

## **Creative Development (embracing Art & Design and Music) Policy**

At Barker's Lane Community School we believe children should have opportunities to individually represent their ideas, feelings and emotions imaginatively through various forms of self expression. These include drawing, painting, mark-making, model making, movement, role-play, music, poetry, dance, drama and writing.

Each week the children listen to a range of music as they enter and exit the hall for Collective Worship and Hymn Practice.

### ***Aims and objectives***

Children's creative development and learning has to be meaningful to be effective. By promoting creativity children's curiosity and imagination will be stimulated, thus raising their self esteem and confidence to try new things.

At Barker's Lane Community School we nurture children's creativity in a rich stimulating environment which supports imaginative thinking and offers exciting opportunities for investigation and exploration both indoors and outdoors. We believe that through these experiences and opportunities children will begin to express their own ideas, feelings and views and develop empathy with others.

Through art, craft and design at Barker's Lane Community School we aim to:

- develop creativity through using senses, imagination and experience to a range of stimuli in a variety of activities / contexts;
- improve children's ability to select and control materials, tools and techniques from a range of resources for problem solving and experimentation, whilst following safe procedures;
- develop increasing confidence when making choices in the use of visual and tactile elements and materials;
- enable children to create their own images and objects from first-hand experience and from imagination to express ideas, feelings and memories;
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers from their own and other cultures;
- increase critical awareness of the roles and purposes of art in different times and cultures;
- foster enjoyment, satisfaction and purpose in planning, designing, modelling, modifying and reflecting;
- enable children to talk about how things work, and to draw, model and create simple products and mechanisms;
- encourage children to select appropriate tools and techniques, develop children's imaginative thinking and enable them to talk about what they like and dislike when designing and making.

Through music at Barker's Lane Community School we aim to:

- enable children to explore and create sounds, contributing to musical compositions;
- enable children to play rhythmic and melodic patterns on a variety of instruments;
- develop the interrelated skills of performing, composing and appraising, through exploration and reflection, making broad distinctions between musical elements;
- foster an enjoyment and enthusiasm for music and develop an understanding of how music is influenced by the time, place and purpose for which it was written.

Through creative movement at Barker's Lane Community School we aim to:

- enable children to explore and express a range of moods and feelings through a variety of movements in response to different stimuli;
- develop good control over the body;
- enable children to improvise and think imaginatively individually, in pairs and in groups;
- foster enjoyment and appreciation for movements from traditional Welsh culture and other cultures.
- develop reflection and critical thinking to improve their own and performance of others.

### ***Teaching and learning styles***

We believe children should acquire and absorb creative skills through a holistic approach to learning. Our principle aim is to develop children's skills, knowledge and understanding through a structured developmental and progressive continuum, taking account of their learning needs and allowing for spontaneous developmental opportunities when they arise. We aim to ensure learning is exciting, challenging and creative, and that learners understand what they need to do to improve and how they can do this.

The creative process is more important than the outcome at the early stages of development as it allows children to develop the process of thinking and communicating ideas in a symbolic way that suits them best. The skills children develop are applied in their own creations and creative responses by children should reflect their individuality, preferences and ideas – all of which are valued. There is intrinsic value in this process of creating in terms of children's involvement and wellbeing.

We recognise all children are different and provide suitable learning opportunities by matching the challenge of the activity to the needs / ability of the child. We achieve this through a range of strategies taking account of all learning styles, extending children's thinking skills, providing opportunities for children to plan, develop and reflect on their own learning through the organisation of the learning environment. We encourage children to learn collaboratively and take some ownership for their own learning with adults facilitating this, willing to learn alongside.

Art, craft and design involves children in learning to use all their senses, their observational skills, memory, feelings, imagination and expressing their responses in 2D and 3D creations. Early on the learning continuum children will explore colour using different media, textures through various materials and develop their understanding of shape and form using malleable materials. They will have opportunities to explore effects of drawing with different media and using different means of applying media, including using body parts and a variety of tools/ objects. As they progress through the Foundation Phase children will refine their fine manipulative skills and hand / eye coordination thus handling materials and tools more skilfully. They will be able to apply and combine their knowledge, understanding and skills in activities such as printing, mosaics, weaving, model making and representing their creative ideas in a form they have chosen using appropriate tools, materials and techniques, including ICT. They will have opportunities to explain and evaluate the process and discuss their experiences.

