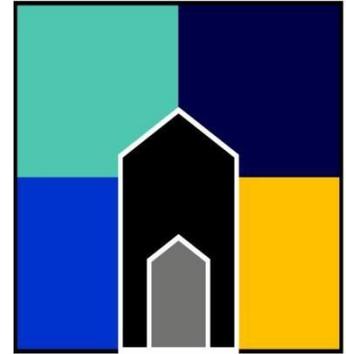




An Daras
Multi Academy Trust



An Daras Multi-Academy Trust

St Stephens Community Academy

Creative Policy

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: Approved	
Recommended	
Version	v1.1
Statutory	Yes
Adopted v1.1	Autumn 2016
Review v1.1	Autumn 2017
Advisory Committee	LGAB/School Improvement and Strategic Development Committee
Linked Documents and Policies	Art Curriculum Scheme of Learning Music Curriculum Scheme of Learning

St Stephens Community

Creative Policy

Reviewed and adopted – **Autumn 2016**

Reviewed by the ADMAT Board of Directors/ LGAB SSCA – **Autumn 2017**

1.0 Aims and objectives.

At St Stephens Community Academy, we aim to teach the skills of the creative subjects discretely, as well as through the spectrum of other subjects in the Primary Curriculum. Specifically, this means that children will learn the skills fundamental to Music, Art, Design Technology, Dance and Drama, whilst at the same time, enhancing the creative aspects of Language, Humanities, Science and Maths. We also aim for creativity to be an integral part of the children's personal development, both in the present and for the future. We believe this to be important because we wish to give opportunities that will enable the children to grow as balanced individuals, with the types of mental and emotional adaptability needed, to be successful in adult life.

1.1 Objectives of teaching Art.

- Provide a medium for children to express their own imagination, ideas and experiences.
- Develop creativity and imagination through a range of activities.
- Develop the children's ability to control materials, tools and techniques.
- Provide individuals with opportunities to identify tools and techniques that particularly suit them.
- Increase children's critical awareness of the roles and purposes of art in different times and cultures.
- Foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

1.2 Objectives of teaching Music.

- Develop an awareness and appreciation of the world of sounds around us.
- Foster an enjoyment of different types of music, and of human responses to music.
- Encourage children to listen with concentration and enjoyment.
- Develop imagination through listening and creating.
- Appreciate how music is influenced by the time, place and purpose for which it was written.
- Develop the ability and confidence to perform.
- Understand various ways in which sounds can be made, organised into musical structures and then recorded.

2.0 Teaching and learning.

Skills for these subjects are progressively matched throughout the year groups and taught accordingly. Teachers share the objectives for each lesson with the class and self-evaluation is encouraged against these. Children are encouraged to explore their own imagination, experiment, share and adapt ideas. Teachers assess the success of each lesson, and adapt their plans accordingly to extend and support learning. Staff recognise that any one class encompasses a range of abilities and learning styles. We therefore provide opportunities for all children by using a range of strategies :

- Differentiation of teaching and learning in a variety of ways, as part of every-day teaching practice and pedagogy.

Provision of a range of challenges through the use of different resources.
Use of additional adults to support learning.
Ensuring that the range of learning styles is met, through use of visual, audio and kinaesthetic teaching approaches and resources.
Use of peer talk and self-assessment to develop reflective thinking.

3.0 Additional music teaching.

Children are offered the opportunity to study an instrument with peripatetic teachers. Parents who want their children to participate must pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children and are in addition to the normal music teaching of the school. Lessons take place both during school hours, as well as after.

4.0 Curriculum planning.

The basis of all planning is the National Curriculum, which outlines the progression in skills that must be taught for each subject. In addition, the school has nominated schemes of work which serve as useful guidelines, and which teachers are able to use as they see fit. These are : Music Express (Music); Scottish Borders (Art). Our curriculum planning ensures a progression of skills throughout the school for each of the creative subjects, whilst at the same time, incorporating them into other subject areas in a holistic “project” approach. Making links in this way, provides children with a context in which to learn new skills and develop existing ones. It also encourages them to think creatively about their own learning.

