



GREENSIDE SCHOOL

Creative Arts Policy

Context

Greenside is community, day, special school for 114 pupils aged 2 to 19 years who have severe or profound learning difficulties. Since 2005 the curricula developments at Greenside School have increasingly focused on realising and developing pupil potential through a wider use of creative approaches and specialists.

The school has engaged a wide range of creative practitioners to further this aspect of our work such as: professional visual and performance artists, dancers, poets and musicians.

These developments have been undertaken in collaboration with a range of partners, including local primary and secondary schools, The Corali Dance Company, These Horses Drama Company, The Royal Opera House, Theatre Resource, Zinc and Creative Partnerships.

In 2009 Greenside gained Change School Status. This provided additional funding and access to expertise to lead and share models of good, innovative practice.

Definition

At Greenside, we define a creative arts curriculum both in terms of what is taught and how it is delivered and received. The subject areas within the 'Creative Arts' (defined later) are taught as part of the curriculum, but the definition of the creative curriculum encompasses an approach to the whole curriculum in which staff and pupils are expected to be curious and motivating, stimulating and inspiring, imaginative and risk-taking in their shared learning about themselves, relationships and the world they live in. Creativity is valued as the ingredient that imbues out teaching with excellence and supports our young people towards successful adulthood.

The aims of a creative curriculum

Through the increasing focus on creative practice across the whole school teachers, assistants and creative practitioners have come to recognise the importance of creative skills such as:

- Self-knowledge and understanding
- Being able to think for oneself
- Having confidence to face new challenges
- Having self-assurance enough to make contributions to all situations
- Being able to make an independent contribution

The creative attributes that we strive to nurture in each pupil are:

- Imagination – ability to think up a new/different idea within a structure
- Confidence – ability to create or perform without fear or shyness
- Concentration – ability to maintain a focus on and explore an idea
- Independence – ability to think/perform/play a part without support

Creative activities have been proven to us to develop exactly those skills our pupils need to be better equipped for adult life. Enabling each of our pupils to enjoy life and to participate as well as they are able now and in their future lives. In addition, a creative curriculum promotes:

- Pupil Voice (pupils developing their own ideas; being more involved in the direction of their work, evaluation and documentation)
- Inclusive practice (collaborative work for pupils, including those with complex needs, with other partners)
- Extended practice (creative activities are used as a vehicle to provide more opportunities for out of school hours' provision)
- Opportunities for pupils to express and understand their emotions.
- Opportunities to realise unrecognised and untapped potential to significantly raise and achieve higher personal expectations.
- Opportunities for fun, enjoyment and experimentation.
- Opportunities to appreciate the wonders of the world.
- Opportunity to enrich and transform teaching and learning in all curriculum subjects.
- Participation in and experience of a broad and balanced range of arts activities as part of a rich exciting curriculum.
- Opportunities for learners to be creative and creatively express themselves in and through all art forms.
- A powerful tool which can support progress in a range of skills such as the development of knowledge, concepts and skills, and enhance the learning process across the curriculum.
- Opportunities for learners to express themselves, enjoy themselves and be successful.
- Individuals and groups of learners to achieve excellence, enjoyment and a sense of personal achievement.

- The development of I.C.T. capability through Creative Arts Education with the use of computers, CD players and tape recorders, MP3 players, microphones, sequencing programs, keyboards, lighting techniques etc.
- The enhancement of self-esteem by promoting success in achievement and enjoyment in learning.
- The learning of pupils' skills in interacting with others, thereby developing a sense of purpose, belonging and community.
- Group work; sharing work with another year group e.g. writing and illustrating a story book, performing.
- Valuing their own work and that of their peers.
- Imaginative and lateral thinking when planning and delivering sessions.
- Positive and creative approaches to problem solving
- Self-reflective practice and an ability to evaluate outcomes.
- Higher personal expectations that challenge and transform.
- Enthusiasm in creative lessons with increased thinking skills, motivation, concentration and positive behaviour.
- Increased and improved relationships with mainstream peers in partner schools through creative activities.

Statement of intent

Through imaginative and creative thinking and teaching we want to raise standards and expectations in our pupils, develop and sustain relationships with partner schools and within the community, create greater opportunities and nourish the necessary skills for our pupils to enjoy and play a valuable role in adult life. The agenda within the Change School initiative of 'inspiring and maintaining high standards through creative thinking and practice' supports the vision of the school, in both areas of teaching and learning.

At Greenside we are committed to provide all our learners with a motivating and inspiring creative arts curriculum that aims to develop thoughtful and responsible young people with high self-esteem and the skills and knowledge to succeed in life.

Developing a Creative Ethos

The challenge for everyone at Greenside School is to develop an ethos that embraces creative practice, both in teaching and learning across the curriculum and in an approach to problem solving and innovation. Encouraging staff who may find creative approaches threatening, to relax and have fun with ideas, to develop their own confidence, strengths and skills in using imaginative approaches to teaching and learning. Our aim is to embed and sustain these creative practices across the curriculum and achieve an ethos in which value is laid in creativity.

Beyond our school we strive to challenge the perception of, the prejudice against, and the fear of disability amongst many young people and adults in the community, and develop mutual respect, acceptance and appreciation.

The role of the Arts in a Creative Curriculum.

Encompassed within the school ethos of creative approach and personal development through creative skills, lies the specific teaching and learning in arts subjects.

