



Expressive Arts Policy

Date	Review Date	Co-ordinator	Nominated Governor
October 2021	October 2024	Mrs. Lisa Card	Mr M Dixon

United Nations Convention on the Rights of the Child

At Llangewydd Junior School, we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a Rights-Respecting School and teach about children's rights - modelling rights and respect in all our relationships: between teachers/adults and our learners.

The UNCRC underpins our school vision and aims. We encourage our children to:

- listen to others and respect their ideas.
- learn about their rights, respect the rights of others and to inform others of children's rights.

Introduction

This Expressive Arts policy outlines the purpose and design of the teaching and learning of the Expressive Arts at Llangewydd Junior School. It is shaped by our commitment to enabling all our learners to achieve the highest academic and personal standards of which they are capable. In designing and continuously refining our curriculum, we aim to provide our learners with a broad and balanced curriculum that enables them to realise the four purposes and equips them for ongoing learning, work and life. Our Expressive Arts curriculum currently adheres to the statutory requirements of the National Curriculum as we simultaneously develop high-level curriculum and assessment design in preparation for implementation of the Curriculum for Wales 2022.

At Llangewydd Junior School, as lifelong learners, we believe that the teaching and learning of the expressive arts should be a positive and inspiring experience for us all with well-being, creativity and enjoyment at its core. Through our curriculum provision, we equip our learners with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Through placing an emphasis on Pupil Voice, we empower our children to make decisions about their own learning pathways and enable them to drive their own tailor-made curriculum.

We work hard to ensure that all learners experience the highest quality teaching and learning during their time at Llangewydd Junior School, offering a broad and balanced curriculum that promotes learners' spiritual, moral, social, cultural, mental and physical development and relates to local, national and global contexts. Using the experience, enthusiasm and expertise of staff, we provide engaging and inspiring teaching and learning experiences that are differentiated appropriately to meet children's individual needs and abilities in inclusive classroom and outdoor environments. Children have the opportunity to perform on an outdoor stage, use the forest to create natural instruments and art projects such as 'Celtic Roundhouses'. Our curriculum is driven by Pupil Voice, our Teaching and Learning Policy, our evolving theme maps (See Appendix 1) and the curriculum reform process.

Principles

Through the Expressive Arts at Llangewydd Junior School we aim to:

- empower pupils with an increasing breadth and depth of knowledge
- provide opportunities to gain a deeper understanding of the ideas and disciplines within areas of learning and experience
- allow time for refinement and growing sophistication in the use and application of skills
- enable pupils to make connections and transfer learning into new contexts
- develop increasing effectiveness as learners.



- engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full.
- gain an understanding and an appreciation of cultures and societies in Wales and in the world through engaging with the expressive arts as creators or as audience.
- encourage learners to develop their ability to appreciate the creative work of other people and also their own creative talents, artistic skills and performance skills.
- provide learners with opportunities to explore, refine and communicate ideas while thinking creatively and engaging their imagination and senses.

Aims

We aspire to develop an Expressive Arts curriculum that will provide:

- equitable opportunities to include the five disciplines of art, dance, drama, film and digital media and music.
- progression along the continuum – complexity, control, depth and independence
- experience, knowledge and skills inherent to and across each discipline
- opportunities to work independently and collaboratively
- a range of stimuli, techniques, materials and resources, tools and technologies
- experience of actual and virtual venues, and local, national and international arts events and festivals
- critical appreciation and response
- input from creative professionals and industry experience
- opportunities for learners to take on a range of roles and responsibilities within the [creative process](#)
- opportunities for each pupil to develop an understanding and enjoyment of Art, Music and Drama.
- opportunities to develop personal skills through a variety of activities designed to help each pupil grow in awareness, competence and knowledge.
- opportunities to strengthen cross-curricular links in core and foundation subjects and to develop themes.
- help pupils to realise their creativity and to value themselves as part of the wonder that comes from aesthetic appreciation.



- encourage pupils to respect and value the feelings of others especially as they are expressed in images and artefacts and through music and dance.
- foster developmental skills including communication and language, attention, memory and listening skills.
- respect, value and celebrate the contributions made by all pupils.
- opportunities to experience a wide variety of Art, Drama and Musical experiences by well-known performers and composers, artists and sculptors, both past and present, reflecting different times, styles and cultures.
- to create opportunities for our learners to perform, improvise, compose, listen to and appraise music - to create opportunities for learners to perform

Curriculum Organisation – The Expressive Arts

(See Curriculum Policy)

The school's curriculum follows the statutory requirements of the National Curriculum which identifies three core subjects:

- English
- Mathematics
- Science

and eight foundation subjects:

- Welsh Second Language
- Information and Communication Technology (ICT)
- Design and Technology (DT)
- History
- Geography
- **Art and Design**
- **Music**
- Physical Education (PE)
- RE

[Literacy](#), [Numeracy](#) and [Digital Competency](#) are central to the curriculum and are planned, taught, monitored and assessed through all areas of learning. We value the [Curriculum Cymreig](#) and our children are given opportunities across the curriculum to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

At Llangewydd Junior School, Expressive Arts are taught through cross-curricular, topic-based learning that blends the NC subjects. Our thematic approach is shaped by the four purposes, responsive to Pupil Voice and informed by pedagogical principles. Through 'Pupil Voice' exercises, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership

of their learning, making it more engaging and purposeful for them. Each half term, topics with a specific AoLE bias are chosen and a balance between the AoLEs is achieved throughout the academic year although Language, Literacy and Communication informs **all** our topics :

Autumn Term	Humanities Topic (History bias)
Spring Term 1	Science and Technology driven topic
Spring Term 2	Health and Well-being driven topic
Summer Term 1	Expressive Arts driven topic
Summer Term 2	Humanities Topic (Geography bias)
Language, Literacy and Communication (English and Welsh Second Language) is taught throughout all our topics.	

