

Rationale of Expressive Arts

Aims

What can learning in the expressive arts achieve for children and young people?

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. It is therefore important that all teachers and educators look for opportunities within their own teaching approaches for interdisciplinary learning and to foster partnerships with professional arts companies, creative adults and cultural organisations.

Through their involvement in the expressive arts, all children and young people can express themselves in innovative, motivating ways, and experience enjoyment and enrichment in their lives.

The junior school or Broad General Education (BGE) experience

S1 – S2 All pupils attend Expressive Arts on a rota basis 3 periods per week

These rotas include a number of IDL projects and community projects that allow the learner to experience skills that transfer from departments and produce interdisciplinary outcomes. Timelines and lesson delivery can be found under the appropriate heading on this page.

S3 – Pupils select an expressive arts course to follow for one session

In S3 we introduce a further element of personalisation and choice than was given in S1 and 2, in terms of what project theme or design context is chosen in art and design or what instruments are learned for music performance.

The s3 course outlines can be found by clicking on the S3 links on this page.

The senior school journey

S4 – 6 All pupils attend 5 periods per week

In our new qualifications offer courses in subjects from national courses to advanced higher courses. In session 15-16 development of courses that will offer more breadth to the senior school choices in the Expressive Arts will include:

Music:

Advanced higher music performance

Higher music performance

Higher Music technology

National 5 music performance

National 4 music performance

Art and Design

Advanced higher

Higher

National 5

National 4

Photography

Higher photography

Course entitlements/ assessment and reporting

All of our courses are designed to ensure a degree of personalisation and choice, with pupils opting in to particular aspects of our courses. Pupils experience literacy, numeracy and health and wellbeing outcomes at levels appropriate to their individual age and stage of learning.

All of our senior school courses are part of the SQA unit assessment framework and are part of a verification process. The school also have a monitoring and tracking process that allows for pupil tracking and target setting as well as reporting.

Next session we plan to support the delivery of outcomes via appropriate assessment through the newly introduced significant aspects of learning in years 1 and 2.

The future vision

Following a review of our current courses we plan to offer a wider range of course options in our courses which will allow pupils to opt in at a level of study best suited to their needs and plans for their future. This element of choice should in theory help to further motivate our young people, encourage more to take the subject and raise attainment across the pupils who might want to study the subjects beyond the national level but not at higher. This will allow exit points for some pupils to HNC courses or portfolio courses at college.

We will be able to offer recording facilities for our music technology course in our new recording studio. The newest addition to our faculty will be the provision and delivery of Drama in the school curriculum.

We will have a drama studio with lighting and materials to deliver the Higher in drama as well as other courses in the future.

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Extra-curricular activities and Instrumental service

Our music courses are strongly supported by an extra-curricular programme involving our 'Sing Out' group and our boys' vocal group. We have a strings group and a junior wind band that give an extra dimension to the musical life of the school.

Our music service deliver lessons every day of the week based on a rota of instrumental staff who work with our other secondary and cluster primaries in Angus.