



Garnteg Primary School

Expressive Arts Curriculum Policy

Ratified by Garnteg GB.....

Date 19.12.17

Review date December 2019

Reviewed _____

Next review date _____

Expressive Arts Curriculum Policy

The policy is a statement of the aims, principles and strategies for learning and teaching of expressive arts in Garnteg Primary School.

It was developed through a process of consultation between the Art and Music co-ordinators, teaching staff and governors. The policy has been approved by the governing body, and it will next be reviewed in 2020.

The schedule for review of this and all other policy documents is set out in the school's five year plan for whole school development.

School Philosophy of Expressive Arts

Expressive arts is about children developing an understanding of creative skills. Developing their ability to express themselves, through imaginative inspiring lessons and tasks.

At Garnteg Primary School we are committed to encouraging our pupils to learn in creative and exciting ways. We believe that children will be able to take full advantage of the educational opportunities that the school provides. The partnership of home and school is critical in shaping children and young people, and their future careers.

We encourage a whole school community approach to creativity including dance, art, and 3D sculpting. As well as being given the opportunities to listen to, create and explore a range of music and instruments. The head teacher, staff and governing body will ensure that opportunities are provided in the school.

We are committed to providing high quality Art lessons and give children the chance to engage in different creative forms such as clay, mod roc, textiles, paints and junk modelling to name just a few.

Aims for Expressive Arts

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be designed to meet the requirements of the new Successful Futures and Foundation Phase and prepare them for a healthy mind and body in their futures in society.

- To improve the creativity of the whole school community by equipping pupils with the knowledge and skills to establish and maintain life-long active life-styles
- To ensure that imagination integral to the overall value system of the school and a common thread of best practice runs through the curriculum, the school environment and links with the wider community
- To ensure that pupils, teachers, parents, governors and all members of the wider school community are stakeholders and contribute to the aims and objectives of this policy.
- Create a holistic approach to curriculum delivery where pupils are encouraged to plan, develop and reflect their learning goals.
- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing additional learning needs;
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, creatively, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- Create and maintain an exciting and stimulating learning environment and ensure that each child's education has continuity and progression;
- Ensure that there is a match between the child and the tasks he/she is asked to perform;
- We set realistically high standards in academic personal and social learning goals and provide an appropriate curricular balance;
- Recognize the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;

- Treat all members of the school community with respect; and create as culture of lifelong learning for all.

Objectives

The school should:

- To promote pupil participation and decision making in all aspects of art and musical activities.
- To ensure that activities related to art and music provided for pupils throughout the day are consistent with curriculum guidance and Welsh Government regulations.
- To work in partnership with community providers to ensure that pupils are having a range of opportunities.
- To offer a broad range of safe, stimulating indoor and outdoor lessons, play and recreational activities.
- To support children with their needs, modelling the use of mindfulness both inside and outside the classroom.
- To encourage and promote safer relationships when using ICT both in school and in the wider community.

Children should:

- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- Be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- Be happy, cheerful and well balanced;
- Be enthusiastic and eager to put their best into all activities;
- Care for and take pride in their school and it's appearance;
- Develop non-sexist and non-racist attitudes;
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques and skills which will enable them to develop their inventiveness, entrepreneurial skills and creativity;
- Know about geographical, historical and social aspects of the local environment and their Welsh national heritage and culture and be aware of

other times and places and recognise links among family, local, national and international events;

- Have a developing knowledge of the beliefs of the major world regions;
- Develop agility, physical co-ordination and confidence in and through movement;
- Know how to apply the basic principles of health, hygiene and safety.

Creative Arts in Successful Futures.

Children and young people need to experience creative learning opportunities and engage successfully with their education. The Expressive arts Area of Learning and Experience will help them to build the knowledge, understanding and skills that will enable them to develop imaginative, inspired skills to prepare them for a range of future career opportunities. In discussions for the Review, many children and young people felt that these were some of the most important issues that they needed to learn about in school. Improving the expressive arts of the nation has been an important feature of Welsh Government policy and support to schools for many years. The Expressive arts Area of Learning and Experience aims to help to address learning through a range of genres, styles and hands on experiences, with inequalities and improving well-being more widely.

