

St. Hugh's Catholic Primary School

Creative Arts Policy

Mission Statement

St Hugh's School provides a welcoming, safe and secure environment for all.

Our school aims to be a community which reflects real gospel values of love and forgiveness. A community in which each individual, child or adult, can work in an atmosphere of mutual respect and understanding; so as to broaden their appreciation of the world, its cultures and its people.

Every day Growing in God's Love

Rationale

We are committed to provide all our learners with a motivating and inspiring creative curriculum that aims to develop thoughtful and responsible young people with high self-esteem and the skills and knowledge to succeed in life.

Creative Arts Education can be:

- The delivery of the Arts under curriculum headings, commonly Art, Dance within P.E., Drama through English, and Music
- An experience which draws on a number of these curriculum areas, e.g. creating a piece of visual art from a music stimulus
- Contributors from Arts areas to other curriculum areas e.g. drama enhances the history experience

It is likely to be a combination of all these approaches.

Learning in the Arts is developing skills which will enable children to engage in the process of the Arts; is widening knowledge and understanding of the Arts and is developing critical responses to the Arts. Learning through the Arts is the exploration of issues, ideas and values through dance, drama, music etc.

Aims

At St. Hugh's Catholic Primary School, we aim:

To prepare learners for lifelong learning by providing opportunities to pursue their interests and talents.

- To facilitate the opportunity to participate in and experience a broad and balanced range of arts activities as part of a rich exciting curriculum.
- To plan opportunities for learners to be creative and creatively express themselves in and through all art forms.
- To provide a powerful tool which can support a progressive range of skills such as the development of knowledge, concepts and skills, and enhance the learning process across the curriculum.
- To offer opportunities for learners to express themselves, enjoy themselves and be successful.
- To enable individuals and groups of learners to achieve excellence and enjoyment.
- To offer opportunities for individuals and groups of learners to be involved in performance.
- Provide opportunities for children to perform to their peers and to parents at a variety of venues both in school and in the wider community.
- Enable children to be creative through composition and performance
- To enable learners to develop their intellectual, aesthetic and critical faculties through active participation in the Arts.
- To encourage the use of the Arts as an effective medium for achieving other educational objectives.
- To enrich the curriculum for all learners through activities that access all areas of the curriculum, different cultures and those that reflect our local community.
- To help develop a respect for others' artistic tastes and points of view

Planning

We believe the arts can generally best be delivered through a cross-curricular thematic approach. Short term planning is carried out by individual teachers within guidelines set at the medium term planning stage. Planning should show objectives, how the objectives will be taught and in which subjects (if cross curricular linked),

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differentiation, evidence of classroom organisation, use of additional adults and evaluation/progress notes to inform future planning.

Teaching and Learning

Teaching at all levels should include a variety of teaching styles making the lessons suitable for all learners, regardless of ability.

The various techniques should include opportunities for:

- Group, individual and whole class activities as identified within lesson plans
- Discussion with the group and individual learners as well as through demonstration and instruction
- Individual research and exploration
- Use of a variety of media (TV, DVD, radio, Internet) to enhance the learners understanding
- The development of I.C.T. capability through Arts Education through the use of computers, CD players, MP3 players, microphones, sequencing programs, keyboards, lighting techniques etc
- Enhancing a child's self-esteem by promoting success in achievement and enjoyment in learning
- Assemblies, Presentations, Seasonal Performances.
- Equipping learners with skills to interact with others, thereby developing a sense of purpose and belonging
- Valuing their own work and that of their peers
- Celebrating Arts Education by exhibiting, performing and presenting their work to represent their achievements in various forms both in school and in the wider community. These can be provided through the following means:
 - Arts Festivals
 - Assemblies
 - Concerts
 - Mornings of Music
 - Exhibitions
 - Displays
 - Mornings of Drama
- Extra-curricular activities for those learners who demonstrate a particular interest or ability, e.g. Music or drama groups and extended services
- Using expertise and knowledge from within and outside the school
- Access to a variety of experiences within an arts setting
- In music teaching and learning are achieved through a high level of practical work. The teacher performs regularly to children to demonstrate and model musical ideas and to inspire.
- Children are provided with suitable musical instruments which they use to perform and compose.
- In Years 4 and 5 violins are provided for each child to learn through the School Music Service. This programme forms an integrated scheme of learning to play an instrument in context of whole-class tuition and covering the National Curriculum for Music, through composing, performing and listening.
- During singing assembly all children sing together and learn songs as a community.

Early Years Foundation Stage

The Arts will be taught in a variety of ways in the Foundation Stage through many areas of the Early Years Foundation Stage curriculum. The Arts will have a particular focus on the teaching and learning of Personal, Social and Emotional Development, Creative Development, Physical Development and Communication, Language and Literacy. To reflect the catchment area of the school, there will be a prevailing focus on the development of learner's speaking and listening skills to equip them with the necessary tools for expression to succeed further up the school and into adulthood.

Progress and Achievement

Marking will be carried out regularly and in accordance with the school's marking policy.

In the short term, teachers will carry out continuous assessment of learner's progress in all aspects of the Arts Curriculum, where appropriate this will be noted down on weekly planning sheets. Such assessment will be formative and be rooted in Assessment for Learning. In addition, all learners will be encouraged to assess their

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own and others' learning against learning objectives making use of a WALT and WILF approach. Self assessment could take the form of traffic lighting or thumbs during plenaries, verbal feedback or peer marking/editing.

Targets for each learner will be set by the class teacher. These targets will be discussed with the learner as appropriate at the beginning of each half term and again at the end. Teachers will also take care to ensure that learners are regularly reminded about their targets throughout the term.

Assessment

Assessment will be part of a continuous process which both reinforces teacher/pupil planning and provides clear information for others.

ICT

Learners should be given opportunities to apply and develop their ICT capability through the use of ICT tools, in all subjects, to support their learning. ICT helps pupils learning by providing quick and effective access to large quantities of information. It can help them to investigate, organise, edit and present information in many different ways. ICT therefore supports and enhances many of the processes in the development of pupils' knowledge, skills and understanding.

Health and Safety

Health, safety and welfare are an integral part of all activities in school and all staff will take all reasonable steps to provide safe and healthy conditions for learners, and others during curriculum activities to ensure compliance with all relevant health and safety legislation.

Equal Opportunities Statement

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

At St. Hugh's Catholic Primary School, we believe that equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

We aim to ensure that our planning, teaching and learning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum and that planning takes account of the differing needs of pupils and their progression

Inclusion Statement

At St. Hugh's Catholic Primary School, we believe that Inclusion is about the quality of the learner's experience, how they are helped to learn, achieve and participate fully in the life of the school.

All learners are given opportunities to be successful, to feel included in every subject and are given opportunities to access the curriculum to reach their full potential.

In order to achieve this, teachers will differentiate by modifying learning objectives, teaching styles, access strategies, support, resources and targets. Under these circumstances, all learners' needs will be provided for within the whole class planning frameworks with clear differentiation recorded in all short term planning.

Outside Agencies

The school has links with a number of outside agencies to promote and enhance the delivery of the Arts. These include:

- Museum Services
- Visiting theatre and music groups.
- Specialist dance coaches
- School Music Service

Parents & Carers

We believe that parents have a fundamental role to play in helping their children learn and progress within our school.

We are committed to ensuring that parents are informed about topics we cover, when homework is set and how to help their child. Regular correspondence such as newsletters and parents' evenings throughout the year support this progress.