



# **CHERRY GARDEN SCHOOL**

## **Creative Arts Policy**

STATUS:

DRAFT

AGREED

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## Cherry Garden Whole School Creative Arts Policy.

### Introduction.

“Engagement in the arts and creative opportunities transforms the way children and young people see the world around them. It can change the way children and young people see themselves... as well as helping them to develop specific skills.” *Arts Council England, ‘Children, Young People and the Arts’*

“Creativity is possible in all areas of human activity and all young people and adults have creative capacities. Developing these capacities involves a balance between teaching skills and understanding, and promoting the freedom to innovate and take risks” *DfEE ‘All our Futures’ p10*

“A core aim of our education system must be to enable all children to develop their creativity and unlock their creative potential...” *Moira Fraser Steele, Director of education and research at the Design Council*

“The Arts are quite simply a magic key for some children and within the hands of gifted and committed teachers they are a key to *all* children, not only do they open the mind of the learner, they then reveal a vast cornucopia of endless delight, challenge and opportunity.” *Professor Tim Brighouse*

Cherry Garden School recognises that our children all have severe learning difficulties which impacts on their cognitive development. We believe the pupils need a broad and balanced curriculum, which celebrates their strengths and achievements well as challenging elements which they find difficult. At Cherry Garden School we are committed to educating the whole child,

We encourage flexibility and creativity from all our staff who value our pupils uniqueness and individual ways of learning.

Through their experience of education and the experience of our creative curriculum they continue to grow and evolve.

**The Creative Arts provides our students with important sensory, visual and tactile experiences as well as giving them a way to communicate ideas and feelings. Cherry Garden School offers our students access to the curriculum by differentiated approaches to suit their individual special educational needs. We comply with statutory requirements, following the EYFS in the early years classes and the school’s bespoke curriculum for KS1 and KS2.**

## **Rationale**

Our emphasis is on the children having first hand experiences, and through this learning about the nature of objects, materials and the world around them. Children need to look, touch and smell things to develop their observational skills.

We view art activities as a way of encouraging creativity, stimulating language and communication, developing aesthetic skills. It enables experimentation and provides students with a vehicle of self expression. The creative arts helps to promote a positive self image as well as helping to develop physical co-ordination and providing a means of expressing emotion. The Arts are also a means of teaching cross curricular subjects.

## **Aims.**

- To enable pupils to gain expertise and confidence in the Arts, develop creativity through collaborative interaction and individual reflection and to give pupils the means to express themselves positively.
- To ensure every child can access the creative arts curriculum taking into account each child's personal goals and achievement, so that there is equity of access and entitlement to the Arts.
- To employ staff to enable the children's creativity and independence.

## **Objectives**

- Foster awareness and enthusiasm of the arts.
- To provide experience of the world.
- To help understand, appreciate and make sense of the multi-cultural, multi-media world we live in.
- To experiment with and reflect on creative processes.
- To develop pupils' critical awareness of themselves and others.
- To develop and use creativity and imagination as a learning tool.
- To raise the achievement of all children in all areas, academically and emotionally, through our broad, rich and balanced creative arts curriculum
- To develop knowledge and skills through a combination of cognitive, emotional and physical means
- We will promote a positive attitude towards the creative arts, and to provide rich experiences through participating in the arts and celebrating the achievements of others.
- To develop good self-esteem and behaviour.
- To encourage ongoing community links and links with outside agencies.
- To adequately resource all art forms and exploit cross-curricular links where appropriate.
- To use 'wow factor' in planning to encourage cross- art form activities.
- To expose children to a range of different artists.
- For children to explore and experiment with different interpretations of famous artists and their work, each key atge to focus on two per year.

## **Provision**

We aim to provide a broad and rich creative arts curriculum.

Children are entitled to a wide range of experiences. During their time in this school we aim to provide visits to a place of cultural or artistic interest, for example theatre trip and visits to art galleries. Opportunities for partnership projects with artists or arts organisation are organised regularly during the school year, in addition to the arts provided within the curriculum.

## **Planning**

- Long term, medium term, short term planning will follow the Cherry Garden Curriculum or Early Years Foundation Stage which have been used to develop our own topic based scheme of work.
- Our new scheme of work for Creative Development outlines in detail the developmental progression for music, dance, drama and art and design, gives guidance on how the adults in the class should support the children to best encourage independence and communication, and also gives a bank of ideas that are linked to each topic.
- Time is allocated for planning and evaluation of arts teaching and projects through PPA time.
- The creative arts team collaborate on cross art form activities to ensure Christmas performances are planned and give opportunities for creative expression.
- The second half of the summer term each year is a whole school topic, with a focus on cross art-form work, such as combining visual art, music and dance.
- Our medium term planning has a 'wow factor' which encourages opportunities for creative acts activities.

## **Delivery**

- We recognise that there are specific skills in areas of the creative arts, which are taught during discrete lessons, and each specific art area has an individual policy.
- The skills taught are then used, developed and enhanced through cross-curricular work.
- Cross-curricular links are encouraged and will be made where necessary.
- Opportunities will be provided for each individual pupil's learning style. Provision will be differentiated appropriately, by outcome, task, resources or support.
- Pupils will work in groups (similar and mixed ability), individually, as a whole class, whole school and across the key stages.

- Extra-curricular activities in art, dance, music and drama will be provided in the form of lunch time clubs.
- All staff are asked a question linked to the arts in their interview.
- Repetition is important so that there is ample opportunity to be exposed to art also to practise art skills, many times and through many different materials.
- Role of the adult is to provide a strong **scaffold** to support the artist, removing this over time to enable the artist freedom to create.

