



Curnow School
Creative Arts Policy Statement
March 2023

INTENT - Curnow School (Access)

All pupils at Curnow School study Creative Arts (Music and Art) as part of their basic academic entitlement. It is of great importance in our Curriculum as Creative Arts are used on a regular basis throughout the school day, for example, singing good morning and song cues, through the use of objects of reference such as the bell signifying a specific time of day through to specific highly structured music sessions featuring within class timetables. Thus Creative Arts are very influential in our pupils' learning.

All staff at Curnow School are involved in the teaching of Creative Arts (Music and Art) paying due regard to a pupils chronological age and their developmental stage. It therefore seeks to be flexible by being responsive to individual need, developmental need and learning style.

Through the teaching delivery of Creative Arts across the school we recognise we need to consider the learning needs of all pupils taking account of the differences/nature of their special educational needs. We will however, strive to provide all pupils regardless of their ability, gender or race, with opportunities to experience the enjoyment, stimulation and knowledge that the teaching of Creative Arts can offer by enabling the pupil's to engage in making and responding to Music and Art. We aim to ensure that all pupils have a breadth of experiences.

Key Learning Indicators

At Curnow we recognize the importance of the development of the key skills identified within the Creative Arts curriculum.

The key skills identified within Art: - Producing Exploring and Recording, Technical Proficiency, Evaluation and Analysis, Artists Craft Makers and Designers

The key skills identified within Music: - Singing and Musical Instruments, Music Creation, Musical Experience

These will be addressed within our long term planning documents across each key stage. Through these, we will identify medium term planning outlining the key skills being pursued for the curriculum areas of Art and Music; this will inform all learning outcomes and ensure we provide sufficient challenge for all our learners in these important subject areas.

Aims of Creative Arts

- To provide access to a broad and balanced Art and Music curriculum, enabling pupils/students to develop their full potential in these areas
- To further develop an understanding and appreciation of a wide range of different kinds of Art and Music
- Develop awareness of different cultures and traditions through Art and Music
- Develop skills, attitudes and attributes that can support learning in other subject areas and which may be needed for life, (for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others)
- Experiment and try new ideas where there are no right or wrong answers
- Encourage co-operation, tolerance and a willingness to work with others
- Encourage the enjoyment and provide the opportunities to express ideas and feeling through Art and Music

Art

The Art curriculum provides the pupils of Curnow with a breadth of exciting activities and experiences, both visual and tactile, working in both 2D and 3D in a variety of mediums. Pupils will learn about colour, tone, line, space, form, texture and pattern, using different materials and processes to inspire their creativity and imagination and to communicate how they feel. Pupils are also provided with opportunities to look at the work of other artists and craftspeople and to practice working in similar style or techniques and take part in musical workshops and work with performers.

The planning of Art at is based on using key skills. Our intention therefore, is to modify and adapt programmes of learning which makes them both specific to need and provide a breadth of experiences and offer a progression to children's learning and musical skills.

We acknowledge that we have many different learning cohorts at Curnow whose educational needs require different curriculum approaches, teaching and learning styles. We have therefore identified aims for each cohort of learners to ensure our curriculum provides breadth, depth and relevance for all pupils/students at Curnow School.

When planning the units of work for Art at Curnow School we strive to ensure continuity and progression throughout all Key Stages and onto Post 16 Education. Whether drawing on the programmes of study set out in the EYFS, the National Curriculum or EQUALS schemes of work care is taken to adapt all teaching and learning to meet the individual needs of the pupils. We endeavour to provide an environment where pupils see their work is valued as the personal communication and self-expression of the individual which helps them to further develop positive attitudes to themselves and others.

INTENT – Pupil (purpose)

EYFS

The aims of Art (Expressive Arts and Design) within our **EYFS** provision will encourage our pupils to:

- Use what they have learnt about media and materials in original ways
- Think about uses and purposes of media and materials
- Represent their own ideas, thoughts and feelings through art
- Use and explore a variety of materials, tools and techniques
- Experiment with colour, design, texture, form and function

The aims of Art within our **Key Stages 1 – 2** provisions will encourage our pupils to:

