell Infant School Academy children's creativity is extended by the provision of support for their curiosity, exploration and play. Children are provided with opportunities to explore and share their thoughts, ideas and feelings, through a variety of art, music, movement, dance, imaginative and role play activities.

## Key Stage 1

The Arts are a foundation subject in the National Curriculum. The general requirements are set out in the National Curriculum . Within this pupils are taught:

- To record from first-hand observation, experience and imagination, and explore ideas.
- To ask and answer questions about the starting points for their work, and develop their ideas.
- To investigate the possibilities of a range of materials and processes.
- To try out tools and techniques and apply these to materials and processes.
- To represent observations, ideas and feelings, and design and make images and artefacts.
- To evaluate what they and others have done and say what they think and feel about it.
- To identify what they might change in their current work or develop in their future work.
- About the differences and similarities in the work of artists and musicians in different times and cultures.

Our curriculum reflects the importance we place on the arts at Fulwell Infant School Academy. All classes have timetabled sessions to meet the requirements of the National Curriculum (2014). Each arts subject is timetabled weekly for art & design, dance and music. Drama is timetabled through other subjects, particularly within creative writing. In addition, 'arts weeks' expressive arts blocks offer an extensive range of planned opportunities around a theme.

Teachers use a variety of strategies to teach the arts from the use of computing, visits, workshops in school by visiting practitioners, teacher exposition, discussion, practical work, practise of basic skills, first-hand experience and investigative open-ended activities.

We are committed to running at least one arts visit in each year group, each year. We annually perform at Sunderland recorder play days, the city dance festival and at events such as 'Music in Mowbray'.

## Contribution of the Arts to teaching in other curriculum areas

### English

The Arts contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### Mathematics

The Arts contributes 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. Also the concepts of sequencing, pattern and time are developed through music, dance and poetry.

### Computing

We use ICT to support the Arts teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

### Personal, social and health education (PSHE) and citizenship

The Arts contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists, dancers and other talented adults whilst undertaking their work.

### **Spiritual, moral, social and cultural development**

The teaching of the Arts offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

### **Extra curricular Arts Activities.**

#### **Arts Weeks or Blocks**

We are committed to providing arts blocks of learning involving all pupils. This enables pupils from all year groups to work collaboratively together inspired by other cultures or visitors or experiences. We actively encourage, where appropriate, support from the local community and those of professionals to enrich our pupils experience. This may be followed by an exhibition of pupil's work open to parents and the wider community.

### **Extended School Clubs.**

It is our policy to develop and extend the provision of after school arts clubs together with a range of others. We currently provide the following clubs:

Art club

Craft club (2)

Recorder club

Drama club

Dance Club

### **Enrichment Curriculum**

We are committed to providing a range of enrichment activities for our children and each year group will have at least one visiting artist and make one arts based off-site visit each year. In addition to this, every Friday afternoon we offer the children a variety of arts activities as part of a developing enrichment curriculum delivered through 'Golden Time'. These activities give the all children the opportunity to develop skills acquired and to extend the knowledge of our most able pupils by working alongside those with expertise.

### **Working with the Community, Partnerships and Visits.**

We are committed to working in sustained partnership with local arts education organisations. Regular partnerships include Sunderland Music Hub, Sunderland University partnership (Rachel Emms-Hobbins) and Sophie Doneathy (dance teacher). We also participate in many local arts projects including violin and recorder play days, performing in the Sunderland Dance Festival,

School initiatives include:

All year one and two children also have the opportunity to learn the recorder and the violin.

### **Learning, Planning, Teaching, Assessment, Evaluation and Progression.**

In line with our Teaching and Learning Policy, the arts are generally planned within year group planning sessions. Copies of termly plans are read by the leadership team, who are then able to monitor progression across the year groups and address any areas or resources that need further development. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel

about them. Lessons and children's work are evaluated by staff and on-going teacher assessments are made in order to inform planning and to be able to report back to parents. Children are also encouraged to self review their work. Individual arts policies are evaluated and reviewed by the headteacher, co-ordinators, staff and governors.

We recognise the fact that we have children of differing ability 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;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups;
- Providing opportunities for children to develop creatively, for example, role play areas;

Our annual Arts Week is planned as a whole staff including teachers and teaching assistants in response to outcomes for children or pupil voice.

Recording the arts curriculum is through photographic and video evidence which is monitored by the leadership team.

### **Equal Opportunities and Special Educational Needs.**

In line with our Equal Opportunities Policy, we will provide arts opportunities to all our children, regardless of gender, race, disability or ability to pay (in the case of external visits and visitors). The arts may be used to develop a child's learning in any area of the curriculum, particularly for those with Special Educational Needs, including Gifted and Talented children. We take account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes.

### **Facilities and Resources.**

At Fulwell Infant School Academy we have a number of facilities used to support the arts this includes a school hall used specifically for dance, drama and music. This includes celebrating the talents of our staff and using their expertise in both art and music. We also have a music room suitable for music lessons and drama lessons. We have a specialist music teacher and an extensive range of musical instruments.

### **Health And Safety**

Children are taught to use materials, tools and equipment safely, in line with the school's Health and Safety Policy. Health and safety awareness forms an integral part of the children's learning. The use of tools and equipment will be closely supervised by staff. Protective clothing is used when necessary. Allergies are taken into consideration when using equipment and resources for example, play dough.

**Wendy Angus**