

Benedict Biscop CE Academy  
Curriculum Policy for Creative Arts

Review Date: Spring 2017  
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Person in Charge: Vice Principal  
Link Governor: Chair of Curriculum and Standards

**Other policies that link and should be read in conjunction with this policy:**

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- English Policy
- Mathematics Policy
- Display Policy
- Presentation Policy
- Educational Visits Policy

**Introduction**

The curriculum at Benedict Biscop CE Academy is based on Christian values, taught both explicitly and implicitly throughout the day and made real in our everyday lives.

The curriculum at Benedict Biscop CE Academy is organised throughout the school around the 7 areas of learning identified in the Foundation Stage plus religious education.

Expressive art and design [Art, Dance, Design and Technology, Music,]  
Communication and Language [Drama, English, Modern Foreign Languages]  
English [Literacy]  
Understanding the World [Geography, History, Science]  
Mathematical Development  
Personal Social and Emotional Development  
Physical Development [PE]

In the academic year 2013-2014, this curriculum has been reviewed in line with the new National Curriculum changes; which are effective September 2014. Amendments have been made accordingly annually to ensure fit for purpose in our context.

**Computing**

Information Technology is not seen as a separate area of the curriculum, but as a tool for accessing learning across every area of the curriculum and the specific skills of IT will be taught through all other curriculum areas. Key skills IT deals with the application of IT to specific purposes. It is not just about using software packages or using operating systems, neither is it concerned only with keyboarding skills and student's ability to copy-type or follow instructions. Rather, key skills IT is about how students use their knowledge about IT to find, develop and present information, whether it is text, image or numbers, or all of these in an integrated task.

Computing includes the ability to use a range of information sources and IT tools to find, analyse, interpret, evaluate and present information for a range of purposes across the curriculum.

IT teaching offers opportunities for children to:

- develop IT capability, including their knowledge and understanding of the importance of information and of how to select and prepare it;
- develop their skills in using hardware and software to manipulate information in their processes of problem solving, recording and expressive work;
- develop their ability to apply their IT capability and IT to support their use of language and communication, and their learning in other areas;
- explore their attitudes towards IT, its value for themselves, others and society, and their awareness of its advantages and limitations.
- Specific to Knowledge and Understanding, children should understand how IT can be used to communicate and handle information, control and monitor events, and model real and imaginary situations.
- New technologies are purchased by school and used to develop the skills of children with Special Education Needs and Disabilities. School acts on advice of outside Agencies and other Professionals when purchasing new programs for this group of individuals

## Art

Art is concerned with the development of the whole child. The acquisition of art and design skills enables children to achieve personal fulfilment and satisfaction and is a way of stimulating children's creativity and imagination. Art is a form of communication of ideas feelings and meanings and for many children a means of individual expression. The aims of teaching art and design are that all children will be encouraged to:

- Develop expressive and communicative skills through visual and tactile experiences.
- Develop imagination and original thought
- Develop a visual awareness;
- Develop visual vocabulary;
- Understand the visual elements of colour, texture, line, tone, pattern and shape form in order for them to
- effectively express themselves through artistic means;
- Develop mastery of a range of tools, media and processes;
- Develop critical abilities and an understanding of cultural heritage;
- Acquire artistic skills and techniques;
- Develop their ICT capabilities;
- Develop their capacity to evaluate their own and others artistic endeavours.

## Design Technology

Design Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

The aims of design and technology are:

- To develop imaginative thinking in children and enable them to talk about what they like and dislike
- when designing and making;
- To enable children to talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following
- safe procedures;
- To explore attitudes towards the made world and how we live and work within it;
- To develop an understanding of technological processes, products, and their manufacture, and their
- contribution to our society;
- To foster enjoyment, satisfaction, and purpose in designing and making.

The essential characteristics of artists and designers at Benedict Biscop CE Academy are:

- 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.
- 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.
- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

[Quigley: 2014]

**Music** Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

The essential characteristics of musicians at Benedict Biscop CE Academy are:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.

- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.[Quigley:2014]

**Dance** is a way of communicating thoughts, ideas and emotions through movement. It is not only a physical and creative skill in its own right which can be developed through physical rhythm and control, but a tool for understanding and presenting subjects across the curriculum. It is a way to recognise, describe and appreciate simple compositional features in music and an opportunity to develop an awareness of the historical and cultural origins of dances. Through the use of a 'Creative Curriculum', Dance, along with other Arts subjects can enhance a theme and provide a practical way of demonstrating learning.

