



# Kesh Primary School

## The Arts Policy

Ratified by Board of Governors in:  
October 2024

Signed:

Chairman of Board of Governors

Next Review:  
October 2027

Signed:

Principal

### Drama

“Drama enables children to express their thoughts, ideas and feelings in a safe environment”.  
([www.nicurriculum.org.uk](http://www.nicurriculum.org.uk))

Creativity is developed through every area of the curriculum. Art and design, music and drama provide rich opportunities for developing creativity, allowing pupils to express their ideas, feelings and interpretations of the world in diverse ways through pictures, sounds, drama and dance.

The purpose of The Arts within the primary curriculum is therefore to provide opportunities for pupils to develop:

- curiosity, imagination and creativity,
- self confidence and self-esteem,
- artistic, musical and kinaesthetic abilities, including gross and fine motor skills,
- verbal and non-verbal modes of expression,
- an appreciation of the beauty and wonder of the world around them,
- an ability to make informed choices and decisions,
- an awareness of other cultures.

### Rationale

Drama enables pupils to express themselves creatively and imaginatively, with others effectively and to help make sense of themselves and the world in which they live. At Kesh Primary School we want to give pupils the opportunity to use drama in many areas of the curriculum and to develop each pupil’s desire to listen to other, to share ideas, to realise visions, to think creatively and to work confidently together.

### Aims - Drama

- To enhance and develop pupils’ self-esteem and appreciation of self-worth. To enable pupils to use a range of dramatic techniques, including working in role to explore ideas and texts.

- To encourage pupils to develop the capacity and confidence to express ideas and to communicate them through drama.
- To allow pupils experiment with everyday issues in a safe and secure environment.
- To develop pupils' ability to evaluate their own and others' ideas and understanding through drama.
- To use drama as a powerful learning "tool" across the curriculum.

## **Statutory Requirements**

**Foundation Stage** - Pupils should be enabled to:

- express thoughts, ideas and feelings,
- develop their creativity through imaginative play,
- engage in dramatic play to extend their learning,
- take part in a range of drama games and strategies.

## **Progression**

As pupils progress through the Foundation Stage they should be enabled to:

- co-operate during role play, negotiate roles, agree rules and act out scenarios,
- express thoughts, ideas, feelings and imagination with confidence in a range of dramatic contexts using verbal and non-verbal language,
- adopt and sustain a role.

**Key Stage 1** - Pupils should be enabled to:

- develop their understanding of the world by engaging in a range of creative and imaginative role play situations by creating invented situations on their own and with others, and responding in the role to the dramatic play of others and to the teacher/classroom assistant in role,
- explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others,
- develop a range of drama strategies including freeze frame, tableau and hot seating,
- develop dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character, and by using symbols and images to develop action and interpret meaning.

**Key Stage 2** - Pupils should be enabled to:

- develop their understanding of the world by engaging in a range of creative and imaginative role play situations,
- explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and other's feelings about issues, and by negotiation situations both in and out of role.,
- develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience alley,
- develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.

## Special Educational Needs

It is our policy to ensure that every pupil is given the opportunity to receive his/her curriculum entitlement. We can do this by:

- providing experiences which are appropriate to the individual pupil,
- ensuring that the pupil has the resources necessary to carry out the work.

In operating our Drama Policy, our teachers will have regard to the Department of Education's recommendations in relation to pupils with Special Educational Needs Policy.

## The Role of the Drama Coordinator

- To ensure effective whole school planning, delivery, coordination, monitoring and evaluation of the Drama area of learning within the NI Curriculum.
- To lead the development of Drama and associated policy and schemes, reviewing regularly.
- To contribute to school development planning by identifying annual objectives and actions that focus on raising standards and increasing pupil enjoyment and achievement within Drama.
- To support teachers and give advice on related activities, skills, concepts and progression.
- To attend courses relevant to the promotion and development of Drama within the school and disseminate to school staff through Baker Dys, School Development Days and staff meetings.
- To research and keep up to date with new drama ideas and concepts.
- To coordinate school productions throughout the school.
- To monitor the use of resources throughout the school and take the responsibility for the purchase and organisation of any required resources.
- To organise, coordinate and promote participation in drama competitions.
- To assist within the organisation of extra-curricular drama linked activities.

## The Role of the Teacher

The relationship between the teacher and the pupils is perhaps the most important factor in the success of the drama lesson. The most valuable form of drama activity is that which allows scope for the child's realistic and imaginative play and the child's need for self-expression.