Each topic is launched with a ‘Super Start’ - immersion activities or experiences to engage the children’s interest and enthusiasm for their anticipated learning. Similarly, each topic culminates with a ‘Fabulous Finish’ event to celebrate or showcase the learning that has taken place with parents, governors and other stakeholders. Our ‘Fabulous Finishes’ often have a focus on drama, music, dance and art to showcase pupils’ learning. They often involve an exhibition of artwork and creative work. Similarly our Christmas concerts and our school Eisteddfods place an emphasis on the children expressing themselves through the expressive arts. Our children have opportunities to perform in cultural activities and performances, to perform poems, sing songs and celebrate everyone’s creative success in both art and digital media.

- Language, Literacy and Communication (English and Welsh Second Language) is taught throughout **all** our topics.
- Literacy, numeracy and digital competency skills are taught throughout **all** our topics.
- Activities are planned and carried out with a thematic approach with Expressive Arts and supported by the AOLE.
- Art, dance, drama, film, digital media and music and planned and implemented through the Expressive Arts
- Learning and experience in the Expressive Arts encourages the development of knowledge, skills and values that can help learners grasp the opportunities and meet the challenges that arise in their lives. Whether as creators or as audience, through engaging with the expressive arts, learners can gain an understanding and an appreciation of cultures and societies in Wales and in the world. Such engagement can equip learners with the skills to explore cultural differences through time and place. Importantly, our school ensures that expressive arts accessible to all learners and, through this inclusive approach, expand the horizons of every learner. We implement a fluid, flexible timetable structure where sequential lessons build cumulatively and activities may be sustained over a series of lessons in order to secure quality outcomes.

Teaching Approaches

(See Teaching and Learning Policy)

In shaping our Expressive Arts curriculum, we do not place an emphasis on any particular teaching approach, understanding that decisions about teaching and learning are very context and purpose specific, and are best taken by our teachers themselves. Teaching and classroom support staff use different teaching styles such as direct instruction, inquiry-based learning and collaborative learning and team teaching to suit the ability and learning styles of our learners and make best use of the expertise of teachers, enabling them to pass this on to other members of staff.

Within our Expressive Arts provision, our teaching approaches are informed by pedagogical principles that we view as having integrity depending on the learners and their specific contexts. These include:

- creating authentic contexts for learning.
- encouraging learners to take responsibility for their own learning.
- supporting social and emotional development and positive relationships.
- encouraging collaboration.



- promoting sustained pupil effort to reach high but achievable targets.
- employing a broad repertoire of teaching approaches.
- promoting problem solving, creative and critical thinking.
- building on previous knowledge and experience to engage interest.
- focusing on the four purposes.
- using Assessment for Learning to accelerate progress.
- making connections within and across Areas of Learning and Experience.
- reinforcing cross-curricular responsibilities in literacy, numeracy and digital competence.

It may be appropriate to implement the teaching and learning of the expressive arts as:

- a whole class – whole class teaching and learning is differentiated appropriately.
- in groups
- with individual learners.

Classroom support staff are used effectively throughout the school to provide additional support for groups and individuals, helping to support specific learning difficulties, weaknesses or barriers to learning as well as challenging and extending more able learners.

At our school, a balance and variety of approaches to teaching the Expressive Arts is used. We recognise the relationship between exploring, responding and creating and use these to support teaching. In promoting interaction between these, a balanced expressive arts provision is achieved. Our learners are given opportunities to apply and improve their developing skills across the curriculum.

At Llangewydd we provide pupils with the opportunity to explore, respond and create across all five areas of the expressive arts.

PARENTAL INVOLVEMENT

Parents/carers will be involved in the Expressive Arts curriculum in the following ways:

- through supporting homework activities
- by supplying information, objects or artefacts from home
- by supporting out of school activities designed to enhance learning opportunities

Partnerships

At Llangewydd Junior School, we value the importance of bringing the expertise of external practitioners into the classroom in order to promote the expressive arts. We are fortunate to enjoy partnerships with organisations such as Bethesda Arts, Theatr Na' Nog, Slapping Skins, storytellers from the Writers on Tour scheme, Investors in Families and Tesco. These organisations work alongside the school and support our school with performances, art projects and community events. Our school choir also sing at charity concerts organised by the Mayor's Charities Committee.

Learners are given opportunities to explore:

- famous artists
- local/Welsh artists
- famous composers/ Welsh composers
- forms of dance
- theatre shows
- drama, role play and improvisation
- different types of media
- different techniques
- learning instruments

Responding and Reflecting

Learners are given the opportunities to respond to expressive arts by:

- participating in class discussions where a growing emphasis is placed upon critical analysis of creative work and performances
- forming their own opinions
- viewing and responding to creative pieces of work exhibited or displayed in class galleries
- developing an emotional connection with the arts.
- reflecting on what they have achieved and how they would improve their performance or piece of work
- developing a critical vocabulary when assessing own and peer work and performances or creations.
- responding to and reflecting on creative work when visiting galleries and exhibitions, and viewing theatre productions.

Creating

Learners use a progressing level of skill to create in different forms:

- performances on stage
- creating pieces of work in response to a given stimulus
- collaborative compositions
- individual pieces
- planning, drafting, designing, making, shaping, composing, editing, presenting, exhibiting and producing work with a consideration of the audience.