Creative arts is evident in the Successful Futures curriculum. The purposes of the curriculum in Wales should be that children and young people develop as;

- Ambitious, capable learners who are ready to learn throughout their lives.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.

Curriculum Cymraeg

Expressive Arts contributes to the Curriculum Cymraeg by the use of contexts that are relevant to learners' lives in Wales. The rich and varied environment around learners gives the basis for fieldwork. Learners have the opportunity

to learn and practice a range of skills through PE, where they learn the terms for equipment as well as discussing thoughts and feelings in Welsh.

Equal Opportunities and Special Needs

Every effort is made to ensure that expressive arts activities and subsequent assessments are designed to allow full access for all pupils, irrespective of gender or ethnicity.

Although the program of study for each key stage is taught to the great majority of pupils in the key stage, in way appropriate to their abilities, for the small number of pupils who may need the provision, materials is selected from earlier or later key stages to enable individual pupils to progress and demonstrate achievement. Such material is presented in contexts suitable to the pupil's age. Appropriate provision is made for pupils with physical and sensory difficulties using appropriate methods.

The Role for the Expressive Arts Team is to:

Take the lead in policy development and help in the production of schemes of work designed to ensure progression and continuity in expressive arts throughout the school; support colleagues in their development of detailed work plans, their implementation of the scheme of work and in assessment and record keeping activities, monitor progress in expressive arts and advise the head teacher on action needed; take responsibility for the purpose and organisation of central resources for expressive arts, and stimulating their use; keep up-to-date with developments in expressive arts education and disseminate information to colleagues as appropriate.

The responsibility of the Curriculum Team will encompass liaison with other key stages of education, organising appropriate links arranging exchange of information relating to transfer.

Developing Wider Skills and Literacy and numeracy framework

All learners should be given opportunities to build on skills they have already acquired. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. These skills include;

Critical thinking and problem solving – marshalling critical and logical processes to analyse and understand situations and develop responses and solutions.

Planning and Organising – implementing solutions and executing ideas and monitoring and reflecting on results.

Creativity and Innovation – generating ideas, openness and courage to explore ideas and express opinions.

Personal Effectiveness – reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.

Literacy and Numeracy Framework 2012

At Garnteg Primary School we fully endorse and have integrated the LNF into all our curriculum policies and Schemes of work.

Within the foundation subjects of Humanities, Geography and Art, Design Technology, Physical Educational, ESDGC, Music the following skills have been mapped into both the long term and short term planning to produce a comprehensive continuum for pupils learning.

The LNF focuses on the learners' acquisition of, and ability to apply, the skills and concepts they have learned to complete tasks appropriate for their stage of development. Expectations are given for each school year from Reception to Year 6 in each of the elements and aspects. The LNF is designed to be inclusive of all learners, including those with additional learning needs (ALN). The Routes to literacy and Routes to numeracy components of the LNF describe progression into Foundation Phase for learners with ALN. Extension expectations are also given for those learners with higher-order literacy and/or numeracy skills, such as more able and talented (MAT) learners. The two components of the LNF are divided into the following strands. Within literacy the strands are:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within **numeracy** the strands are:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

The teaching of these language skills should always be integrated so that each supports the others. Numeracy in the LNF is described as consisting of four strands. However, developing numerical reasoning underpins the three procedural strands of using number skills, Using measuring skills, Using data skills. It is vital that numeracy is not viewed as four discrete strands, which are developed in isolation from each other.

Progression through the stages is demonstrated by an ability to develop and demonstrate increasing competence in literacy and numeracy skills. The expectations are essentially concerned with developing and recognising a learner's ability to select and apply literacy and numeracy skills in ways that are appropriate to each context. The expectations are designed to recognise learners' abilities to select and apply numeracy and literacy skills in ways that are appropriate to each context.

Developing Digital Competency

Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios which will be integrated into our Expressive Arts Curriculum.

Equal opportunities

Garnteg Primary School is committed to equality, including racial equality, for all members of the school community and promotes a positive and proactive approach to valuing and respecting diversity. It does not tolerate harassment of any kind.

Updated: DECEMBER 2017