In Kesh Primary School teachers:

- will plan for and provide opportunities for drama on a half-term basis,
- will have access to the assembly/PE hall for extended dramatic activities - in addition, drama work will continue in the classroom, across other areas of the curriculum.

## Drama within the Foundation Stage

In the early years there are many opportunities for pupils to explore ideas and take part in dramatic activities. They will have opportunities to participate in more formal drama lessons as they progress through the school. The role play area and other areas inside and outside the classroom, allow pupils to participate in imaginative play. Within a framework created by the teacher and pupils in co-operation, play will be structured initially upon individual experience. Pupils can be given the opportunity to play alone or interact with others. The teacher and classroom assistant may sometimes model or become part of the imaginative play by taking a

role in the drama. The interaction may be to aid development of language, build the confidence of pupils or through the adopted role, present new and demanding problems for the pupils to solve. This helps pupils become involved in questioning, finding information, solving simple problems, developing communication skills and learning about roles in the wider community. It is important for young pupils to be offered on a regular, daily basis the potential for learning through stimulating, imaginative play situations. Teachers may also use nursery rhymes, stories, songs and poems to provide drama opportunities and develop and build on the child's own experience. It is important for a child to relate their own experiences with that of the material presented to them. Drama activities may also be used to help second language learners or pupils experiencing difficulty with speech development. A relaxed, well-structures, imaginative play area will have much to offer in providing non-threatening opportunities for speaking and listening to others. Pupils who have well developed speech, can benefit from the extended vocabulary offered by the situations provided.

### **Drama Development within Key Stages 1 and 2**

As pupils progress through the school, structured play will transition towards drama sessions. These may deal with fantasy events, but it is important to move pupils on towards recognition and acceptance of reality and real concerns in their drama. Drama offers pupils practical and immediate experiences which will engage their emotions as well as their intellect. Drama should be offering pupils opportunities for investigation and discovery. Teachers are encouraged to use drama support teaching and learning across the curriculum.

### **Cross Curricular Links**

Drama has strong links to other subjects. Diverse methods can be used within these subjects to explore a variety of roles, topics, feelings, situations and facts.

### **Learning and Teaching Strategies**

In Kesh Primary School we use a variety of teaching strategies. Consideration is given to different learning styles - visual, auditory and kinaesthetic. These include:

<b>Foundation Stage</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
<ul style="list-style-type: none"> <li>• Teacher Narration</li> <li>• Teacher in Role</li> <li>• Significant Object</li> <li>• Role Play</li> <li>• Puppet Show</li> <li>• Freeze Frame</li> <li>• Hot Seating</li> </ul>	<ul style="list-style-type: none"> <li>• Hot Seating</li> <li>• Freeze Frame</li> <li>• Tableau</li> <li>• What Happens Now?</li> <li>• Whole Group Drama</li> <li>• Conscience Alley</li> </ul>	<ul style="list-style-type: none"> <li>• Hot Seating</li> <li>• Freeze Frame</li> <li>• Tableau</li> <li>• What Happens Next?</li> <li>• Whole Group Drama</li> <li>• Thought Training</li> <li>• Conscience Alley</li> <li>• Interviews/Interrogation</li> <li>• Overheard Conversations</li> </ul>

Additionally, information technology and visual stimuli, including video clips and television programmes are used to engage and interest pupils and further enhance their learning. Through the exploration of these strategies, pupils will develop their experience of improvisation, acting, dance, drama and mime and in turn deepen their understanding of voice, movement, gesture and facial expression.

## **Drama within Communication and Personal Development and Mutual Understanding (PDMU)**

Drama contributes significantly to the area of communication by actively promoting the skills in reading, writing, talking and listening. Pupils develop their language skills by being given the opportunity to perform their work in front of their peers, paying particular attention to diction and when performing and interpreting poetry, to rhythm and rhyme. Drama is also used to stimulate discussion and creative writing. Through working with others in a dramatic setting, pupils develop their ability to communicate ideas effectively. Drama also contributes significantly to the teaching of Personal Development and Mutual Understanding. Through the common goal of performance, pupils learn to work effectively with other people and build up good relationships. Drama is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public performances is sometimes one of the most memorable things in which young people take part in school.

### **Differentiation in Drama**

Differentiation can be incorporated thoughtfully within drama activities. However, where pupils are grouped the groups may be arranged by considering different factors to enable specific support or challenges to be given.