Art

Topics provide pupils with opportunities to experiment and develop using a range of resources, materials, techniques and processes across all types of art, craft and design in order to produce a range of outcomes and to demonstrate a personal and creative response. These include:

- line, shape, texture, colour, design, **form** (2D, 3D, 4D), pattern, tone, shading, space, contrast, proportion, composition, scale, perspective
- architectural design, advertising, animation, constructed textiles (knitting/weaving/embellishment), ceramics, craft, design, drawing, environmental/landscape art, fashion, fine art, communication graphics, jewellery and body adornment, illustration, interactive design (including web, app and game), interior



design, installation, live art, making, mixed media, moving image, multi-media, package design, painting, photography, print-making (relief/intaglio/screen processes/lithography), signage, sculpting, sound art, surface pattern, textiles, typography, video

Dance

Topics include opportunities for performing, choreography and appreciation across a range of styles of dance. These include:

- movement framework (body actions, space, dynamics, relationships), time (rhythm and phrasing), improvisation, character, motifs/phrases
- choreographic devices (unison and canon, repetition, variation and development, complementary and contrasting, climax, highlights)
- compositional structures (beginning, middle and end, binary, ternary, rondo, theme and variation, narrative, unity, logical sequence, transitions)
- dance compositions (pure, abstract, lyrical, dramatic, comic, dance-drama)
- performance/refinement including physical elements (actions, posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation)
- expression (projection, spatial awareness, musicality, phrasing, facial expression, interpretation, communication)
- technical considerations (timing, reproduction of movement in a stylistically accurate way)

Drama

Our teaching of drama provides opportunities for pupils to act, direct, and design productions. These include:

- plot, character, thought, relationships (which encompasses interaction), tension, focus, place, time, language, voice (which encompasses accent, diction, pitch, tempo, pauses), movement (which encompasses gesture, facial expressions), proxemics, atmosphere, mood, symbols, design which encompasses stage lighting, sound, set, hair, make-up, costume, script writing, directing and stage management
- comedy, tragedy, tragicomedy, farce, musical theatre, melodrama, mime, physical theatre
- use of drama techniques such as Freeze-Frame, Conscience Alley, Spotlight, Role on the Wall and improvisation are all techniques we use when teaching drama.

Film and digital media

Our teaching approaches allow pupils the opportunity to explore, respond and create film and digital media. This includes:

- editing, post production, 3D space, 2D space, sound, lighting, camera, narrative, style, genre, audience, composition (visual, virtual and sonic), form (animation, live action, audio, written), virtual reality
- sound, video/film (animation, documentary, narrative, music video), print media, radio/podcast, photography, graphics, virtual forms, linear forms, non-linear forms, interactive media, social media, audio



production and design, lighting design, stage design, social media, game design, event design, production design

Music

Music at Llangewydd provides opportunities for pupils to perform, improvise, compose, listen to and appreciate music. These opportunities include a focus on:

- pitch, melody, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, tonality, musical devices (e.g. repetition, ostinato, sequence), harmony, intonation
- binary, ternary, rondo, round, minuet and trio, strophic, theme and variation, through-composed, sonata
- performing (including vocal, instrumental, technology e.g. DJ-ing), improvising and composing (including vocal, instrumental, acoustic, electric and digital, editing/production), listening (including analysing, evaluating, and appreciating a range of musical forms and styles across genres and periods of time).

Pupil Voice and how it co-constructs our Expressive Arts curriculum

Our curriculum is co-constructed and shaped by Pupil Voice processes. Our Pupil Voice Committees have been created to allow all our learners to have a voice that is heard and acted upon. Children from all our classes are represented in our Pupil Voice Committees and have responsibility for discussing and making decisions about different aspects of school life including our Language, Literacy and Communication (LLC) curriculum. Our eight Pupil Voice Committees are:

Pupil Voice Committee

(consisting of the Head/Deputy Head Boy and Girl and a representative from each of the Pupil Voice committees below. These give feedback about the outcomes of the other committees. This committee has overarching responsibilities.)

Teaching and Learning Committee	Criw Cymraeg	Digital Leaders
Playground Wellbeing Committee	Outdoor Sports Committee	
Eco Committee	Rights Ambassadors	

Before every topic, through designated 'Pupil Voice' time, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them.

We encourage our children to take responsibility for their own learning in Expressive Arts and to assume ownership of the learning process as much as possible through:

- creating opportunities to initiate and influence teaching and learning in Expressive Arts e.g. through class planning sessions.
- creating opportunities for learners to make personal choices and to follow their interests in expressive arts activities.
- our Assessment for Learning (AfL) processes.
- ensuring that status is given to 'thinking time'.
- sharing and negotiating learning objectives (our WALTs) and our 'Q' – what is needed for quality outcomes.

- placing an emphasis on modelling and teacher/pupil demonstrations and here's one I have completed in advance.
- involving our learners in setting their own targets in Expressive Arts topics.
- celebrating children's positive attitudes and creative efforts.
- providing high quality feedback to children regarding their learning in Expressive Arts
- encouraging and facilitating self- and peer-support and assessment in Expressive Arts.
- recognising and celebrating children's achievements in expressive arts both in school and outside school.

