

## **Creative Curriculum Policy for Hillside Community First School**

<b>Adopted date:</b>	<b>Autumn 2017</b>
<b>Signature of Headteacher:</b>	<b>Jeremy Harrison</b>
<b>Signature of Governing body:</b>	<b>Ben Mason</b>
<b>Next review date</b>	<b>Autumn 2020</b>

# Hillside Community First School

*'Working together to promote life-long learning for all.'*

## **Policy for the Creative Curriculum (including Art and Design, Design and Technology, Music and Drama).**

### **There are five main purposes to this policy:**

- To establish an entitlement for all pupils;
- To establish expectations for teachers of the subjects;
- To promote continuity and coherence across the school;
- To state the school's approaches to these subjects;
- To promote public, and particularly parents' and carers', understanding of the curriculum.

### **Introduction: The importance of a Creative Curriculum:**

A creative curriculum stimulates pupil's creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space, different materials and processes, including responding to and making sounds and music to communicate what they see, feel and think. Through creative activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in making images, objects, and sound, learning to shape their own environment. They explore, through discussion and drama and the making of art, objects, music, the ideas and meanings behind the work of artists, craftspeople, designers and musicians. They learn the role that art, craft, design, music and drama plays in their own and others' lives in contemporary life and in different times and cultures. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts which enriches their personal lives and enables them to understand the role they play in society.

### **Expectations:**

By the end of Key Stage 1, and Year 4, the performance of the great majority of the pupils will be secure for age related expectations. Most pupils are expected to achieve this expected band in each area of the creative curriculum (art, design and technology, music and drama). A few will be developing at age related expectations, or working within and towards secure attainment. Those exceeding age related expectations will be closely monitored in line with the school's assessment policy and will be working towards a deeper level of understanding of that area, applying their knowledge and skills to different contexts, making links to other subjects and contexts. They may be awarded deeper learning if it is felt they are working within this deeper level and there is evidence of their ability to apply their knowledge and skills across subjects.

### **The aims of the creative curriculum and how these contribute to the school's aims**

The school aims to:

- develop knowledge, understanding and enjoyment of art and design, design and technology, music and drama;
- develop the pupils' ability to observe, learn about and record the world around them;
- use a variety of materials, tools, instruments and processes, including computing, safely, experimentally and with increasing confidence, technical control and skill;
- develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate;
- recognise the contribution that art, design, music and drama makes to learning in other subjects and aspects such as English, Mathematics and the spiritual and moral dimensions;
- develop an increasing knowledge and understanding of the contribution of artists, designers, musicians, actors and craftspeople to this and other cultures, past and present;
- develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner, developing a specialist vocabulary;
- develop the ability to recognise different kinds of art, craft, design, music and theatre and why and how they are different;
- develop aesthetic sensibilities so that they can respond sensitively and thoughtfully;
- cultivate each pupil's ability to develop their own unique and personal ideas, working with increasing independence.

## **Strategy for implementation.**

### **Entitlement and curriculum provision:**

We aim to provide a minimum of 17 hours at Key Stage 1 and 19 hours at Key Stage 2 per year for Art and Design and Technology. For music we aim to provide 30 hours at Key Stage 1 and 35 at Key Stage 2 per year. This time is used to deliver the National Curriculum requirements for Art and Design, Design and Technology and Music and ensures full coverage of its programmes of study.

The allotted time is used to implement planned opportunities for independent and group projects through each year groups chosen topics, which are delivered through the school's approach to a more creative curriculum in the afternoons, specifically Plan Do Review in the Foundation Stage, Let's Explore in Year One; Let's Explore More in Year Two; and Let's Explore Juniors in Years Three and Four. To extend the provision for each subject, pupils have the opportunity to attend after-school clubs (art, modelling, recorder, drama club and choir) and take part in an 'art' or other creative themed week at least once a year, where additional opportunities to partake in creative activities are enjoyed. These themed weeks may provide the pupils with the opportunity to work with a visiting artist, musician, craftsperson or designer.

