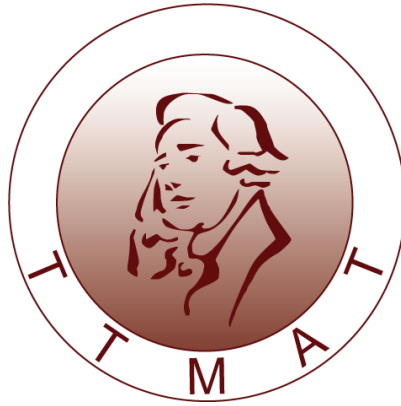
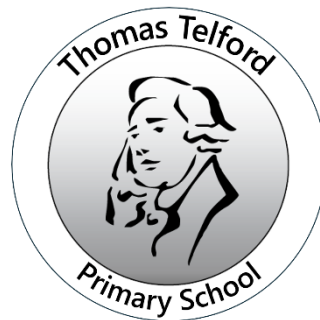


Thomas Telford Multi Academy Trust



Creative Arts Policy

**Redhill Primary Academy and Thomas Telford
Primary Free School**



Signed

A handwritten signature in black ink, appearing to read 'Dara Carroll'.

**Mr Dara Carroll
Interim Chair of Governors
September 2025**

Definition

The creative arts include a wide variety of media: dance, drama, visual design, literature, and multimedia all of which are creative.

'Creativity is the ability to see things in a new way, to see problems that no one else may even realize exist, and then come up with new, unique, and effective solutions to these problems. Standard intelligence tests measure convergent thinking - the ability to come up with a single correct answer. But creativity involves divergent thinking - the ability to come up with new and unusual answers (Papalia and Olds, 1993).

Everyone has an imagination; the arts take this a step further. Through art children can create something that up until that point was only imagined. Thus, they create visual manifestations or abstracts from their imaginations. creative arts is a fine way to make choices and solve problems. Every step involves deciding what colour to use, how to make a line, and what size to make something, what is the character going to look like, behave like etc. All these decisions that they need to solve are an important skill that they need to learn.

The creative arts can be seen as a way of communicating feelings, thoughts, and solutions in a way other than verbally or written. For some children it is creativity that they may need to develop to the next step.

"Pupils should be encouraged through research, investigation, and experimentation to explore all aspects of society and their place within it. Contextual studies should allow pupils to understand cultural differences and the diversity of belief. Individuality and personal response should be valued within the department and pupils should be encouraged to discuss and present, through their work, opinions, values, beliefs and experiences."
Croner 182 CCH

Legal Requirements

In accordance with the Education Reform Act 1988, and subsequent Education Acts, we must provide creative arts as part of the National Curriculum for all registered pupils. We must ensure that all pupils have equal access to the art curriculum throughout their time in school. This can be done with weekly 1-hour sessions or as a block to support the teaching of knowledge and skills within art.

Aims

We aim to place the creative arts at the heart of our schools community by celebrating creative arts produced and performed in a variety of media.

The aims of our schools are also key to our aim to work with parents and governors.

- To provide a happy, safe, and secure environment where everyone feels valued and respected to express themselves freely.
- Have high expectations of all members of the school community and to seek excellence in all aspects of our work.
- Fulfil the requirements of the Art National Curriculum and to extend children learning opportunities through a rich and varied range of experiences.
- To plan learning which takes account of different learning styles of the children and their differing abilities particularly ensuring that we support those who have difficulties and of those who are Gifted and Talented.
- Help and encourage children to achieve their full potential alongside learning to care for other people and the world they live in.

- To foster and sustain children natural enthusiasm for learning, their ability to accept and enjoy challenges and a willingness to set challenges for themselves.
- Create an atmosphere where children have confidence to share their ideas and to respect the ideas of others.
- Encourage children to pose questions and hypothesise in all aspects of their work.
- Try to give real practical starting points to children's work and to try to ensure that they can see a worthwhile purpose in what they do.
- Foster independence, collaboration, and the ability to relate to others in a social context.
- To encourage children to achieve a high degree of responsibility, self discipline self esteem and self reliance.
- Develop children's spiritual dimension by fostering a sense of wonder, joy amazement and love through the creative arts provided within school as well as extended curriculum activities.
- To enrich their own and others lives through the development of understanding, appreciation, and enjoyment of the creative arts.
- We aim to encourage lifelong engagement in the creative arts by promoting positive attitudes towards enriched healthy and creative lifestyles.
- Give all children the opportunity to experience a wide range of activities which will enrich their curriculum through detailed planned activities both cross curricular and organized timetabled sessions.
- To give all children opportunities to engage in many different activities.
- To encourage children to look at their world with curiosity, to observe, notice, compare and think.
- To enable pupils to use the creative arts as a means of communication.
- To develop imaginative and original thought.
- To understand that the creative arts exist in all cultures and to appreciate and value their many forms.
- To engender enjoyment, satisfaction, and success.

