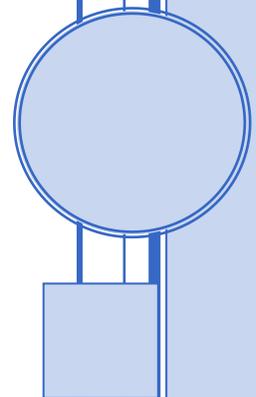




GULLANE PRIMARY SCHOOL

EXPRESSIVE ARTS POLICY

1/1/2019



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EXPRESSIVE ARTS POLICY

(This policy takes account of the recommendations set out in a Curriculum for Excellence (CfE). It should be read in conjunction with our Learning and Teaching, Assessment and Support for Learning policies.)

RATIONALE

“Children and young people will recognise and represent feelings and emotions, both their own and those of others. The Expressive Arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the Expressive Arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.”

(A Curriculum for Excellence - Expressive Arts- Principles and practice)

AIMS

In Gullane Primary, by learning in, through and about the expressive arts, we aim to enable children to:

- be creative and express themselves in different ways
- experience enjoyment for self and others through creative and expressive performance and presentation
- develop important transferable skills
- develop an appreciation of aesthetic and cultural values, identities and ideas for lifelong learning.

Building the Curriculum 1 [amended]

IMPLEMENTATION

We recognise that Expressive Arts permeates all areas of the curriculum and provides children and young people with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of these areas. To ensure all children achieve their full potential, development in Expressive Arts can only be achieved through a progression of skills from nursery to primary seven.

Planning

In Gullane Primary, we use the outcomes for Expressive Arts, along with East Lothian Frameworks to ensure that balance is achieved within each of the four organisers detailed in CfE:

- | | |
|---|--------------------------------|
| <input type="checkbox"/> Art and design | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Music |

The framework of experiences and outcomes supports staff in meeting the needs of children and young people through providing a wide range of carefully planned, well-paced learning experiences. Within a rich, supportive environment teachers will plan a range of approaches to promote a climate of creativity and innovation, including:

- active involvement in creative activities and performances
- tasks or performance opportunities which require a creative response
- opportunities to perform or present to an audience
- partnerships with professional performers or artists and other creative adults
- raising awareness of contemporary culture and connecting with young people's experiences
- appropriate, effective use of technology
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- establishing links within the Expressive Arts subjects and with the wider curriculum
- opportunities to analyse, explore and reflect.

Learning and Teaching

Effective and enjoyable opportunities can contribute directly to pupils' education when they are learning in Expressive Arts and, indirectly, when learning through interdisciplinary experiences. Through this we aim to help to promote self-esteem in pupils. Within these contexts, activities such as performances, events and festivals can provide a focus for motivation and personal achievement. We employ a range of methods to enable the effective learning and teaching of expressive arts.

A variety of contexts or themes should be identified where learning through the Expressive Arts will be appropriate. Learning in the Expressive Arts will be appropriate at every stage to develop knowledge, understanding and skills, establish positive attitudes and ensure progression and continuity.

Progression and Continuity

Assessment in the Expressive Arts will focus on children and young people's skills and abilities to express themselves through creating, presenting, evaluating and appreciating. Approaches to assessment will also include a focus on their abilities to recognise, present and discuss their own feelings and emotions and those of others. Teachers will gather evidence of progress as part of children and young people's day-to-day learning in art and design, dance, drama and music.

Through our Expressive Arts programme, we aim to develop skills in the Four Capacities, as follows:

Successful Learners – who can demonstrate:

- Self-expression in a range of situations
- Innovative thinking
- The ability to meet challenges positively
- Imaginative problem solving
- The ability to use technologies creatively

Confident Individuals – with:

- Self-awareness
- Confidence
- Self-discipline, determination and commitment
- The ability to express their own ideas, experiences and feelings
- The capacity to gain personal satisfaction and happiness through participating in Expressive Arts

Responsible Citizens – who can:

- Explore difficult ethical questions
- Express personal responses to personal and social issues
- Develop and question personal views and stances on a range of issues
- Explore the importance of the arts in Scottish society
- Understand values and achievements of different societies
- Recognise the importance of arts to the identities of different nations.

Effective Contributors – who:

- Develop creativity, work cooperatively and communicate with others
- Develop initiative, dependability and leadership skills
- Participate in all areas of Expressive Arts

RESPONSIBILITIES

The **Management Team (MT)** will:

- support and advise teachers in implementing this policy
- ensure that this policy is understood and implemented by staff, pupils, parents and others

Teachers will:

- plan in accordance with school policy and guidelines
- record, assess and evaluate individual, group and whole class progress using school, authority and national guidelines
- share and discuss progress with pupils, parents, management and other partner agencies.

Parents' Role

Working in partnership we aim to:

- encourage parents to use their knowledge and skills for enhancement of learning and teaching
- foster home/school links through homework, the school website, parent consultations, written reports and parental involvement in class.

MONITORING AND EVALUATION

The responsibility for the implementation of this policy lies with all staff; however, promoted staff will, through routine quality assurance procedures seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of this policy.