At Key Stage 2, learners build on the skills, knowledge and understanding that they acquired during the Foundation Phase. They achieve this through integrated engagement with the work of artists, craft workers and designers, creative investigations and the making of their own work. Art and design stimulates creativity and imagination and challenges learners to make informed judgements and practical decisions. Using a variety of materials and processes, they communicate their ideas and feelings through visual, tactile and sensory language. Exploration, appreciation and enjoyment in art and design enriches learners' personal and public lives.

Through opportunities to use their voices when participating in rhymes, songs and chants individually and in groups, children will learn to imitate, memorise, internalise and recall short musical patterns early on the learning continuum. They will begin to keep a 'steady beat' by clapping to rhymes and songs. They will have opportunities to explore a range of different sound sources, play musical instruments and respond to different sounds through games to develop their listening skills. As they progress through the Foundation Phase children's repertoire of songs will increase and they will begin to sing more expressively, control breathing, dynamics and pitch. They will have opportunities to use a range of tuned and un-tuned musical instruments individually and in small groups, accompany singing / music, create sound patterns, including using ICT to support this and begin to create simple compositions. They will have experiences which will enable them to reflect on music they hear from different periods, genres and cultures.

At Key Stage 2, music activities enable learners to build on their skills, knowledge and understanding. Music education enables learners to engage with and enjoy making music. Through active involvement in performing, composing and appraising, learners will develop their sensitivity to and understanding of music. Learners will develop musical skills relating to the control, manipulation and presentation of sound. At Key Stage 2, these skills include singing, playing instruments and practising; improvising, composing and arranging music; and listening to and appraising music. Learners improve their performing, composing and appraising by developing and applying their thinking and communication skills, and give due regard to health and safety. Key Stage 2 pupils have the opportunity to play a musical instrument through the peripatetic service. Peripatetic tuition is available on a weekly basis for violin, flute, clarinet and brass instruments. Pupils are also able to learn to play the recorder through an extra-curricular club. The Performing Arts club and choir enhance pupils' creative and musical skills.

Creative movement involves children's personal responses including role play and small world imaginative play, to a stimulus such as a story, poem, piece of music, artefact or photograph. Movement can reinforce ideas in all areas of learning as some children often need to move in order to learn. Early on the learning continuum children will have opportunities to use their bodies actively to gain awareness of space and explore how their bodies move. Through imaginative play opportunities children can act out roles that involve movements and role play stories using simple props. As they progress and children's physical skills develop they gain increasing control over their movements and are encouraged to use their body movements expressively / creatively to reflect rhythms, moods or feelings conveyed by music. They will have opportunities to collaborate, devise simple sequences and to perform traditional dances from Wales and other cultures. At Key Stage 2 this is developed through P.E.

### ***Planning for Creative Development / Art & Design and Music***

Creative Development is taught to all pupils at Barker's Lane Community School, taking account of Foundation Phase and the National Curriculum (NC.)

In the Foundation Phase this comprises of: Art, Craft & Design  
Music  
Creative Movement

At Key Stage 2 this comprises of: Art & Design (Understanding, Investigating & Making)  
Music (Performing, Composing & Appraising)

Planning is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the learning challenges to be covered over the Foundation Phase and at Key Stage 2. The Curriculum Leaders liaise with colleagues to establish these.

Our medium-term plans give further details of learning challenges for each term. These plans focus on developing children's skills, determine the learning challenges and ensure an appropriate balance across the term. The Curriculum Leaders keep a copy of these plans and review them with colleagues.

Short term plans are completed on a weekly basis by individual / teams of teachers. Much creative development is planned across all areas of learning in addition to any specific taught sessions. Each teacher keeps these individual plans, and the teachers and Curriculum Leaders discuss them on an informal basis. The headteacher monitors these plans each half-term.

Creative development is planned to build upon children's prior learning. Whilst there are opportunities for children of all ability levels to develop their skills, knowledge and understanding, there is planned progression built into the scheme of work, so that children are increasing challenged as they progress.

Planning takes account of key skill development, including the development of children's thinking skills through a variety of problem solving and investigational experiences.

### ***The Literacy & Numeracy Framework (LNF)***

The Literacy and Numeracy Framework (LNF) sets expectations for learners to develop and apply their literacy and numeracy skills across the curriculum.

Literacy skills in oracy, reading and writing; and numeracy skills in numerical reasoning, number, measures and data are planned for across all areas of the curriculum.