Planning

Planning is carried out in three phases (long-term, medium-term and short-term). As our preparations for Curriculum for Wales 2022 progress, we are currently in a period of transition where our teaching staff are encouraged to explore new ideas and approaches through a collaborative process in order to inform planning for the future. Our current planning processes are as follows:

- **Medium-Term Planning.**

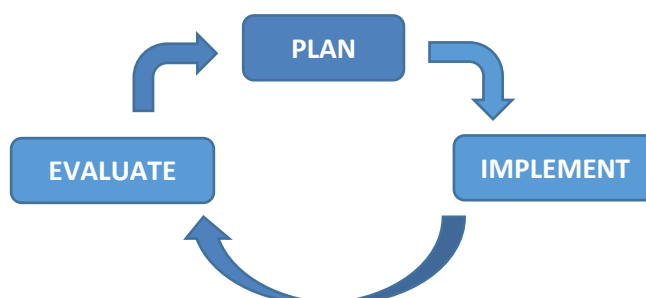
Prior to each half term, year group teams meet with the Assistant Headteacher, collaborating on medium term topic plans that are driven by Pupil Voice. Each half term, medium term planning with a specific AoLE bias is undertaken although an emphasis is placed on blending AoLEs (only when links have integrity) within the context of topics. Our medium-term planning ensures an appropriate balance of learning across the AoLEs is achieved throughout the academic year. *See Appendix 2*

- **Long-Term Planning.**

Once a year's cycle of medium term planning has been completed and mapped in terms of Curriculum for Wales 2022 coverage and progression of skills, AoLE teams will develop long-term plans that map out opportunities for developing learners' skills/covering curriculum content within their respective AoLEs in each year group throughout the school. It is anticipated that these long term plans will provide an overview of coverage and progression in learning as opposed to being detailed Schemes of Work and that they will be adapted regularly to acknowledge a fluidity in medium term topic plans resulting from a responsiveness to Pupil Voice and real life local, national and global events.

- **Short-Term Planning.**

Teachers plan and organise their teaching within the agreed medium- term topic plans on a weekly basis. Weekly, short term plans are completed by individual teachers (or collaboratively in year group teams). These plans are specific to individual classes and are always informed by an evaluation of pupil progress in learning. Teachers determine particular activities and the nature of those activities to support and challenge the specific needs of the pupils in their classes within the context of themes jointly shared by classes. Teaching plans are refined and adapted on a day-to-day basis according to teachers' evaluations of pupils' learning within their classes:





The level of detail in teachers' short term planning varies according to the preferences of individual teachers although all lesson plans include (See Appendix 1):

- The learning objective or **WALT** (We are learning to...)
- An outline of lesson structure – Starter, Main Activity, Plenary.
- Notes about **Differentiation** for different groups of learners and/or individual learners.
- Bullet points about key teaching points – 'how' learners will achieve quality work/outcomes – **Quality Work** (our 'Q').

Assessment and Feedback in Expressive Arts

(See Assessment and Feedback Policy)

Formative Assessment - Assessment for Learning

At Llangewydd Junior School, we recognise the status of Assessment for Learning as an integral and omnipresent part of our teaching and learning in Expressive Arts. We are committed to providing high-quality feedback that comes from good formative assessment – assessment for the purpose of informing the next steps in teaching and learning by identifying whether our children are progressing as intended. We aim to secure effective formative assessment in Expressive Arts at our school through:

- Questioning
- Feedback
- Self-and Peer Assessment (See appendix 3)
- Formative assessments.

Feedback

(See Assessment and Feedback Policy)

Llangewydd Junior School is committed to providing effective feedback to our learners in Expressive Arts. By giving focused and timely feedback to our learners through marking and reviewing work, we activate a constructive, formative dialogue with a view to ensuring that all our learners make as much progress as possible. Our feedback focuses on children's successes and areas for improvement in relation to our learning objectives and 'Q' criteria. It promotes a self-evaluative culture within our school, helping our children to become reflective learners and to close the gap between their current and aspirational performance.

Feedback Strategies

We give feedback to our children in a number of ways during the teaching and learning of Expressive Arts at Llangewydd. Teachers will choose the most appropriate feedback strategy for specific learning contexts and pieces of work. We aim to give prompt feedback, acknowledging that children make the greatest progress in their learning when they have immediate feedback to their work and have the opportunity to respond in the same lesson or as soon as is reasonably practicable. We do this through:

- **Teachers' well considered, real time interventions.**
- **'Light Touch' marking of work.**



- **In-depth, Quality Feedback and Feed-forward Marking**
- **Self- and Peer- Assessment** (*see appendix 3*)
- **displaying and celebrating children's work**

(See Assessment and Feedback Policy)

(see appendix 4)

Our Teaching and Learning Environment

At Llangewydd, we perpetually strive to improve our teaching and learning environments, believing that a carefully planned environment sets the climate for effective teaching and learning. In recent years, we have created zones both within and adjoining our classrooms to promote independent use of resources and high-quality work by the children. Our classrooms are organised to enhance and facilitate effective teaching and learning in the Expressive Arts and we have vast grounds which we use to support creativity:

- an art resource store – well-stocked with a variety of art supplies.
- classroom furniture that can be easily moved to facilitate paired work, group work, class work and individual work, role play and drama.
- classroom areas for continuous provision, exploration and experimentation.
- a variety of papers (lined, plain, A4, A3, line guides).
- stationery items e.g. rulers, erasers, sharpeners, pens, pencils, crayones, scissors, glue sticks.
- IT resources – iPads, Lenovo tablets, access to chromebooks, voice recorders.
- libraries to gather information and inspiration.
- a music area with a selection of instruments from around the globe.
- three large halls, and indoor and an outdoor stage to facilitate drama and dance.

Outdoor Learning

We plan opportunities to use our outdoor learning environment to support the Expressive Arts curriculum. These include performances on our outdoor stage and in our woodland areas, outdoor role play and the use of natural materials to create artworks as well as to make musical instruments.

Digital Competence

The Expressive Arts provides a wealth of opportunities to develop digital competence in areas such as digital collaboration, production technology, intellectual property, artificial intelligence, digital rights, licensing and ownership, body image and photo editing, as well as the saving, sharing and distribution of digital work.