The aims of dance teaching are to enable children to:

- use movement imaginatively, responding to stimuli, including music, and performing basic skills[for example, traveling, being still, making a shape, jumping, turning and gesturing]
- change the rhythm, speed, level and direction of their movements
- create and perform dances using simple movement patterns, including those from different times and cultures
- express and communicate ideas and feelings.
- create and perform dances using a range of movement patterns, including those from different times, places and cultures
- respond to a range of stimuli and accompaniment.

### **Drama**

Drama, as well as being a subject in its own right, can also be used as a tool for understanding across the curriculum.

The aims of drama teaching are to enable children to:

- speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- adapt their speech to a wide range of circumstances and demands;
- develop their abilities to reflect on their own and others' contributions and the language used;
- evaluate their own and others' contributions through a range of drama activities;
- explore a range of stimuli through creative performance

### **Time Allocation**

Throughout the school year we aim to seek a balance between all subject areas. The creative arts will be taught using a thematic approach providing flexibility for short and long projects at a relevant time for the children to build onto all their learning. Teachers will use their professional judgement in deciding the best use of time.

### **Strategies for The Teaching Of Creative Arts**

Teaching and Learning Style:

In planning to meet the needs of each individual we will:

- Motivate and stimulate interest and excitement for learning
- Ensure children discuss their learning take an active part
- Ensure children are given opportunities to develop the knowledge and key skills identified in the National Curriculum
- Provide a broad and balanced curriculum using a thematic approach where curriculum areas are linked.
- Ensure that we use a range of classroom practice and teaching style appropriate to the needs of the learners in the group.
- Use the full range of differentiation strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group.
- Address the literacy and numeracy needs of each individual and make full use of ICT in the provision of learning opportunities for all learners with additional educational needs, setting appropriate yet challenging targets for improvement.

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- Monitor progress against targets and share the information with the learner.
- Seek to overcome potential barriers to effective inclusion.
- Ensure display in the learning environment celebrates the achievement of our children and scaffolds their learning to extend their achievement further.
- Provide home learning activities which extend and support learning.

**Long-term plans** map out the themes covered in each term during the key stage. The curriculum leader for Creative development will liaise with all curriculum leaders to ensure that learning builds upon learning.

**Medium -term plans** provide:

- a mapping overview of content [which are constantly being reviewed and amended to ensure relevance for the cohort of children, give details of each unit of work for each term. They ensure an appropriate balance and distribution of work across each term.
- Key skills development to ensure children progress at a level according to their ability. They identify learning objectives and outcomes for each theme.

**Short term /Weekly plans** are completed by staff for each lesson. These include:

- the specific learning objectives for each lesson and detail how the lessons are to be taught,
- success criteria which are shared with the children to ensure children understand their next steps to learning,
- activities to engage the children and to lead their development through active participation.

We plan the activities in Creative Development so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Planning is recorded on the intranet and is accessible by all staff. In this way subject/curriculum leaders can monitor and develop learning within their curriculum area. Termly scrutinies of planning and work are carried out by all staff with feedback given to ensure children access the full curriculum.

We will ensure that we plan to meet the needs of the following clearly identifiable groups:

- Gifted and talented learners
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Needs and disabilities
- Girls and Boys
- Learners from different faiths
- Learners with emotional, behavioural or social needs
- Learners who are at risk of disaffection or exclusion
- Learners who are "Looked After" in public care
- Learners who are 'disadvantaged and others.'

Learners who are in receipt of Pupil Premium.

### **Foundation Stage**

We teach The Arts to children in Foundation Stage, through the areas of Expressive Art and Design including using media and materials and being imaginative. This forms an integral part of the work covered during the year. As the reception class is part of the Foundation Stage, we relate the creative development aspects of the children's work to the Early Years Outcomes which underpin the curriculum planning for children aged birth to five. Expressive Art and Design makes a significant contribution to the Early Learning Goals.

### **Spiritual, moral, social and cultural development**

Learning through Creative Arts contributes to the children's spiritual development in many ways. We provide children with the opportunity to discuss moral questions, what is right and wrong. Children learn how society has changed and develop skills to become good citizens. They study their own rich cultural heritage and developing an understanding of how this culture is enriched by the multi-cultural British society of today, based on British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **Resources**

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We have sufficient resources available in school to meet the needs of the Academy Curriculum. This allows resources to be matched to any developments in the curriculum, through the teaching of key skills. The SLT audit resources to ensure they are matched to any changes in the curriculum.

A range of art materials are stored in both Key Stages. These include a range of paints, chalks and pastels, collage materials, threads and fabrics, clay and finishing products. A range of papers are stored in the Key Stage 1 IT area, along with frieze paper and borders. Palettes, brushes and other drawing tools are kept in classrooms.