### **Assemblies and Productions**

Classes have the opportunity to rehearse and perform a production at specific times of the year. These can include but are not limited to Harvest Assemblies, Christmas Productions, Pantomimes and Year 7 leavers' Assembly.

### **Extra-Curricular Activities**

Extra-Curricular Activities are used to help further develop the strategies and skills already acquired during the school day. Where possible, activities will be organised to enable pupils have opportunities to explore and express their ideas in a fun but managed environment.

## **Music**

### **Rationale**

The NI Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

In Kesh Primary School we believe that musical activity provides children with the opportunity to explore feelings and express themselves in ways that support or go beyond verbal communication and provides a context for developing creativity. As a school we recognise the value of providing a wide range of musical experiences which allow the children to develop skills in:

- Music
- Thinking, problem-solving and decision-making
- Self-management
- Working with others
- Managing information
- Being creative

## **Aims for Music**

We aim to:

- Promote self-confidence and self-esteem through the key activities of making and responding to music,
- Develop listening skill involving concentrated listening, aural discrimination and memory,
- Develop performing skills involving mental and physical co-ordination, verbal and non-verbal communication and memory,
- Heighten children's awareness of themselves and their immediate environment and that of other cultures.

## **Statutory Requirements**

Pupils should be enabled to:

### **Foundation Stage**

- Work creatively with sound,
- Sing and perform using simple instructions,
- Listen and respond to their own and others' music making.

In Kesh Primary School children will have opportunities to be involved in musical activities as a whole class, in groups, individually and during play. Planned activities will be relevant to children's interests and experiences and may relate to other areas of learning.

### **Key Stage 1**

- Work creatively with sound by investigating, experimenting, selecting and combining sounds to express feelings, ideas, mood and atmosphere,
- Sing and perform with simple instruments to develop vocal and manipulative control,
- Listen and respond to their own and others' music making, thinking and talking about sounds, effects and musical features in music that they create, perform or listen to.

### **Key Stage 2**

- Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created,
- Sing and perform with simple instruments from memory, by ear or from notation to develop vocal and instrumental skills,
- Listen and respond to their own and others' music making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to.

In Kesh Primary School a sense of enjoyment is fostered, along with the development of social skills and confidence in their music making, both as individual and members of a group.

## **Progression**

### **Foundation Stage**

As pupils progress, they should be enabled to:

- Be aware of and perform a steady beat,
- Distinguish between loud/quiet sounds, high/low sounds, long/short sounds, fast/slow music,
- Listen to and repeat simple rhythms,
- Make music (e.g., by using vocal and body sounds and by tapping, shaking and scraping simple instruments),
- Watch and respond to start/stop signals,
- Value own and others' contributions in the team aspect of music making and performing.

### **Key Stage 1 into Key Stage 2**

Through experiences of making and responding to music children should develop:

- Increasing ability to combine and use the elements of music to express their own ideas and feeling and to create mood, atmosphere and contrast,
- Increasing control of the sounds they make when singing (words, expression, breath control and singing in tune) and playing simple percussion instruments (manipulative control)
- Increasing awareness and understanding of the elements of music in relation to
  - Loud sounds, quiet sounds and silence progressing to variations in volume, including increasing/decreasing levels of sound (dynamics);
  - Fast music and slow music progressing to variations in speed, including getting faster and slower (tempo/pace),
  - Long sounds and short sounds (duration) progressing to patterns of longer and shorter sounds (rhythm) over a steady beat, including repeated rhythmic patterns,
  - High sounds and low sounds (pitch) progressing to patterns of higher and lower sounds (melodic shape), including repeated melodic patterns,
  - Characteristics of the sounds they make and hear progressing to qualities of sounds they make and hear, including the sound characteristics of common musical instruments (timbre),
  - Single sounds and combined sounds progressing to combination of sounds (texture), including melody and accompaniment.

### **Assessment for Learning**

Assessment within music is integral to learning.

In Kesh Primary School:

- A range of assessment techniques should be used, for example, observation, class discussion, performance, independent work or group tasks,
- Teachers will specify the learning intentions and pupils will be given opportunities to set their own goals and reflect on their own and others work,

- When reporting to parents, comments should be based on both the processes and outcomes of the subject. Pupil's achievements in music are reported to parents in the children's annual Reports,
- Assessment will take account of pupil's abilities and informs the teacher to target work best suited to the pupils' stages of development.

Links will be made with other curricular areas where appropriate. Long term planners will outline progression in creative, performing and listening skills.

## **Planning**

Thinking skills and Personal Capabilities will be integrated into music planners to ensure pupils:

- Think, problem solve and make decisions,
- Manage information,
- Be creative,
- Work with others and self-manage.

