



Rationale

The Expressive Arts play an important role in the education of all pupils. They encourage the explorations of values, foster imagination and creativity, develop practical and perceptual skills and promote intellectual and aesthetic development.

Through our Expressive Arts programme we aim to:

- promote affective development
- promote physical development
- promote cognitive development
- contribute to social development
- contribute to personal development
- ensure that all pupils have access to the Expressive Arts curriculum
- promote an awareness of cultural heritage, values and diversity
- develop confidence and self-esteem in day-to-day interaction with others
- maximise the expertise of specialist teachers

Content

The content of our Expressive Arts Policy is related to 5-14 Guidelines and A Curriculum Framework 3-5 guidelines – Expressive and Aesthetic - and covers outcomes using materials, techniques, skills and media, expressing feelings, ideas, thoughts and solutions, and evaluating and appreciating. Throughout our programmes in Arts, Craft, Music, PE and Drama, the children and pupils will have opportunities to learn skills and acquire knowledge, explore/express their feelings and evaluate and appreciate their own and others work. Many of these learning experiences will be set in the contexts of other areas of the Curriculum, often related to project work. Learning through the Expressive Arts will develop and reinforce skills and concepts acquired in other areas.

Teaching and Learning

Regular reference will be made to the Expressive Arts 5-14 document and the Curriculum for Excellence draft material to ensure all outcomes are met from Junior 1 - 6, to ensure progression of knowledge and understanding. Reference will be made to A Curriculum Framework 3-5 to ensure coverage of the features in Expressive and Aesthetic development in the Nursery.

Methodology

Effective learning in the Expressive Arts requires a variety of learning and teaching approaches and the ability to select the most appropriate approach for the learner and the context. By its very nature Expressive Arts lends itself towards activity-based learning. A range of approaches may include:

- Individual work
- Small group work
- Class work
- Teacher directed activities
- Fieldwork
- Special assignments
- Pupil choice activities



To encourage pupils to become independent learners, the programmes include time for work structured and taught by the teacher, time for pupils to initiate, plan, develop and present their own work and time for collaborative work where pupils and teachers are in partnership. Flexibility of teaching methods will allow for different classes, abilities and interests. In all 4 areas and in all stages, the children and pupils will be encouraged to learn, understand and use the specialist language, terminology and symbols appropriate to the curricular area. The main emphasis in the learning and teaching of Expressive Arts is based on skills with the context for this being determined by collaboration with class teacher and specialists.

We enhance our Expressive Arts programme by including input from other agencies e.g. Theatre Groups, musical groups, drama outreach workers, sports specialists and through a programme of extra-curricular activities. The pupils are also given opportunities to participate in sports tournaments, music festivals, drama and art workshops. They get opportunities to present aspects of Expressive Arts through concerts and class assemblies.

Support for Learning

To ensure that all pupils have access to Expressive Arts activities Support for Learning staff may be involved in supporting pupils with specific difficulties e.g. movement/co-ordination difficulties, organisational problems. This may be direct supervision or support or through the provision of appropriate materials/resources/equipment.

Cross-Curricular Opportunities

Expressive Arts will be integrated into many other areas of the curriculum and in a way that enhances the learning and teaching of these other areas very effectively.

Specialist Teachers

Specialist teachers from the Senior School have a significant contribution to make to the Expressive Arts programmes. Time is allocated at the beginning of each term for collaborative planning with class teachers. They will:

- Share their expertise and knowledge with all staff
- Work co-operatively with class teachers to share the above
- Advise and liaise with all staff if required
- Contribute to planning, delivery and evaluation of Expressive Arts programmes

Resources

We have a bank of resources for each curricular area which are kept in relevant cupboards and classrooms throughout the school.

Record Keeping and Assessment

The above mentioned forward plans form part of our record keeping. Assessment is usually undertaken through observation, discussion or completion of practical activities. Evidence of artwork is kept in pupil



folios including photographs of significant models/sculptures. Artwork is also displayed around the school for all to see.

We regularly record aspects of work undertaken in drama, P.E. and music by camera, still or video. This is particularly significant in the Nursery where much of the work carried out by the pupils is through the medium of Expressive Arts. The Nursery pupil folios include photos and examples of artwork and that forms a significant part of the recording progress. It is also a basis for reporting to parents.

Reporting of individual assessment is commented on in pupil reports and any significant factors can be recorded in pupil records.

Time Allocation

The recommended minimum time for Expressive Arts is 15%. This is reviewed annually. In Nursery, activities are planned to give breadth and balance to the curriculum so no fixed time is allocated.

Monitoring and review

Monitoring and review of all elements takes place through sampling of work; wall displays, photographs, videos, models, assemblies, personal talks, etc. in accordance with the Assessment and Reporting procedures of the school.