Developing / applying these skills through creative work in Foundation Phase, for example:

#### Literacy

- Talking, discussing, listening, recording (pictorial / written) their work and that of others in art and music
- Using descriptive vocabulary to respond to pictures, words and a range of different stimuli
- Singing nursery rhymes, songs and raps

#### Numeracy

- Measuring when creating a response to particular artists
- Using their bodies in drama and dance activities to demonstrate mathematical language of position

In Key Stage 2, for example this might be:

#### Literacy

- In **art and design**, learners develop and apply their oracy skills to express their ideas and emotions. They inform their own work by responding to the work of others. Learners talk about their own and others' work and learn to use key words related to art and design. They also develop their listening skills when new methods of working or processes are introduced. Their reading skills will develop as they have access to resources related to their investigations. They learn to organise their ideas clearly and effectively in a range of forms that might be a combination of the visual and the written.
- In **music**, learners communicate through performing and composing, and develop and apply the skills of speaking and listening through appraising their own and others' work. They may also be asked to write in response to a piece of music.

#### Numeracy

- In **art and design**, learners apply numeracy skills such as measurement, estimates and scale. They use some key numerical vocabulary associated within the context of art and design. The making of a three-dimensional artefact for example, would always involve measuring, contemplating scale and proportion.
- In **music** learners develop their number skills through experiencing various musical patterns, beats and songs and through learning note values.

### ***Creative Development across areas of learning in the Foundation Phase***

Effective provision for creative development is carefully planned across all areas of learning to ensure that children have opportunities to develop, apply and extend their creative ideas in different media, including ICT and how to use tools safely with an awareness of danger.

### ***Personal and Social Development and Well Being***

- Using different types of music to express and discuss emotions and feelings
- Using the media and method of their choice children could represent / record healthy and unhealthy foods individually, in pairs or small groups

### ***ESDGC / Cultural Diversity***

- Using a variety of media to present artefacts from different cultures
- Developing positive attitudes by exploring art and music from other cultures

### ***Bilingual Skills***

- Using Welsh vocabulary to describe the work of artists and musicians
- Using positional vocabulary in relation to creative movement

### ***Knowledge and Understanding of the World***

- Explore and investigate creatively living and non-living things indoors and outdoors, and represent this in their own creative way
- Through using a range of materials and media children should have opportunities to represent routes / maps of their immediate environment progressing to include written symbols

### ***Physical Development***

- Using their bodies to express themselves when responding to a variety of sounds and music
- Using resources to create imaginary play areas indoors and outdoors that support the development of children's gross motor skills

At Barker's Lane Community School we extend this to include:

### ***Spiritual and Moral Development***

- Develop understanding of culture through work of artists, designers and crafts people.

### ***Creative Development and Skills across the Curriculum in Key Stage 2***

At Key Stage 2, learners are given opportunities to build on their thinking and ICT skills that they have started to acquire and develop during the Foundation Phase, in line with the non-statutory *Skills framework for 3 to 19-year-olds in Wales*. Learners continue to acquire, develop, practise, apply and refine these skills through group and individual activities in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

### **Thinking Skills**

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In **art and design**, learners explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They challenge assumptions, look at things in a new way and promote receptiveness to new ideas. They develop the ability to recognise similarities or differences and make unlikely connections, build on ideas to make better ideas, and take advantage of the unexpected.

In art and design, thinking skills can be defined as patterns of thinking that help learners to go beyond the mere recall of information and enable them to explore and make sense of their world, to reason and solve problems, as well as to plan, create, develop and evaluate their ideas.

In **music**, learners plan, develop and reflect, both over time and during live music-making. For example, learners choose suitable resources for performing and composing, create and develop musical ideas, evaluate their own and others' music and reflect on their methods of working.

### **Digital Competency**

Learners develop their digital skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In **art and design**, learners apply their digital competency skills to investigate, manipulate, develop or realise creative ideas. They select appropriate software and equipment as an aid to designing and making. They regard ICT as a medium in its own right or as part of a multimedia outcome, integrated with other materials and processes.

Learners develop their understanding of the characteristics of ICT as a medium and are selective in its use. They should regard it as they would any other medium and use it only when appropriate to the task.

In **music**, learners develop and apply their digital skills by using music technology to explore, create, develop and realise musical ideas.

In addition to this, at Barker's Lane Community School we take account of statutory requirements and cross curricular themes, such as the Curriculum Cymreig and personal and social education, which includes equal opportunities, food and fitness and sustainable development. At Key Stage 2, learners at Barker's Lane Community School are given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being

### **Curriculum Cymreig**

In art and design, learners develop at first hand a meaningful understanding of their immediate environment, culture and language. They are given access to historical and contemporary Welsh art and design enriching their creative activities. They become aware of how art and design can enhance the environment and how they can contribute to this as individuals.