Links will be made with other curricular areas where appropriate. Long term planners will outline progression in creative, performing and listening skills.

Medium and short term planners make links to the long term planners and encompass teaching sequence, learning intentions, success criteria and resources. A flexible approach to planning is encouraged to take account of children's interests, ideas and experiences.

## **Differentiation**

Planning will take account of the range of abilities in the class. Teachers will focus on the processes of learning and respond effectively to the range of outcomes from the pupils' work.

## **Celebration of Success and Display**

It is important that children's success in music is acknowledged and celebrated appropriately. This will be done through:

- recording children's performances
- displaying children's musical achievements in classroom and other areas of the school
- performance of children's work to class, year groups, school, parents, community Governors and/or visitors.

## **Management**

TEACHING STRATEGIES - The implementation of a range of teaching approaches is encouraged, strategies include whole class teaching, group work teaching and individual expression. Central to teachers' efforts in this area is the belief "the greater the encouragement to express themselves freely through art and design, drama, and music the greater likelihood there is that children's individually, imagination and creativity will blossom" (NI Curriculum P.69).

The approaches adopted for music will take account of:

- number of pupils,
- abilities of pupils,

- nature of the activity,
- groupings - whole class, individual, paired, groups...
- classroom layout - movement of furniture to suit the activity,
- available resources,
- safety.

### **Time Allocation**

In the Foundation Stage music will be on-going during play-based learning. Discrete lessons must also be planned to develop key skills, introduce new ideas and create whole class / group dynamics as part of a creative learning approach.

In Key Stage 1 and Key Stage 2 it is expected Music is planned for each week.

After a music assessment in Year 4, selected children in Years 5 - 7 receive EA tuition in String Instruments. These lessons are throughout the academic year. Parents hire the instruments via the EA music service and for tuition in school.

### **The Role of the Music Co-ordinator**

Class teachers are ultimately responsible for the musical education of their children. They will receive ideas, advice and encouragement from the school's music co-ordinator, or other sources of expertise on the staff, or from outside agencies, in relation to the implementation of the Northern Ireland curriculum.

### **Resources**

As a school we have invested in the 'Music Express' resources for all year groups. This resource includes both a digital download as well as a textbook and CD rom. A selection of tuned and untuned instruments are available within each Key Stage. Additional instruments are kept in the Key Stage 1 resource store. Each teacher is responsible to return all borrowed equipment after use and report any damage/breakage to the coordinator.

## **Arts and Design**

### **Rationale**

In our school we believe Art and Design provides many opportunities for developing creativity and enabling children to respond to the world around and within them. As a school we recognise the value of providing a wide range of experiences which will allow children to:

- think for themselves
- respond to their individual feelings and emotions
- develop and use their imagination
- express their ideas, thoughts and feelings
- solve problems
- become more aesthetically aware

## **Aims of Art and Design**

We aim to:

- Promote self-esteem, confidence and enjoyment by communication in a range of ways in children's real, imagined and/or tactile world
- Develop children's visual, spatial and tactile awareness through colour, tone, line and shape, form and space, texture and pattern
- Develop skills using tools, materials and processes
- Provide opportunities for pupils to evaluate and talk about their work and the work of others
- Encourage imaginative and creative thinking
- Develop observational skills through processes such as drawing
- Create an awareness and appreciation of the children's environment and that of other cultures
- Help children develop socially through collaborative working and help them to communicate their ideas (TSPC)
- Provide equal opportunities for all pupils to reach their full potential - aesthetically, emotionally and socially (PDMU)

## **Art and Design across the Curriculum**

Foundation Stage Pupils will have the opportunity to:

- Observe and respond to things, handled, remembered and imagined and to investigate and talk about the colours, lines, shapes, textures and patterns
- Look at, and respond to pieces of work by artists, designers, illustrators or craft workers
- Explore and use a wide range of materials and processes
- Create and develop ideas using colours, lines, shapes, textures and patterns
- Talk about their own and other pupils' work and how the work was made

## **Key Stage One**

- Investigate and respond to direct sensory experience, including visual, verbal, spatial and tactile dimensions, memory and imagination
- Look at and talk about resources and materials to stimulate their own ideas
- Enjoy and appreciate the work of artists, designers and craft workers from their own and other cultures
- Use what has been viewed as a starting point for their own work
- Explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas
- Talk about their own and others' work and how it was made

