



# Creative Arts Policy



**The arts are a means by which we can develop our creative flair and imagination.  
Kirk Smeaton CE Primary School**

To be reviewed: May 2019

## Philosophy

We believe the Creative Arts stimulate creativity and imagination. We feel they contribute to the whole curriculum of the child by offering an alternative context for learning. Through active involvement, visual, tactile and sensory experiences that offer a unique way of understanding and responding to the world.

Our commitment to teaching the Creative Arts - Dance, Drama, Art and Music- enables pupils to develop skills and knowledge which help them to make value judgements and aesthetic decisions. It will also develop their interpersonal skills and enable them to become actively involved in shaping their environment.

## Aims and Objectives of Creative Arts in our School

To provide all pupils with:-

- The opportunity to engage in a range of arts activities through a rich, exciting and creative curriculum.
- The opportunity, for all children, to pursue their interests and talents.
- Activities that give all children the opportunity to be creative.
- The opportunity to be imaginative by expressing themselves through all art forms.
- The opportunity to see that the creative arts exist in all cultures and to appreciate and value its many forms.
- Arts activities that access other areas of the curriculum.
- The opportunity to perform creatively in class assemblies, shows and productions.

As a result, all children will:

- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.

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- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

### **3. What experiences do we offer?**

In addition to the cross curricular focus on the arts described above, we actively seek to bring artists into school to work with our children. Examples of this include

- theatre group performances
- visual arts workshops,
- dance workshops
- peripatetic music teachers

Mrs Garside leads a 'school choir' at lunch times and leads a whole school singing assembly.

We look for ways in which our children can celebrate their achievements in the arts, including displaying work, sharing work in school and parent assemblies, and church services, and holding performances of dance/drama and music. We encourage them to submit work to competitions and events.

Where possible we make visits connected with the arts. However, as a rural school we acknowledge that we often get better value for our money by bringing experts in, or using ICT contacts, rather than spending excessive time and money on transport.

We are keen to promote partnerships with individuals and arts organisations. Our partnership with the North Yorkshire Music Service helps to promote music in school. These partners also help us to develop out of school links and opportunities.

### **Planning and delivery**

- Across each Key Stage, there are regular time-tabled slots for dance, music and art through topic afternoons. Cross- curricular links are now being implemented to enable the arts to be taught in a way that compliments and enhances other subject areas.
- In the EYFS, children are encouraged to experience the arts through play, as well as engaging in singing assemblies and using songs in their learning e.g. jolly phonics
- Each year group have started to devise medium term plans to support the link with another subject area e.g. history, geography. Role-play is used in key stage one and the foundation stage where appropriate.

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The Creative Arts are used to develop speaking and listening as well as supporting reading and writing in literacy in all key stages.

- Although all class teachers deliver the arts curriculum, we encourage staff with particular skills to share their knowledge and expertise across and beyond the school. Our teachers regularly support the planning of creative arts during theme days throughout the school.
- Teachers are keen to ensure that a range of clubs are available to all children in key Stage one and two. We aim to ensure a balance across the arts in these clubs. Clubs alternate regularly to allow different activities to take place in the limited hall space. Examples of clubs offered include choir, dance and art.

### **Progression**

By developing work based on the Chris Quigley's 'Essential Curriculum (2014)' ensures progression for our pupils in all creative arts. Extension activities are planned, when appropriate to enrich children's experiences within these units of work.

We recognise that progression involves:-

### **Differentiation**

In order to ensure progression, it has been agreed to use Chris Quigley's 'Essential Curriculum' milestone outcomes from the new national curriculum. The differences are taken into consideration when planning and differentiation is achieved in each year group by:

- Outcome
- Task
- Adult support
- Resources
- Grouping
- Questioning Skills

### **Assessment, Recording and Reporting**

- Assessment involves the children using AFL strategies to assess and evaluate their own work, as well as engaging in peer and group assessment.
- Recording can take different forms e.g. photographic evidence, ICT etc.
- Tracking children's work is completed by the teacher and is highlighted on a curriculum document to ensure coverage.
- Age related expectations for each child in each subject are reported termly on a matrix. Each child is assessed as emerging, expected or exceeding according to which Milestone they are accessing.

