

# **KILLERMONT PRIMARY**



## **EXPRESSIVE ARTS 5-14 POLICY**

**October 2006**

# EXPRESSIVE ARTS 5-14 POLICY

## Introduction

- 1.1 Killermont Primary School endorses the Expressive Arts 5-14 National Guidelines, SOED 1992.
- 1.2 Learning & Teaching in Expressive Arts embraces the central principles of the 5-14 curriculum: breadth, balance, coherence, continuity and progression.
- 1.3 Killermont Primary School regards the Expressive Arts 5-14 guidelines as essential in providing a structure to the curriculum within a framework which embraces current national advice, the national priorities and East Dunbartonshire's objectives.
- 1.4 Programmes in Expressive Arts are based on the 5-14 attainment outcomes:
  - Art & Design
  - Drama
  - Music
  - Physical Education
  - *Refer to Expressive Arts 5-14 national guidelines*

## Rationale

*The Expressive Arts play an important role in the education of all pupils. They encourage the exploration of values, foster imagination and creativity, develop practical and perceptual skills and promote intellectual and aesthetic development. More particularly, they:*

- *Promote distinctive ways of understanding self, developing individual abilities and finding personal satisfaction and enjoyment*
- *Empathise particular ways of communicating with others*
- *Develop aesthetic awareness*
- *Make an important social and economic contribution to our society*
- *Develop an awareness of our heritage*

This policy entirely endorses the 5-14 Curriculum Guidelines and also reflects national and authority policy and guidelines.

## Aims

### **We aim to:**

- **Promote pupils' affective development** by involving imagination, aesthetic awareness; response to internal and external stimuli, expression of ideas, thoughts and feelings; critical appreciation.
- **Promote pupils' physical development** by extending sensory discrimination; psychomotor skills; coordination; aural, visual and tactile awareness.

- **Promote pupils’ cognitive development** by including questioning, reasoning, problem solving and decision-making; creative imagination, divergent thinking; gaining, selecting and using information; developing good learning strategies; applying knowledge and understanding; evaluating the work of self and others.
- **Contribute to pupils’ social development** by encouraging appreciation of the value of co-operation and the need for rules, responsibilities and acceptable behaviour; understanding tolerance, honesty and impartiality in dealings with others; an appreciation of the enjoyable and worthwhile nature of leisure; care of the environment; recognition of career opportunities.
- **Promote an awareness of cultural heritage, values and diversity** by encouraging recognition and understanding of cultural inheritance, traditions and values; making comparisons with other groups and cultures; understanding the universal need for personal expression and communication.

### **Balance of Curriculum**

Each week, 3hr 45 minutes is allocated to the teaching of the 5-14 Expressive Arts programme. However, at the time of reviewing the policy, a national curriculum review is being carried out and we are awaiting further advice from the new document, *A Curriculum for Excellence*.

### **Learning and Teaching Approaches**

Within Killermont a range of teaching strategies which take account of pupils’ interests, previous experiences and attainment, will enhance pupils’ learning. Learning and Teaching approaches will be flexible and responsive to the needs of children, taking account of different learning styles and context.

When planning effective learning and teaching, Killermont Primary School will ensure that:

- the purpose of the learning will be clear
- learning goals and targets will be agreed
- pupils will be involved in the planning and management of their learning
- learning will maintain an element of challenge
- pupils will take responsibility for their own learning
- pupils will be involved in active learning
- teaching will be interactive – this will involve teachers in informing, explaining, describing, listening, modelling, questioning, demonstrating and supporting
- children will be encouraged to collaborate with both the teacher and pupils to enhance their learning
- *Please refer to Learning & Teaching policy*

## Cultural Heritage and Diversity

At Killermont we promote cultural education in the Expressive Arts and strive to promote the following outcomes; we

- encourage pupils to foster an understanding of and an interest in each pupil's own culture
- help pupils through observation, analysis and evaluation to appreciate and respect cultural differences
- encourage pupils, through participation, to share and compare their own cultural values and those of others and to learn from these

We celebrate many cultural experiences which make up our own heritage; some of these include Burns Supper, Scottish country dancing, golf, Scottish theatre, Gaelic, folk song traditions, multi-cultural music and dance, traditional crafts and designs & patterns.

## Pupils with Additional Support Needs

There may be at times a need for some pupils, for whatever reason, to require support for learning within the Expressive Arts.

- *please refer to Support for Learning policy for further advice*

## Assessment

Assessment is a continuous process which is an integral part of learning and teaching. The process of assessing pupils' progress will be set in the context of effective learning and teaching and will influence forward planning, teaching, recording, reporting and evaluating. The assessment of attainment in the Expressive Arts will take place within the broader context of the school's policy on assessment across the curriculum.