The Curriculum Cymreig is integrated into learning and teaching in art and design and provides an effective context. Learners have opportunities to study their immediate environment through drawing from observation, experience and imagination. The culture and language can be a rich source of inspiration providing bilingual graphic design opportunities. Learners are also encouraged to use Welsh artists, craft workers and designers as resources to inform their own work.

In music, learners perform and listen to the music of Wales, from the past and present. This includes music from the classical tradition, folk and popular music, and other traditions and cultures, which represent the communities of Wales. Composing activities may be based on extra-musical stimuli such as the literature, visual art, or physical landscape of Wales.

### **Personal & Social Education**

In art and design, learners explore and express their ideas and feelings concerning personal, social, environmental, moral and spiritual issues through their creative activities. Through art and design activities they become aware of other cultures and ways of life, and develop the concept of global citizenship. They enjoy the activities and develop interests that prepare them for lifelong learning, work and leisure.

Music brings many benefits to learners' health and well-being, some of which come directly from the intrinsic pleasure of making music. Music develops learners' self-esteem and confidence, resilience and perseverance, and self-discipline and commitment. Music also contributes to learners' spiritual and emotional development, and promotes awareness and valuing of their own and other cultures.

### ***Additional Learning Needs***

Creative development is developed with all children, whatever their ability. It forms part of a broad and balanced education for all children.

Learning opportunities are matched to the needs of all children to include challenge and support for our most and least able children. When necessary these take account of any relevant targets set for individual children in their Individual Education Plans (IEPs.)

### ***Equality***

Equality is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

### ***Curriculum Cymreig***

Opportunities are provided to develop and apply their skills, knowledge and understanding of the cultural, historical and linguistic characteristics of Wales. The local and school environment is utilised to support this. E.g. Welsh artists / musicians, local crafts people.

### ***Health and Safety***

Children are encouraged to discuss safety implications concerning themselves and their fellow pupils when working. We aim to ensure pupils work in an environment which is safe and hazard free at all times.

### ***Parental Involvement, Partnerships & Community***

Parents and members of the community are encouraged throughout the school to support their children's learning.

Parents are encouraged to come into school to use their own skills to support children's creative development.

Parents are invited to coffee mornings / concerts at various times throughout the year and are encouraged to look at their children's art, craft and design work displayed when visiting school. They are also encouraged to support the children with art and music projects / competitions for our school Eisteddfod.

The school choir have regular opportunities to perform for parents and the wider community, for example at Nightingale House Hospice.

The children have opportunities to participate in extra-curricular activities which include, performing arts, choir, recorders, creative art and dance.

### ***Liaison / Transition***

Whole school planning allows for smooth transition between phases. Liaison between teachers allows for smooth transition, progression and continuity from FP to KS2 to KS3.

### ***Assessment and Recording***

Teachers make assessments of children's creative development through observation. These short-term assessments are closely matched to learning challenges and are recorded as part of on-going formative assessment records.

We make medium-term assessments on a termly basis to measure progress / inform next step for learning. We make judgements as we observe children participating in activities and by observing process and outcomes. We make a judgement against level descriptors which takes account of F.P and N.C guidance. These assessments are recorded and used to plan for future learning.

At the end of the Summer Term, the next teacher has access to this information, so that s/he can plan for the new school year.

These records also enable the teachers to make an annual assessment of progress for each child, as part of the child's annual report to parents.

## ***Resources***

There are a wide range of resources, including ICT resources to support creative development across the school. These are housed in shared learning areas / classrooms and central resources areas. The library area houses a range of books to support children's individual research. Most musical instruments (tuned and un-tuned) are stored in a central store in the hall.

## ***Monitoring and Review***

Monitoring the standards of learning and the quality of teaching in creative development is the responsibility of the Curriculum Leaders. The work of the Curriculum Leaders also involves supporting colleagues, being informed about current developments, and providing a strategic lead and direction for this learning area within the school. The Curriculum Leaders liaise with each other, the headteacher and indicate areas for improvement. This is recorded on our School Improvement Plan and shared with staff and governors termly.

This policy was compiled by Mrs E Richardson & Miss J Taylor in June 2012 in consultation with all staff and the governing body. It was reviewed by staff in April 2015 where amendments taking account of current guidance were made. It has been reviewed in June 2017.

The next review will be following statutory changes to the curriculum or Summer 2020 at the latest.