



WOODPARK

PRIMARY SCHOOL

Expressive Arts Policy

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Expressive Arts Policy

Position statement

At Woodpark Primary School, Expressive Arts plays an important role in the education of all pupils. It encourages the explorations of values, fosters imagination and creativity, develops practical and perceptual skills and promotes aesthetic development.

Introduction

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

The Principles of Curriculum Design apply within the provision of Expressive Arts to enhance learning:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

It is the responsibility of class teachers to provide effective provision of Expressive Arts. This will facilitate children's entitlement to a broad general education through which individuals develop skills for learning, skills for life and skills for work. It can also be used to enhance work in Literacy, Numeracy, Health and Wellbeing, Social Studies and Religious and Moral Education.

Rationale

At Woodpark, we teach the Expressive arts subjects of Music, Dance, Drama and Art & Design. Learning in, through and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those that are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Vision

The following is a list of the skills and abilities that we aim to develop in pupils at Woodpark Primary School through our Expressive Arts programme.

Developing Successful Learners

- Self- expression in a range of situations
- Think innovatively
- Meet challenges positively
- Find imaginative solutions
- Develop knowledge and skills related to the different arts ☑ Strengthen ability to use technologies within expressive arts

Developing Confident Individuals

- Self-awareness
- Confidence
- Express own ideas, experiences and feelings
- Gain personal satisfaction and happiness through participating in Expressive Arts
- Self-discipline, determination and commitment

Developing Responsible Citizens

- Explore difficult ethical questions
- Express personal responses to personal and social issues
- Develop and question personal views and stances on a range of issues
- Explore the importance of the arts in Scottish society
- Understand values and achievements of different societies
- Recognise the importance of arts to the identities of different nations

Developing Effective Contributors

- Develop creativity, work co-operatively and communicate with others
- Develop initiative, dependability and leadership skills
- Participate in all areas of Expressive Arts

Teachers should plan so that:

- Appropriate detail of learning experiences and assessment opportunities are available.
- Balance within the specific subject areas of the Expressive Arts is achieved.
- Pupil voice is recognised and children have an opportunity to be involved in their own learning.

Principles of teaching

Effective and enjoyable opportunities can contribute directly to pupils' education when they are learning in Expressive Arts and indirectly, when learning through Expressive Arts associated with other curriculum areas. This will promote self-esteem in pupils. Within these context activities such as performances, events and festivals can provide a focus for motivation and personal achievement.

Context for learning:

- A variety of contexts or themes should be identified where learning through the Expressive Arts will be appropriate
- Learning in the Expressive Arts will be appropriate at every stage to develop knowledge, understanding and skills, establish positive attitudes and ensure progression and continuity
- Consideration should also be given to approaches, which allow cross-curricular and opportunities.

Pupils will have opportunities to:

- Use materials, techniques, skills and media
- Express feelings, ideas, thoughts and solutions
- Evaluate and appreciate through observation, reflecting and responding
- Effective learning and teaching, which may require flexible approaches to accommodate the learning needs of the individuals

Parents will have opportunities to:

- assist with the delivery of Expressive Arts. We value the expertise and talents of the members of our wider school community and seek opportunities for this to be shared with our pupils.
- experience and support their children's learning at various events throughout the year, eg, showcase, class assembly, etc

Planning and progression

Specific planning for Expressive Arts using the school's progression planners is undertaken in the form of termly AifL plans and weekly plans.

Throughout the delivery of Expressive Arts, we will ensure appropriate differentiation, support and challenge where necessary.

Children are monitored to ensure they are supported with appropriate levels of progression. Progression is supported by the use of benchmark progression planners. These planners give an accurate overview of a child's progression and level within Expressive Arts.

Assessment

Assessment in the Expressive Arts takes account of a child's ability to create, present, evaluate and appreciate the four aspects of Expressive Arts; Drama, Dance, Music and Art and Design.

Evidence of progress in Expressive Arts is gathered as part of day-to-day learning as well as across the curriculum and it complements the evidence gathered in discrete Expressive Arts lessons. This is then reported to parents formally through written reports and parents nights.