

# **Wingate Primary School**

## **Policy for Creative Arts**

**April 2018**

# Wingate Primary School

## Creativity policy and guidelines

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## **Respecting Rights**

The policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full'. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

## **What is creativity?**

The Chambers English Dictionary defines creativity as .....

*'the state or quality of being creative .... having the quality to be imaginative ..... resulting from originality of thought processes or expressive ability .....*'

## **A statement of commitment to creativity in our school**

At Wingate Primary School creativity plays a significant role within the curriculum.

We believe that:

- Creative work will develop self-esteem and confidence in our own ability.
- Through creativity children can develop imagination, self- discipline and the capacity to make decisions and solve problems.
- Creativity values diversity and personal response. Rather than there being a right answer there are as many answers as there are individuals. Creativity allows children to take risks and not be afraid to try things out, learning from their mistakes and building on skills and knowledge from creative experiences.
- Creativity should be a self-rewarding experience in which given the appropriate environment and circumstances all the children will be involved.
- Creativity allows children to persevere, to see something through to the end, to be persistent because it is a statement of themselves.
- There must be a purpose for any creative activity that children experience.
- We believe creativity is the way to achieve the set objectives within a framework and structure.
- Children need to be taught certain skills and techniques, processes etc. but they need to use this understanding to develop and internalize this knowledge through the medium of creativity.
- It is not enough to tell a child a piece of knowledge; they must have time to think, explore, experiment and have the confidence to use their imagination for a purpose.

## **Aims of creativity**

At Wingate Primary School creativity should enable our children to develop:

- confidence and enjoyment through experiences in all aspects of the curriculum.
- technical skills and knowledge so that ideas can be realised.
- ability to discuss ideas and express opinions and feelings about their work and that of others.

- capacity for imaginative and original thought and experimentation.
- confidence in their own ability to try things out and follow their thoughts and ideas.
- capacity to learn about and observe the world in which we live.
- personal satisfaction in their own accomplishments.
- persistence to follow things through to the end.
- an understanding of the purpose of the activities they experience.

### **Objectives of creativity**

In order to achieve our aims at Wingate we will endeavor to:

- Provide a lively classroom environment rich with resources that will stimulate active interest.
- Provide an environment where children feel safe and secure and confident to take risks and try things out without fear of failure.
- Provide a wide range of good quality materials and equipment.
- Ensure through planning that creative skills and techniques are systematically taught.
- Ensure that every child's work / opinions / ideas are valued by both teachers and peers.
- Maintain a high standard of display and presentation in the classroom and around school.
- Provide opportunities for children to discuss their ideas and listen to others.
- Give children an opportunity to develop an appreciation of the creative arts from different periods and other cultures.
- Encourage the child's capacity for imaginative and original experimentation.
- Provide opportunities that encourage children to think and draw on their experiences to solve problems.
- Provide opportunities for children to explain to others how they solved problems and the processes they went through to reach a positive outcome.

### **Pupils creative experiences**

At Wingate Primary School creativity is encouraged through all curriculum areas and school experiences. It is the awareness of staff of the need for children to follow through their ideas that allows children to experience their learning through a creative structure as opposed to a closed rigid structure.

At Wingate we value the process as an extremely important part of any activity. Progress is often made through experimentation or accidental effects, the value of which can be recognised and becomes part of the creative process.

### **English**

#### **Speaking and Listening Speaking and Listening:**

At every opportunity children are encouraged to express their thoughts and ideas. We want to know what they really think about things. We always show them that

their ideas are valued. Children will develop confidence to say what they really think if the climate is right. We aim to develop in children a willingness to have a go – try things out in an individual way.

Equally, we aim to instill key problem solving traits within the children in order to enable them to approach any task with relevant confidence. This will involve much discussion as a whole group or a small group. Children talk together in a safe environment thinking of solutions, ways to solve the problem. When some quite reserved children take on the conventions of a role they very often display a rise in confidence because the safety net of a role allows them to behave in a different way, thus providing them with a mechanism to lose their inhibitions.

Wingate Primary School children are encouraged to be imaginative drawing on experiences from exciting stories, poems, music, artifacts and visually interesting pictures, posters and through working with professional actors and authors to translate and extend their ideas through drama.

