

# King's Meadow Primary School



## Expressive Arts Policy

September 2013

## **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)

The above statement ties in very closely with the four capacities, described in Curriculum for Excellence (CfE), which will enable young people to become:

- Successful learners
- Confident individuals
- Effective contributors
- Responsible citizens.

## **AIMS**

In King's Meadow, 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]*

## **OBJECTIVES**

The school recognises 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.

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 draw upon 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.

The majority of activities in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are an integral part of the creative process.

## **IMPLEMENTATION**

We employ a range of methods to enable the effective learning and teaching of expressive arts. Expressive arts can be taught through interdisciplinary learning or as a stand alone area. Outcomes from CfE will be used as a basis for planning, teaching and assessing.

### **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.

To ensure progression and continuity we use a range of assessment strategies:

#### **Formal assessments:**

- Transference of skills

#### **Record keeping:**

- Forward planning
- Hand on notes.
- Individual folders of art work, with an example of each type of media, passed on from stage to stage

#### **Ongoing formative assessment, including:**

- sharing learning intentions and success criteria
- effective questioning
- photographs and videos
- self and peer assessment
- feedback
- presentation and performance
- discussion and observation
- transference of skills

Assessment should also link with other areas of the curriculum within and outside the classroom.

## **Planning**

Effective learning and teaching requires thorough long and short term planning thus ensuring continuity, pace and progression.

In King's Meadow, we plan expressive arts:

- using CfE to ensure breadth, balance and progression
- developing clear and concise long, medium and short term plans which highlight what is being taught
- collaboratively with colleagues to allow continuity and progression
- experiences which build upon skills and knowledge which have been previously acquired
- by organising resources and personnel in order to achieve the best learning and teaching possible
- by making meaningful contexts through cross-curricular links wherever possible
- using homework opportunities which enhance learning in expressive arts, keeping parents informed and involved in supporting and extending their child's learning.

## **RESPONSIBILITIES**

The Senior Management Team will:

- support the policy by allocating time and resources
- along with staff, review the policy regularly
- monitor the policy through established monitoring procedures.

Teachers will:

- plan for expressive arts in accordance with school policy and guidelines
- record, assess and evaluate progress using school, authority and CfE guidelines
- share and discuss progress with pupils, parents, management and other partner agencies
- assist in reviewing the policy.

Parents'/Carers' 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.