## **Creative Partnerships**

We have sustained partnerships with two artists in particular: Albert Potrony (for visual arts, through Bow Arts Trust) and Alice MacKenzie (drama, through Southwark Playhouse). Both these artists deliver one project per year to two classes (minimum). These projects are planned in partnership between the school and the artist, and evaluated together at the end to improve the practice for next time. Albert's project culminates in an exhibition which the whole school, parents and governors are invited to see. Alice also supports with the Christmas play and usually delivers a project which enables working together with children from a mainstream school and forging links through a creative project. We also have strong links with Sandra Dyer from Drumhead who delivers drumming workshops over 10 weeks with two classes once a year.

## **Assessment**

Assessment is carried out in line with the whole school assessment policy. Work is assessed against the school's own assessment criteria, which ensures breadth and depth. Art, Music, Dance and Drama (within Communication, Language and Literacy) are assessed against individual educational plans and curriculum learning outcomes. In addition, work is assessed through:-

- Displays / report writing / shows/ assemblies – for the children.
- Monitoring by coordinator – for staff and adults.
- Asking for children's views assisted by symbols.
- Art processes will be recorded using digital cameras, audio and video recordings, and stored in sample of work boxes or Early Years Observation Records.

It is important that children are given opportunities to review, evaluate and comment on their own and others work, as a way of them assessing their own progression and success.

The impact of projects with external artists and organisations is assessed through an evaluation of the impact of the project against the initial objectives, in a meeting with the artist, the creative arts subject leader, the teachers involved in the project and the head or deputy.

## Extra curricular

We feel that in order to fulfil, support, deliver and encourage a broad rich and creative experience, extra curricular activities need to be provided. The enthusiasm, talent, individual skills, and commitment of the individual child, teacher, expert or organisation determine the extra curricular activities. However the majority of our children travel on transport provided by the LEA this means we can not negotiate the children's times. In order to overcome this difficulty we have developed a rolling program of lunch time clubs. These include a choir run by one of our teachers which has links with a mainstream school, an art club and a dance club.

- **Music Therapy:-** We employ a trained and experienced Music Therapist who provides music therapy once a week at lunchtimes for children with specific emotional needs who have been referred by the class teacher.
- **Movement and Dance-** Cherry Garden employ a qualified dance teacher who works with each class on a weekly basis. During these sessions the focus is for the children to listen and respond to music in a creative way using their bodies. Different experiences are used to stimulate all the senses.

## Outside organisations

To support and enrich the delivery and provision of the creative arts within the school, additional expertise from outside, such as organisations, agencies and visits to galleries, theatres, museums, artists, music, residences, are enlisted to provide a variety of knowledge and skills.

Artists in residence: see above.

## Staff training

The school is committed to identifying, developing and continuing the training needs of all the staff in creative arts education, which is reflected in our school development plan and performance management policy.

Visiting specialists who work alongside staff in their classes are considered a rich source of CPD.

## Resources

Cherry Garden School is committed to providing high quality resources, which support the sound delivery of the Creative Arts. There are central resources stored in the art stock cupboard plus

- In each class there is an art box, musical instrument box and a collection of CDs.
- Musical instruments are stored in the music cupboard.
- Floaty fabrics, dance ribbons etc are stored in the PE cupboard.
- Opti music is stored outside Blue Class.
- The sensory room contains a voice activated screen, light sources, and optical and auditory stimuli.

- Outdoor play cupboards contain toys to support drama, musical instruments , and drawing implements.
- The resource room contains boxes linked to each topic themes, and large books with props to support drama. These resources are updated and renewed by designated Senior Teaching Assistants each half term.

Provision is made in the budget for resourcing specialised topics and projects.

## **Health and safety**

Care is taken at all times to ensure that children are taught how to use and store tools and equipment safely

Refer to Health and safety policy

All visiting artists have a Criminal Records Bureau check, and are not left with a child without a member of school staff.

All activities during the school day run by a visiting artist or organisation will involve at least one member of teaching staff being active and present.

## **Equal Opportunities**

We are committed to providing equal opportunities in all areas of the creative arts, which ensures that all children have equal access to a wide, diverse creative curriculum.

Refer to Equal Opportunity policy.

We are committed to providing inclusive activities that open up opportunities to children of all abilities and cultures.

We value the multi-cultural, multi-faith background of the school. The different languages, race and cultures which are represented provides the school with an amazing resource.

We endeavour to provide role-models, arts activities and resources that represent a wide range of cultures.

## **Role of Co-ordinator**

- The creative arts team, led by the creative arts subject leader, consists of the performing and visual arts coordinators. They meet each half term to coordinate and discuss the development and provision of the creative arts within the school. They make recommendations to the SMT, feed back to governors and have input into school improvement plans.
- They are responsible for their subject, budgets, attending courses, leading INSETs, cascading the recent developments, updating knowledge and resources.
- The coordinators are passionately committed to celebrating and promoting their subject.

- They are also responsible for monitoring and assessing the planning, delivering and progression of their subject.
- The coordinators are responsible for maintaining a high quality of display of their subject to demonstrate/model achievement, progression, continuity and expectations in and across their subject.
- Ongoing formal support is willingly provided for all staff and identifying areas of training.

### **Future Developments**

The new school building is being designed with creativity in mind, both in terms of being a visually attractive and creatively stimulating environment, and in terms of space and layout appropriate for creative projects.