



Creative and Enrichment Policy 2021

RATIONALE:

John Chilton School has grouped the following subjects together as Creative and Enrichment: music, drama, art, design technology and exploratory play. We believe that creativity is key to empowering pupils' individuality and self-expression. All learning across the curriculum is under-pinned with opportunities to explore the curriculum through art, music and drama. We promote creative activities because they can be adapted to be fully accessed by all pupils; boosting confidence, motivation and independence as well as encouraging a life-long love of creative arts. John Chilton School keenly values creativity because of its unique power to allow pupils to understand and express their sense of identity, ideas and understanding of the world and engage in it emotionally and imaginatively.

AIMS:

- To provide opportunities that allow pupils to express their individual personalities, imaginations, emotions and ideas
- To encourage a life-long and personal appreciation, understanding and exploration of art, design, music and drama
- To provide experiences that expose our pupils to the influences of major artists, designers, composers, musicians and practitioners
- To provide quality access to essential creative experiences and events that enrich the lives of our pupils in and out of school and as part of their leisure and recreational time
- To offer a broad range of creative activities and lessons with specialist teachers who have skills and backgrounds in the arts, which explore the learning of key art, music and drama skills

INTENDED OUTCOMES:

- To have an understanding of how they wish to spend their leisure time.
- To be able to participate in creative experiences and self-expression
- To know how to access creative opportunities in the community and continue adult learning
- To work collaboratively with outside arts agencies and specialists
- To provide whole-school opportunities for enrichment events and projects such as exhibitions, artist-in-residencies (recently we have worked closely with House of Illustration). These support the school ethos of promoting independence, motivation and confidence. Collaboration and participation in arts events and activities also promotes elements of pupils' social, emotional and communication needs, often in-line with their EHCPs

RESPONSIBILITIES:

Overall responsibility: Aidan Meech

Art and Design and Design Technology: Iona Bullard and Cristian De Rosa

Music: Nicola Cressey

Drama (within English Curriculum): Charleen Bruce

MONITORING AND EVALUATION:

Each area of the curriculum is overseen by a member of the Senior Leadership Team. Regular meetings are held with the subject leaders involved in the group.

Regular observations and learning walks are held and these feed into curriculum monitoring and evaluation.

Subject leaders are expected to fulfil a number of roles in monitoring and evaluation. These include:

- Giving advice and support to colleagues; arranging CPD as appropriate through peer mentoring, modelling or outside agency training
- Auditing and ordering resources and overseeing the allocated budget
- Developing, implementing and reviewing a cycle of action plans
- Ensuring policies and schemes of work are in place and annually reviewed
- Scrutinising and giving advice and feedback on termly plans
- Frequent and regular work sampling
- Contributing to assessment and moderation of the subject
- Giving feedback to SLT on areas of strengths and development
- Surveying parents, pupils and staff regarding the effectiveness of their subject.
- From time to time and when appropriate, to liaise with the appropriate teacher or department in ARA and/or other providers.

ASSESSMENT AND REPORTING:

JCS monitors pupil progress and achievement against I Can statements, through a tracking system which allows realistic progress to be recognised. Progress is monitored in all curriculum areas as well as communication, fine and gross motor and social and emotional areas of learning.

The system tracks depth and breadth of learning. A pupil's progress is measured using the following scales of learning:

- Encountered
- Participated
- Involved
- Developed
- Achieved
- Mastered

In the many cases, pupils receive an internal 'John Chilton School' certificate to celebrate and acknowledge attainment and achievement in this area.

BRITISH VALUES:

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs."

Our school's curriculum incorporates and promotes British Values through celebrating diversity, finding out about and respecting other cultures and faiths, using a wider range of resources and texts, learning about the British monarchy, justice system and democracy in action.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:

John Chilton School regards SMSC as a core entitlement for all pupils. It is embedded in the culture of the school, the whole curriculum, modelled by staff and pupils and provided in all formal and informal settings. Teaching provides opportunities for reflection on learning, ideas, opinions and behaviour. The bespoke curriculum has been developed to motivate pupils,

encourage them to imagine and enquire and cultivate a sense of enjoyment and fascination in learning about themselves, others and the world around them.