Principles

We believe that art is central to children's development and features regularly in their work across the curriculum. All children regardless of their race, sex, gender, religion, or ability will be given equal opportunities to develop their knowledge, skills and understanding of the creative arts.

We believe that these creative arts enrich the curriculum and can have a positive impact on children's behaviour, attitudes, motivation, imagination, confidence, attention span, co-operation, collaboration and thinking skills.

Our children will have opportunities to explore and use a wide range of materials to express their ideas supported by looking at the work of and working alongside artists as well as gallery visits.

Our curriculum provision for the creative arts

In art, carefully planned units of work allow for all children to progress through a variety of different skills and widen their knowledge of artists, history of art and techniques used.

Children take part in dance as part of the music and PE curriculum; although, many of our children also enjoy dancing in their own time as well as through extended school activities such as dancing clubs. All children have the opportunity to take part in productions encompassing drama, dance and music during their time in school, for example through Christmas productions as well as themed productions organised by class teachers.

All children are involved in singing through our fortnightly singing assemblies, as well as singing, listening, performing and composing music as part of our music curriculum. As a school, we endeavour to develop children's lifelong love of music in our children. The enhanced curriculum involves extra-curricular clubs including choir, musical theatre and instrumental tuition. From year 3, children can learn to play an instrument supported by the county music service.

Carefully planned visits enable children to experience live music-making such as the Welsh National opera at the Birmingham Hippodrome, performances by sixth form music students and performances by the peripatetic music teachers. The children can take part in larger performances including Young Voices for the choir and the Oakengates recorder festival which provides them with the opportunity to perform for a larger audience in real auditoriums. We share our music making in regular concerts which also gives us opportunity for the children who are learning to play an instrument to perform in front of an audience.

We have developed knowledge and skills documents that clearly show the progression of knowledge and skills needed at the end of each key stage in each PE, music and art.

The subject leaders in these curriculum areas have worked alongside the teachers to plan unit overviews to support the planning of lessons in each unit of work.

Staff have been supported through a wide variety of CPD from experts within the MAT and from the subject lead. These CPD courses / meetings have been set up to support the teachers within the delivery of the arts.

The school has many staff who concentrate on and are enthusiastic about the arts. The senior leadership team and local governing board support the staff in their development of opportunities for pupils. These opportunities include class projects such as house competitions, work with illustrators and Take One Picture, where the work of one artist is chosen and children create a piece of art based on this.

Extra-curricular activities

Redhill offers children in its care numerous after school clubs which give the arts a high profile. Individual members of staff choose to make provision for extra-curricular opportunities that extend the experiences of pupils beyond those within lessons. The schools continually seeks to extend its range of extra-curricular opportunities in the creative arts which give the arts a high profile e.g. dance, drama, orchestra, choir, art clubs and much more. Through the creative arts extra-curricular provision we can develop, extend and enhance children's learning including those who are considered to be Gifted and Talented or SEN.

Display and performances

We believe that when children have an audience for their work, it gives them a purpose for their efforts, pride in their work, self – confidence and fosters a positive attitude towards the creative arts.

Children's visual work is presented carefully and is used as part of a stimulating environment. Work of other artists is displayed as tools and art materials are easily accessible.

Drama, dance, and music are presented to audiences after dedicated practise time which enables children to achieve these feelings of confidence and pride.

There are numerous ways in which we engage an audience for the creative arts in our schools:

- whole school and key stage display
- whole school art gallery
- local exhibitions
- performances to parents, the community and/or other schools
- whole school assemblies
- our schools website.

See separate PE Policy and Music Policy for dance and music within the curriculum.

Art

Intent

We value the importance of Art and Design in enabling children to explore their ideas by experimenting, inventing, and creating their own varied works of art using a range of materials. The creative arts embody some of the highest forms of human creativity. We believe we provide an arts curriculum that engages, inspires, and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress through the creative arts, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nation through a cross-curricular approach.

As a school, we believe that art is a vital and integral part of children's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society. Art contributes to children's personal development in creativity, independence, judgement, and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. Through art, children are able to embed these whole school values e.g. children are encouraged to honour other people's work and respect the different styles of art around them and are inspired and motivated through the learning of key artists and techniques allowing them to then become independent artists in the choices they have made. The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design.

The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history.

