



CREATIVE ARTS POLICY

1. Introduction

A person centred approach to learning necessarily places great emphasis on the visual and performing arts. It is through this domain that the rich diversity of children's voices can be fully appreciated. Young children have a hundred languages, which they use to make sense of their social worlds.

Children are encouraged to explore a range of modalities and "languages" for creative expression: music, movement, dance, storytelling, drama, drawing, painting, sculpture, film, etc. The focus is always on the creative process over and above the end product but children are provided with opportunities to perform in 'exhibitions' at the end of a project or with other schools in the community.

The extended schools programme allows for children to experience a wide range of artistic and creative processes by giving them access to talented and enthusiastic practitioners. Many of our parents are artists and frequently share their skills and enthusiasm with the school.

2. Guiding Principles

At Lewes New School, art and creativity are highly valued as an integral and natural part of daily life. We favour a 'curiosity-led' approach to learning, where teachers and children work together to co-create a project-based curriculum that is relevant and challenging, and responds to the curiosity and imagination of each child.

3. Teaching the Creative Arts

Within the interdisciplinary world of the project, opportunities for creating individual or collaborative artworks are many and varied, and often provide an opportunity to think creatively, and make connections between the different elements of our learning.

Opportunities also exist to explore art for art's sake, as a vehicle for developing an authentic and deeply personal self-expression. Here, the emphasis is on exploration and discovery and we aim to recognise and celebrate the artist within us all. However, within this freedom and creativity, there is a place for learning specific skills – of observation, reflection and the manipulation of media.

Our aim is always first and foremost to support and facilitate the creative process, not to contain it within a subject. This process may lead an individual or a group towards eg

1. a dramatic production,
2. interpretive dance,
3. songwriting,
4. musical composition,
5. sculpture,

6. film-making,
7. a large-scale multi-media installation.

Visits and outings:

Whenever possible children are taken out of class to spark their creativity and imagination.

With numerous art galleries on our doorstep, children may also visit a local exhibition for inspiration. Children may, for example, choose their favourite work and create their own piece inspired by what they see.

3.1 The role of the teacher

The key question for the teacher is ‘to what extent should teachers direct when and where a child should express their creativity, and to what extent should children be left to explore and develop their own creativity?’

Understanding the creative process:

To answer these questions requires an understanding of the creative process and the nature of ‘flow’ inherent in creative endeavor. When a person is fully engaged in the creative process, they are involved in a sensory and embodied experience. To interrupt this process with a direct instruction would remove the person from this experience and bring them back to their thinking self.

Providing materials, inspiration and advice:

A skilled teacher may provide inspiration or advice by *doing* as much as by *telling* – perhaps working alongside the child to introduce a new technique, or introducing a new material to the table. Teachers may select the materials for use or work alongside children to choose the most appropriate materials for the piece.

Reflection:

They also recognise the value in getting lost or stuck as part of the creative process, and allow for breathing space and daydreaming as part of that process. The time for reflection comes later, and can lead to some amazing dialogue.

Cultivating curiosity and creativity:

Our aim is not to direct a child to imitate a style or perfect a technique, but to cultivate curious, creative minds. Children are free to explore their own observations and develop their own style. With no pressure to reproduce a particular style or create an accurate representation of another artists work, the emphasis is on learning to look at shapes, colours, textures and the personal feelings evoked by a work of art.

4. Resources

We have two spacious and light art studios in the school. Each space is well used and has a ‘workshop’ feel, where we are able to celebrate and engage fully with all aspects of

the creative process.

Key features of the art studios include:

1. A range of materials and media
2. Work-in-progress is displayed alongside finished pieces, to support dialogue, reflection and evaluation of the creative process itself.
3. Tables can be moved and the space transformed to accommodate large constructions, working on the floor, individual or collaborative work at a table or an easel.
4. There are also large and small boards for taking outside and a glass wall in the playground for experimenting with paint.

5. Monitoring and Assessment

For more information see the ***Assessment Policy***.