

Aims of the Expressive Arts faculty

The aims of the Expressive Arts faculty are to encourage and develop:

- The aesthetic
- Creativity
- An understanding of values
- An understanding of cultural change
- Physical and perceptual skills
- Communication of ideas

- The opportunity to explore various art forms in depth and together
- Knowledge and understanding of artistic forms
- Appraisal skills of appreciation and evaluation
- An understanding of the Arts in a social and historical context
- Opportunities to create performances and displays
- Appreciation of text and artistic performances in a working context

- Opportunities for leadership
- Opportunities to work as part of a team
- Commitment
- Confidence
- Organisational and planning skills
- Research skills
- Problem-solving skills
- Practice in meeting deadlines
- An understanding of the Arts as a learning tool

The faculty also seeks to:

- Encourage professional artists to perform for and work with students and staff.
- Offer extensive extra-curricular activities which give the opportunity to further particular art skills and develop the self.

When pupils leave school they should have a balanced view of the Arts. They should be aware of the autonomy and dependence of the Arts on each other. The pupils' Arts education should stimulate a lasting enjoyment and interest in the Arts. The Arts should be seen as relevant to their lives.

4 Perceptions of the Arts

For many people their Arts education was quite scant with possibly no Dance or Drama. Those who have become involved in the Arts have had some opportunity to review their understanding of the processes and balance. However, there are still many Arts practitioners who need to develop their understanding of:

- the processes and purpose of the Arts
- why the Arts are essential
- the benefits of the Arts operating as a collective force.

This is a vital stage in the development of any Arts faculty.

Arts teachers also need to be aware that those who organise the curriculum are often inadequately informed about the Arts. They need further information on the processes and purpose of the Arts.

The Arts do much to enhance the prestige of the school through:

- Art exhibitions
- Displays around the school
- Concerts
- Carol services
- Dance productions
- Drama productions
- Workshop presentations
- Visiting artists
- Visiting companies

The immediacy of this work informs and sends out signals. Teachers are aware of how to promote this part of their work. Generally the concert or the production encompass vertical age grouping which means they are forced to take place outside of the timetable. The production, the concert, the exhibition, etc are the results of an important process from which students derive enormous benefit. Unfortunately, the importance of the process can be missed. It is because of the process that the Arts are essential. The interpretation is no more than the end product or evidence of an understanding. In some ways the extra-curricular work has also substituted for a fuller timetabled Arts curriculum. The extra-curricular Arts education is not an entitlement of the student, particularly with some of it being eroded by the extra demands on the teacher in today's educational climate.

Expressive Arts: Recommended timetable

Key Stage 3

Art Music Drama Dance	Minimum of one hour per week
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Group size	For all subjects mixed ability grouping. For Art and Music 20 pupils per group. For Drama and Dance pupils to be taught in form groupings.
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Key Stage 4

Pupils are given the opportunity, through the option columns, to choose up to three Arts at GCSE/NVQ level. Subjects on offer are: Art, Music, Dance, Drama, Expressive Arts and Media Studies.
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Maximum group sizes	
Drama – 20 Music – 12 Expressive Arts – 15	Dance – 20 Art – 18 Media Studies – 15

Recommended first steps	
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Role of the Head of Faculty/Co-ordinator

- Have a vision of the faculty's future
- Ensure the Arts have a high profile
- Attempt to organise the delivery of a balanced Arts curriculum
- Formulate a common Arts policy
- Give the Arts consolidated representation
- Where conflicts arise suggest efficient methods or strategies to ensure best possible delivery of the curriculum
- Know the strengths of the staff
- Ensure that the Arts teachers teach to their strengths
- Create opportunities for the staff to develop
- Know what curriculum events are occurring in the faculty
- Know that the extra-curricular activities are occurring, organise, participate in and support them
- Encourage the sharing of good practice
- Ensure there is contact with professional artists
- Ensure faculty policies make sense across the departments
- Log a history of the faculty
- Monitor teaching ability, curriculum delivery, absence, pupil interest, accommodation and resources
- Oversee claims for support teaching in the Arts
- Try to build resources and timetable allocation
- Organise the handbook
- Organise meetings
- Manage the faculty budget
- Be aware of a head of faculty's role in relation to school policies
- Be aware of the faculty's policies in relation to whole school policies
- Be aware of OFSTED demands
- Have the ability to teach at least one subject of Expressive Arts very well and have some experience of the other Arts subjects