In our foundation stage, pupils in Rainbow have daily opportunities to join in with rhymes, songs, keeping rhythms and have access to musical instruments each day, as part of their Plan Do Review Curriculum. After Christmas they begin to incorporate a weekly 30 minute music lesson into their timetable and join the rest of Key Stage One for Singing Assembly. They also participate in the Christmas Musical; learning songs and performing to an audience. By the end of Rainbow pupils are also ready to perform a class assembly to parents involving singing songs, acting out a story and showing art work.

Pupils in Key Stage 2 also enjoy a 'Sing Up' and 'Singing assembly' (once a week) and in year 4 they have a music lesson taught by a specialist music teacher (once a week), as part of their music curriculum and this is in addition to their timetabled lesson. Pupils in Key Stage 1 also have a singing assembly once a week, and each class provides separate opportunities to sing within the class as part of their music curriculum. To celebrate Christmas, the children have an opportunity to learn songs and perform a musical Christmas play to an audience, which promotes additional opportunities for Music and Drama.

### **Teaching and learning:**

The class teacher teaches all pupils in their class Art and Design, Design and Technology, Music and Drama, unless planned sessions are taught by a visiting specialist teacher or HLTA covering PPA time for the class teacher. If HLTA's are teaching a creative subject such as music, it is the responsibility of the teacher to ensure planning and resources are provided for, and time is given for the HLTA to prepare lessons and feedback to class teacher on children's progress.

The move towards a more creative curriculum, allows teachers of each year group to plan together meaningful opportunities for Art, Design and technology and Drama through units of work and plan appropriate times for delivery across the year. When looking at the overall school curriculum map, this delivery will often alternate between half a term/term of Art and Design and half a term/term of Design and Technology. This organisation of time is put together to enable more sustained work, and is extended in additional themed weeks.

Music is often taught separately to the creative curriculum and has its own allotted time within the timetable.

Most teaching within plan do review, Let's explore, Let's explore more and Let's explore juniors is to the whole class, although some opportunities to teach skills and techniques to small groups of children are provided in Rainbow and Year One through PDR and Let's Explore. Over each key stage, teaching will cover a full range of art, craft and design elements using a variety of different tools and techniques. All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and at least one other media each term (e.g. collage, print making, digital media, textiles, sculpture). The three main starting points for work are first-hand observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their own work during and after they have made it. Pupils develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers.

Computers are used in Art, and Design & Technology to support the practical activities. This includes the use of a digital camera or iPad to record photographic images or video, for the pupils to work on at a later date within a chosen program. Photographs or video may also be used to take evidence of work, or the evaluation of work.

The use of computers, iPads and the internet will strictly follow advice and guidance as laid out the ICT Policy, and no photographs of children will be taken without consent of the parents.

Pupils in Key Stage 2 use a sketchbook in class for research and independent work. Pupils are encouraged to work in collaboration when making large-scale work.

Most teaching of Drama and Music is to the whole class, although some opportunities to teach skills and techniques to small groups of children are given during planned lessons and through the support of Dorset Music Service in Key Stage 2, who offer opportunities for small groups to learn an instrument with an expert teacher.

### **Assessment and recording:**

Assessment is based on the National Curriculum year group statements. Work is planned so that there are four levels of expectation: emerging within age related expectations for each year group, developing, secure or exceeding age related expectations for each year group. By the end of Key Stage 1, and Year 4, the performance of the great majority of the pupils should be secure within the expected band for their age/year group. Most pupils are expected to achieve this expected band in each area of the creative curriculum (art, design and technology, music and drama). A few will be developing for their year group meaning they are working towards age related expectations and some children with Special Education Needs will be emerging. There may also be a small minority of pupils exceeding age related expectations. Those exceeding will be closely monitored in line with the school's assessment policy and may be given a deeper learning level attainment in one or more of these subject areas, showing they have developed a deeper understanding of their subject.

Work in each strand of the creative curriculum is assessed and records of pupils' attainment are made by class teacher/s as children progress or reach the end the topic/year. Their attainment is recorded using the school assessment tool pupil tracker in line with the school's assessment and tracking policy. This is used to inform the annual report to parents and end-of-key-stage assessments for the subject leader.

