

'Individual Growth, Individual People'

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Expressive Arts Policy

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EXPRESSIVE ARTS POLICY

INTRODUCTION

- a) Art and Music are foundation subjects within the National Curriculum. This policy explains how Expressive Arts and Art & Design are delivered, managed, assessed and monitored at Newark Orchard School.
- b) This policy was developed by the Expressive Arts Subject Leader following discussions both with the Senior Leadership Team and those responsible for the delivery of Art, Drama and Music in school.
- c) Art, Drama and Music are taught as a compulsory part of the curriculum entitlement to the end of Key Stage 3. They are taught through vocational options at KS4 and P16.
- d) Whilst policy implementation is ultimately the Head Teacher's responsibility, in practice the Subject Leader will jointly ensure that the Expressive Arts Policy implementation incorporates:
 - quality of delivery
 - breadth of content
 - coverage of attainment targets
 - effective assessment reporting and record keeping
 - transition between key stages
 - tracking progress
- e) All those teaching Art, Drama or Music or supporting in class will be given additional support from the Subject Leaders and will be expected to consult with them at regular intervals with regard to quality assurance.

PRINCIPLES

- 1) Every pupil is entitled to a broad and balanced Expressive Arts Curriculum appropriate to their age, ability and level of understanding.
- 2) Activities will be differentiated to suit the individual needs of each pupil in line with National Curriculum and Early Years Foundation Stage goals. Material may be selected from earlier or later key stages, as necessary, to enable pupils to make progress and achieve at their individual stage of development.
- 3) Additional provision will be made for pupil with specific Special Educational Needs to enable each pupil to access the Expressive Arts Curriculum. This may involve using:
 - communication aids, including signs and symbols
 - technological aids, including ICT, keyboards, drum banks, sound beam
 - non-visual or non-aural ways of acquiring information – tactile symbols and resources.
 - provision of instruments and aids to enable all pupils to participate in activities.

EQUAL OPPORTUNITIES

Issues relating to the equality of opportunities will be addressed by ensuring that:

- all pupils have equal access to materials and activities, as far as possible
- materials reflect our multicultural society
- participation in a wide variety of art and musical activities will be encouraged
- extra curricular activities will be provided including attendance at Carol services, school performances, gallery visits and working with visiting artists and musicians.

ENTITLEMENT

Expressive Art is a powerful, unique form of communication which can change the way pupils feel, think and act. It is not simply about making pictures, music, sculptures, singing, making images, dancing and performing – it is about exploring media and methods which can be used to create and develop personal expression, reflection and emotional development. It is about using Art, Drama and Music together and separately to record information, express opinions and share an understanding of self. It is an integral part of culture, both past and present and can forge links between home, school and the wider world. It is about using the work of famous musicians and artists to inform and inspire the work of an individual.

AIMS

The main aim of Expressive Art at Newark Orchard School is to contribute to the whole school aims, which are 'Individual growth, individual people'.

- It is our primary aim for all pupils to develop to the best of their ability. To achieve this each pupil will experience the full range of learning experiences set out in the attainment targets ascribed to Music, Drama and Art as detailed in the National Curriculum.
- Teaching will ensure that Numeracy and Literacy strategies are taken into account within the scheme of work and the planning of individual lessons.
- Display work in school is frequently classified as representational of the artwork achieved by pupils and students.

We aim:

- for each pupil to develop an understanding and enjoyment of Art, Music and Drama
- to develop personal skills through a variety of activities designed to help each pupil grow in awareness, competence and knowledge
- to strengthen cross-curricular links in core and foundation subjects and to develop themes
- to encourage pupils to realise their creativity and to value themselves as part of the wonder that comes from aesthetic appreciation
- to encourage pupils to respect and value the feelings of others especially as they are expressed in images and artefacts and through music and dance
- to foster developmental skills including communication and language, attention, memory and listening skills
- to respect value and celebrate the contributions made by all pupils

- to offer opportunities to experience a wide variety of Art, Drama and Musical experiences by well known performers and composers, artists and sculptors, both past and present, reflecting different times, styles and cultures
- that all secondary aged pupils are offered the opportunity to attend the weekly lunchtime art club. Each key stage take-turns half-termly. This is an opportunity for interested pupils to continue practising an art style of their choice. Materials are made available from school resources. This is run by the art coordinator who is on hand to offer support and advice.

