



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School  
Subsidiaries of JWA Holdings Limited*

## **Creative Arts Policy**

### ***Art, Drama, Music, Crafts, and Physical Education***

#### **Mission Statement**

Creative Arts are a fundamental part of the curriculum our setting, as they allow children to explore their experience of the world and helps to stimulate their creativity and imagination. It also provides a medium for children to communicate their ideas and feelings about their personal and cultural worlds.

#### **Art**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

#### **Drama**

Drama is a vital way of communicating in school, public life and internationally. Drama enables pupils to express themselves creatively and imaginatively and to communicate with others effectively. As a school we want to give children the opportunity to use drama in many areas of the curriculum, as it is an extremely effective means of communicating ideas.

#### **Music**

Nearly everyone enjoys music, whether by listening to it, singing, or playing an instrument. Students who have early musical training will develop the areas of the brain related to language and reasoning. The left side of the brain is better developed with music, and songs can help imprint information on young minds. Music is the fabric of our society, and music can shape abilities and character. Musical education can greatly contribute to children's intellectual development as well.

Learning music promotes craftsmanship, and students learn to want to create good work instead of mediocre work. This desire can be applied to all subjects of study.

Children who use musical instruments can improve their hand-eye coordination. Just like playing sports, children can develop motor skills when playing music. Students who study music can improve the development of spatial intelligence, which allows them to perceive

the world accurately and form mental pictures. Spatial intelligence is helpful for advanced mathematics and more.

Children can develop their match and pattern-recognition skills with the help of musical education. Playing music offers repetition in a fun format. Introducing music in the early childhood years can help foster a positive attitude toward learning and curiosity. Artistic education develops the whole brain and develops a child's imagination.

Students can fight stress by learning to play music. Soothing music is especially helpful in helping children relax. Those who take part in musical activities can learn to think creatively. This kind of education can help them solve problems by thinking outside the box and realising that there may be more than one right answer. Students of music can be more emotionally developed, with empathy towards other cultures

Performing a musical piece can bring fear and anxiety. Doing so teaches children how to take managed risks and deal with fear, which will help them become successful and reach their potential. With encouragement from teachers and parents, students can build pride and confidence. Musical education is also likely to develop better communication for students.

### **Craft**

The purpose of Craft is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

### **Physical Education**

Students who play sports are better able to concentrate and maintain focus, which has a positive impact on their academic life. This can lead to improved attainment in all other academic subjects. Regular exercise is vital in the fight against child obesity. We all know the many health problems that are associated with obesity and how important it is to lead a healthy, active lifestyle. Positive exercise habits that are implemented in childhood and adolescence will likely continue into adulthood.

Students who exercise regularly have a better quality of sleep. They are therefore more alert at school and have higher levels of concentration. Physical exercise helps children relieve stress and anxiety. Young people today are arguably under more pressure than ever, so it is vital for them to have an outlet for this stress.

Sport helps children develop their motor skills and strengthen their muscles. Playing sports in groups help young people to improve their teamwork and leadership skills. It also helps to form stronger bonds between peers and promotes a healthy class dynamic. Physical activity

promotes positive body image and, in this age of social media and societal pressure to look a certain way, this is of utmost importance.

Sports teaches children to have improved self discipline. They can implement this self control in all aspects of their life, from better controlling their emotions to being more self motivated with their studies. It helps children to develop their confidence. This can have a positive aspect on all areas of their life, such as their personal relationships and ability to integrate quickly and make friends, to thinking about their future goals.

### **Aims and Objectives**

Our aim is to foster children's understanding and enjoyment of the Creative Arts through a wide range of activities.

We aim to:

- Encourage children to express their visual, imaginative and personal ideas of the world around them by providing tactile and sensory experiences;
- Develop children's understanding of colour, form, texture and pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- Develop the skills required to safely use a wide range of materials and techniques;
- Appreciate and evaluate the work of a range of artists and designers from their own and other cultures, both historical and present day;
- Develop an appropriate vocabulary to interpret works of Creative Art.
- Provide a changing environment that stimulates interest and enjoyment;
- Allow children to value and evaluate their own work and the work of others.
- To adopt therapeutic strategies to target and develop key areas of social and emotional growth in individual students.