Differentiation

All learners have equal access to our Expressive Arts. It is differentiated appropriately so that all learners are challenged and supported in their learning in order to achieve maximum educational and personal benefit. Our methods of differentiation include differentiation:

- by task.
- by grouping.
- by resource.



- by support.
- by outcome.
- by questioning.
- by assessment and feedback.
- by teaching style.

Homework / Blended Learning

We 'blend' face to face Expressive Arts teaching and learning that takes place at our school with tasks and activities that the children are asked to complete at home – online, offline or a combination of both. Homework tasks and activities are designed to pre-teach, consolidate, reinforce or extend skills and understanding in Expressive Arts linked to the topic being studied in class. Some of the homework will be ICT-based using the Google Classroom platform where online assignments and any accompanying digital resources are uploaded by teachers. At times, online tasks may be started in school and completed at home or vice versa. Practical, creative tasks are set as home tasks for children and to involve their parents. Homework consists of:

- one homework task every week. All homework tasks are relevant to and meaningful in the context of the current topic. The nature of these tasks will vary e.g. inquiry-based research, problem-solving, applying literacy, numeracy or other skills taught, investigations, practical tasks such as model-making. We aim to achieve a balance of different types of tasks across the AoLEs throughout the year.

Homework/Blended learning is similar in our CARE base / LRC, however, it is given on an individual basis according to the needs and anxieties of each child.

Extra Curricular Activities

At our school, some of our extra-curricular activities promote children's development in the expressive arts. The school choir, for example, meets once every week after school. They enjoy singing a repertoire of songs of different musical styles and have fun with their music. The choir sings at special occasions such as our Church Carol Service at Christmas time and Bridgend's Children's Remembrance Service at the war memorial. The children have also visited the Senedd, local supermarkets, Bridgend library, and local churches to sing a selection of songs. In recent years, the children have been invited by the Mayor's Charity Committee to sing at various fundraising concerts throughout the borough including an annual joint concert with Heronsbridge School. We have also been privileged to represent Wales in the international Schoolvision competition. Our Eco-Club sometimes uses natural materials to create pieces of art. They have even composed their very own Eco-rap!

Educational Visits

We recognise the importance of educational visits in promoting the expressive arts and in support of our Expressive Arts provision. We plan visits to theatres, exhibitions, galleries and museums as part of our commitment to expose the children to actual and virtual venues, local, national and international arts events and festivals.

Additional Learning Needs

If a child has an additional learning need, our school does all it can to meet these individual needs. At present we comply with the requirements set out in the SEN Code of Practice in providing for pupils with additional learning needs as we prepare for the new ALN Code 2021. A range of assessment strategies are utilised to help identify particular difficulties and external agencies can be involved in order to provide more specialist assessments and support.



Our CARE base and LRC children will often have more reviews due to the nature of their need and if they have a statement. We have an outside line directly to the bases and parents can contact staff whenever they need to.

Some of our learners need more support in Expressive arts and physical activities than that provided by differentiated tasks in the normal classroom context. Individual programmes of work are devised and interventions put in place to meet the needs of these children. These include:

- One to one support with teacher/classroom support staff i.e. SMART MOVES, Gross motor and fine motor skills activities and programmes.

More able children are taught with their own class and their learning extended through differentiated group work, extra challenges and opportunities for independent learning. Where appropriate, special arrangements are made for an exceptionally gifted child e.g. an individualised programme with more challenging learning, attending MAT masterclasses.

Equal Opportunities

All learners regardless of ability, gender, religion, social background, disability and race will have access to our Expressive Arts curriculum provision. All activities are planned in such a way as to encourage full and active participation by all learners so that they can develop their skills, knowledge, confidence and enjoyment of learning. Every child is valued and perceived as unique. We aim to ensure that our Expressive Arts curriculum responds to the learning needs of the individual pupil, challenging them to the full extent of their capabilities and providing them with opportunities to demonstrate fully what they know, understand and can do. Our children's well-being is always central to everything we do.

Disability

In accordance with the statutory requirements, our school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan that is available to parents on request.

This policy should be read in conjunction with the following policies:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment and Feedback Policy
- ALN Policy
- AoLE policies
- Literacy across the Curriculum Policy
- Numeracy across the Curriculum Policy
- ICT, DCF & e-safety policies
- MAT Policy

Monitoring and Review

Monitoring

Monitoring of the Expressive Arts– planning, coverage and standards of teaching and learning, is conducted by the Headteacher, Deputy Headteacher, Assistant Headteacher and the AoLE leader. This is done in several ways including:

- book scrutinies
- monitoring planning
- analysing assessment data
- monitoring targets
- lesson observations
- learning walks
- Listening to Learners
- looking at displays
- informal discussions with staff

Review

As we prepare for implementation of Curriculum for Wales 2022, we are aware of the need to monitor our Expressive Arts Policy, and to review it regularly so that we can take account of new initiatives and research, Curriculum for Wales guidance, developments in technology and changes to the physical environment of the school. Our Expressive Arts Policy will be reviewed bi-annually (or sooner as necessary) by the AoLE leader, the Assistant Headteacher, the Headteacher and the nominated governor. The necessary recommendations for improvement will be made to the Governors.

