



Creative Arts Policy

Art, Design and Music

Covering the National Curriculum Areas of:

- Exploring ideas and recording experiences.
- Investigating, Evaluating and analysing creative works using subject vocabulary.
- Art and Music theory relating to great artists, craft makers and designers and musicians.

Status: Draft/Agreed

Date: 31/1/22

Review Date:

Governor Leadership: Intent Committee

Executive Leadership: Headteacher

Key Manager: T. Ouerghi (Co-ordinator)

Core Consultation group: SLT, teaching staff

Wider Consultation group: All stakeholders

What the pupils need to know:

- For pupils to learn about the Creative Arts, for example through an awareness of rhythm, tone, colour, texture, mood, pattern, shape and form; providing very concrete “hands on” experiences in visual, tactile and sensory ways. Pupils will feel engaged, challenged, inspired and encouraged to experiment, invent and create their own creations.
- For pupils to be given the opportunity to evaluate their work; i.e. commenting on what they’ve done and what they like/dislike about it etc. Pupils are also given the opportunity to comment on how they have met their learning targets and what further improvements could be made to their work, in line with National Curriculum and Arts Award requirements.

What every adult needs to know:

- The Creative Arts stimulates pupils’ creativity and imagination, provided through a broad and balanced curriculum that meets pupil’s individual needs across all departments (including Sensory, Structured and the Conceptual). Pupils should be given opportunities to express their creativity and learn, promote self-expression and their confidence in using different media and instruments.
- The Arts Award encompasses a range of different Art forms including Visual Art, Design, Craft, Film and Video, Music, Technical Production, Photography, Media and Journalism. Pupils start their Arts Award journey from Year 9, progressing through Key Stage 4. Staff are given information about Arts award (for pupils who will be doing accreditation that year). The Arts Award structure is broken down into four levels, including ‘Discover’, ‘Explore’, ‘Bronze’,

‘Silver’ and ‘Gold’. We are currently working within the Discover and Explore levels, to suit the ability ranges of our pupils.

What every supporting member of staff needs to know:

- The Creative Arts, stimulates pupils’ creativity and imagination, provided through a broad and balanced curriculum that meets pupil’s individual needs across all departments (including Sensory, Structured and Conceptual).
- External accreditation for Key Stage 3 (Year 9) and Key Stage 4 pupils: Arts Award (Discover, Explore and Bronze levels).

Vision

At Cromwell High School we strive to provide an ambitious curriculum that is meaningful and relevant for all pupils.

Our key aim is to teach and develop pupils’ skills to allow them to be well rounded, functional and safe members of society.

This is a key subject area in relation to achieving the aims of our school mission statement.

School mission statement:

Pupils will learn:

- **about the world; we believe in the entitlement of all our students to a broad, balanced and relevant education. To learn about the facts, processes, principles, interests and wonders of-**
 - The natural world and environment and how to care for it
 - Human society, technology, including artistic and spiritual responses
 - Their own options and choices as they grow and develop towards adulthood
- **to be effective in the world; we will teach our students to optimise their success in achieving their goals in the world by teaching them the essential skills that will enable them to thrive in a changing world. Especially the skills of -**
 - Communication (English Lang) (including literacy) and working in a team including the basic human value of treating others as you would have them treat you; with politeness.
 - Improving their own learning and problem solving (Maths, Computing) including through resilience, effort, focus and thinking ahead.
- **to be confident, caring, safe, citizens; we will teach our students to be;**
 - Kind, caring, aware of the needs of others and aware of, able and motivated to follow the laws and British Values of our society especially understanding that all humans are of equal intrinsic value regardless of disability, age, gender, race, sexual orientation or identity. To take increasing responsibility for themselves and the effect that they have on others.
 - Realise their own identity in which they can feel comfortable, confident and able to continue to develop, thrive and be happy. To have the courage to be true to their ‘best selves’. To learn to be true and kind to themselves through being true and kind to others.

Intent

Ambitious, accessible Curriculum

National regulations-

Key skill themes of the curriculum that will be reinforced for our learners:-

- Pupils gain an awareness and understanding of mood, tone, rhythm, form, space, and work with a vast range of materials to communicate what they see, hear, think and feel (*NC ref: Art and Design - Gain skills in the areas of in drawing, painting, sculpture and other art, craft and design techniques/ Music - every young person should be able to experience music and to make progress* For pupils to have a wide range of opportunities to explore and develop their ideas through access to a wide range of resources, including instrument, tools and processes (*NC ref: Art and Design - Produce creative work, exploring their ideas and recording their experiences/Music – to enrich individual lives as well as a school’s wider community*).
- To use a range of technology and ICT to support and extend the Creative Arts curriculum.

