

CREATIVE & PERFORMING ARTS

Greenacre School



GREENACRE SCHOOL CREATIVE AND PERFORMING ARTS

PRINCIPLES

At Greenacre we provide our students with a curriculum rich in creative and expressive opportunities centred on the arts. Opportunities with external agencies and within the community widen our pupils' horizons and inspire creativity and imagination.

The creative and performing arts are combined within this policy in three main sections:

1. Music – Page 3-4
2. Drama/Dance – Page 5



GREENACRE SCHOOL MUSIC POLICY STATEMENT

RATIONALE

At Greenacre music is seen as a vehicle for developing self-expression, pleasure, relaxation and enjoyment in that it has considerable therapeutic value in addition to being a skill based subject which is taught. Music is an inclusive experience and provides a means of communication for pupils who have little or no speech. It has also been found to have a calming effect on pupils and as many pupils with learning disabilities also exhibit behavioural difficulties, one of the desired effects of music can be to have a positive effect on their behaviour. Music is also used as an important teaching medium within other subjects to break down barriers and unlock the student's potential.

PURPOSE:

1. To ensure that all pupils are given opportunities to experience a range of musical activities and styles.
2. To ensure that pupils are given opportunities to experiment with sound (acoustic and electronic) using a variety of methods, techniques, materials and equipment.
3. To ensure that all pupils have access to appropriate musical technology.
4. To ensure that all pupils have the opportunity to develop choices and express preferences.
5. To provide pupils with the opportunities to explore, experiment with and create music.
6. To encourage skills of communication, socialisation, sharing and turn-taking.
7. To promote the development of memory and anticipation.
8. To encourage the development of listening and concentration skills. To be aware of musical conventions within different musical Genres.
9. To be aware of and promote the use of the elements of music within performance such as: Rhythm, timbre, texture and dynamic/volume.
10. To promote understanding and experience of music in other cultures throughout the world.
11. To be enjoyable and provide a source of pleasure.

GUIDELINES:

1. Music is delivered in accordance with National Curriculum guidelines with a focus on performance (including singing), composition, listening and appreciation/appraisal.
2. All pupils are given access to an appropriate range of musical instruments and resources appropriate to the individual.
3. All pupils are given the opportunity to perform (including singing) individually and in groups of varying sizes as appropriate.
4. All pupils' contributions are valued.
5. Individual talents are encouraged and nurtured.

6. All pupils are given the opportunity to take part in musical performances.
7. Pupils are given opportunities to experience concerts and performances, both in and out of school context.

CONCLUSION

Music is an essential part of the school's curriculum and makes a positive and cohesive contribution to the overall development of the pupil in giving them a powerful, unique form of communication that can change the way they feel, think and act throughout school and at home.

Lunchtime enhancement clubs also add to the pupils' learning opportunities in this area.

GREENACRE SCHOOL DRAMA/DANCE POLICY STATEMENT

RATIONALE

At Greenacre School the teaching of drama/dance is seen as providing pupils with the opportunity to perform, appreciate and create a variety of dramatic performances and scripts. Drama/dance is intended to be enjoyed either in the role of spectator and/or performer. It is seen as a medium for self-expression, creativity and a way to develop imagination both in fiction and non-fiction based contexts. Drama/dance is also used as an important tool within other subjects (especially Literacy) to promote understanding of the learning.

PURPOSE:

1. To ensure that pupils are given the opportunity to express themselves in a creative manner.
2. To encourage pupils to appreciate the theatre and dramatic activities.
3. To offer pupils the opportunity to perform using drama/dance as a creative medium.
4. To celebrate the achievements of children and to promote self-esteem and confidence.
5. To ensure pupils have the opportunity to visit theatres and experience performances.
6. To be aware of and use drama/dance conventions.
7. To develop imagination.

GUIDELINES:

1. All pupils should be encouraged to take a full and active role in drama/dance lessons both individually and in groups of varying size.
2. The school should provide opportunities for pupils to perform to a range of audiences and for a variety of purposes.
3. The school should offer pupils the opportunity to appreciate a variety of dramatic activities.
4. Where appropriate pupils should have access to specialist facilities, resources and equipment.
5. Individual talents should be encouraged and nurtured.

CONCLUSION

Drama/dance is considered to play an important part in the English curriculum as it aids the development of communication skills. Drama/dance is seen as providing enjoyable experiences for pupils as well as a means of developing leisure and recreational skills which can also be continued outside of Greenacre.

Equality Monitoring

This statement demonstrates our commitment to ensure we give due regard to:

Eliminate discrimination and other conduct that is prohibited by the act

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it