Signed by the Chair of Governors on behalf of the Governing Body:

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Date approved:12/10/2021..... (by full Governing Body)

Signed by Headteacher:

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Appendices

Appendix 1 – Example of Weekly Lesson Planning

Appendix 2 – Examples of a topic planning maps

Appendix 3 – Self-Assessment tree for pupils

Appendix 4 – School Marking and Feedback Code

Appendix 1 – Example of Weekly Lesson Planning

	<p>Autumn Term Week</p> <p>Week beginning: 30.11.20</p> <p>Year 4</p> <p>Mrs Mitchell/Mrs James/Mrs Hatch- Walker/Miss Cousins</p>
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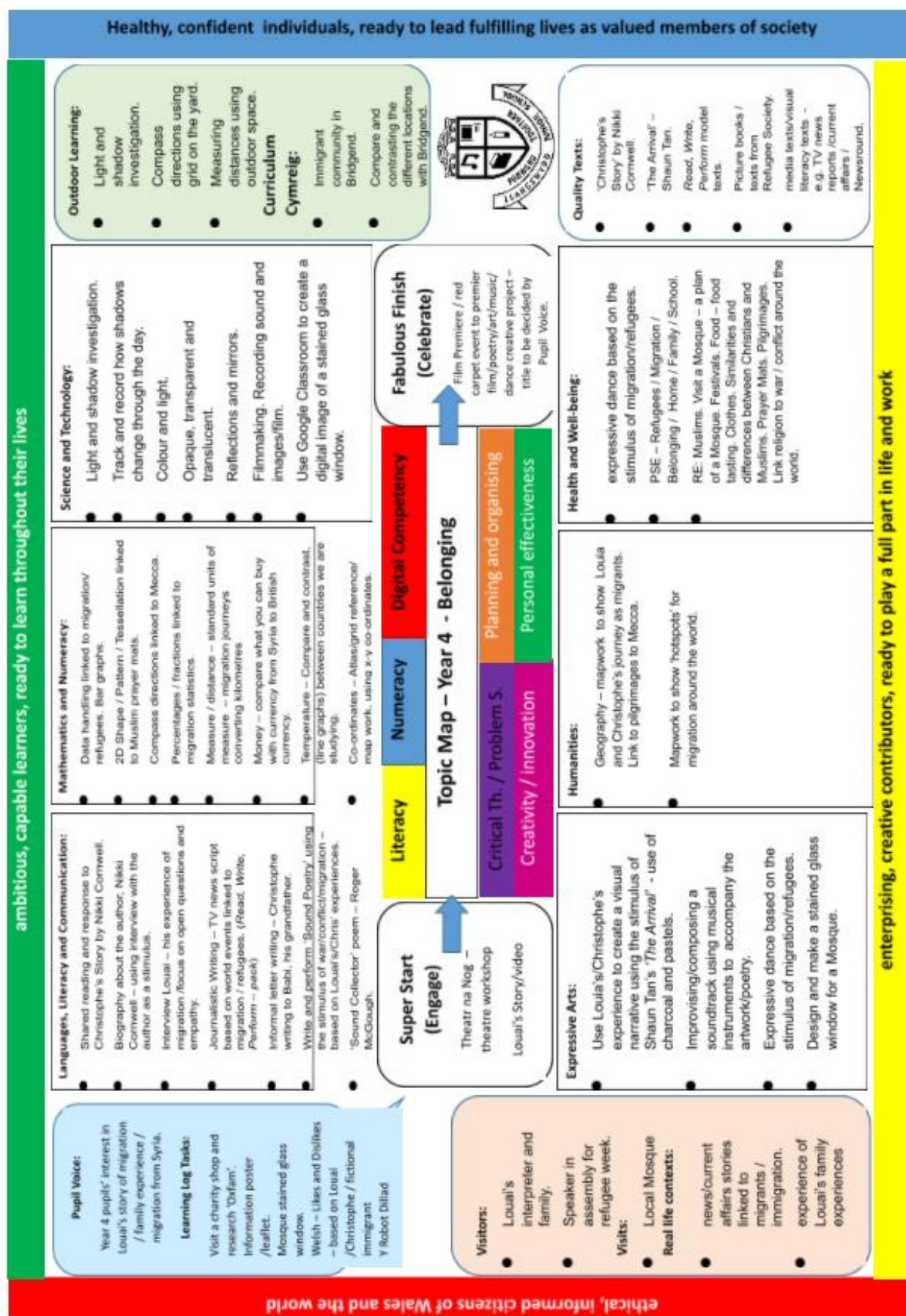
Time	Monday – Dydd Llun	Tuesday – Dydd Mawrth	Wednesday – Dydd Mercher	Thursday – Dydd Iau	Friday – Dydd Gwener
8.50					
9.00	<p>Helpwr Heddiw -</p> <p>REGISTRATION</p>				
9.10	ASSEMBLY				
9.30 Session 1	MATHEMATICS AND NUMERACY	MATHEMATICS AND NUMERACY	MATHEMATICS AND NUMERACY CLIC	MATHEMATICS AND NUMERACY	MATHEMATICS AND NUMERACY
10:30-10:45	MORNING BREAK				
10.45 - 12 Session 2	<p>LANGUAGE, LITERACY & COMMUNICATION</p> <p>W.A.L.T: Discuss Chapter 1 Iron woman</p> <p>Starter: Discuss the front cover, what are we expecting the book to be about? Do we think it will be similar to the Iron Man?</p> <p>Main Activity: Read Chapter 1 and discuss the main themes of the story so far.</p>	<p>LANGUAGE, LITERACY & COMMUNICATION</p> <p>W.A.L.T Use ICT to research Ted Hughes in preparation for our biography posters.</p> <p>Continued</p> <p>If people are unable to use the ICT suite or are waiting for an ipad, they should spend time categorising the facts already gathered.</p> <ul style="list-style-type: none"> Family Education Hobbies 	<p>LANGUAGE, LITERACY & COMMUNICATION</p> <p>W.A.L.T: use written notes to help them create an illustrated biography/biography poster about Ted Hughes</p> <p>Starter: Explain to the children that over a series of lessons they will produce a final draft of an illustrated biography (on A3 paper). Show them some examples. Emphasize the importance of presenting the biographies to a high standard with neat</p>	<p>LANGUAGE, LITERACY & COMMUNICATION</p> <p>W.A.L.T: use written notes to help them create an illustrated biography/biography poster about Ted Hughes</p> <p>Continued</p>	<p>LANGUAGE, LITERACY & COMMUNICATION</p> <p>W.A.L.T: use written notes to help them create an illustrated biography/biography poster about Ted Hughes</p> <p>Continued</p>
	<p>Plenary: What do we predict will happen next? Is the book how we expected it to be?</p>	<p>etc. They can also use the time to magpie a partners facts.</p> <p>Remind the children that their biography should be written <i>in their own words</i> and should:</p> <ul style="list-style-type: none"> - tell the story of someone else's life (a complete life /their life so far) - give factual information as well as maybe offering some opinions. - Be written in the 3rd person. - Use headings/sub-headin gs to organize the information into clear sections e.g Family, Childhood, Schooling, Achievements, Writing, Death etc. - Make use of careful illustrations and annotated diagrams to support their text. Sections, for example, may have themed borders etc 	<p>presenting the biographies to a high standard with neat handwriting organized into clear sections with suitable headings.</p> <p>Main activity: Remind the children that their biography should be written <i>in their own words</i> and should:</p> <ul style="list-style-type: none"> - tell the story of someone else's life (a complete life /their life so far) - give factual information as well as maybe offering some opinions. - Be written in the 3rd person. - Use headings/sub-headin gs to organize the information into clear sections e.g Family, Childhood, Schooling, Achievements, Writing, Death etc. - Make use of careful illustrations and annotated diagrams to support their text. Sections, for example, may have themed borders etc <p>Make the children aware that the biography must be completed and presented to the highest possible standard</p>		