### **Assessment**

Formative assessment involves spending time before and during each unit or theme time eliciting children's knowledge and understanding – Mind Mapping/ Spider Graphs, discussions etc. We follow the principles of Assessment for Learning in all of our Knowledge and understanding. This involves identifying a child's progress in each area of learning, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. Effective tools used by our teaching staff include:

- Sharing explicit learning intentions and success criteria
- Quality questioning
- Self assessment and peer assessment against learning intentions and success criteria
- Quality marking to identify areas where the success criteria has been met and areas that need to be improved

Summative assessment involves spending time at the end of each unit or at the end of year assessing children's skills and understanding. The Early Year Outcomes provide a baseline assessment level in each area of learning. This can be used to produce end of year targets throughout KS1 and KS2. Class teachers assess children using the key skills document termly and levels are inputted into the school's foundation subject tracking system.

### **Inclusion**

The governors and staff of the academy are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and Community. We will ensure that everyone has an equal opportunity to access the full range of provision available in Creative Arts and will actively seek to remove barriers to learning and participation. The teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations (set out in the SEN Code of Practice (2014)) to ensure that we take the experiences and needs of all our children into account when planning for learning.

### **Teaching The Arts To Children With Disabilities**

At our school we teach creative development to all children, whatever their ability. Creative Arts form part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs through differentiated activities. Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention is provided, as set out in the renewed SEN code of Practice (2014), through quality first teaching and where a child is in receipt of a statement of Special Educational Needs or Education Health Care (EHC) plan a specific education plan will be in place linked to specific targets. The targets may include, as appropriate, specific targets relating to Understanding the World.

We enable pupils to have access to the full range of activities involved in learning the creative arts. Where children are to participate in activities outside the classroom, for example, an educational visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Role of the Curriculum Leader/Subject Leader**

The role of all subject leaders will consist of:

- Lead curriculum development in the area throughout the school
- Plan progressive curriculum throughout the school linked to identified themes ensuring that key skills are developed
- Monitor progress through curriculum area and ensure this is tracked on a termly basis
- Develop annual Curriculum action plan which feeds directly into the School Improvement Plan
- Review the policy and scheme of work which will inform action plan

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- Carry out an audit of resources annually which will inform action plan
- Organise, maintain, order resources using the allocated annual budget available.
- Ensure children's work is recorded and moderated across the school in the curriculum area.
- Lead professional development across school in response to need
- Provide support and advice to colleagues
- Keep up to date with developments in curriculum area and feed information into Senior Leadership Team
- Link with relevant School Governor and ensure they are informed of curriculum developments on termly basis.

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing Creative Arts so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.

### **Monitoring and Review**

The curriculum leaders are responsible for monitoring planning, the standard of children's work and the quality of teaching. The curriculum leaders carry out planning and work scrutinies. This involves interviewing children across key stages. Children are asked focused questions about their learning with their work. This enables curriculum leaders to monitor progress within their subject. The curriculum leaders support colleagues in the teaching of Creative Arts, by giving them information about current developments in the subject and by providing a strategic lead and direction for the curriculum area in the school. The curriculum leaders are also responsible for devising an annual action plan devised by the curricular team [summer term] and evaluating this on a termly basis, evaluating strengths and weaknesses in the curriculum area and indicating areas for further improvement. The curriculum leaders are responsible for providing an annual overview to the Governing Body. Curriculum leaders meet with governors on a termly basis to discuss current developments in their subject. Key questions are discussed during these meetings.

Through monitoring and evaluating our practice, constantly reviewing what we do, we will address the following key questions, as identified in our Inclusion Policy:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their potential?
- Are our actions effective?
- Is the curriculum promoting outstanding learning?

### **Leadership**

The senior leadership team and the curriculum leader or teacher responsible for the subject should have a clear view of the purpose of curriculum development in this area and how learning outcomes can be achieved. Effective communication is necessary at all times. Sharing ideas, involving others in leadership and management considerations can ensure that all staff understand the requirements and that individual's talent are put to full use. All staff have a responsibility in maintaining a positive approach to teaching, maintaining high moral stance, clear vision. Effective interaction and collaboration calls for active participation from all.

### **Health and Safety**

The teacher will be responsible for planned activities within Creative Arts that are appropriately risk assessed to comply with health and safety requirements. They are also responsible the health and safety of themselves, classroom assistants, visitors and pupils within their class.

**Signed**

**Signed**

**Chair of Governors**

**Headteacher**