



# **EXPRESSIVE ARTS POLICY**



## **Expressive Arts**

### **(Art, Design, Drama, Dance and Music)**

This policy is written to support the following aims of Hill of Banchory Primary School:

- To provide and deliver a broad, balanced and relevant curriculum which will be progressive, well planned and be appropriate to the needs and aptitudes of all pupils.
- To increase pupils' levels of achievement.
- To provide a learning environment which stimulates and motivates pupils.

The following are a list of the skills and abilities that we aim to develop in pupils at Hill of Banchory 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.

## Effective Learning and 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 cross-sector opportunities.

## Active Learning

The Expressive Arts allows pupils to engage in experiential learning, in particular by:

- Using materials, techniques, skills and media.
- Expressing feelings, ideas, thoughts and solutions.
- Evaluating and appreciating through observation, reflecting and responding.
- Effective learning and teaching may require flexible approaches to accommodate the learning needs of the individuals.

## **Class Organisation**

The management of the class should vary to allow different learning and teaching approaches. They should include, for example:

- Independent learning
- Group work/Co-operative learning
- Whole class approaches
- Teacher directed activities
- Outdoor activities

## **Differentiation**

Differentiation should be addressed through the identification of and provision for a wide range of achievements in one class to ensure that all learners are being taught and assessed in ways suited to their different needs and capacities to learn. This can be achieved by planned adjustment to context, content, pace and methodology and the careful choice of classroom organisation, resources and means of assessment.

Learning targets should be negotiated with the learners to illustrate criteria for success.

## **Continuous Professional Development.**

Opportunities for staff development will be seen as an important aspect in the teaching of Expressive Arts.

## **Resources**

Main resources used:

- Web based resources
- Resources individually sourced by teachers

Visiting Specialists will maximize the positive impact of Expressive Arts on the learning process of individuals.

The use of external resources such as Theatre and Dance Groups etc. can provide additional enrichment to school-based planned programmes.

### **Monitoring and Evaluation**

Our Expressive Arts Policy will be subject to continuous review.

The Senior Management Team will monitor and evaluate the effectiveness of learning and teaching processes within the classroom situation and through Forward Planning Folders.

All members of the teaching staff have read and agreed with the policy.

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**Policy Update April 2017**