Key knowledge themes of the curriculum that will be reinforced for our learners-

- The curriculum will promote British Values through links with current themes and cultural events, further enhancing pupils understanding and awareness of themselves as individuals and the world around them. Pupils’ cultural, moral and spiritual awareness is also promoted through cross-curricular links with other subjects (*NC ref: Evaluate and analyse creative works using the language of art, craft and design/Music - nurtures fundamental musical techniques alongside building musical knowledge*).
- For pupils to be introduced to the work of famous artists, designers and musicians from past to present and to use these as a stimulus for their work, including visiting artists and musicians. Pupils will access opportunities to be involved in Integrated Arts projects and exhibitions in the locality, such as the termly joint exhibitions with other local schools within the Specialist Support Schools Partnership (SSSP).
- To develop an interest and appreciation of the arts by experiencing concerts, museums and art galleries in the locality (*NC ref: Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms/Music – to gain experience of a broad repertoire of music from the Western Classical tradition, and to the best popular music and music from around the world.*).

Organisation of curriculum delivery-

Art and Design is delivered across Key Stage 3 and Key Stage 4; with Creative Life being delivered at Key Stage 5. Each class has one lesson of Art each week. Art is also delivered through cross-curricular links with other subjects such as Social World and Religious Education, particularly to reinforce pupils’ understanding and awareness of current cultural themes and religious festivals. Teachers and Teaching Assistants currently, plan and deliver Art and Design across the school and are supported through the sharing of ideas and resources, including how Art and Design can link to the wider world.

Music is delivered weekly by Tameside Music Service, including a lunch time club and after-school club. They are in school for two days per week and they also run 1:1 sessions using pupil premium funding for those identified as needing additional support, for example, for gifted and talented pupils. Music is often

used in lesson within the Sensory department and Structured department to sign-post the start of each lesson. A broad range of instruments are used including string, woodwind and percussion. Key elements within the music lessons include,

- Singing
- Listening
- Composing
- Musicianship (pulse, beat, rhythm, pitch)

Curriculum planning and sequencing

Each learning sequence will begin with subject matter that is familiar and relevant to pupils' experiences, interests or motivations. From this meaningful content further learning will be built up to link to pupils' existing skills and knowledge at the appropriate level for their cognition; by association, concrete connections and the development of categorisation, comparisons (including ordination), and sequencing.

Access for SEN groups

Particular support and adjustments will be made for pupils with the following needs:

Autism – Visual supports and prompts to help with understanding key concepts and the connections between concepts and to facilitate social interactions during group work. Clear structure and expectations of lessons through the use of lesson schedules and the use of destination guides, multiple choice questions and, where open ended tasks are used, success criteria. Independent 'Box Tasks' to reinforce key skills and knowledge. Sensory diet and/or reward breaks to optimise positive learning time. Particular support will be required around the recognition of feelings and empathy for others, usually through the use of visual support and where appropriate the use of comic strip conversations or social stories.

Social, Emotional and Mental Health needs - Subject matter will be dealt with sensitively. Where staff foresee that the lesson content may cause distress for an individual, adjustments should be made. It may be necessary for alternative provision to be put in place for a particular lesson if the lesson content will place the pupil under additional significant distress.

Sensory impairment needs – To support visual impairment: sound cues, sensory activity markers or objects of reference; enlarged text and images; use of different coloured paper or text, coloured overlays or magnifying devices as appropriate to meet the needs of different individuals. To support hearing impairment; instructions available in written or visual form to support verbal instruction, use of individual hearing devices, use of signing, staff to ensure that they are facing pupils with hearing impairments to aid lip reading; microphones and speakers. To support speech impairment: allow pupil to finish sentences, do not finish for them, using written or picture form to aid communication is needed. Pupils with visual and hearing impairments will often benefit from being sat near the front of the classroom close to the board and/or near to the teacher or TA delivering content.

Physical disability needs – Physical aids such as standing frames, adjustable tables, writing slopes and pens with grip supports to help access to learning. ICT may be used as an alternative to pen and paper for recording work.

Cross Curricular References- additional subjects and core skills areas linking to Music, Art and Design.

Significant cross curricular links will be clearly identified and referenced on teachers' medium-term planning.

Key non-core subject links:

- Physical World (Geography)
- Social World (History)
- PSHE (Personal Growth)

Communication: Speaking and Listening (face to face communication) – Through whole group, small group and paired discussion activities with peers. In particular:

- Pupils will be encouraged to reflect on their learning by sharing or presenting their work to others in the group (or advocated by a member of staff).
- Pupils will make choices through their preferred mode of communication.

Communication: Reading (decoding recorded information) – Through reading through symbols and/or text as appropriate, information, scenarios and instructions. Key words will be defined and explained to aid comprehension. In particular:

- Reading key information about Artist/Designers and Musicians to gain an awareness of the context of specific Creative Art movements in History.
- Using words, symbols or True Object-based images (TOBIs) to process vocabulary relating to artworks, instruments and equipment.
- Phonics, Phase 1 – 'Letters and Sounds' – awareness of sounds in the environment to promote early reading skills.