- Further develop an understanding and appreciation of a wide range of different kinds of Art (**Artists, Craft Makers and Designers**)
- Develop skills, attitudes and attributes that can support learning in other subject areas and which may be needed for life and work, (for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others) (**Technical Proficiency**)
- Experiment and try new ideas where there are no right or wrong answers (**Producing, Exploring and Recording**)
- Further develop co-operation, tolerance and a willingness to work with others (**Technical Proficiency**)
- Develop an awareness of different cultures and traditions through their Art (**Artists, Craft Makers and Designers**)
- Express ideas and feeling through Art (**Producing, Exploring and Recording**)
- Interact with their environment whilst further developing their skills in self-expression and communication
- (**Producing, Exploring and Recording**)
- Widen their investigation skills (**Technical Proficiency**)
- Use drawing, painting and sculpture to share their ideas, experiences and imagination (**Technical Proficiency**)
- Develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D
- (**Producing, Exploring and Recording**)
- Describe the differences and similarities between different practices and disciplines, and making links to their own work (**Artists, Craft Makers and Designers**)

The aims of Art within our **Key Stages 3 & 4 (entitlement area)** provision will encourage our students to:

- Further develop an understanding and appreciation of a wide range of different kinds of Art (**Technical Proficiency**)
- Develop skills, attitudes and attributes that can support learning in other subject areas and which may be needed for life and work, (for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others) (**Technical Proficiency**)
- Experiment and try new ideas where there are no right or wrong answers (**Producing, Exploring and Recording**)
- Further skills within co-operation, tolerance and a willingness to work with others (**Evaluating and Developing work**)
- Develop an awareness of different cultures and traditions through their Art (**Producing, Exploring and Recording**)
- Express ideas and feeling through Art (**Producing, Exploring and Recording**)
- Interact with their environment whilst further developing their skills in self-expression and communication (**Evaluating and Developing work**)
- Consider a range of materials to design and make products (**Technical Proficiency**)
- Use drawing, painting and sculpture to share their ideas, experiences and imagination (**Technical Proficiency**)

- Develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D (**Producing, Exploring and Recording**)
- Describe the differences and similarities between different practices and disciplines, and making links to their own work (**Artists, Craft Makers and Designers**)

The aims of Art (Creative Arts) within **Post 16** provision will encourage our students to:

- Take responsibility for themselves and others
- Use art to develop confidence, self-esteem, foster positive attitudes and values
- Develop knowledge and understanding of the natural and man-made world and its resources
- Explore, select and safely use appropriate materials for specific purposes
- Utilise skills, knowledge and understanding acquired to enhance their lives as adults
- Learn about 2D, 3D and abstract art techniques
- Explore art in the community

The aims of Art within our **L2L** provision will encourage our students to:

- Develop their pre-requisite skills through the National Curriculum subject areas; including Art
- Encounter creative ideas and practices as a vehicle whilst concentrating on personalized learning outcomes (Engagement profile)

English and Maths across the Art curriculum

Within their planning teachers will full incorporate the additional subject areas of English and Maths; these areas will be designed to enhance the module of work being addressed. Key vocabulary within both areas will be detailed within the Medium Term planning document to support the structured teaching delivery planned.

IMPLEMENTATION

The long term planning used at Curnow school addresses key aims (intent) outlined for each key stage for Art (Appendix A).

IMPACT

The impact of our curriculum offer will encourage all pupils to develop their creativity and imagination. Art provides opportunities for pupils to explore their creativity and imagination in a safe place. To evaluate the effectiveness of our Art curriculum and use the information obtained to inform future learning we need to monitor and measure the impact of it to ensure it meets its fundamental aims of securing pupil progress over time; to focus in on this aspect Curnow School will:

- Ensure the Art curriculum offer and implementation of it through the class timetable is broad, balanced and relevant and links to statutory requirements.

- Monitor the quality of teaching, learning and assessment via lesson observations/learning walks to ensure teaching is engaging, highly responsive to children's needs and all learning remains personalised
- Monitor the effectiveness (impact) of personalised learning pathways identified and how they inspire pupils to learn which demonstrates an ethos of continual improvement identifying appropriate measures to 'close the gap' if/as necessary (school data sets)
- Ensure formative and summative assessment is accurate (informs next steps) and based on high quality observation/evidence.
- Ensure assessment outcomes provide evidence of lateral learning as well as linear learning
- Record the achievements of all pupils equally
- Measure, assess and record the progress of each pupil in a systematic way, to ensure that each pupil achieves his or her full potential
- Monitor pupils personalised learning offer as reflected within their timetable ensuring pupils are set challenging goals within each aspect of it using assessment data which informs future target setting
- Ensure learning is part of a well-planned sequence
- Monitor standards of pupil achievement via the moderation process embedded across our schools
- Monitor the qualitative data (e.g. – parent survey and where appropriate pupil survey) to ensure parents are happy with the quality of education received by their child