The national curriculum for the Creative subjects aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in various techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers

- Understand the historical and cultural development of their art forms.

### **Approaches to Teaching and Learning**

Please refer to the Teaching and Learning Policy.

### **Resources**

#### **3.1 Art Resources Room**

All art resources, as well as materials to support curriculum planning, are organised into boxes so that materials can be used and returned. It is our policy that children are not allowed to use arts and design materials without adult supervision.

### **Learning Environment**

Please refer to the Teaching and Learning Policy.

### **Planning**

To be read in conjunction with the Teaching and Learning Policy.

Creative Arts are taught through themes and skills which are chosen and adapted to ensure cross-curricular links as part of a topic based approach.

We recognise that there are children of widely different abilities in all classes, so we plan suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Providing resources of different complexity depending on the ability of the child.

### **Assessment**

Please refer to the Assessment Policy.

### **Cross Curricular Opportunities**

#### **Reading, writing, communication, maths and computing**

The visual medium of art and design supports language development, reading and writing, and frequently accompanies it via illustration, and such links provide incidental opportunities for practising drawing and/or design skills. Where used for the purposes of teaching art and developing skills further, links are made more explicit.

When appropriate, computing is used as a medium in art and design, incorporating a variety of computer applications. Photographs are also manipulated to produce artwork using multimedia.

### **Foundation subjects**

Artworks are often used as a primary source to develop understanding within other subjects e.g. portraits of historical figures, religious art. Appreciation of the work of these artists is often used as a stimulus for children's own artwork as well as written work, music and drama.

### **Spiritual, Moral, Social and Cultural development (SMSC)**

Through art and design children have the opportunity to consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms. They are encouraged to respect their own and others' work and learn how to offer and receive constructive feedback and praise. Appreciating art can be a moving and even spiritual experience, contributing to children's spiritual, moral and cultural development.

### **Enhancing the Curriculum**

Our setting has wall displays to celebrate the children's artwork. Homeschool contacts are invited to view the children's art and share in their achievements through social media posts and visits into school. Different themes are chosen for wall displays.

### **Inclusion**

To be read in conjunction with the Teaching and Learning Policy.

### **Special Educational Needs and Disability**

Creative Arts provide a variety of opportunities and contexts for children to succeed, and can help develop children's self esteem. It offers the possibility of success at different levels. Teachers should identify in their planning suitable resources and differentiated activities. In cases of physical or sensory disability the school will endeavour to provide suitable equipment and resources to allow as full access to the subject area as possible. Teaching support staff may work with individuals if they would otherwise have particular difficulty in accessing this subject alongside their peers. For some children, resources may need to be adapted to enable them to participate.

### **Gifted and Talented**

We recognise that some children have a special ability in the Creative Arts which may or may not be linked to ability in other curriculum areas. Where appropriate, planning for each unit includes extension activities to provide challenges for these identified children.

## **Health and Safety**

To be read in conjunction with the Health and Safety Policy.

- Staff have a responsibility for the health and safety of children, of other members of staff and of themselves.
- Children should always be taught the safe use of tools and care of equipment.
- All tools and practical equipment in the classroom and from the art resources room should be kept in good condition, stored safely and be well organised. Glass containers should not be used.
- All paints, crayons and glues issued in school are non-toxic. Before using any other items teachers must check the labels carefully and if in doubt, check with the art subject leader.
- Glue guns and paper trimmers are used **only under supervision** once rules have been established.
- Children should not use expanded polystyrene, uncooked kidney beans and toilet rolls.
- Staple guns, spray paints and fixative should only be used by adults when children are not present. The latter should be used in a well-ventilated space according to instructions.

## **Roles and Responsibilities**

Please refer to the Teaching and Learning Policy.

## **Policy Review**

This policy will be reviewed on a yearly basis.

### **Policy:**

Jennifer Wood, Centre Director

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