The term 'Creative Arts' includes music (instrumental and vocal / contemporary and world music), dance, visual performance, drama, folk art, creative writing/expression, mixed media, building design, painting, sculpture, photography, animation, graphic and craft Arts, costume and fashion design, motion pictures, television, radio, CD, MP3 and sound recordings. Creative Arts related to presentation includes exhibition, performance and electronic presentation.

Creative Arts Education is delivered:

- Under curriculum headings of Art, Dance/Movement within P.E., Drama/Visual Performance through English, and Music.
- In cross-curricula sessions which draw on a number of these curriculum areas, e.g. creating a piece of visual art from a music stimulus; choreographing a movement piece to a self-created soundscape.
- As a contributor to other curriculum areas e.g. drama to enhance the learning experience in a History topic; a visual performance to demonstrate mathematical principles.
- As specific Arts Award classes.

It is often likely to be a combination of all these approaches which develop the skills to enable pupils to:

- Engage in the process of the Arts;
- Widen their knowledge and understanding of the Arts;
- Develop responses to the Arts, and develop critical skills for the more able pupils.

Celebrating pupil achievement

At Greenside School pupils and staff celebrate creativity by exhibiting, performing and presenting their work to represent their achievements in various forms both in school and in the wider community. These are provided through the following means:

- Displays
- Assemblies
- Sharing videos and photos through the school web site
- Presentation evenings
- Themed days / weeks
- Creative Festivals
- Giving performances in school and in the wider community
- Concerts
- Exhibitions
- School awards and certificates
- External Awards
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Creative Practitioners

The creative work at the school is enhanced through engaging specialists who are able to transform pupil achievement in their given area. These creative practitioners are professional dancers, actors, artists, musicians and poets. They work in partnership with school staff leading sessions and providing coaching and formal and informal training.

Members of staff work in active partnerships with creative practitioners and time is ensured for all those involved to discuss, plan in depth, organise and reflect on outcomes.

The approach to creative learning by Creative Practitioners and Teachers is complimentary. While Teachers plan learning activities from the Programmes of Study, Creative Practitioners are able to offer opportunities for more pupil-led learning experiences and outcomes. This is reflected in planning.

Through this work, awareness is raised within school about creative approaches, and members of staff collaborate in the spread of imaginative teaching, through discussion in meetings, sharing of ideas and Inset.

Extended and Inclusive Creative Opportunities.

Creative Arts provide a valuable means to both extend learning opportunities as well as enabling inclusive practice with mainstream partner schools and community groups. Greenside offers a range of structured lunch time play, clubs and after school activities for pupils. Music, dance, art and drama are an important component in each of these.

Inclusive lessons with partner primary and secondary schools are based around the creative arts. This facilitates exceptional levels of differentiation to ensure that the learning needs of each pupil are met. It provides the enriching experience of working and developing relationships with peers from other educational environments.

The organisation of the inclusive practice is tailored to meet the needs of specific pupils or groups and can take place at either Greenside, mainstream schools or other appropriate joint venues.

Meeting the Needs of Pupils with Autism Spectrum Condition (ASC)

A growing number of pupils at Greenside are diagnosed with ASC and its associated needs. We aim through the Creative Arts provision to provide appropriate experiences to support these pupils in their social development, communication and ease their inflexibility by offering different and motivating experiences presented by creative practitioners in settings that are conducive to engagement and enjoyment. The need for structure, often alternative methods of access to activities, and support with PECs and other alternative communication systems are taken into account in sessions for these pupils.

Meeting the Needs of Pupils with Profound and Multiple Learning Difficulties (PMLD)

The school aims to ensure those pupils with more profound needs have access to a widened sensory curriculum through working with creative practitioners.

Early Years Foundation Stage (EYFS)

Early experiences of the Creative Arts are essential in the development of young children. Greenside offers motivating creative activities to our youngest pupils who also have their share of working with specialist creative practitioners.

Post 16

Greenside aims to ensure that as many pupils as possible have achieved an Arts Award before leaving school. Where exceptional talent is shown, the school provides support to ensure maximum achievement of potential.

We also aim to give pupils first-hand experience of careers in the Arts of some adults with disabilities.

For pupils who are not able to achieve Arts Awards, stimulating and appropriate experiences are provided, often by specialist creative practitioners, to challenge and extend early learning.

Planning, Monitoring and Evaluation

Individual planning for Art and Music is undertaken by class teachers. Practitioner sessions are timetabled by a Senior Manager and planning and organisation is jointly undertaken by the practitioners and teachers.

The School Improvement plan includes targets for Creative Arts development.

A specific Creative Evaluation Tool has been developed by the school to support teachers in evaluating the creative progress of all pupils. This tool is also written in a 'child-friendly' format to allow pupils the opportunity to better understand their own creativity and to assess their own progress. Reports on creative progress are sent to parents annually.

External accreditation used for creative achievement at Greenside are Asdan Awards, Bronze and Silver Arts Awards, Young Arts Awards (from 2013), as well as GCSE in creative subjects, in individual instances where particular potential is identified.

Data of number and levels of external awards achieved are monitored by the Senior Management Team annually. Teacher reports to parents on pupils' creative progress are read and monitored by the Headteacher and Heads of Departments. Regular lesson observations of creative sessions by the Senior Management Team are recorded and discussed with staff.

The Senior Management Team are also responsible for analysing the impact of the Creative Arts curriculum, organising its sharing and celebration with others on the school website or through performances, displays and Open Days.

Governors have agreed the Creative Arts Policy and are responsible for maintaining high quality provision in the school. The Policy is reviewed annually.

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