## **Writing**

Children need to be taught the mechanics of writing, techniques and skills of using punctuation, adjectives, similes, story language etc. in order to participate in creative writing. The stimulus that children are introduced to at the start of a writing activity allows children to be excited, inspired and interested to write using their imagination in a non-threatening environment. All efforts are valued by staff and peers. The stimulus may take many different formats e.g.: music, poetry, stories, pictures, posters, pieces of art work in 2D or 3D, objects, drama and visits to museums and other places of interest. The writing will have a purpose i.e. the teacher informs the children of the learning objective at the start of the lesson but children have the freedom to use the stimulus in an individual way to produce a piece of creative writing. Children take part in talking partner exercises where children are asked to talk through their ideas with a partner expressing thoughts and ideas together, and small group work, working co-operatively, listening to others, explaining their thinking. All contributions are valued by the teacher and children, developing children's ability to have a go and be persistent.

In Key Stage 1 independent Study time children are given the opportunity to make their own books. Children decide what sort of book to make, where they will find the information and how it will be presented. The children are encouraged to use ICT as part of the process, and to include photographs and pictures. These books will be displayed for all the school to read in the classroom or school library, alongside published books. The creative element in this activity allows the children to think, work collaboratively, learn about new topics of interest to them, collect information from various sources, persevere with a task, be imaginative and produce something individual to them.

## **Language Investigations**

Investigations are an ongoing part of classroom life. An investigation is explained to the children and they have to use thought processes to solve the problems. For example, a language investigation maybe as simple as: How many different words can you make from The Seaside? There are no right answers to the problem some children will tackle it in a different way to others. A more complex investigation would be to create a crossword based around the theme of animals or create an Acrostic Poem using the theme of animals. These investigations are open ended each child will have their own ideas for tackling the problem. The investigations will

encourage them to think, talk through their ideas, generate something original to them and persevere to complete the given task.

### **Reading**

At Wingate Primary School we provide a rich variety of reading material. Children have reading experiences every day which provide lots of imaginative experiences through story. Children are encouraged to discuss the story / poem / information book, poster etc. expressing their likes, dislikes, what might happen next, print, illustrations etc. In comprehension activities children are asked for their opinions and ideas, why things happen, why characters behave in certain ways etc. all the time children are developing skills to be enterprising, thinking and qualifying their thoughts and ideas through language.

### **Maths**

Similarly, the development of mathematical skills and knowledge could be planned through an investigation which encourages creativity as oppose to a closed task. For example, within key stage 1, if the objective was to develop children's skills to add two 2 digit numbers together the learning could be addressed through an investigation: Use these numbers 2, 6, 7, 5 and signs + - = how many different ways can you add or take away two 2 digit numbers? Immediately this allows the child to think, to put something into the activity of their own. They are encouraged to make choices and think for themselves in a safe environment where there are many solutions to the problem. Maths games sessions and Big Maths activities are used to encourage the development of thinking skills throughout the school.

### **Science**

Children take part in investigations testing out their ideas, experimenting, exploring to find things out within a framework and for a purpose. Children are able to use their knowledge and understanding of Science to behave creatively to find the solutions to problems the teacher has set up or the child wants to find out. E.g. how can we find out which material would be most suitable for a roof? Children think about how to solve the problem to produce an outcome.

### **Dance/Physical education**

Children are taught the skills and techniques of movement which they are encouraged to use in creative ways to develop sequences of movement. This encourages them to think about the sequence, purpose, imaginative ways to move to a given stimulus and to evaluate their work and the work of others. Children have the opportunity to observe dancing from different cultures developing a richness of creative movement which they can express in an individual way. During Creative Arts weeks' music and dance forms from the topic area are explored. Opportunities are sought for professional dancers to visit school to teach the children dances from different cultural backgrounds, e.g. the 'Lions of Zululand' traditional dancing from Africa, clog dancing from the North East.

### **Art**

Children are taught skills and techniques within their art and design education and are encouraged to develop this learning and practice the skills using imagination and creativity. It is the way in which children are allowed to practice and test out these

skills and techniques which develops creativity. Children will be given time to practice taught techniques and then through Art or Independent study they can refine, extend, explore and develop this learning through creativity. We provide the stimulus, interesting environment, encourage discussion, children achieve so much more if a good discussion has taken place. Then children are encouraged to explore using the taught skills and techniques in an individual way.