### **Continuity and progression:**

It is the school's aim that by the end of each Key Stage, the children will have covered most of the main art and design processes, drawing, painting, collage, print making, textiles, sculpture and digital media. In accordance with the National Curriculum the expectation and standards of work becomes more demanding of the pupils as they develop their skills, knowledge and understanding. The range of artists, craftspeople and designers used throughout a Key Stage is also progressive, with different work, artists & musicians matched to each topic.

### **Inclusion:**

Teachers provide differentiated activities, support and resources for work. Additional support and differentiation are provided for SEN pupils, with extension and more demanding activities provided for the higher-attaining pupils. Teaching should ensure that all pupils have appropriate opportunities to develop their own ideas and work, whatever their ability, beliefs or background.

### **Organisation:**

Art and Design & Technology is time-tabled for a total of a term and a half (approximately 19 weeks) on each Year Groups Annual Curriculum overview. Teachers, along with their year group partners, choose to block Art and Design and Technology into set periods of the timetable and units of work to allow sustained work to take place and to provide opportunities for cross curricular links between subjects. Art, Design & Technology, Drama & Music is also used to support and extend teaching and learning in other curriculum subjects through the making of paintings, drawings, models or other musical or drama outcomes. Music is taught as a separate subject, and has its own allocated time each week within the timetable and includes Sing Up and Singing Assembly. The curriculum map of each year group will indicate the units of work taught in each half term.

### **The curriculum:**

The school uses the most current National Curriculum to plan key Art and Design & Technology skills and knowledge through topics and units of work. It covers all the main art and design processes and employs a wide range of visual and tactile elements. Music follows schemes of work either planned by the class teacher or through schemes of work on the online music service Charanga, which the school subscribes to. It covers all the main processes, and as with Art and Design and technology employs a wide range of visual and tactile elements. Planning for all the creative subjects ensures that pupils undertake group and individual work and study a range of artists, craftspeople, designers, music and musicians from different periods and places. This

develops a range of practical skills and makes a significant contribution to their personal and cultural understanding and development.

### **Learning resources:**

All classrooms have similar art materials and equipment for drawing and painting that is stored near the sink in each room. Pupils should learn how to resource and collect materials and equipment for their work in Key Stage 1 and this routine is continued in Key Stage 2. Specific resources for Art or Design and Technology needed for a topic are requested in advance and kept in the classroom or centrally in the resource cupboard. Some DT equipment is kept in the Resources cupboard along with the Art resources. Musical instruments are stored centrally in the TLC or Staff room. Rainbow have their own store of percussion instruments in the foundation base. The teacher will collect and return equipment and instruments to their correct location. The subject leader is responsible for ordering additional expendable materials such as clay, print-making inks, paint, tissue/crepe paper, PVA glue, balsa wood, fabrics etc. These resources are stored centrally.

### **The learning environment:**

All classrooms are conducive to work in the creative subjects and have appropriate resources and equipment accessible. Musical instruments are available from a central resource bank currently stored in the TLC or staff room. Rainbow have their own set of percussion instruments to use with their children. When appropriate, a range of art and design is displayed in classrooms, corridors or in the school hall. The school has a separate policy about display. Many displays are interactive through the use of questions in the written information and resources and source materials are displayed with the pupils' work. Materials such as paper, painting and drawing equipment are accessible to the pupils, and are nicely labelled. The outside environment is used widely as a resource for the making of art and design. The school grounds and building are used fully to make and site work such as the school mural and environmental sculptures.

### **Extension or extra-curricular opportunities:**

The school organises an art, drama, modelling and recorder club after school and a lunchtime choir club. An arts or other creative themed week is organised annually or every other year. The pupils may have the opportunity to work with artists, craftspeople, drama teachers or musicians during these weeks. The school subscribes to the Dorset Music Service who provide musical instruments to all children in Key Stage 2 and a music specialist once a week to teach specific skills in learning to play a musical instrument.

### **The role of parents and carers (subject to CRB):**

Parents and carers are encouraged to be actively involved in their pupils' learning. The pupils are encouraged to share their work and ideas with their parents during open evenings, visits to the school and at home. Parents and carers with skills in each field of expertise are invited in to school to work as artists-in-residence and to meet other visiting artists and to work with their pupils during arts week. The school provides all materials and resources for work in school.