The Creative and Enrichment element develops SMSC by providing opportunities to:

- Appreciate and access cultural experiences and work with creative professionals.
- Participate in visits and meet visitors from a range of backgrounds and mediums such as opera, ballet, music performance, theatre, artists.
- Explore creative experiences enabling expression of their own individual imaginations, responses, thoughts and feelings.
- Develop respectful critique of their work and that of others.

SPECIFIC SUBJECT AREA: Drama

AIMS:

- To develop pupils' communication skills and apply them in different contexts
- To empower and inspire pupils to take measured risks, improve concentration, co-operation and communication
- To develop a broad range of drama, mime and role-play skills
- To provide opportunities for pupils to express their imaginations and individualities, working along-side visiting professionals and companies
- To have fun, work collaboratively and understand everyone is different

INTENDED OUTCOMES

- To be able to use drama skills to support and develop their confidence in sharing ideas in different situations
- To be able to continue their creative journey as adults, appreciating theatre and life performance recreationally
- To actively participate in arts activities as part of Phase 4 and 5 enrichment curriculum

ORGANISATION:

- Role play, creative and imaginative play is explored throughout Early Years and Phase 1.
- Phase 2 and 3: Drama is linked to English lessons
- Phase 4: Pupils explore drama topics through non-accredited enrichment sessions
- Blue pathway: Drama, role play is linked to communication, topics and holistic learning

SPECIFIC SUBJECT AREA: Music

AIMS:

- To develop pupils' musical appreciation
- To empower and inspire pupils to express themselves through music
- To develop a broad range of skills such the elements of rhythm, pitch, dynamics and evaluation
- To provide opportunities for pupils to perform both individually and as a group
- To offer opportunities to work along-side visiting musicians and experience live performance
- To explore music through technology

INTENDED OUTCOMES:

- To be able to express themselves through music using technology and instruments
- To be confident in selecting appropriate musical equipment to make music independently
- To have developed a life-long love of music and know how to access leisure opportunities involving music

ORGANISATION:

- Early Years and Phase 1 pupils explore sound and rhythmic action through play and song
- Phase 2 pupils begin to explore rhythm, pitch and technique using conventional instruments and music technology
- Phase 3 pupils focus on composition, improvisation and performance as well as consolidating musical skills and knowledge
- Phase 4 pupils explore music topics through non-accredited enrichment sessions
- Phase 5 pupils have an enrichment lesson weekly
- The Blue Pathway's provision is based on the exploration of music

SPECIFIC SUBJECT AREA: Art and Design and Design Technology**AIMS:**

- To develop pupils' appreciation of art and design
- To empower and inspire pupils to express themselves through art
- To develop a broad range of skills such as design, drawing, painting, ceramics, collage, textiles, sculpture, photography, and evaluation
- To provide opportunities for pupils to display and exhibit work
- To offer pupils opportunities to experience art and design in galleries and art exhibitions and work alongside visiting artists and designers in workshops
- To explore art and design through technology

INTENDED OUTCOMES:

- To be able to express their thoughts, feelings and ideas through different artistic media
- To be able to use the art and design skills they have acquired to continue their learning after they leave school
- To be able to continue their creative journey as adults, appreciating galleries and museums recreationally

ORGANISATION:

- Throughout Early Years and Phase 1, art and design and design technology are covered across a range of subjects but also in stand-alone lessons focusing on skills and artists/designers
- Phase 2 and 3 art and design and design technology is taught in themed whole school blocks and days focusing on skills and artists/designers. Each block covers specific strands of art or DT covering all strands by the end of KS3
- Phase 4 pupils explore art and design topics through non-accredited enrichment sessions
- The Blue Pathway's provision is based on the exploration of art