## **Music**

At Wingate Primary School we aim to communicate music as a living and vital experience. Through music we aim to develop a willingness to learn and not be afraid to make mistakes and a belief that music is important, thus giving them a pride in their work and a persistent attitude to see something through to the end especially if the purpose is to perform their compositions. Music does demand perseverance. Creative work in music develops the skill of decision making and selection. Evaluating their work and the work of others sharing in the creative processes cultivates sensitivity and respect for others. Children are taught to listen to music and discuss their likes and dislikes which develops their skills to express personal opinions, confidence and imagination. They are encouraged to build images in their heads in response to music which involves emotions and requires or develops an imaginative understanding.

Children are taught the skills and techniques of music and are then encouraged to use this learning by discovering and exploring sound, producing material to control these sounds and mould them into a whole. The finished result would reflect the stage of development the child has reached. For example, a Year 2 child who understands about dynamics, tempo, phrases, timbre etc. would create a composition from an interesting stimulus: paintings, pictures, objects, poems and sounds that would reflect the skills he / she had acquired. Visits both to the school and whole school visits to work with professional musicians provide a valuable opportunity for children to understand what can be achieved in the world of music. Opportunities are extended through Creative Arts weeks.

## **Performances**

Harvest, Christmas and end of year performances for parents provide opportunities for children to use the music, drama, dance and art skills acquired during the year. Dances, songs, musical accompaniment are all included as well as acting, public speaking, reading of the children's own poems, stories and recounts.

## **Educational visits**

Educational visits provide excellent stimulation for creative writing; drawing, painting and 3D work in school. The school provides a wide range of visits to stimulate the children's imaginations throughout the key stages. Similarly, through other subjects such as History, Geography, R.E. discussions allow children to say what they feel and what they believe. At Wingate we always provide time to listen to what children want to tell us and most of all to value their ideas. This develops confidence and self-esteem allowing the child to feel valued, safe and secure to try things out within a non-threatening environment.

## **Learning Environment**

Wingate Primary School considers the learning environment to be a crucial factor towards the development of creativity of young children. The environment should be clean and tidy and accessible to children as well as aesthetically pleasing and stimulating. This influences both learning and development of creativity. Research highlights the importance of the quality of the environment and its influence on behavior. Our environment should be a source of comfort and inspiration for our children where they can pursue their education in a safe, caring, friendly and healthy atmosphere. Displays are a focal point for learning and they relate to the activities that the children are currently undertaking. Through display we can celebrate children's achievements thereby helping to raise their self-esteem. We ensure that at some time throughout the year displays acknowledge the achievement of every child. Displays help to make connections between different areas of the curriculum through the use of a variety of ideas and materials. By displaying children's work and the work of others: posters, photographs, artifacts, poems, original and reproduced pieces of art work children are able to make comparisons and form ideas and images and make valued judgements.

At Wingate Primary School we display well-presented examples of original pictures or prints, pieces of pottery, sculpture, natural world items, floral, plant arrangements, wall hangings, antiques etc.

## **Assessment**

Assessment is an important part of the planning and teaching cycle and has a direct bearing on educational provision.

### **When to assess the creativity of a child**

- During practical sessions
- During discussion activities and sessions
- When discussing work in progress
- Through written activities
- When pupils make their own self-assessment
- During the process of a project or activity
- The completed task / project

### **Some useful questions to ask when assessing children's creativity**

- Are the children contributing ideas to discussions? Are they thinking?
- Are they interested in the stimulus? Do they use their imagination to suggest ways forward from the stimulus?
- Are the children inspired and attentive?
- Are the children confident to express their ideas and opinions?
- Are their ideas original or are they copying what others are saying?
- Are the children enthusiastic, lively and interested?
- Do the children concentrate on their activity?
- Do the children discuss ways forward for problems they may encounter?
- Are the children persistent? Do they keep trying new ideas when things go wrong?
- Do the children see the project / task through to the end?
- Are the children able to evaluate the processes of the project / activity?

**Special Educational Needs**

The policy at Wingate Primary School is to meet the needs of each child to the best of our ability. Any child with special educational needs would be provided with appropriate experiences in accordance with the Code of Practice and his / her assessment in terms of this and the school's Special Educational Needs Policy. Careful monitoring is essential, with outside agencies if necessary as well as the S.E.N. School Coordinator who can be called upon to suggest approaches and resources.

**Equal opportunities**

Wingate's Policy on Equal Opportunities stresses the entitlement of all children to access all aspects of the curriculum. All children would be given the same encouragement to develop creative skills within an inspiring environment.

This policy was written by the Creative Arts Manager in consultation with the staff and Governors of our school.

Policy reviewed April 2018

It will be reviewed again in April 2019