Children will develop their understanding of the visual language of art with effective teaching and carefully thought out sequences of lessons and experiences. Understanding of the visual concepts of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an accessible and engaging curriculum which will enable children to reach their full potential.

Curriculum Implementation

The teaching and implementation of the Art Curriculum is based on the National Curriculum ensuring a well-structured and cross-curricular approach to this creative subject. We recognise the impact of creative arts and the cultural learning. We promote a positive experience giving children a creative outlet to explore and allowing children to find new ways of expressing themselves and believing in themselves as artists. Our art and design curriculum allows children to show their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, collage, and sculpture. This is supported through the studying of key artists, architects, designers and craft makers and great artists from different points in history. Children are exposed to a range of artists through the three paradigms of time (traditional, modern, and contemporary) where they can gain an understanding of their style and choose elements of their work to use in their own unique piece. The substantive and disciplinary knowledge that children will develop throughout each art topic is mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by their different techniques and artwork. We ensure application of knowledge in various contexts, adapting lessons where necessary so that children develop schemas and both substantive and disciplinary knowledge is stored in the long-term memory.

Lessons are taught in blocks on a half termly basis and involve studying existing pieces of art, sketching aspects of these, with a particular focus on the necessary skills, before completing a final piece. The teaching of art consists of a balance of substantive, theoretical and disciplinary knowledge where the children study relevant artists and their style. This enables children to then interpret the elements of art and how they can be used and combined to create their desired effect.

Art is assessed through verbal constructive feedback and next steps, with further opportunities to create the art piece, to improve their work and ensure that the skills are being developed. The evidence of their work is collected within the art sketch book which follows the children through the school. Photographs of larger, group or 3D pieces are also kept within this book.

Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment and the knowledge and skills progression documents. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

Further information is gathered through pupil questionnaires; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

The children's achievements are celebrated on their end of year report to parents. Here judgements are made on their effort, achievement, and progress within the arts.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked using the EYFS curriculum. Age related expectation levels are reported to parents at the end of the reception year.

Curriculum Impact

By the end of each key stage 2, pupils will:

- * Know, apply, and understand the knowledge, skills and processes specified in the relevant National Curriculum programmes of study.
- * Have a deep understanding of the Art and Design curriculum so that they have secure substantive and disciplinary knowledge to equip them to learn well when they encounter new knowledge in Key Stage 3 and future learning.
- * Have a coherent knowledge and understanding of the elements of art and how this helps to develop structure in art.
- * Demonstrate an understanding of key events and individuals have shaped the world as we know it.
- * Develop their own personal development in the areas of creativity, independence, judgement and self-reflection.

Art in the National Curriculum

Foundation Stage

During the Foundation Stage, young children should be given the opportunity to explore and experiment with media and materials and be imaginative through role play, music, small world, and a range of other areas. They should explore colour, texture, shape, and form in two and three dimensions. The children should have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap into their artistic potential, the children should be encouraged to develop their own creative ideas. Teachers plan carefully using the knowledge and skills documents to ensure progression within as well as preparation for year 1. They also begin to learn about different artists linked to their learning, and a range of techniques which they can then explore in their own work.

The Foundation Stage

"Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another so extend their understanding."

QCA 2000

Key Stage 1

During Key Stage 1, art is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and

manufactured objects and materials with which they are familiar, and the locality in which they live.

Children will explore the visual, tactile, and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern, and texture, to represent their own ideas and feelings.

Children will focus on the work of artists, craftspeople, and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

Key Stage 2

During Key Stage 2, art is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of art and design in the world around them.

Children will improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials, and processes to communicate what they see, feel and think.

Children will increase their critical awareness of the roles and purposes of art in different times and cultures, by commenting on works and asking questions, such as: 'What materials and processes were used to make it?' 'What is this work about?'

All children throughout create a sketchbook as a way of celebrating their knowledge and skills learnt as well as a learning journey. The sketchbook follows the children from reception through school, allowing them to build on previous knowledge and skills. Children use their sketch books to discuss and showcase their art during lessons and pupil voice opportunities.

Role of the Subject Leader

The responsibility of the creative arts curriculum leader is to:

- Take a lead in policy and the development of a scheme of work to ensure progression and continuity throughout the school.
- To monitor progress through classroom observations and the monitoring of work done and advise the Head teacher on action needed.
- To take responsibility for upkeep and storage of resources.
- To keep up to date with developments in the teaching of the Creative Arts and relate information to colleagues.
- To maintain an up-to-date portfolio of work produced throughout the school using samples provided by colleagues.
- To communicate all developments in the subject, e.g. through staff meetings, distributing information, using noticeboards.
- To liaise with relevant organizations regarding the subject, e.g. advisory teachers, inspectors, QCA, libraries.
- To support colleagues throughout their planning, teaching where needed or asked.
- To continue to support and provide CPD for staff where needed.
- To continue to ensure that the progressions and skills document and the unit overviews are reviewed and adapted where needed.