- *Please refer to Assessment, Recording & Reporting policy*

In the Expressive Arts, the responses and performances of pupils may be evidence of many aspects of learning: not only knowledge and understanding, skills and attitudes, but also values, interests and talents. The criteria for making judgements about successful attainment in particular strands should be based on the attainment outcomes: **using** materials, techniques, **skills** and media; **expressing** feelings, ideas, thoughts and solutions; and **evaluating** and **appreciating**.

Within Killermont primary assessment tasks will be both formal and informal. A variety of approaches to assessing attainment will be appropriate, usually within the context of day-to day classroom activities and interaction with the pupils, but sometimes also as assessment tasks which teachers devise to check the attainment of particular aims and targets. Approaches will include:

- Observation of on-going work and ways of working
- Observation of or listening to completed work
- Self evaluation by pupils and identification of next steps
- Assessment of pupils' responses to special assignments or tasks

## **Recording and Reporting**

Recording procedures will be in line with East Dunbartonshire Council policies and school policy. They will be manageable and will be used to monitor progress and inform learning and teaching. Reporting to parents will be specific and in clear language to promote effective communication between school and home. 5-14 levels will be used by teachers to identify pupil progress and next steps.

Within Killermont, teachers will identify their focus of assessment and record this on our assessment profiles. The class teacher would record notes on pupils who have demonstrated exceptional work and pupils who have required support. Next steps for pupils learning and ways to enhance the activity will be identified and recorded.

- *Please see Assessment, Recording and Reporting policy*

## **Nursery/Primary/Secondary Liaison**

Collaboration and communication are essential elements to ensure progression in knowledge and skills which takes account of prior learning and makes effective use of the knowledge of each child as a learner.

## **Staff Development**

This Expressive Arts Policy and its implementation will be discussed with staff during the time set aside at staff meetings or In-service days

In order to implement this policy effectively appropriate and relevant staff development will be offered to staff within the confines of the resources available.

## **Roles and Responsibilities**

### **Management**

The senior management team will manage the implementation of the school policy, paying due regard to the Expressive Arts curriculum, resources and staff development.

### **Teachers**

Teachers will ensure that the Expressive Arts policy is fully implemented and contributes effectively to raising attainment and achievement.

### **Parents/Carers**

Parents/carers will be encouraged to play an active role in their child's learning thereby fostering the home/school partnership e.g. local sporting events, sports day

### **Pupils**

Pupils will be encouraged to be actively involved in their learning and to develop a positive attitude to all aspects of Expressive Arts.

### **Resources**

School managers will ensure that schools have appropriate up to date resources to support learning and teaching in Expressive Arts.

## **Monitoring and Evaluation**

Self-evaluation of the quality of learning and teaching is a fundamental responsibility of all teaching staff and a particular duty of senior staff in schools. The eleven quality indicators described in *How good is our school? HMIE 2002*, are used for monitoring effective learning and teaching,

The draft policy was reviewed in October 2006 and will continue to be monitored and evaluated by school staff. A future review of this policy is planned for session 2009-2010, when any necessary amendments will be made.

## Art & Design

“Art and design activities promote discovery and understanding of ideas and feelings and provide a means of expressing these visually. Through Art and Design, pupils develop their capacity to invent, create and interpret images and objects; design, make and evaluate; gain insight into technological processes”

(Expressive Arts 5-14 National Guidelines, p2)

Art and Design should provide pupils with opportunities to:

- *consider, select and organise materials and media and develop knowledge of techniques, processes and skills, appropriate to the activity and to the individual’s stage of development. in a learning environment which stimulates awareness and imagination*
- *use feelings, imagination and memory to develop, express and communicate ideas and solutions*
- *enjoy and appreciate their own art and that of others, and to become aware of the influence of place, time, culture and material on the images and objects invented and created by artists, designers and craftspeople*
- *be more aware of the visual environment and their relationship to it.*

Within Killermont each class has an art and design pack, consisting of a range of material and lesson plans which provides progression, balance and breadth across this subject area. While recognising the need for developing skills on a sequential basis, opportunities may exist throughout the year for pupils to explore the various elements of the Art & Design curriculum in an enjoyable and creative way and relate these to their previous experiences, interests and stages of development.

As pupils develop their knowledge and understanding of the visual elements, they will learn to relate and combine them in association with appropriate concepts, to express feelings, thoughts and ideas in two-dimensional compositions and three dimensional forms, conveying, for example, mood, atmosphere or distance.

Killermont values the creation of attractive displays in areas all around the school. Pupil’s work on display raises pupil motivation within this area and contributes to the positive ethos of achievement within the school. We encourage pupils to take pride in their work and present it to a high standard.

Planned opportunities will also exist for pupils to evaluate and appreciate their own and others’ work, including famous artists.

### Resources for Art and Design

- Killermont Art Pack for each class and resource books
- A wide range of art materials/media
- Other curricular areas – topic contexts
- Appropriate stimulating visual aids
- Photographs, videos, posters, leaflets
- Outside agencies and school trips to support and enhance art & design.

