



Creative Arts Policy

Introduction

At Stephen Hawking School we believe that the creative arts play a significant role in the education of all children. In particular, we believe that they support the development of communication skills and can provide access for children with profound and multiple learning difficulties to all curriculum areas.

The creative arts also provides enrichment opportunities, via motivating experiences and environments that support the transfer and generalisation of skills.

Legal Requirements

At Stephen Hawking School, the creative arts encompasses the music, drama, art & design and dance aspects of the National Curriculum for England.

Aims & Objectives

All children will encounter and experience a variety of art forms to support the development of attitudes, feelings and communication.

- Provide an arts curriculum of quality, range and depth.
- Ensure that all children's communication IEPs enable them to communicate about the arts.
- Provide the opportunities to explore a wide range of different arts experiences via a multi-sensory approach.

The children will be encouraged to respond and engage with a variety of art forms to create and appreciate their own, and others, work.

- Ensure that all children have the opportunity to experience different art forms in school.
- Ensure that all children are able to experience art forms being presented in public spaces.
- Allow all children in school the opportunity to display their work in a public part of the school.

The children will experience a variety of art forms, both independently and as a team, in order to share experiences and provide constructive criticism and appraisal.

- Give all children the opportunity to work both independently and in a group.

- Provide arts activities that rely on groups working as teams.
- Give children the opportunity to discuss the different arts experiences that they have been involved in.
- Provide all children with the communicative ability to comment on both theirs and others work.

The creative arts will support all curriculum areas by providing a breadth of cultural experiences.

- Ensure that the creative arts are an integral part of the school curriculum
- Provide training for teachers, STAs and NNEBs on including the arts in all curriculum areas
- Staff to develop an awareness of how different cultural experiences and understanding can be presented via a multi-sensory approach.

Implementation

Drama

Drama is present in many forms across the curriculum. It is used as a teaching style to create anticipation or to motivate pupils. It is also used as a teaching tool to support specific curriculum areas such as history. While there is not a specific scheme of work for drama at Stephen Hawking School, it is embedded in both the English and other relevant schemes of work.

For example:

English

drama games

dramatic re-enactment of stories

sensory stories / drama games

dramatic exploration of Shakespeare texts (at KS2)

History

dramatic re-enactments of historical events

role play to explore historical concepts

PSHE

role play to explore themes

dramatic re-enactments of scenarios / stories

Drama experiences will also be available through work with visiting artists and out of school visits.

Dance & Movement

Physicality is of huge importance for many of the pupils at Stephen Hawking School. Movement, however restricted, is vital to the way they communicate, for example, raising a hand, shaking a head or turning away. Staff are aware of the importance of movement and positioning and physiotherapy programmes are considered on a daily basis.

At Stephen Hawking School, movement activities form a distinct part of the PE scheme of work, and are also used more generally through extra-curricular work in developing creativity.

In Early Years, movement focuses on exploring the way in which the body works and the enjoyment of moving through space.

In Key Stage 1, children begin to think more about specific dance movements and ways of moving to music.

In Key Stage 2, children develop and practise movements putting them into sequences with music to create short performances.

Dance activities should take place regularly during lunchtimes and after school. Dance projects with visiting choreographers will be available as part of a rolling creative arts programme.

Music & Art

Music and art are already well established throughout the school. These subjects are an integral parts of the school's schemes of work.

All four areas of creative arts, dance, drama, music and art, will, however, be used to compliment and support each other. For example, whole school projects such as 'Big Arts Week' or 'Black History Month', After School Club arts projects and using music in dance and art sessions.

Assessment

Across the school, children will have differentiated targets relating to movement in Early Years and dance in Key Stages 1 & 2.

Some children, when appropriate, may have specific drama related targets, for example, in KS2 work on Shakespeare texts or in drama games at KS1. At other times, drama work will be framed by the needs and targets of other curriculum areas.

Although there are no specific P Levels relating to drama, some of these levels can be used to support the assessment process.

All children in Key Stages 1 & 2 will have differentiated learning targets for creative arts or more specifically, art, music, PE and technology.

The P levels may be used to support the assessment process in Key Stages 1 & 2, with the Foundation Stage profile and levels supporting assessment in Early Years.

Review

This policy will be reviewed in line with the school's agreed review schedule.