IMPACT (pupil)

- Pupils progress well from their different starting points within the key skills of Music learning remains sequential.
- Pupil progress builds upon prior knowledge and understanding (their current skills/abilities) and prepares them well for their next stage; next steps secure challenge within all learning
- Pupil progress in accordance with SPT benchmarks
- Pupil's enjoy their learning and engage well

Music

In Music pupils will explore a wide range of musical genres for example classical, world music and locally produced music. All pupils have the opportunity to explore a variety of instruments which will support the areas within the music curriculum. The music curriculum is based on key skills supported by the Charanga music programme and Sounds of Intent; which supports pupils from EYFS through to the end of Key Stage 4. This programme provides a well-planned sequence of learning for pupils to learn skills, experience a diverse range of musical styles and learn to enjoy and appreciate music and the music curriculum. These units of study support the Learning Goals and Learning Outcomes from both the EYFS Curriculum, the National Curriculum.

Post 16 has its own bespoke curriculum, music is studied through the Well-being and Relationships curriculum to further strengthen and support pupils' skills and interests. The delivery of music is further supported through a progressive and stimulating music offer providing a clear journey through the school. The lower school has termly workshops and performers to provide an exciting and stimulating breadth of musical experiences are delivered to enhance the pupils' interest, experiences and enjoyment of music. The upper school looks to develop and strengthen this interest further through well-planned and focused music therapy sessions, using a trained music therapist. Individual skills and interest are developed through sessions supported by the Cornwall music hub and Open Orchestra. This provides a rich offer with clear progression through the school.

INTENT – Pupil (purpose)

The aims of Music within our **EYFS** provision will encourage our pupils to:

- Begin to move to music, listen to or join in rhymes or songs
- Show an interest in the way musical instruments sound.
- Represent their own ideas, thoughts and feelings through music
- Use and explore a variety of instruments and techniques, experiment with sound, pitch, duration, dynamics, tempo and timbre

The aims of Music within our **Key Stages 1 & 2** provision will encourage our pupils to:

- **perform, listen** to, review and **evaluate** music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians (**Singing and Musical Instruments, Musical Creation, Musical Experience**)
- learn to sing and to use their voices, to **create and compose** music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence (**Singing and Musical Instruments, Musical Creation, Musical Experience**)
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations (**Singing and Musical Instruments, Musical Creation, Musical Experience**)

The aims of Music within our **Key Stages 3 & 4** provision will encourage our students to:

- **perform, listen** to, review and **evaluate** music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians (**Singing and Musical Instruments, Musical Creation, Musical Experience**)
- learn to sing and to use their voices, to **create and compose** music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence (**Singing and Musical Instruments, Musical Creation, Musical Experience**)
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations (**Musical Creation, Musical Experience**)

The aims of Music within our **Post 16** provision will encourage our students to

- Appreciate and enjoy the expressive arts
- Develop an awareness of the inner self and acquire insights into the wonder of the world by developing an appreciation of the world and its people
- Utilise the knowledge, understanding and skills gained to enhance their lives as adults
- Develop spiritual and moral awareness
- Develop confidence, self -esteem, foster positive attitudes and values
- Explore, select and safely use appropriate materials for specific purposes

The aims of Music within our **L2L** provision will encourage our students to:

- Develop their pre-requisite skills through the National Curriculum subject areas; including Music
- Encounter creative ideas and practices as a vehicle whilst concentrating on personalized learning outcomes (Engagement profile)

English and Maths across the Music curriculum

Within their planning teachers will fully incorporate the additional subject areas of English and Maths; these areas will be designed to enhance the module of work being addressed. Key vocabulary within both areas will be detailed within the Medium Term planning document to support the structured teaching delivery planned.

IMPLEMENTATION

The long term planning used at Curnow school addresses key aims (intent) outlined for each key stage for Music (Appendix A).

IMPACT

The impact of our curriculum offer will encourage all pupils to develop their creativity and imagination. Music provides opportunities for pupils to explore their creativity and imagination in a safe place.