## **Drama**

“Children from their earliest years use imagination play to explore order and make sense of themselves and the world around them. Drama extends and builds on this natural process”

(Expressive Arts 5-14 National Guidelines, p3)

Drama should provide all pupils with opportunities;

- *To reach new understandings and appreciation of self, others and the environment through imaginative dramatic experience;*
- *To communicate ideas and feelings through language, expressive and movement, in real and imaginary contexts;*
- *To develop confidence and self-esteem in their day-to-day interaction with others;*
- *To develop sensitivity towards the feelings, opinions and values of others through purposeful interaction;*
- *To develop a range of dramatic skills and techniques*

Within Killermont, each class has a drama pack consisting of a range of resources which provides a context and stimulus for a range of activities. Within this programme, planned opportunities should exist for pupils to create roles and explore relationships as a means to coming to terms with the way other people respond to certain situations.

Teachers are encouraged to promote drama in other areas of the curriculum. The key place of dialogue in drama creates opportunities for links to be made with work in language. In particular there is a clear link with talking and listening outcomes of the English Language 5-14 and the importance of this for effective learning should be recognised.

Throughout the session, opportunities may exist for the production of short plays, role-play, mimes, scenarios, problem solving etc. This is cultivated at all stages of the school and pupils are encouraged to perform to their peers, parents and staff.

### **Resources for Drama**

- Killermont Drama pack for each class
- Resource books



## Music

“Music is an important part of social culture. Within the school curriculum, music can enrich the lives of individual pupils and promote their personal, intellectual and social growth”

(Expressive Arts 5-14 National Guidelines, p3)

Music should provide all pupils with opportunities;

- *To take and active part in music making, to invent music and to listen and respond to music;*
- *To realise their musical potential, whatever their abilities;*
- *To prepare for a lifetime of musical experiences and enjoyment through the development of musical skills, knowledge and understanding*

Within Killermont, we have a planned music programme from P1-7 in which we use Sounds of Music as our main resource. We have a music specialist who delivers a broad music curriculum for pupils in P4-7. Music has an important role to play in promoting other subject of the curriculum and teachers often use music to enhance class topic work.

Throughout the year particular classes or stages in the school work with our music specialist on musical pieces related to seasonal events. This often includes Christmas Nativity, Easter Service, Harvest Service, Burns Supper, Strawberry Tea, Leavers' Service etc.

Our Music Specialist also leads the school orchestra which performs at school events and services.

Within Killermont we have visiting specialists who instruct pupils in violin, cello and double bass. Pupils from P4-7 are given the opportunity to be auditioned for training in these instruments.

### Resources for Music

- ‘Sounds of Music’ programme
- A wide range of percussion instruments
- CD player
- Piano

## Physical Education

“Physical activity is essential to the growth and development of children. Physical education offers opportunities for the development of physical competences, social skills, fitness and a healthy lifestyle”

(Expressive Arts 5-14 National Guidelines, p3)

Physical education should provide all pupils with opportunities;

- *To engage in purposeful and enjoyable physical activities;*
- *To develop physical skills, knowledge and understanding of the concepts involved and the ability to apply these in various contexts;*
- *To develop self-awareness, confidence and co-operation relationships with others and the ability to meet challenges presented in a variety of physical settings;*
- *To develop life-long positive attitudes to health and fitness;*
- *To develop critical appreciation of their own performances and those of others.*

Within Killermont we have a coherent, balanced and progressive programme of study from P1-7 covering a wide range of activities. Although gymnastics, dance, fitness and games are considered as the core of Physical Education, other activities are included such as orienteering, athletics, summer sports, swimming, cross country etc. The mix and balance of activities should provide varied and stimulating experiences for pupils at the various levels as appropriate. A balance and diverse programme is the basis of a sound Physical Education curriculum.

At Killermont we believe in the importance of promoting active lifestyles. Therefore pupils will be engaged in regular fitness activities and will gain knowledge and understanding of the role of exercise in good health and develop a positive attitude to an active lifestyle and a concern for well-being.

Opportunities exist for pupils to take part in local competitions and events within badminton, football, athletics and cross country. We believe this contributes to pupils’ personal and social development and lifelong interests. We encourage pupils to have high but realistic expectations of themselves and to appreciate the values of fair competition and judgement. Pupils should experience a sense of personal achievement and increased confidence and self esteem as a reward for their best efforts.

We hold an annual sports day which promotes pupils’ development of sporting skills in a fun, motivating way. Parents are encouraged to join us and take an active interest in their child’s sporting ability and achievements.

### Resources for Physical Education

- Killermont P.E programme
- A wide range of sports equipment
- Larger apparatus
- Dance CDs
- Fitness Test