Communication: Writing (recording information) – Through recording of ideas via manipulation of symbols/pictures, pen and paper including pieces of extended writing as appropriate, white boards, interactive screens and ICT. In particular:

- Writing or using symbols and pictures to comment on their work and the work of Artists, Designers and Musicians.
- Promotion of fine and gross motor skills, for example through instrument playing, drawing, mark-making and 3D design modelling.

ICT – Through the use of relevant software including the preparation of written work, presentations, videos and animations. In particular:

- Presentations about Music, Art and Design movements and events.
- Music and Art programmes and apps on the interactive screens and iPads.

Cognition: Maths & Computing – Through the fundamental principles of thinking skills including categorisation, sub-sets and the use of sets (including the size of the set- number), sequences and routines, and comparisons (including scales and measurement). In particular:

- Identifying colours, shapes and patterns in artworks and the natural environment; recognising a number beats and patterns in music.
- Following simple sequences to follow rhythms and processes such as printing or collage.

Improving own Learning- pupils will be taught to improve their attention, focus, working memory and independent problem solving by:

- Pupils are encouraged to reflect on their work and the work of their peers.
- Pupil questionnaires completed (staff advocate responses for some pupils).

Working with others- pupils will be taught to improve their ability to interact positively and safely, cooperate and work as a team by:

- Small group learning activities, including joint artworks.
- Whole group and small group presentations.

Personal Growth - pupils will be taught to make relevant links to Personal, Health, Social and Economic (including the use of money) issues as follows:

- Current events (spiritual, cultural), linked to lessons.
- Creative Arts movements covered from different periods in history and across different cultures.
- Exploring how tone, mood, rhythm, colours, lines, shapes and textures are used in Creative Arts to express positive and negative experiences (awareness of Mindfulness).
- Sensory exploration (such as clay) to stimulate and integrate the senses.

Careers- pupils will be taught about the following aspects of adult life opportunities:

- The work of Musicians, Artists and Designers.
- Awareness of Creative Arts in the community and visits to local museums and galleries.

Implementation

Sequencing learning: The curriculum will be implemented in a sequence specified by the Scheme of Work. This will ensure sufficient opportunities to revisit and deepen learning on the key themes of relevance to our pupils and a progressive building of skill development and understanding of knowledge including the ability to apply and implement learning.

In line with our school's teaching and learning policy implementation will ensure:

Engagement and motivation- maximising both intrinsic and extrinsic

Challenge and progress- including differentiation

Monitoring and adjustment for pupils- Teachers will monitor and assess how well students are learning and adjust support as necessary. Learning outcomes may need to be modified in the light of ongoing formative assessment.

Feedback and student involvement in their learning: Teachers will follow the school's marking policy in order to ensure that pupils receive meaningful and accessible feedback and are included in their own learning and next steps to the maximum extent possible.

Positive Relationships and high social expectations

Staff CPD

All staff will receive in house training and some teachers will have opportunities to access external LA training where appropriate. The subject lead will have access to training opportunities run by the subject associations ('Spiritual and Cultural'), when appropriate this may also be extended to other colleagues.

Monitoring and feedback for staff

Staff delivering the curriculum area will be monitored and receive feedback to improve, sustain and build on success through the following systems:

- Planning scrutiny
- Book/evidence of learning scrutiny
- Lesson observations

Impact

The impact of the teaching and learning within this curriculum area will be evaluated through:

- Formative and summative assessment reviewed through pupil progress meetings between teachers and their line managers – termly (core subjects), annually (foundation)
- Scrutiny of ‘evidence of pupil learning’
- KS4 accreditation results
- Pupil and staff questionnaires

Improvement Planning

The curriculum coordinator will formally review the improvement plan and will report back to governors at the Intent and Impact sub-group meetings on a yearly basis.

It will use the school’s self-evaluation model:

- Review and revise our understanding of “best practice” – ‘intent’
- Review and evaluate the results of monitoring and feedback against current understanding of “best practice”- ‘implementation’
- Review and evaluate the data and accreditation results
- Identify strengths and gaps
- Plan and cost to build on strengths and address gaps
- Act to build on strengths and address gaps
- Monitor the impact of actions

The improvement plan will be reviewed informally throughout the school year to ensure ongoing priorities remain at the forefront and that new priorities are identified (see appendix 2 for current action plan)

Appendix 1 –Website Mission Statement and Curriculum Overview

- Learn as much about the world as possible.
- Learn how to maximise their opportunities in the world.
- Learn to be confident, caring, responsible citizens.