- Use observations to identify difficulties and suggest modifications
- Experiment with a range of media, materials, tools and processes such as drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction

## **Key Stage Two**

- Engage with observing, investigating, and responding to first hand experience, memory and imagination
- Collect, examine and select resource materials to use in the development of ideas
- Look at and talk about the work of artists, designers and craft workers from their own and other' cultures

Appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making

- Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas
- Evaluate their own and others' work and discuss how it was made
- Explain and share their ideas, discuss difficulties and review and modify work to find solutions
- Use a range of media, materials, tools and processes such as drawing, painting, printmaking, malleable materials, textiles and three dimensional constructions, selecting which is appropriate in order to realise personal ideas and intentions

## **Celebration of Success**

It is important that the children's success in Art and Design is acknowledged appropriately. This will be achieved by:

- Displaying children's work in class and in other areas throughout the school, in the church and in the local community
- All children will have the opportunity to have their work displayed
- Children's work should be displayed as a 'Gallery' giving pupils the opportunity to evaluate what they have created
- Children will have the opportunity to enter Art and Design competitions locally and further afield.
- Displays should enhance, excite, inform, stimulate and celebrate achievements throughout the year
- Displays should demand engagement, individual effort, record learning and celebrate class achievements
- Displays are for our pupils, parents, staff, Board of Governors and visitors
- All displays should have labels which inform us about who did the work, what the work is about and where possible, how the work was created

- Work should be displayed inside and outside the classroom, in all resource areas, also in the assembly hall and dining hall, with all children having the opportunity to have their work displayed. Work displayed should reflect learning that has taken place and current practice
- Work of artists, designers and craft workers should be displayed for the children to enjoy and appreciate
- Photographs of progression of work is encouraged and photographs of the final creation are always very rewarding

## **Planning**

Planning for Art and Design will take account of progression, differentiation and curriculum requirements. Thinking Skills and Personal Capabilities will be integrated into art planners to ensure that pupils:

- Think, solve problems and make decisions
- Manage information
- Are creative
- Work with others and self-manage

Links will be made with other curricular areas where appropriate. Long term planners outline the progression in creative skills. Work will be pitched appropriately so as to challenge and enhance learning, as pupils progress through each Key Stage.

## **Differentiation**

Teachers will consider the range of abilities which children have and will take this into account when planning tasks for the pupils and when reviewing the outcomes of these tasks.

## **Time Allocation**

An appropriate amount of time will be allocated to Art and Design so as to ensure that pupils participate in worthwhile experiences and can develop skills and concepts and can express their ideas in 2 and 3 dimensions

## **Role of the Art and Design Co-ordinator**

Class teachers are ultimately responsible for Art and Design in their classes. They will receive ideas, advice and encouragement from the School's Art and Design Coordinator, or other sources of expertise on the staff or from outside agencies, in relation to the implementation of the Northern Ireland Curriculum.

Assessment for Learning Assessment within Art and Design will:

- Help in planning future work

- Improve the learning of pupils. Continuous monitoring will be the basis for assessment in Art and Design. Comments on the children's Annual Reports should be based on both the processes and outcomes of the subject. Assessment will take account of pupil's abilities and will help the teacher to plan work which is well suited to the pupils' stages of development. Self-Assessment Pupils will be provided with the opportunity to revise and reflect on what they have done and relate their work to that of others

### **Management Teaching Strategies**

The strategies and methods in Art and Design will take account of

- Number of pupils
- Abilities of pupils
- Nature of the activity
- Groupings-whole class, groups, paired or individual
- Classroom layout, movement of furniture to suit the activity
- Available resources
- Safety

In all Art and Design work, teachers will reflect the belief that: "The greater the encouragement to express themselves freely through Art and Design, Drama and Music, the greater the likelihood there is that the children's individuality, imagination, and creativity will blossom" (NI Curriculum P.69).

### **Safety**

In the interests of safety

- Pupils should work with purpose and consideration for others
- Ensure materials/tools are stored safely and are neat, labelled and accessible to pupils
- Equipment, which may cause injury or pose a health hazard, should be stored where pupils cannot access it, except when under correct supervision
- Teachers should demonstrate the safe use and care of equipment
- School staff should ensure that all areas are kept clean and tidy
- Teachers should establish clear rules for the distribution and collection of materials
- Teachers should demonstrate how to handle materials and tools.

### **Resources**

Each classroom is equipped with a selection of Art and Design materials to help develop and support the progress of this curricular area.

Specific materials required for whole school initiatives will be purchased and distributed by the Art coordinator.