### **Inclusion**

We recognise our responsibility to provide a broad and balanced curriculum for all pupils. Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible by:

- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children.
- All pupils regardless of race, gender or ability should be given the opportunity to develop their creative capabilities

### **Early Years Foundation Stage**

- Creativity emerges as children become absorbed in action and exploration of their own ideas, expressing them through movement, sounds, and props and make believe, making things using media and materials such as; crayons, paints, scissors and found materials.
- Creativity involves children in initiating their own learning and making choices and decisions.

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- Children's responses to what they see, hear and experience through their senses are individual and the way they represent their experiences is unique and individual.

### **Health and Safety**

For health and safety guidelines see individual specific subject policies.

### **Facilities and Resources**

Children have access to the following specialist equipment:

- School hall
- Computer suite, giving opportunities to use ICT in the Creative Arts. Interactive whiteboards in all classes.
- Ipads which are used for researching and photographs/videos for evidence.
- Occasional Workshops led by artists, musicians and drama specialists.
- Specialist music lessons (guitar and keyboard)
- A stage with lighting and backdrops for drama productions.
- Use of kiln in school

### **Role of the Arts Curriculum co-ordinator and subject co-ordinators**

The curriculum co-ordinator has the responsibility for the day to day maintenance of their subject. Their role includes:-

#### **Planning**

- Sharing expertise

#### **Support and Guidance**

- INSET
- Assessment
- Resources
- Sharing expertise

#### **Monitoring Standards**

- By evaluating pupil's work - book scrutiny and pupil voice
- By working alongside teachers - lesson observations through Swivl
- By leading discussions about standards during our 2 yearly review process including moderation.

#### **Monitoring**

- Coverage documents will be monitored termly to check for gaps in coverage.
- Termly planning will be monitored.
- The effectiveness of this policy will be monitored by the arts curriculum co-ordinator. It will be reviewed and updated in accordance with the 2 yearly rotational time table.

#### **Subject Co-ordinators**

Curriculum - (Art, Music, Drama) Miss Ghent

Dance-PE Mrs Hursthouse

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**LO: To develop ideas**

Milestone 1	Milestone 2	Milestone 3
• Respond to ideas and starting points.	• Develop ideas from starting points throughout the curriculum.	• Develop and imaginatively extend ideas from starting points throughout the curriculum.
• Explore ideas and collect visual information.	• Collect information, sketches and resources.	• Collect information, sketches and resources and present ideas imaginatively in a sketch book.
• Explore different methods and materials as ideas develop.	• Adapt and refine ideas as they progress.	• Use the qualities of materials to enhance ideas.
	• Explore ideas in a variety of ways.	• Spot the potential in unexpected results as work progresses.
	• Comment on artworks using visual language.	• Comment on artworks with a fluent grasp of visual language.

**Painting**

**LO: To master techniques**

Milestone 1	Milestone 2	Milestone 3
• Use thick and thin brushes.	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	• Sketch (lightly) before painting to combine line and colour.
• Mix primary colours to make secondary.	• Mix colours effectively.	• Create a colour palette based upon colours observed in the natural or built world.
• Add white to colours to make tints and black to colours to make tones.	• Use watercolour paint to produce washes for backgrounds then add detail.	• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
• Create colour wheels.	• Experiment with creating mood with colour.	• Combine colours, tones and tints to enhance the mood of a piece.
		• Use brush techniques and the qualities of paint to create texture.
		• Develop a personal style of painting, drawing upon ideas from other artists.

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### Collage

**LO: To master techniques**

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> </ul>	<ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect.</li> </ul>	<ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned).</li> </ul>
<ul style="list-style-type: none"> <li>Sort and arrange materials.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure work is precise.</li> </ul>	<ul style="list-style-type: none"> <li>Combine visual and tactile qualities.</li> </ul>
<ul style="list-style-type: none"> <li>Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>Use ceramic mosaic materials and techniques.</li> </ul>

### Sculpture

**LO: To master techniques**

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> <li>Use a combination of shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> </ul>	<ul style="list-style-type: none"> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> </ul>
<ul style="list-style-type: none"> <li>Include lines and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Include texture that conveys feelings, expression or movement.</li> </ul>	<ul style="list-style-type: none"> <li>Use tools to carve and add shapes, texture and pattern.</li> </ul>
<ul style="list-style-type: none"> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use clay and other mouldable materials.</li> </ul>	<ul style="list-style-type: none"> <li>Combine visual and tactile qualities.</li> </ul>
<ul style="list-style-type: none"> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>

### Drawing

**LO: To master techniques**

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> </ul>	<ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> </ul>
<ul style="list-style-type: none"> <li>Colour (own work) neatly following the lines</li> </ul>	<ul style="list-style-type: none"> <li>Annotate sketches to explain and elaborate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> </ul>

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• Show pattern and texture by adding dots and lines	• Sketch lightly (no need to use a rubber to correct mistakes).	• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)
• Show different tones by using coloured pencils.	• Use shading to show light and shadow.	• Use lines to represent movement.
	• Use hatching and cross hatching to show tone and texture.	

