

"At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning."



Hilltop Infant School
Creative Arts Policy

Ratified by the Governing Body Summer 2010

Signature John Young
Chair of Governors

Introduction

We believe that all children are creative. They can display and develop this creativity when presented with carefully planned a range of opportunities. We aim to stimulate creativity and the imagination through the Creative Arts.

We believe that the Creative Arts is not something that is added on to the curriculum but has to be part of an overall approach to learning and teaching. . The experiences we provide will help link curriculum areas where possible. Through active, hands-on involvement, visual, tactile and sensory experiences, children are offered a unique way of understanding and responding to the world.

We believe there must be a balance of teaching skills and providing opportunities for children to apply their skills in an enjoyable creative way. The Creative Arts – Art, Music, Dance, Drama and Design and Technology – provide opportunities for children to develop skills and knowledge which help them to make value judgements and aesthetic decisions. The Arts will develop children’s self esteem, motivation and achievement, and enable them to become actively involved in controlling their own lives and their environment now and in the future.

Throughout the year art displays, school presentations, and performances with other schools are organized to celebrate children’s achievements in the creative arts

Aims and Objectives of Creative Arts in our school

To provide children with the opportunity:

- to engage in a range of arts activities through a rich, exciting and creative curriculum
- to discover or pursue their particular interests and talents
- to develop their knowledge and skills across the arts
- to be imaginative by expressing themselves through all art forms
- to be innovative and enterprising
- to think critically
- to explore ideas and respond positively to challenge
- to understand that the creative arts exist in all cultures both in the present and the past, and appreciate and value its many forms
- to appreciate art forms produced by others, and to share and perform their own work

Teaching and Learning

Learning objectives based on the Curriculum framework for Foundation Stage and QCA units of work have been identified in our long term rolling plans. In this way we are ensuring continuity and progression for our children. Each of the arts subject’s skills are planned to meet the needs of each child:

- within a lesson/session
- over a series of lessons/opportunities
- throughout a whole school experience
- through a combination of cross-curricular units and discrete units of work focusing on each area of the arts

Children are introduced to equipment, activities and skills so to foster their independence and confidence and make them feel safe to take risks and respond creatively.

Children are given opportunities to work:

- individually
- in small groups
- as a whole class
- as a school
- with other schools from time to time

Teachers will:

- set clear purpose for children's work
- build specific creativity objectives into planning and integrate these with subject specific objectives
- take children through the creative process step by step
- share objectives with children to help them sustain their interest and motivation over longer periods of time
- establish criteria for success and encourage children's critical reflection. Staff will help children to develop criteria that they can use to judge their own success, originality and value their work
- plan for children to share their work with others so that they can reflect on and talk through their experiences and feelings
- be clear about freedoms and constraints, giving children opportunities to choose ways of working
- give opportunities for children to apply prior learning creatively
- fire children's imagination through other learning and experiences. Staff will help children to envisage what might be, explore ideas keeping options open
- capitalize on unexpected learning opportunities
- use a range of learning styles including role-play, practical experimentation, problem solving, small group discussion and collaboration and through using ICT programmes available to support learning in art and music

Assessment, Recording and Reporting

- Ongoing teacher assessment linked to learning objectives for a session which can be used to identify strengths and areas for development
- Self and peer assessment where children are encouraged to evaluate their own achievements
- Children's art folders/sketch books can be used as a point of reference when planning work
- Children's achievements are shared with parents/carers through parental consultations and in a written end-of-year report