Planning

The creative arts are planned to allow the children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing, collage, and sculpture. Each year group will cover two art blocks per academic year, each consisting of a drawing element and additional media. These are mapped to ensure the children have opportunities in each key stage to apply these processes. These are carefully planned to ensure children have the opportunity to revisit processes as they move through school allowing them to build on previously taught knowledge and skills. Cross-curricular links are made whenever possible.

Teachers should use a variety of starting points and strategies to inspire the children e.g. a painting, an artefact, a piece of music, a dance, story or poem, a visit by an artist, a craftsman, a musician, a visit to a gallery, museum or field study center.

Teachers should plan to teach a range of skills and concepts, together with a range of techniques and methods of working in art, which take account of the previous learning and experiences of the children.

Teachers should have high, but realistic, expectations which enables the children to achieve their potential whilst encouraging them to practise, develop and extend the skills which they learned. Teachers should provide increasing opportunities for the children to make choices from materials and tools, while ensuring that there are appropriate, realistic time slots available for children to complete, review and modify their work. All staff should provide opportunities for the children in their care to have a sense of ownership of their work and to value the work of others through encouraging children to make choices for themselves, based on previous experience. There should also be opportunities for children to respond to the work of other artists and craftspeople, discussing, sharing, and evaluating their work with others.

Progression and Continuity

The creative arts are closely monitored by coordinators to ensure progression and continuity both in and across key stages, giving to consistency of expectations and standards. We recognise that progression involves:

The teacher and children: -

- knowing what is to be achieved
- knowing the necessary developmental stages to build on what has gone before
- recognising how to develop the quality of performance and artwork

A structured planning progress: -

- within a lesson
- over a series of lessons
- during a key stage
- throughout a whole school experience

Whilst we plan cross curricular units, we also build in discrete units of work.

Subject coordinator and teachers ensure there is progression across all elements of art through knowledge and skills document, unit overviews and the long-term plan. These documents are used to support the planning process and teaching.

Adaptation to support

In the interests of continuity and progression, knowledge and skills are built upon in each successive year group, with understanding that children are individuals and progress at different rates. Planning of creative arts

is very detailed and includes provision for different abilities, with specific provision for gifted and talented pupils in all areas. We adapt our curriculum offer to support all children through a variety of means:

- Adult support with equipment and techniques
- Pre and post tutoring of artists, or how to use tools if needed
- Resources
- Ensuring a wide range of tools are available for example thicker pens, pencils and paint brushes
- Questioning
- Ensure lighting is correct

Assessment

Assessment will take place according to the school's assessment policy. Formative assessment will be used during the sessions to inform future planning and ensure that individual pupil's needs are met. Children at Redhill are encouraged to discuss, share, and evaluate their work with others. All work is planned with clear learning focus and objectives and is evaluated with the criteria in mind. Achievement will be celebrated in a variety of ways including good work assemblies, Key stage sharing assemblies and special events.

Art sketchbooks

The children need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their sketchbook.

Each child has their own art sketchbook which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio.

Responding to the children's work

Teachers will respond verbally to children's work within the lesson and if appropriate annotate work with a VF (verbal feedback) comment in their book. Throughout and at the end of the lesson, reference will be made to the learning objective. Once children have completed their work, the teacher comments on what the children have done well and may suggest next steps. This may not always be necessary as the next lesson may build upon this skill further and be referenced through the learning outcome.

Recording responses

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is okay to make mistakes.

Recording in the sketchbook can take many forms and can be used to:

- practise certain skills and features, and to gather information for use on a larger piece of work
- practise drawing techniques such as shading, perspective and drawing from different viewpoints.
- record details about the item being drawn or sketched for future reference.
- include sketches and working drawings for ideas of things the children want to make.
- gather information to give specific knowledge of how things are made or work.

There are times where it is more appropriate to record on separate sheets of paper that can be stuck in later.

The art sketchbook can be used as a place to collect:

- photographs
- pictures from magazines, comics, cards, calendars, stamps etc.
- samples of textures, fabrics, and other materials.
- lists of resources that the children might need to produce a piece of art.

- colour strips from colour mixing.
- studies of the effects of media on different types of paper.
- evaluations by children of their own and the work of other artists

Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers.").