

Mount Street Nursery & Infants School



Expressive Arts Development Policy

Date	June 2023
Review Date	January 2025

MOUNT STREET NURSERY AND INFANT SCHOOL

POLICY DOCUMENT FOR EXPRESSIVE ARTS DEVELOPMENT.

Introduction

- This document is a statement of the aims and strategies for teaching and learning of Expressive Arts Development at Mount Street Infant School.
- It was reviewed in the Spring term of 2023 through a process of consultation with teaching staff and approved by Governors.
- This policy is reviewed as part of a rolling schedule.

The dynamic nature of the Expressive Arts can engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full.

The Expressive Arts Area of Learning and Experience spans five disciplines: art, dance, drama, film and digital media and music. Although each discipline has its own discrete body of knowledge and body of skills, it is recognised that together they share the creative process.

Within the Expressive Arts, children are continually developing their imagination and creativity across the curriculum. Their natural curiosity and disposition to learn is stimulated by everyday sensory experiences both inside and out. Creative Development is taught through a combination of specialist teaching and integrated activities.

Art, Craft and Design

Young pre-school children learn to speak naturally and their acquisition of speech and writing is aided as they grow, by the teaching of the formal skills of literacy. Similarly, in Art, Craft and Design there is a visual language, a system of marks, symbols and conventions, which need to be learned systematically if skill, knowledge and understanding are to be developed.

Our aims in teaching Art, Craft and Design.

- Children engage in creative, imaginative and expressive activities in art, craft and design.

- Children explore a wide range of stimuli.
- Children develop their ability to communicate and express their creative ideas and reflect on their work.
- Children develop a positive attitude towards art, craft and design.
- Children develop confidence in their own ability to handle and control a variety of materials and media.
- Children develop the ability to evaluate and respond practically and imaginatively to the work of others, including artists, designers and craftsmen.
- The appreciation of art, craft & design is developed through understanding.
- Children develop the skills and knowledge involved in the process of making, and then apply these in their own work.
- Children develop their visual perception, recording from direct observation, memory and the imagination and visualise ideas, drawing on a wide range of resources which they have selected from the natural and made environment.

Principles of the Teaching of Art, Craft and Design.

The development of Art, Craft and Design is important because:

- It is widely used in society, both in everyday situations and in the world of work and during leisure time.
- It can be used to represent and to communicate ideas.
- It provides intellectual challenge and aesthetic pleasure.

Music

Music is concerned with the creative and emotional response to a rhythmic combination of sounds. Music education has two strands; as creation and evaluation. The creative element involves children in using a variety of instruments for composing, improvising and performing. The evaluative element enables pupils to develop skills in listening to and appraising their own work, and that of other

musicians and composers, and to understand the value and significance of Music in society.

Our aims in teaching music

Pupils will build upon their natural responses to music to:

- Explore a range of sound sources and experiment with different ways of making and organising sounds.
- Create their own musical ideas and contribute to simple compositions.
- Sing a range of songs with others.
- Play simple rhythmic and melodic patterns on a variety of instruments.
- Recognise and describe sounds, and listen and respond to music.
- Reflect on their own and other's music.
- Develop increasing control of the musical elements when making music.
- Make broad distinctions within the musical elements when listening to music.

Principles of the Teaching and Learning of Music

Music is important because:

- Making music can provide fulfilment throughout life.
- Appreciation of music is heightened by understanding.
- Knowledge of the work of a range of musicians and composers contributes to cultural understanding.
- Class teachers develop children's skills in listening and appraising and offer further opportunities for practice.
- Music specialists on the staff support work being done in all the classes.
- Year 2 children have the opportunity to join the Recorder Club.

Excellence in music is celebrated in performance including:

- Annual large scale performances which give each child an opportunity to participate.
- Smaller scale performances of groups or individuals in class or school assemblies.
- Children attending, as audience, in concerts which some of our other pupils are performing, eg. South Powys Youth Music

Creative movement

Creative Movement is concerned with fostering and promoting movement through the use of senses, imagination and experience.

Our aims in teaching creative movement

- Children explore and express a range of moods and feelings through a variety of movements.
- The appreciation of Creative Movement is enhanced when accompanied by understanding.
- Children develop their responses to different stimuli such as music pictures, words and ideas.
- Children develop their control by linking movements to create a series of changing body shapes and pathways.
- Children work on their own, with a partner or in a small group to develop their own and others ideas, and help them reflect on them.
- Children perform movements or patterns, including some from traditional Welsh dances and from other cultures.

Principles of the Teaching and Learning of Creative Movement.

Creative movement is important because:

- Children learn to express their ideas and moods through simple movements while demonstrating an increased awareness of space, safety and control.
- Children begin to use contrasting actions of travel imaginatively.

- Children interpret different stimuli in a variety of ways.
- Children learn to work alone, with a partner or as part of a large or small group.

Additional Learning Needs

We strive hard to meet the needs of those pupils with additional learning needs, those who are more able and talented, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We strive to do this through:

- Providing support within the classroom from the Classroom Teacher and Teaching Assistants;
- Working closely with the ALNCO;
- Using specific intervention programmes, when appropriate;
- Ensuring access to the whole Creative Development curriculum by all pupils;
- Ensuring support for developing Creative Development across the curriculum;
- Children with special talents are placed on the MAT register, and given opportunities to develop their skills.