To evaluate the effectiveness of our Music curriculum and use the information obtained to inform future learning we need to monitor and measure the impact of it to ensure it meets its fundamental aims of securing pupil progress over time; to focus in on this aspect Curnow School will:

- Ensure the Music curriculum offer and implementation of it through the class timetable is broad, balanced and relevant and links to statutory requirements.
- Monitor the quality of teaching, learning and assessment via lesson observations/learning walks to ensure teaching is engaging, highly responsive to children's needs and all learning remains personalised
- Monitor the effectiveness (impact) of personalised learning pathways identified and how they inspire pupils to learn which demonstrates an ethos of continual improvement identifying appropriate measures to 'close the gap' if/as necessary (school data sets)
- Ensure formative and summative assessment is accurate (informs next steps) and based on high quality observation/evidence.
- Ensure assessment outcomes provide evidence of lateral learning as well as linear learning
- Record the achievements of all pupils equally
- Measure, assess and record the progress of each pupil in a systematic way, to ensure that each pupil achieves his or her full potential
- Monitor pupils personalised learning offer as reflected within their timetable ensuring pupils are set challenging goals within each aspect of it using assessment data which informs future target setting
- Ensure learning is part of a well-planned sequence
- Monitor standards of pupil achievement via the moderation process embedded across our schools
- Monitor the qualitative data (e.g. – parent survey and where appropriate pupil survey) to ensure parents are happy with the quality of education received by their child

IMPACT (pupil)

- Pupils progress well from their different starting points within the key skills of Music learning remains sequential.
- Pupil progress builds upon prior knowledge and understanding (their current skills/abilities) and prepares them well for their next stage; next steps secure challenge within all learning
- Pupil progress in accordance with SPT benchmarks
- Pupil's enjoy their learning and engage well

Monitoring and review

It will be the responsibility of the teachers, Subject Leader, Leadership Team and Governors (Achievement and Quality of teaching) to ensure the area of Creative Arts (Music and Art) is monitored and reviewed to make sure the delivery of the Creative Arts maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives.

The Subject Leader will monitor the policy on a biennial basis as part of the School Self Evaluation Policy and Guidelines. They will have a responsibility of providing a report outlining any additional information relating to these subject areas (Art and Music) to the Achievement and Quality of Teaching sub-committee of the Governors of the school.

Guidelines

There are different responsibilities for staff members in the delivery of Creative Arts.

1 Responsibility of Teachers

- 1.1 Plan for progression
- 1.2 Use the scheme of work to plan Art and Music into Medium and Short Term Plans (using the long term planning to support the further development of key skills identified)
- 1.3 Plan for individual needs and differentiate work and materials
- 1.4 Record pupils' progress using; EYFs – Cherry Garden assessment, R2L non-core bespoke key skills assessment , L2L Engagement and EHCP targets and individual record systems as appropriate
- 1.5 Provide appropriate information to the Subject Leader
- 1.6 Order appropriate resources through class or faculty budget
- 1.7 To maximise opportunities to help develop ICT in Art and Music.
- 1.8 To carry out any appropriate risk assessment associated with Art and Music.

2 Responsibility of Subject Leader

- 2.1 Monitor the teaching of the subject by access to colleagues MTP's
- 2.2 Support colleagues in planning, teaching styles, use of resources
- 2.3 Ensure curriculum coverage across the whole school and be aware of continuity and progression in the subject
- 2.4 Monitor and evaluate Art and Music across the school as part of the School Self Evaluation Policy and Guidelines via a Creative Arts non-core assessment folder and lesson observations
- 2.5 Monitor pupil's progression using formative and summative assessment data as appropriate.
- 2.6 Provide appropriate information on the Creative Arts to the Achievement and Quality of Teaching sub-committee of the Governors of the school; outlining impact of additional actions and provision
- 2.7 Maintain the Creative Arts Subject Leader's file in line with the agreed format
- 2.8 Monitor the Creative Arts policy document biennially as part of the School Self Evaluation Policy and Guidelines

3 Responsibility of the Senior Leadership Team

- 3.1 Ensure adequate resources
- 3.2 Ensure access to training to Creative Arts Subject Leader
- 3.3 Ensure access to training for teachers and support staff
- 3.4 Have an overview of the subject area

4 Responsibility of the Achievement and Quality of Teaching Sub Committee Governors

- 4.1 To monitor the delivery of Creative Arts through reports from the Subject Leader
- 4.2 To approve the Creative Arts curriculum and policy and any subsequent updates.