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 will be used as a basis for planning, teaching and assessing.

Pupils will engage in research, which will include artist's work linked to each unit, practising skills, designing, making and evaluating.

PLANNING

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

At Newark Orchard School, we plan Expressive Arts:

- to ensure breadth, balance and progression
- developing clear and concise long, medium and short-term plans which highlight what is being taught
- with clear objectives and differentiated learning outcomes
- 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.

HEALTH & SAFETY

All Expressive Art activities are to be subject of a thorough risk analysis at the planning stage. All potential hazards are to be identified and staff informed. At all key stages, protective clothing will be provided when necessary, and pupils will be taught how to handle instruments, tools and materials safely.

PARENTAL INVOLVEMENT

Parents/carers will be involved in the Expressive Arts curriculum in the following ways:

- through supporting homework activities
- by supplying information, objects or artefacts from home

- by supporting out of school activities designed to enhance learning opportunities.

RESOURCES

The resource areas are restocked (funds permitting) by the Expressive Arts Subject Leader in consultation with other staff. The subject leader will study long term plans in order to assess appropriate and useful resources to enhance learning. This will include visits to galleries and workshops conducted by visiting artists.

ASSESSMENT

In school, assessment will take the form of judged and recorded individual achievement which links to planning and assessment sheets, (which are under continuous review and development). Assessment will be through:

- primary, individual recorded attainments, using topic related learning outcomes
- effective questioning
- teacher assessments of knowledge and understanding, linking to the National Curriculum levels of attainment
- pupil self and peer-assessment and feedback which will be encouraged and developed through the key stages
- the National Curriculum attainment target end of key stage descriptions, which will be applied as appropriate
- direct teacher observation, with evidence by photograph, video and individual portfolios
- student generated work, marked to criterion referenced mark schemes (AQA Awards, AIM Award accreditation, etc)
- ongoing summaries and annual review commentary, in line with the school's Assessment and Recording Policy
- transference of skills
- presentation and performance
- formal assessments.

EXCEPTIONAL PERFORMANCE

If a pupil demonstrates exceptional performance then additional opportunities to work alongside pupils in a mainstream setting and enrolment on appropriate accredited courses will be facilitated.

REVIEW PROCEDURES

The Expressive Arts Subject Leader will meet colleagues regularly to review policy and practice and will formally review this policy in three year's time in line with the school's review policy schedule.

EXPRESSIVE ARTS – CURRICULUM IN ACTION

The Expressive Arts curriculum at Newark Orchard School will be approached through:

- timetabled lessons for classes, groups or individuals
- Art, Drama and Music activities included as part of a theme or topic

- opportunities to attend cinemas, theatres and art galleries to see performing artists and their work
- opportunities to work with experienced and talented musicians and artists, both in and out of school, as part of regular timetabled lessons and special celebratory weeks
- whole school and whole department performance activities, eg primary and secondary productions, collective worship, religious celebrations at Christmas, Easter and Harvest
- opportunities to experience and celebrate our multicultural world of art and music – joining in festivities to celebrate the major world faiths
- opportunities to make appropriate use of ICT, using sound beam, keyboards, computers.

Impact:

The intended impact of the Expressive Art Curriculum is that pupils in each year group are working to the best of their ability.

In addition, it is the intended impact that the children:

- are inspired by the Curriculum and want to learn more
- show the progression in their skills, knowledge and understanding in the work in their books
- can discuss where possible their learning and remember what they have learnt
- can identify some key artists and talk about their work.

INSET AND SUPPORT

All staff who are involved in the teaching of Expressive Arts are encouraged to evaluate and review this policy.

The Expressive Arts Subject Leader is available to provide help, support and guidance to all staff.

Inservice training opportunities will be provided in and out of school in line with the school's Staff Development Policy.

Individual coaching will be provided as identified or requested.

Applications regarding development opportunities in Expressive Arts may be made to the Staff Development Team in line with school policy. Any CPD opportunities to be shared with other staff where possible during a scheduled after school staff meeting.