Strategies for Ensuring Progress and Continuity

Expressive Arts is one of the six areas of learning within the Curriculum for Wales. We use the Curriculum for Wales documentation as the basis for implementing the statutory requirements and for ensuring the development of skills.

Planning for Expressive Arts

The Curriculum for Wales guidance describes mandatory principles of progression for the curriculum as a whole and for each individual Area. These articulate the ways in which learners make progress in their learning and contribute to the four purposes. This means that progression must be embedded in learning and teaching and should form the basis of thinking in schools when designing and planning the school

curriculum. Progression is further supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. These are arranged in five progression steps which provide reference points for the pace of that progression.

- Throughout the Curriculum for Wales, Expressive Arts will be taught as an integral part of the school topics.
- Each class follows a termly topic incorporating these principles .
- At the end of each term, staff analyse coverage of the skills in each area of the curriculum and track progression.

The Role of the Creative Development Leader is to:

- Keep up-to-date with developments in Expressive Arts education and disseminate information to colleagues, as appropriate.
- Take the lead in policy development and monitor planning to ensure progression and continuity in Expressive Arts- art, dance, drama, film and digital media, and music throughout the school.
- Support colleagues in their development.
- Monitor progress of Expressive Arts and advise the head teacher on action needed, as appropriate.
- Take responsibility for the audit, purchase and organisation of central resources for Expressive Arts.

Assessment of/for learning

- Verbal feedback and comments written with the pupils, are given to help guide children's progress.
- The short-term assessments that teachers make as part of every lesson aids future planning. They match these short-term assessments closely to the learning objectives.
- Class Teachers are responsible for recording children's achievements and in tracking pupil progress.

Strategies for Recording and Reporting

Progress in Expressive Arts is kept by means of digital evidence which can be located on the school website and on the parent platform 'Schoop'.

Reporting to parents is done twice a year in the Autumn and Spring terms through interviews, and annually through an 'end of year' written report.

Strategies for the Use of Resources

Art, craft and design.

- A wide selection of materials and tools are stored centrally, and in class;
- Topic related resource books are available for inspiration and guidance;
- The County Library – sets of books are borrowed on a termly basis from the public library to support topic work;
- Welsh artists working alongside pupils.
- Information Technology is a major resource which is used in Expressive Arts for:
 - i) Communicating information (graphics/drawing packages)
 - ii) Accessing information via the internet.

Music.

- There is a centrally located resource area for musical equipment. They include:
 - i) Pitched and unpitched percussion instruments;
 - ii) Music related resource books for inspiration and guidance;
 - iii) Recording equipment;
 - iv) Recorders, ukuleles, xylophones and drums are kept separately for the Music Group's use only.
- **Information Technology** is a major resource which is used in music for:
 - i) Recording.

- ii) Composition and performance using specialist software.
 - iii) Improvisation and research using the internet.
- **The Library** is used in music for Reference – a selection of books is available covering, for example, musical instruments, classical and modern composers, the music of other cultures.

Dance and Creative movement.

- The hall is timetabled for each class to have equal access to a large space, should it be required.
- There is a centrally located resource area for Creative Movement. They include:
 - i) A selection of commercially recorded music on CD, including pieces specifically designed for interpretation into dance.
 - ii) Welsh Folk Dancing CDs and DVD for inspiration and guidance
- Information Technology is an important resource. iPads are being used in Creative Movement sessions for recording performances, appraising and evaluating.

Health & safety

- The use of tools and hot adhesives must be carefully supervised and controlled at all times in accordance with health and safety requirements.
- Adequate protection for clothing, furniture and flooring must be considered when completing art, craft and design projects.
- Musical instruments should be used in accordance with health and safety requirements.
- Musical instruments should be stored appropriately, and in accordance with health & safety requirements.
- Creative Movement sessions must be carried out in a safe environment and in accordance with health & safety requirements, including an adequate temperature to be comfortable whilst bare footed in the hall.

Curriculum Cymreig

- Pupils have the opportunity to learn and study the works of Welsh artists.
- They will experience art, craft & design from Wales.
- Pupils will have the opportunity to listen to Welsh music and learn about Welsh musicians and the culture/traditions of Wales.
- Pupils will have the opportunity to perform traditional Welsh dances.

Equal Opportunity

- The school provides equality of opportunity and provision for all, regardless of race, gender, ability or background.

Links to Nepal

- The school has a significant Nepali community, and their culture is celebrated through art, music and dance during various Nepali festivals throughout the year. Nepali dancers are invited to school celebrations and fundraising events.

Transition

- Transition between classes within the school is supported by teacher meetings and academic progress tracking systems. Liaison and transition with the receiving Junior school is maintained by the Year 2 class teachers and ALNCO, meeting with Year 3 staff and is supported by the pupils' portfolio and end of Year 2 documentation.

Monitoring and review

The work of the Expressive Arts Leader involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Creative Development in the school. The 'Area of Learning' Leader, as part of the school's Self Evaluation cycle process gives the head teacher a summary report evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement.

Signature:

Chair of Governors

Date:

This policy will be reviewed in 2025 or earlier if necessary