### **Cross Curricular Links:**

#### **English**

Literature is planned in specific units as a starting point for work. Poetry, stories and graphic descriptions of characters or events are used as a basis for imaginative work. Pupils in the Early Years record key words and annotate drawings to record their ideas. Occasionally, Art and Design, Drama and music are planned in English, (through some units of work) to stimulate pupil's imagination, the reading of poetry or story-telling for the purpose of writing. Pupils are encouraged to talk about and make expressive work to portray their feelings about the world they live in and social events such as other peoples' way of life, famine and contemporary or historic events.

#### **Mathematics**

Mathematics is a central feature of work in Art and Design through the investigation of shape, scale, space, form and pattern. In making both 2 and 3 dimensional work the pupils use measure and estimation when composing work and in choosing the size, amount, type and quality of materials.

#### **Computing**

The pupils' skills, knowledge and understanding in Computing are developed through the use of a digital camera, iPad, network programs on the computers, or the internet. The pupils may use their skills in computing to extend their creative work using traditional media, by inputting work or researching ideas and then working further on them on the computer or adding text. They use art programs to explore colour and pattern to make colour printouts. Photographs or video they have taken with the digital camera or on an iPad

may be used as a basis for drawing, painting or 3 dimensional work. Sound and movement may also be added to their drawings or art and design work. Children can safely access programs or internet sites that allow them to create sounds and music and use the internet to access Charanga to resource planned music opportunities in school and at home.

### **Spiritual development:**

Through the creative curriculum pupils are encouraged to use materials, sounds or themselves to express their own feelings, ideas and values. They are encouraged to communicate their responses to social, personal and cultural issues. Works of art, craft, design, music and drama are used as a stimulus, and for pupils to discuss and compare how they, their peers or other artists, craftspeople, designers, musicians and actors express their own ideas and feelings.

### **Religious Education and Jigsaw (PSHCE):**

Both schemes include a number of opportunities for pupils to work in small and large groups, which help them to develop their personal and social skills. The way that pupils work in teams and support each other when discussing ideas or collecting resources and materials provides opportunities for pupils to develop their personal and social skills. Through the discussion of work, ideas, problems and real-life situations, pupils will understand how art, drama or music can make real comments about social, environmental, and health issues. Art, drama or music is also used to enable pupils to express their own feelings and ideas, which makes a contribution to their personal social and emotional health and development.

### **Leadership and management**

#### **Staff development and training opportunities:**

The subject leader undertakes an audit of new teacher and support staff's strengths and training needs. These training needs are fulfilled by the subject leader working with the teacher, the provision of after-school training, courses and by visiting specialists. The staff's strengths are used in planning so that teachers' expertise is used effectively to cover the scheme of work and teaching opportunities.

#### **Leadership and management roles:**

The subject leader is responsible for monitoring planning and the provision of materials and equipment including the overall management of the subject across the school and for themed weeks. He/She will also have an understanding of attainment in each year group and at the end of each key stage. The subject leader will also monitor the progress of children, especially those not achieving age related expectations and those exceeding age related expectations, and help the teacher to support these children or provide opportunities for deeper learning, deepening their understanding of the subject and applying their knowledge and skills to different contexts, making links with their learning. The subject leader will support staff in any training needs and will regularly monitor work and planning. He/She will review the school policy for the creative curriculum on an annual basis and will formulate an annual action plan to continue the monitoring, evaluation and development of the subject/s. The subject leader will organise and support staff in the running of creative themed weeks and help guide staff to make appropriate and meaningful links between subjects.

#### **How the subject is monitored and evaluated:**

The subject leader is responsible for monitoring the range and standards of work in art and design, design and technology, and music.

The Head teacher and in liaison with the school leadership team monitor the implementation and effectiveness of the policy and curriculum planning. It is expected that significant (*ongoing*) assessment will take place informally during lessons through discussions and observations. Teaching staff are asked to use their assessments to evaluate standards and the effectiveness of the scheme of work and should impact future planning. Teaching staff are also responsible for completing end of year assessment using pupil tracker to monitor attainment.

#### **Review:**

This policy will be reviewed annually in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' in liaison with the school leadership team about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.