4.1 Planning structure.

We carry out the curriculum planning in three phases : long-, medium- and short-term. The long-term plan maps the topics studied in each term during the key stage, with all subjects linking across the curriculum, as far as is possible. The medium-term plans detail which objectives will be covered in which week, for that unit of work. Topics / projects or individual units within these may be long (eg six weeks) or short. New Medium Term plans are created each time a new unit of work is started. Short term plans provide a breakdown of teaching and learning for a class, over the course of a week. These are used flexibly, as is necessary for meaningful assessment for learning. Such flexibility is particularly important in the Foundation year, as teaching is largely child-led, following the children’s interests and building on their existing knowledge / experience.

4.2 Assessing progress in the creative subjects.

Teachers are aware that all children demonstrate their abilities in different ways and have strengths as well as areas to develop, within different aspects of a subject. Children’s work is therefore assessed in a variety of ways, through both formal and informal judgements. Observation of children’s work during lessons is key, particularly at KS1 where the child’s explanation of what they are doing is often necessary for understanding the outcome. The teacher will give oral or written feedback to the child, to inform their future progress. Pupils are encouraged to make judgements about how they can improve their own work, and also to make helpful suggestions to others for the same purpose. Children’s work is assessed against the National Curriculum Age Related Expectations / Foundation Stage Profile (YF), ultimately being reported to parents. This information is also passed on to the next teacher, at the end of the year. In YF & KS1 in particular, teachers and teaching assistants continually observe the children, recording their observations in a variety of formats. All observations, judgements and both formal / informal assessments help the teacher to decide how the next lesson should take shape. Sketch books are started in YF and travel with the children up through the year groups.

5.0 The creative subjects in different contexts.

5.1 At Foundation Stage.

These creative subject areas come under the “Creative” umbrella in the Foundation Stage curriculum. Skills to do with creating, performing and producing are very much interlinked, and as such, are taught and assessed accordingly. Adults record observations of children’s creative work and play, in whatever form the child has chosen to express it. Adult-led sessions are largely planned to follow the interests of the children. They are also planned so that children are provided with a range of ways of working creatively, in order to expand their experiences and discover their own strengths and preferences. Through exploration, observation, problem solving, thinking and discussion, children can learn to work in an appropriate way with a range of materials, processes and tools, and in a variety of different contexts. Activities in Foundation Stage include both the indoor and outdoor environments and are designed to attract the children’s interest and curiosity.

5.2 At KS1.

The children build upon their experiences in Year F. Developing a smooth transition from YF to Y1 is therefore extremely important and the planning and assessing of all curriculum areas, reflects this. Transition work between the year groups, begins in the Spring Term and observations / data, used to inform future progression. In Years One and Two, the creative subjects are taught as part of Project Afternoons, where they are experienced by the children through an umbrella Project title, linking together all the areas of the curriculum. Skills are taught discretely, followed by a range of work that is

delivered in small adult-led groups or as whole class sessions. Other aspects of learning are initiated by the children themselves, allowing them to apply and practice what they have learnt independently and within a range of contexts. Children are encouraged to give their own input into the learning and classroom environment, for instance in the planning of the role play area or of the independent activities.

Self-initiated work presents valuable opportunities for assessing the children’s understanding of what has been taught. All adults involved will make observations in various different forms, and will also talk to the children about how to further develop their work. In addition, to Project Afternoons, the creative subjects are frequently used throughout teaching and learning in Literacy and Numeracy, as vehicles for enhancing the children’s understanding of the learning objectives. A range of creative subjects are also offered to KS1 each week, during “Golden Time”.

