

Planning

Expressive Arts should be planned within the long term (backdrop) planner for the year and in teacher's weekly planners for their class. Weekly planners should include LIs, Activities & Resources to be used. The school's 3 year Expressive Arts planner should be used to determine which art & design media should be the focus during that academic year.

The EAC Expressive Arts progression frameworks should be used when planning to ensure planning is focused on the outcomes and benchmarks and appropriate progression throughout each level. These should be highlighted to show coverage/achievement of the outcomes at the appropriate level. This information should be kept and available for planning in following years.

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. It is therefore important that all teachers look for opportunities within their own planning & teaching approaches for IDL and to foster partnerships with professional arts companies, creative adults and cultural organisations.

Resources

The school has a large number of resources available for the teaching of Expressive Arts. Each classroom stores teaching resources relevant to their level including teaching handbooks, lesson plans, costumes & props and a core supply of art & design resources (paint, brushes, pots etc.) Other shared resources are stored in the school store room (e.g. musical instruments, art & design resources). Teachers should also plan ahead to recycle/collect resources (e.g. cardboard & boxes for 3-D models).

'Charanga' is an online music resource to be used for teaching music. This includes a progression of core lessons and music with cross curricular links.

Stringed instruments (violins, violas, cellos, double bass), used within the whole class strings lessons, are stored in the Moon Room.

Teachers should always use a wide range of innovative resources to inspire and motivate learners in Expressive Arts lessons and ensure that lessons are active. This includes appropriate and imaginative use of ICT, the use of the outdoor learning resources and partnerships with professional arts companies, creative adults and cultural organisations.

Expressive Arts**Assessment**

Teacher assessments at class level should be carried out on an on-going basis through observations, discussions, plenaries and day-to-day learning. Assessment should focus on children's skills and abilities to express themselves through creating, presenting, evaluating and appreciating. Also on their abilities to recognise, present and discuss their own feelings and emotions and those of others. Judgements about learning will be based on evidence from a broad range of sources and across a range of activities and will refer to the learner's progress over time.

Children can demonstrate their progress as they develop their practical skills and express increasingly complex concepts and ideas. For example, they: apply their creative skills to produce and perform more complex pieces of work and to recognise creativity and skill in the work of other people; demonstrate increasing skills and confidence in presentations and performances, and in appreciation of how the expressive arts relate to the wider world and different cultures; show enjoyment of the expressive arts; evaluate constructively their own and others' work, and suggest how it can be improved.

Assessment should also link with other areas of the curriculum within and outside the classroom and, e.g. offer children opportunities to become aware of the role of professional arts companies and cultural organisations in society and the economy.

Pedagogy

Learning in the expressive arts offers rich and exciting opportunities for IDL across art and design, dance, drama and music and with other areas of the curriculum. E.g. collaboration with technologies in the study of design, dance linked with PE, combining traditional expressive arts in film-making work.

Effective learning and teaching uses a skilful mix of practical and experiential activities & approaches to promote a climate of creativity and innovation, including: active involvement in creative activities and performances; tasks or performance opportunities which require a creative response; opportunities to perform or present to an audience; partnerships with professional performers or artists and other creative adults; raising awareness of contemporary culture; appropriate, effective use of technology; collaborative and independent learning; opportunities to analyse, explore and reflect.

One of the main purposes of learning in the expressive arts is to develop lifelong appreciation of, and participation in, expressive arts and cultural activities. Children and young people should develop, enhance and apply skills gained in the expressive arts in a very broad range of activities including role play, participation in whole school events, community events and outdoor learning.