### Print

#### LO: To master techniques

Milestone 1	Milestone 2	Milestone 3
• Use repeating or overlapping shapes.	• Use layers of two or more colours.	• Build up layers of colours.
• Mimic print from the environment (e.g. wallpapers).	• Replicate patterns observed in natural or built environments.	• Create an accurate pattern, showing fine detail.
• Use objects to create prints (e.g. fruit, vegetables or sponges)	• Make printing blocks (e.g. from coiled string glued to a block).	• Use a range of visual elements to reflect the purpose of the work.
• Press, roll, rub and stamp to make prints.	• Make precise repeating patterns.	

### Textiles

#### LO: To master techniques

Milestone 1	Milestone 2	Milestone 3
• Use weaving to create a pattern.	• Shape and stitch materials.	• Show precision in techniques.
• Join materials using glue and/or a stitch.	• Use basic cross stitch and back stitch.	• Choose from a range of stitching techniques
• Use plaiting.	• Colour fabric.	• Combine previously learned techniques to create pieces.
• Use dip dye techniques.	• Create weavings.	
	• Quilt, pad and gather fabric.	

### Digital Media

#### LO: To master techniques

Milestone 1	Milestone 2	Milestone 3

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<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>
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**To take inspiration from the greats**  
**Success Criteria**

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> </ul>
<ul style="list-style-type: none"> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how the work of those studied was influential in both society and to other artists.</li> </ul>
		<ul style="list-style-type: none"> <li>• Create original pieces that show a range of influences and styles.</li> </ul>

## Support

### Generic art skills

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> <li>• Show some awareness of cause and effect in a creative process.</li> <li>• Explore materials systematically.</li> <li>• Show awareness of starting or stopping a process.</li> <li>• Make marks intentionally on a surface with fingers or tools.</li> <li>• Repeat an activity to make the same or similar effect.</li> <li>• Show an active interest in a range of tools and materials, taking part in familiar activities with some support.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle or use tools and materials purposefully.</li> <li>• Show preferences for activities and begin to carry out simple processes.</li> <li>• Choose tools and materials which are appropriate to the activity.</li> <li>• Create and apply familiar techniques to a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an intention to create.</li> <li>• Start to use tools, materials and simple actions to produce a piece of work.</li> <li>• Imitate the use of tools, materials and simple actions.</li> <li>• Practise new skills with less support, developing knowledge of the process of making.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas, events or experiences through the use of colour, form, line and tone.</li> <li>• Intentionally represent or symbolise an object or an emotion in either 2D or 3D work.</li> <li>• Purposefully choose colours or techniques.</li> <li>• Show confidence in using a variety of processes and make appropriate use of tools and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas and use materials and processes working in two and three dimensions.</li> <li>• Finish a piece of work following an established pattern of activity.</li> <li>• Know that paintings, sculptures and drawings have meaning.</li> <li>• Use a growing art vocabulary and begin to express meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple tools and techniques competently and appropriately.</li> <li>• Explore what happens when colours are mixed.</li> <li>• Experiment to create different textures.</li> <li>• Understand that different media can be combined to create new effects.</li> <li>• Manipulate materials to achieve a planned effect.</li> </ul>

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					<ul style="list-style-type: none"> <li>• Choose particular colours for a purpose.</li> <li>• Create simple representations of events, people and objects.</li> </ul>
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## Challenge

<b>Art and design opportunities</b> <ul style="list-style-type: none"> <li>• Use a range of drawing techniques to record observations and to generate ideas.</li> <li>• Use a range of media including oils, watercolours, videos and installations.</li> <li>• Study the history of art, craft and design, including major movements from ancient to modernist periods.</li> </ul>	<b>Developing ideas</b> <ul style="list-style-type: none"> <li>• Develop ideas and increase proficiency in their execution.</li> <li>• Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work.</li> </ul>	<b>Mastering techniques</b> <ul style="list-style-type: none"> <li>• Increase proficiency in drawing and in handling different materials.</li> <li>• Analyse and evaluate work to strengthen the visual impact.</li> </ul>	<b>Taking inspiration from the greats</b> <ul style="list-style-type: none"> <li>• Apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.</li> </ul>
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## Support - Music

