

## Creative and Performing Arts Policy at Hadrian School

- *'Imagination is the source of all human achievement'*  
(Sir Ken Robinson)
- *'The potential of all children is stunted when the endpoint of their learning is formulated in advance'*  
(Carlina Rinaldi)
- *'All children are artists'*  
(Picasso)
- *'Creativity is about connecting the previously unconnected in ways which are meaningful to the individual'*  
(Bernadette Duffy)

### Our Hadrian School Vision

Whilst many of our children struggle to make meaningful connections and to make sense of the world our role as a school is to create opportunities for children to make connections, to excite, engage and fuel their curiosity. To be reactive, proactive, and interactive, to be challenged to be the best they can possibly be.

All we need is a 'Teacher' and a 'Learner', an 'Actor' and an 'Audience' to explore the world together, to discover, adapt, respond and reciprocate, to think about possibilities and to share and value our ideas.

**Our 'School Commitment Statement' talks about creating and celebrating a culture that is:**

- 'Vibrant and Exciting'
- 'Inclusive and Diverse'
- 'Ambitious and Successful'.

**Where we are proud of our:**

- 'Creativity and Collaboration'
- 'Achievements and Aspirations'
- 'Partners and Community'.

**Hadrian School values:**

- Opportunities to develop **expression**
- Opportunities for **success**
- Opportunities for **enjoyment**
- Opportunities for **reflection**
- Opportunities for **performance**

- Opportunities for **exploration**
- Opportunities for **skill development**
- Opportunities for **group work/individual work**
- Opportunities to **work in** the community **and with** the **community**
- Opportunities to **appreciate** and value each other's work
- Opportunities to build **confidence**
- Opportunities to **explore and experiment**.

**We take pride in our children's:**

- **Achievements**
- **Efforts**
- **Performances**
- **Experiences**
- **Cultures and traditions.**

We aim to inspire our children through approaching the teaching of Dance, Art, Music, Media and Drama under one umbrella term 'Creative and Performing Arts'.

**Our 'Creative and Performing Arts Curriculum' encompasses the following:**

- **Music** - music technology, composing, performing, listening (appreciation/musicality), Music Therapy
- **Dance** - composing, performing, appreciating
- **Art** - media, composing, exploration, appreciation, design
- **Multi Media** - photography, film making, animation, digital technology, use of IT
- **Performance Arts** - puppetry, mime, shadow screen work, carnival, costume, improvisation, circus skills
- **Creative Writing** - Poetry, Story Telling, Call and Response
- **Inspiration** - from visiting artists, from community links to theatres, galleries, concerts, performances, workshops, outdoor spaces, engaging places.

**Our 'Creative and Performing Arts Curriculum' will offer:**

- Inspiration
- Experiences, with a focus on the 'journey not the destination'
- Participation
- Imagination
- Exploration - multi-sensory, auditory, visual, tactile
- Experimentation
- Enrichment
- Stimulation
- Expression
- Communication
- Feelings
- Emotions

- Success
- Enjoyment
- Appreciation – appraising, sharing, valuing
- Value
- Pride
- Collaboration
- Creativity
- Curiosity
- Celebration
- Challenge
- Risk taking
- Nurturing.

### **Creativity at Hadrian allows our pupils:**

- to learn in safety
- to make mistakes
- to experiment
- to take risks
- to think and problem solve
- to repeat the learning process
- to have the confidence to know how to learn
- to deal positively with change (practically and emotionally)
- to be flexible and creative in the ways they think.

### **We share our creativity through:**

- Our School Web Site
- Our School Blogs
- DoJo
- Hadrian Heralds
- Social Media
- Display Work and Exhibitions in school and in the community
- Performances in school and in the community
- School Council and Pupil Voice
- Newcastle Compass Trust
- Workshops
- 'Show and Tell' Assemblies
- 'HEADS' Training and Staff CPD
- Our Partnerships.

## **Appendix 1**

### **Creativity and improved standards can coexist, says Ofsted**

Ofsted documents acknowledge that a well-organised creative curriculum can contribute to improved standards of attainment and achievement. Independent learning and pupil confidence together with curriculum rigour and high staff expectations were identified as key factors leading to higher standards. Ofsted commented that: 'The schools in challenging circumstances which positively promoted creative learning demonstrated particularly marked improvement in pupils' achievement. Expectations were high and, in almost every case, pupils of all abilities were challenged successfully.'

### **The key factors from Ofsted's point of view that make creative learning effective include:**

- Well-organised cross-curricular links that allow scope for independent enquiry
- Inclusiveness, ensuring that learning is accessible and relevant to all pupils
- A focus on experimental learning, with knowledge, understanding and skills developed through first-hand, practical experience and evaluation
- Well-integrated use of technology
- Effective preparation of pupils for the next stage of learning
- Clear and well-supported links with the local community and cultures, often drawing on local knowledge and experience to enhance pupils' learning
- A flexible approach to timetabling to accommodate extended, whole-school or whole-year activities
- Partnerships that extended opportunities for creative learning.

### **As a result of these approaches, successful schools have high levels of enjoyment in both staff and pupils. Ofsted inspectors look for enhanced creativity in successful schools and the factors they look for include:**

- Children working together with the knowledge and skills to acquire whatever 'props' they need to develop and test a hypothesis and draw conclusions.
- Pupils working independently, having the confidence and skills to access the information/data/materials they need.
- Leadership having a focus on creativity within the school improvement plan and in appraisal activities.
- Providing clear success criteria for creative learning, monitoring and evaluating teaching for pupils' creativity.
- Involving the whole school community including parents and governors in promoting creativity throughout the school.

The development of the senses is central to art and design, using sight, touch, emotional response and intellect to learn about different elements of visual language: line, colour, texture, shape, form and space. For pupils with additional needs, as with all pupils, personal experience and personal response might be a starting point for any activity. Direct handling and manipulation of materials build on a child's natural interest in shape, colour, rhythm and movement and can lead naturally into developing skills and confidence. For this to happen, though, careful planning must take place in order to ensure that there is success in all activities, commensurate with each pupil's level of development and ability.

**Long-term planning should take account of different learning styles and include a good variety of skills: drawing, painting, printing, collage, 3D, textiles, information gathering and ICT. Important points for planning inclusive art and design lessons include:**

- Providing opportunities for learners to use all their senses
- Using a wide range of activities/materials
- Helping pupils to manage their behaviour by setting out clear expectations and engaging them in practical work which ensures success
- Nurturing a sense of achievement
- Acknowledging and celebrating even tiny steps of progress.

**Confirmation that the Creative and Performing Arts Policy in respect of Hadrian School has been discussed by the Governing Body:**

**Signed by:**

Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Agreed at the Governing Body Meeting on: \_\_\_\_\_

Minute Reference: \_\_\_\_\_