5.3 At KS2.

Throughout KS2, skills for the creative subjects are taught in more discrete sessions, although they are still linked within a topic. The Creative Subject Leader has plotted the key skills of the National Curriculum across the Key Stages and into Key Stage Two, as part of the school’s Scheme of Learning for Music and Art. For Music, this document includes examples of music that could be used in sessions, and musical structures that could be used in composition at each age group. “Music Express” books are used by those who wish, to ensure a progression of skills that link to the National Curriculum and to the Scheme of Learning. Skills learnt in these sessions are then put into practice within the other curriculum areas. Similarly, the Scottish Borders scheme of work has been used by the Creative Subject Leader, to ensure progression of Art skills over the course of the both Key Stages One and Two, and that those learnt in KS1 are built upon and put into broad contexts as relates to the age expectations for each year group. Suggestions have been added to the school’s Scheme of Learning, as to tools and techniques for use in each year.

Children continue to have access to creative clubs, including : Art Club, Technology Club, Dance Club and Samba Band.

Instrumental tuition includes : Guitars, keyboards, drums and close links with the Town Band.

5.4 In relation to I.C.T.

Information and Communication Technology enhances teaching and learning in the creative subjects where possible and appropriate, in all year groups. Children use software, USB devices, the Internet, iPads, microphones and cameras to research, create and record. (For Online Safety, see ICT policy.)

5.5 In relation to inclusion.

Creative subjects form part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, those learning English as an additional language, and any other vulnerable groups. (See also individual policies for further details on any of these specific areas.) We also approach the teaching and learning of the creative subjects, with current whole-school trends in mind, for example, enhancing the progress of boys born in the Summer months.

5.6 In relation to outdoor learning.

Teaching and learning within the creative subjects, lend themselves well to the context of the outdoor environment. This may take place on or off-site, and may encompass a whole range of purposes, objectives and activities. Children are encouraged to initiate their own creative activities outdoors, during curriculum time as well as during their own time.

5.7 In relation to extra-curricular activities.

Extra-curricular opportunities are offered in the form of clubs, performances / shows to parents and carers, performances out in the local and wider school communities, and through recommendations to families, as to where they may go for further activities in specific subject areas ("sign-posting"). Homework set throughout the school, often centres around a project / topic theme, which may well include aspects of any of the creative subjects (see Homework Policy).

6.0 Resources.

The Creative Subjects Leader is responsible for auditing and replenishing suitable resources, needed to offer broad, interesting and practical experiences to children in all year groups. The school also provides appropriate computer software for use in class and the Internet is used as a resource in terms of video and sound clips, interactive programmes, images and sources of written information. People from the local and wider communities are often called upon, offering a rich resource in terms of their expertise.

RRSA:

Within our creative subjects teaching, we, as ADMAT Schools, aim to promote the UNCRC in all aspects of our work. This reflects our position as a Rights Respecting School.

Creative subjects relate to the UNCRC articles:

Article 13 (freedom of expression): 'Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.'

Article 15 (equality): 'Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.'

Article 17 (right to education): 'Every child has the right to reliable information from the media. This should be information that children can understand.'

Article 28 (right to education): 'Every child has the right to an education.'

Article 29 (goals of education): 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Article 31 (freedom of expression): 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.'

7.0 Monitoring and review.

The Creative Subjects Leader is responsible for the monitoring and review of the creative subjects. It will ensure progression of planning, teaching, assessment and resourcing for these subjects across the school, and seek to monitor their integration into an intertwined, creative curriculum. This also includes support of colleagues in keeping up to date with current developments in the creative subjects and of their role in the curriculum, providing a strategic lead / direction for creativity within the school. This policy will be reviewed at least every two years.

Policy last reviewed : Autumn 2016

Next review date : Autumn 2017

Policy first agreed – **Autumn 2016**

First review – **Autumn 2017**

Policy published on website – **Autumn 2016**

Signed..... Chair LGAB

Signed..... Head of School

Signed..... Executive Head Teacher

Date.....