				<p>on A3 paper. The final pieces of writing will be used for display/ reference sources for other children to read in the future.</p> <p>Plenary: Take time to evaluate the biographies as they progress e.g Have the children proof-read their writing after each section is completed? Have they written in clear, easy-to-understand sentences? Have they presented key facts about the author? Are these organised into themed sections?</p>		
12.30	LUNCHTIME					

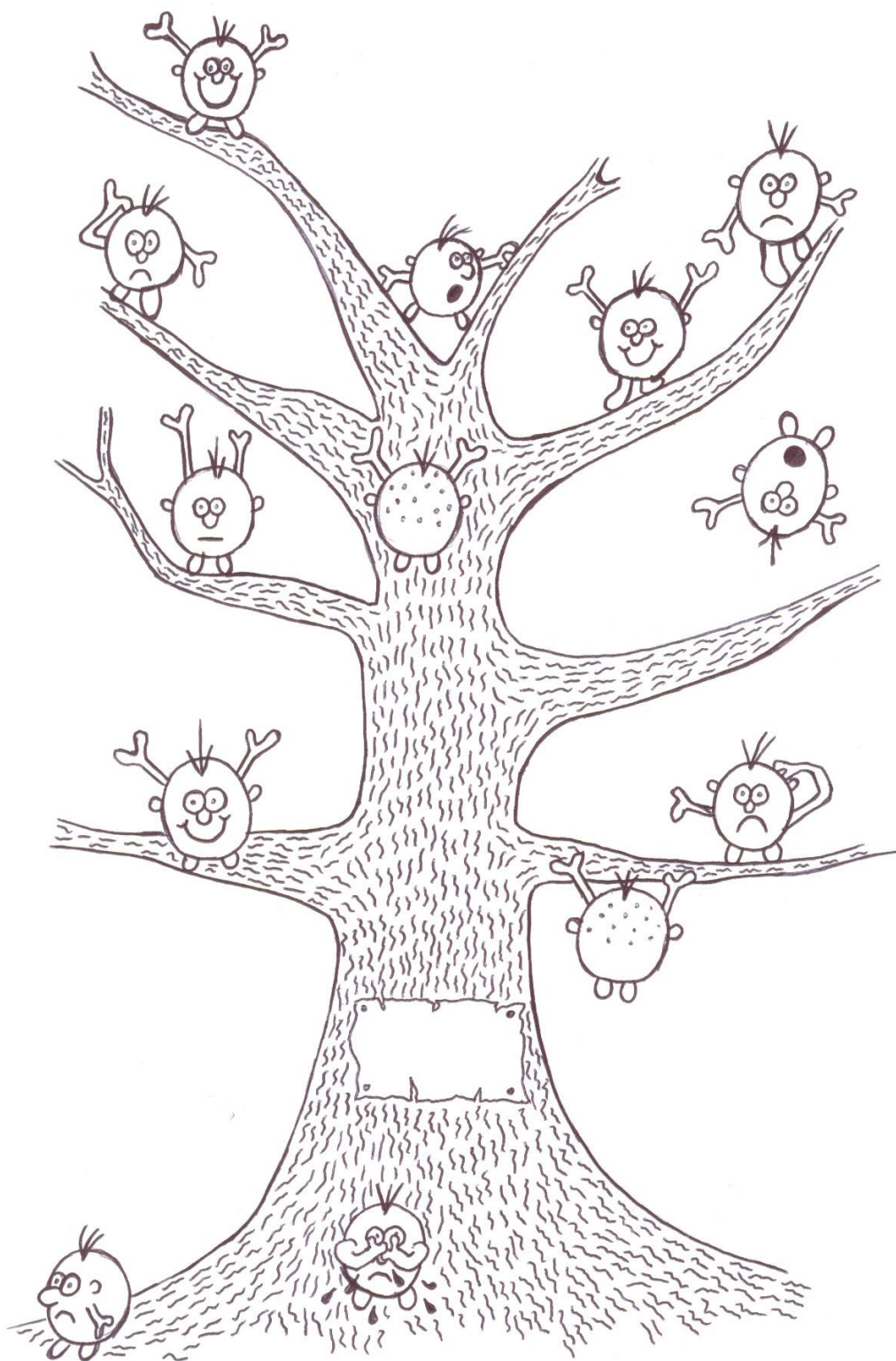
12.30	LUNCHTIME				
1.20	REGISTRATION				
1.20 Session 3	<p>LANGUAGE, LITERACY & COMMUNICATION</p> <p>WALT:</p> <p>Starter:</p> <p>Main activity:</p> <p>Quality work:</p> <ul style="list-style-type: none"> <p>Differentiation</p> <p>Plenary:</p>	<p>LANGUAGE, LITERACY & COMMUNICATION</p> <p>WALT: Write up the research under category headings.</p> <p>Starter: Discuss with the class what they have learned about Ted Hughes.</p> <p>Questions: (record pupils answers)</p> <p>-Where was he born?</p> <p>-When was he born?</p> <p>-Was he married?</p> <p>-How many children did he have?</p> <p>- Which school did he attend?</p> <p>How many books has he written/have been published?</p> <p>etc</p> <p>Main Activity: Would all of these facts be put in the same section of his biography? What section</p>	<p>EXPRESSIVE ARTS</p> <p>W.A.L.T: Understand what a silhouette picture is. To practice shading using coloured pencils or chalks.</p> <p>Starter: What is a silhouette? Go through the silhouette art PowerPoint as a class. Discuss what they can see in each slide.</p> <p>Questions:</p> <p>What is in silhouette?</p> <p>What colours have they used in the background?</p> <p>How do those colours change from foreground to background? etc.</p> <p>Main activity:</p> <p>Provide pupils with paper to experiment with shading the background.</p> <p>Demonstrate how to shade/blend coloured pencils and chalks.</p> <p>Tips:</p> <p>#1 Hold pencil high up (opposite end to when you are writing) and rest your hand on the paper.</p> <p>#2 Use chalks on their side and add layers to make it darker.</p>	<p>PE/Games</p> <p>Create an Iron man robotic dance/ Games session</p>	<p>EXPRESSIVE ARTS</p> <p>W.A.L.T: Draw a final silhouette picture design.</p> <p>Starter: Explain that this lesson they will be using pencils and chalks to plan their final silhouette picture. This picture should be created using pencils and chalks using A4 paper.</p> <p>Main activity:</p> <p>Provide pupils with chalks, pencils and paper to create a design for their final silhouette picture which will be created using black card/paper next week.</p> <p>Plenary:</p> <p>Class gallery.</p> <p>Whose work stands out? Why? Do they have any tips for the others in the class?</p>