5 Resources

- 5.1 Resources will be purchased to underpin the effective teaching delivery of Creative Arts by teachers liaising with the head of Upper or Lower school to authorise using their curriculum allocation budget.
- 5.2 Resources can be found in the teacher resource area and in clearly labelled designated areas within the school (Upper school). In cupboards outside Crofty class (Lower school)
- 5.3 Teachers are responsible for identifying if anything is running out or needs replacing due to general wear and tear and informing the head of faculty; who will authorise any order from their curriculum allocation budget. Additional resources may need to be obtained by faculties for specific activities, or other Subject Leaders to support the delivery of their subject these must also be authorised by the head of faculty.

6 Assessment and Recording

- 6.1 Pupils will have the opportunity to respond to Creative Arts in a variety of ways. These may include art, dance, drama, written work or discussion. This is in addition to the requirements of the National Curriculum. Pupils may require specific equipment to support their needs, these will be available to those pupils and used appropriately.
- 6.2 Pupils will be assessed using the Art and Music Key skills assessment, (Ready to learn non-core assessment) bespoke assessment (EHCP outcomes- L2L). Pupils will also be assessed using the Cherry Garden assessment determined by the EYFS Framework within their Reception and Year 1. Pupils work can additionally be recorded through photographs, print out of work etc.
- 6.3 As well as these formal frameworks for assessment, it should be remembered that assessment in Creative Arts should be a continual and on-going process made possible by constant communication, sharing ideas and helping children to evaluate their own work (comparing the end product in the light of original intentions) and making it personal and individual to each child.
- 6.4 Recording and reporting will follow the agreements outlined in the schools 'Assessment, Recording and Reporting Policy' (PARRC policy).
- 6.5 Pupils will be assessed through teacher observation, discussion with children before and after working and during Assessment for learning opportunities.

- 6.6 Pupils within Post 16 will be assessed using the learning outcomes from ASDAN's achievement continuum from the ASDAN Personal Progress and Personal and Social development modules of work and also through their bespoke Well-being and Relationships curriculum.
- 6.7 Assessment can be made in accordance with the End of Key Stage Descriptions in the National Curriculum depending on the NC level or the Progression or Engagement step level of the pupils. Additionally, students can be assessed using the criteria determined by ASDAN's Personal Progress and Personal and Social development modules of work.

7 Delivery

- 7.1 We will strive for excellence in the teaching delivery of Creative Arts by:
- The quality of learning which pupils experience
 - The quality of teaching that we provide
 - The richness of the environment in which they learn
- 7.2 The Creative Arts Curriculum will use whatever specialist techniques and teaching approaches, which motivate, support the needs, or improve the access of any individual. Teachers will therefore look at matching their teaching approaches to individual pupil's learning styles.

8 Delivery of subject

- 8.1 Creative Arts will be taught in a range of settings within the School:
- Timetabled Creative Arts lessons
 - Whole class, small group and individual teaching (using the inside and outside environments)
 - Performing Arts fortnight (Upper School)
 - Linked to every other subject
 - As part of the class and school assemblies/group worship
 - Visiting artists (musicians/artists) working with pupils throughout the school supporting themes or topics being studied.
 - Music Therapist (Upper school)
 - Visiting music teachers (KS4 P16)

9 Planning

- 9.1 Teachers will use the long term planning; key skills and track backs written by Curnow School to determine differentiated learning outcomes for each pupil within their class. Supported by the Charanga music scheme and Sounds of Intent. It will be the responsibility of the Art & Music Subject Leader to ensure this accurately reflects the learning needs of the pupils and follows the curriculum ethos for each Faculty.

10 Accreditation

- 10.1 Pupils in Key stage 4 and Post 16 will have the opportunity to undertake accredited units of work within the ASDAN Personal Progress Modules Personal and Social Development modules. Teachers in these faculties will determine on an individual basis the appropriateness of each unit based on pupils need ensuring these add value to individual learning.
- 10.2 The awards obtained by the pupils will be formally presented during the annual Record of Achievement day in the summer Term. Parents are encouraged to attend all musical/creative arts performances where applicable to help celebrate achievements and learning
- 10.3 Celebrating pupils' achievements can also be achieved through the displaying of Creative Arts work in classrooms and other areas of the school. It can also be achieved through performance of pupils work to class, year group or school.

11 Equal Opportunities

- 11.1 Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age.

12 Health and Safety

- 12.1 All staff should ensure the health and safety of all pupils and staff at all times

Policy approved by Local Governing Body	March 2023
Policy to be reviewed	Every 2 years
Responsibility	Head Teacher Deputy Head