

“At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning”



Hilltop Infant School
Creative Arts Policy

Agreed by the Children & Curriculum Committee October 2015

Signature John Young
Chair of Governors

Date for review Summer 2017

The Creative Arts

We believe that all children are creative. They can display and develop this creativity when presented with a carefully planned range of opportunities. We aim to stimulate creativity and the imagination through the Creative Arts.

We believe that the Creative Arts is not something that is added on to the curriculum but has to be part of an overall approach to learning and teaching. The experiences we provide will help link curriculum areas where possible. Through active, hands –on involvement, visual, tactile and sensory experiences, children are offered a unique way of understanding and responding to the world.

We believe there must be a balance of teaching skills and providing opportunities for children to apply their skills in an enjoyable creative way. The Creative Arts – Art, Design and Technology, Music, Dance, Drama, Story-telling and Creative writing – provide opportunities for children to develop skills and knowledge which help them to make value judgements and aesthetic decisions. The Arts will develop children’s self esteem, motivation and achievement, and enable them to become actively involved in controlling their own lives and their environment now and in the future.

Planning Creative Arts may be:

- through a topic
- an area of the classroom eg role play area, outside area
- through a resource eg a story, a piece of music, an object
- through an activity eg splashing in puddles, playing in the snow

Aims and Objectives of Creative Arts in our school

To provide children with the opportunity

- to engage in a range of activities through a rich, exciting and creative curriculum
- to discover or pursue their particular interests and talent
- to develop their knowledge and skills across the arts
- to be imaginative by expressing themselves through all the art forms
- to be innovative and enterprising
- to think critically
- to look at and think about things from different points of view
- to explore ideas and possibilities responding positively to challenge
- to encourage children to ask “Why?”, “How?”, “What if?”
- to encourage children to envisage what might be

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- to understand that the creative arts exist in all cultures both in the present and the past, and appreciate and value its many forms
- to appreciate art forms produced by others, and to share and perform their own

Teaching and Learning

Learning objectives based on the Curriculum framework for Foundation Stage and QCA units of work have been identified in our long term rolling plans. In this way we are ensuring continuity and progression for our children. Each of the Arts subject's skills are planned to meet the needs of each child:

- within a lesson/session
- over a series of lessons/opportunities
- throughout a whole school experience
- through a combination of cross-curricular units and discrete units of work focussing on each area of the arts

Children are introduced to equipment, activities and skills so to foster their independence and confidence and make them feel safe to take risks and respond creatively. Classrooms provide environments that stimulate children's creative development. For instance:

- role play areas encourage children to make up their own stories and take on different roles with confidence and imagination
- writing stations provide opportunities for children to experiment with skills and write creatively for their own purposes
- book corners allow children to browse and share books and favourite stories with their friends. Children have the opportunity to shape their own story lines, gaining the confidence and delight in the freedom of fantasy and imagination
- Art/Making Tables allow children opportunities to follow through their own ideas and explorations
- Outside music equipment is available for children to experiment, create, practice or rehearse their own music making by themselves or with other children

Children are given opportunities to work:

- individually
- in small groups
- as a whole class
- as a school

- with other schools from time to time eg work throughout the year in Collaborative Learning Centre, Wickford Dance Festival

Teachers will:

- set clear purpose for children's work
- build specific creativity objectives into planning and integrate these with subject specific objectives
- take children through the creative process step by step
- share objectives with children to help them sustain their interest and motivation over longer periods of time
- ask open-ended questions eg, What if...? Why is...? How might you...? To encourage children to see things from different angles and come up with new ideas
- be willing to stand back providing helpful prompts when necessary
- regularly review work in progress with children
- establish criteria for success and encourage children's critical reflection. Staff will help children to develop criteria that they can use to judge their own success, originality and value their work
- plan for children to share their work with others so that they can reflect on and talk through their experiences and feelings
- be clear about freedoms and constraints, giving children opportunities to choose ways of working
- give opportunities for children to apply prior learning creatively
- fire children's imagination through other learning and experiences. Staff will help children to envisage what might be, explore ideas keeping options open
- capitalize on unexpected learning opportunities
- use a range of learning styles including role-play, practical experimentation, problem solving, small group discussion and collaboration and through using ICT programmes available to support learning in art and music

Assessment, Recording and Reporting

- On-going teacher assessment linked to learning objectives for a session which can be used to identify strengths and areas for development
- Self and peer assessment where children are encouraged to evaluate their own achievements
- Children's art folders/sketch books can be used as a point of reference when planning work
- Children's achievements are shared with parents/carers through parental consultations and in a written end-of-year report.

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