



CREATIVITY POLICY

RATIONALE

This policy supports our Artsmark status

Defining the Arts -

Spring Common Academy Trust sees the Arts as engaging with the universal language of self-expression through planning, designing and creating, indicating preferences, offering opinions, sharing emotions, nurturing talent and developing cultural awareness. This creative process involves a wide range of verbal and non-verbal communication, including Makaton signing.

The Arts are a way of communicating ideas and feelings. We believe students at Spring Common have the right to opportunities which develop positive attitudes towards art and design, drama, music, dance and other art forms. Pupils can experience a multitude of ways in which the arts can enrich their lives.

WHY THE SCHOOL PROVIDES AND VALUES ART

We feel the arts provide important means of self-expression which all students should have access to. The arts demand a range of skills: imagination, experimentation and evaluation. It provides opportunities and insights into pupils' tactile/sensory preferences.

ACCESS

All students at Spring Common have the opportunity to understand music, dance, drama and art and design. Inclusion is made meaningful through a wide range of different arts forms and integration of the arts in non-arts subjects; every pupil regardless of SEND can experience and contribute positively. We embrace the Artsmark values (*Appendix 1*). These values form the basis for our curriculum design and extra-curricular opportunities.

Teaching Art to Children with Autism Spectrum Conditions

General guidance on the approach to teaching and learning for children with ASC may be found within the school's Autism Handbook. See *Appendix 2* for specific approaches for students with Autistic Spectrum Conditions in the Arts

Teaching the Arts to Children with Physical Disabilities

Children with physical disabilities may need help stabilising their bodies when working with fine motor skills. In lessons we use suitable positioning equipment

wherever possible. The rooms are flexible spaces that can be adapted to accommodate all walking aids and wheelchairs currently in school. Angled table easels or slant boards are used along with an adjustable height table or individualised working trays attached to the student's chair. Interventions such as hand over hand assistance, foam grips, photos and symbols are also used to allow greater access to a wide range of materials. Tasks are differentiated to allow students with physical disabilities more time and the use of more appropriate techniques or materials. These tasks are often open ended to allow personal creativity.

PURPOSE/AIMS

Through a wide range of different art experiences and study programmes which are delivered through a range of sensory modalities differentiated at each Key Stage we have the following clear purposes for the Arts. All students should be given the opportunity to:

- Deliver high quality arts experiences to all pupils.
- To provide opportunities for pupils to experience and creative in the four main arts forms Art and Design, Music, Drama and Dance.
- To extend pupils artist experience, confidence and skills to engage experience to include a wider range of Art forms listed on the Artsmark acceptable art forms criteria.
- Have opportunities to work in the specialist room art, music and sensory rooms using the equipment, developing an awareness of self-expression and choice making, developing individual styles of engagement, performance and creating
- Engage in both self, peer and artist assessment to develop a sense of achievement and enjoyment, and develop positive discussions among peers.
- To have opportunities to work with Arts organizations and professional artists.
- To develop cross curricular links in non-arts subjects.
- Engage in the aesthetic world around them.
- To engage in first hand sensory experiences.
- To promote a range of arts forms within the school curriculum and the wider community.
- To enable students to appreciate the natural world and in other cultures.
- Develop technical and creative skills as well as the opportunity to use original ideas, to experience the satisfaction of producing work which is pleasing for the students themselves and others.
- Learn to value and understand the contribution made by artists, craft workers and designers from diverse cultures and times.
- Communicate (using speech, PECS, Communication Book, Makaton, or other mode of communication) in art to express their preferences or views.
- To develop staff creativity and confidence in integrating the arts into the curriculum.

PRINCIPLES

- Ethos: High quality curriculum planning developed through the Arts being part of the School Development plan.
- Ownership: planning of the arts includes pupil voice and evaluation.
- Creativity: Encouraged by pupils and support to communicate thoughts, ideas and feeling is integral to planning and delivery.
- Support: Access to the employment of Art and Music specialist teachers, the use of visiting specialists and educational visits to quality creative providers
- Breadth of opportunity: The arts are embedded in the taught curriculum, lesson starters and plenaries, cross curricular links are used in non arts subjects, Specialist dedicated Arts Days, projects, after school club, assemblies, performance opportunities and community links.
- CPD for specialists delivering the arts and in house training for staff is continually reviewed and addressed.
- Celebration: Awards, achievements and opportunities to display work and perform are embedded in the school curriculum. Celebration assemblies occur on Fridays. There are regular music and drama productions each year.
- There is a yearly Arts day and a Festival Week focusing on the four main arts forms. There is an annual math's Day which integrates planning and design. There is an annual International Day integrating a range of Arts forms.
- Parents, Carers and Trustees are regularly invited to these events.

ORGANISATION AND IMPLEMENTATION

Planning is carried out by each Arts area Coordinator and is organised in line with the three strands of the curriculum; Formal, semi-formal and pre-formal.

MONITORING IMPACT

We have group and personalized learning programmes (Creative Assessment Tool accessed through SOLAR, Routes for Learning, Arts Award, Unit Awards). We target set and track pupils' academic and creative progress through the arts. Art and music are delivered separately; dance and drama are assessed within the English and PE curricular. Success is shown through pupils meeting targets, Learning Journey evidence, achievement certificates and Blue Books.

An Exemplar file of work is kept by the Arts Coordinator to enable moderation externally with other special schools.

EVALUATION OF THE ART POLICY

The art policy will be monitored by the Art Coordinator and the SMT.

The current Art teacher and Artsmark coordinator is Beth Chapman.

Appendix 1:

Artsmark Principles

Arts Council England Quality Principles:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

Appendix 2:

- A relative strength in concrete thinking, for example, identify different art forms.
- A preference for visually as opposed to orally presented materials, for example, modelling the process of producing a piece of art rather than simply describing.
- A relatively slow speed of processing of orally presented materials leading to partial or incomplete understanding of a spoken instruction.
- A relative strength in rote memory, for example, recalling past learning for developing skills, the rules for using tools.
- A strength in understanding visuospatial relationships, for example, isolating pattern and form from an image or artefact.
- Difficulties in abstract thinking, for example, applying feeling to colour or pattern.
- Difficulties in social cognition, for example, turn taking, sharing and listening to the creative ideas of others.
- Difficulties in communication. Many people with ASC are reluctant writers, some ASC adults describe struggling to understand why they were expected to write down something they already knew.
- Unusual patterns of attention, for example, total absorption in a favourite activity and fleeting attention to something that is not preferred.

Students with ASC are often helped by:

- Making large body movements to then create smaller motor control movements to draw patterns.
- First / then structures
- Use of routines
- Personalised symbol folders
- Personalised sensory boxes

Policy agreed on: _____

Signed on behalf of the Trustees _____

Committee: _____

Author: BETH CHAPMAN _____

Review date (optional): _____

Website Y/N