		<p>would D.O.B go into? Number of books? etc.</p> <p>Explain that the pupils will spend the lesson writing their facts in their books but they need to be under the correct category heading.</p> <p>Differentiation:</p> <p>B.E.L could work as a small group with adult support.</p> <p>Pupils can be provided with suitable headings.</p> <p>Plenary: Pupils can share facts and category headings with the class.</p>	<p>Ensure pupils use similar colours. Red, orange, yellow. Dark green, light green, yellow etc.</p> <p>Plenary: Class gallery. Discuss what worked well? What issues did they come across? Who <u>preferred</u> the chalks? Pencils?</p>		
2:30-2:40	AFTERNOON BREAK				
Session 4	Research Continued	Continued	Biographies continued	<p>EXPRESSIVE ARTS</p> <p>W.A.L.T: Design a silhouette of a scene from 'The Iron Man'</p> <p>Starter: Go through the silhouette PowerPoint as a class. Discuss how a silhouette is different to simply drawing a picture of something.</p> <p>Main activity: Explain that they will be designing a silhouette to represent a scene from the</p>	<p>EXPRESSIVE ARTS</p> <p>W.A.L.T: Create a final silhouette picture design. CONTINUED</p> <p>Starter: Explain that this lesson they will be using pencils and chalks to plan their final silhouette picture. This picture should be created using pencils and chalks using A4 paper.</p> <p>Main activity:</p>
				<p>designing a silhouette to represent a scene from the Iron Man. Ask pupils what would make a good scene? It will only be an outline. Pupils should design their silhouette of a chosen scene.</p> <p>Plenary: Class gallery. Discuss what worked well? What issues did they come across?</p>	<p>Provide pupils with chalks, pencils and paper to create a design for their final silhouette picture which will be created using black card/paper next week.</p> <p>Plenary: Class gallery. Whose work stands out? Why? Do they have any tips for the others in the class?</p>
3.30	END OF SCHOOL DAY				

Appendix 2 – Examples of a topic planning maps



Appendix 3 – Self-assessment tree for pupils



Appendix 4 – School Marking and Feedback Code














Llangewydd Junior School Our Marking and Feedback Code



We will use the following codes when we mark your work.

They will help you to understand what you have done well and what the next steps in your learning are.

Code	What it means
	celebrates what you have done well.
	suggests how you can improve – your next steps.
	excellent work linked to our 'Q'
	correct or good work linked to our 'Q'
	incorrect
	underlined error - missing capital letter, full stop, comma or other punctuation
	new paragraph needed here
	Check that this makes sense.
	missing word
mistake mistaik 	<u>Spelling</u> The mis-spelt part of a word is underlined and the correct spelling is written above the word.
	indentation needed
V.F.	Your teacher has talked to you about your work.
initials e.g. D.E.	Someone other than your class teacher has marked your work.