

Llanbedr Church in Wales Primary School

Ysgol Yn Eglwys yng Nghymru Llanbedr



Expressive Arts Policy

September 2019

Headteacher: Mrs L.J.Green Chair of Governors: Cllr E. Lusted

Chair of Governors _____ Date _____

Expressive Arts Curriculum Policy.

Curriculum Changes

At Llanbedr Church in Wales Primary School we will continue to ensure that pupils have access to the Curriculum Wales 2008 requirements in Music, Art, PE/Dance and Poetry. In line with the Successful Futures document and the new Curriculum for Wales 2022 this policy states the requirements in developing the skills for the implementation of the new curriculum.

This policy is a statement of the aims, principles and strategies for learning and teaching of expressive arts in Llanbedr Church in Wales Primary School and will be reviewed in 2022.

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

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 Outcomes and prepare them for a healthy mind and body in their futures in society.

Aims for Expressive Arts

- 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 is 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.
- To create a holistic approach to curriculum delivery where pupils are encouraged to plan, develop and reflect their learning goals.
- To cater for the needs of individual children from all ethnic and social groups and those who are experiencing additional learning needs including the most able.

- To 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;
- To create and maintain an exciting and stimulating learning environment and ensure that each child's education has continuity and progression;
- To ensure that there is a match between the child and the tasks he/she is asked to perform;
- To set realistically high standards in academic personal and social learning goals and provide an appropriate curricular balance;
- To recognize the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- To treat all members of the school community with respect; and create a culture of lifelong learning for all.

Objectives

The school should:

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

Children should:

- learn to be adaptable, be able to solve problems in a variety of situations, be able 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 its 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 creative, imaginative, inspired skills to prepare them for a range of future career opportunities.

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 Additional 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 ways appropriate to their abilities, for the small number of pupils who may need the provision, material 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. Llanbedr Church in Wales 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.

The Role for the Expressive Arts team is to:

- take the lead in policy development and to ensure progression and continuity in expressive arts throughout the school;
- support colleagues in their development of detailed work plans and in assessment and record keeping activities, monitor progress in expressive arts;
- 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.

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; 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 Llanbedr Church in Wales Primary School we fully endorse and have integrated the LNF into all our curriculum policies. 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. 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 the 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 three 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.