<b>P4</b> <ul style="list-style-type: none"> <li>• Use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.</li> <li>• With some support, listen and attend to familiar musical activities and follow and join in familiar routines.</li> <li>• Show an awareness of cause and effect</li> </ul>	<b>P5</b> <ul style="list-style-type: none"> <li>• Take part in simple musical performances.</li> <li>• Respond to signs given by a musical conductor.</li> <li>• Pick out a specific musical instrument when asked.</li> <li>• Play loudly, quietly, quickly and slowly in imitation.</li> <li>• Play an instrument when prompted by a cue card.</li> <li>• Listen to, and imitate, distinctive sounds played on a particular instrument.</li> <li>• Listen to a familiar instrument played behind a</li> </ul>	<b>P6</b> <ul style="list-style-type: none"> <li>• Respond to other pupils in music sessions.</li> <li>• Join in and take turns in songs and play instruments with others.</li> <li>• Begin to play, sing and move expressively in response to the music or the meaning of words in a song.</li> <li>• Explore the range of effects that can be made by an instrument or sound maker.</li> <li>• Copy simple rhythms and musical patterns or phrases.</li> <li>• Play groups of sounds indicated by</li> </ul>	<b>P7</b> <ul style="list-style-type: none"> <li>• Listen to and describe music by describing musical experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures.</li> <li>• Respond to prompts to play faster, slower, louder or softer.</li> <li>• Follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music.</li> <li>• Listen and contribute to</li> </ul>	<b>P8</b> <ul style="list-style-type: none"> <li>• Listen carefully to music.</li> <li>• Understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, e.g. faster, slower, louder, higher and lower.</li> <li>• Create own simple compositions, carefully selecting sounds.</li> <li>• Create simple graphic scores using pictures or symbols.</li> <li>• Use a growing musical vocabulary of words, signs or</li> </ul>	<b>Early Years</b> <ul style="list-style-type: none"> <li>• Begin to build a repertoire of songs.</li> <li>• Explore the different sounds of musical instruments.</li> <li>• Create simple representations of events, people and objects.</li> </ul>
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<p>in familiar events.</p> <ul style="list-style-type: none"> <li>• Begin to look for an instrument or noise maker played out of sight.</li> <li>• Repeat, copy and imitate actions, sounds or words in songs and musical performances.</li> </ul>	<p>screen and match the sound to the correct instrument on a table.</p>	<p>a simple picture- or symbol-based score.</p> <ul style="list-style-type: none"> <li>• Begin to categorise percussion instruments by how they can be played.</li> </ul>	<p>sound stories.</p> <ul style="list-style-type: none"> <li>• Improvise and make basic choices about the sound and instruments used.</li> <li>• Make simple compositions.</li> </ul>	<p>symbols to describe what is played and heard.</p> <ul style="list-style-type: none"> <li>• Make and communicate choice when performing, playing, composing, listening and appraising.</li> </ul>	
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## Challenge

Years 7, 8 and 9

<p><b>Music opportunities</b></p> <ul style="list-style-type: none"> <li>• Build on their previous knowledge through performing, composing and listening.</li> <li>• Play and perform in solo or ensemble contexts.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Identify and use expressively the inter-related dimensions of music with increasing sophistication (such as through extended use of tonalities, different types of scales and other musical devices).</li> <li>• Develop vocal and/or instrumental fluency, accuracy and expressiveness.</li> </ul>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> </ul>	<p><b>Transcribing</b></p> <ul style="list-style-type: none"> <li>• Use the staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</li> </ul>	<p><b>Describing music</b></p> <ul style="list-style-type: none"> <li>• Listen with increasing discrimination to a wide range of music from great composers.</li> <li>• Develop a deep understanding of the music that they perform and listen to, and its history.</li> <li>• Understand musical structures, styles, genres and traditions and identify the expressive use of musical elements.</li> <li>• Appreciate and understand a wide range of musical contexts and styles to inform judgments</li> </ul>
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