



Policy for The Arts Art, Dance, Drama and Music

Additional References

Policies for: Literacy, RE, PE, PSHE, Music, Art and Design, Inclusion, SEN, Racial Equality.

Document Links: SSDP 2008-09

Introduction

This policy document is a statement of the aims, principles and strategies for the learning and teaching of The Arts. It was developed through a process of consultation between the Headteacher, class teachers and governors, in relation to existing school policies, and national and LEA guidelines and curriculum orders.

The Importance Of The Arts

We believe that The Arts encompasses a wide range of subject areas and disciplines, including Music, Dance, Drama, Art and Design. Arts means not only providing our pupils with the opportunity to learn about and participate in each of these areas, but also providing them with the platform from which to be creative, express themselves, share experiences, talents and abilities through performance.

The Arts are delivered in accordance with the principles stated in our Learning and Teaching and Marking policies, supported by our Behaviour and Discipline Policy and our Health and Safety Policy. We hold the professional judgement of teachers as an essential feature in the delivery of The Arts in our school.

Planning

There is a strong emphasis on the key skills which link all curriculum areas particularly the development of speaking and listening. Our planning for The Arts is in line with the Foundation Stage, the National Curriculum for Foundation, Key Stage 1 and 2 and The Arts strategy / guidelines.

The Arts curriculum involves activities which may stand independently or be integrated within termly topics.

The use of Information and Communication Technology across the Curriculum

- Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in The Arts
- Pupils will be given opportunities to support their work by being taught to: -
 - Find things out from a variety of sources, selecting and using the information to meet their needs and developing an ability to consider its accuracy and value
 - Develop their needs using ICT tools to amend and refine their work and enhance its quality
 - Exchange and share information, both directly and through electronic media
 - Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Assessment, recording and reporting

Assessment is ongoing. Lessons are taught based on the achievement and needs of the children as identified by the previous lesson and level of skill acquired. Achievement in The Arts is formally reported to parents on the end of year written report. Strong emphasis is placed on peer support strategies to enable pupils to identify the next steps in their learning.

Resources

An audit of resources has been undertaken and purchases made which include practical materials and teacher resources. Every class is provided with basic equipment and resources for the needs of the class. There is a central store for more specialised equipment. Early Years have their own instruments in the outdoor area which are easily accessible for the children.

Inclusion

In recognition of our school's adherence to the principles of equal opportunities we aim to cater for SEN, all ranges in ability, gifted and talented children, ethnic diversity, EAL, gender issues, disability issues and social inclusion. Our planning, resources and delivery of the curriculum will reflect this. Emphasis is placed on meeting the diverse needs of children through a variety of learning and teaching styles. Through high quality, differentiated teaching, we aim to provide all children with the opportunity to engage and succeed in the Arts. We encourage children to share and explore both their own and new cultural experiences in The Arts.

Review and Evaluation

Policy review will be undertaken annually by the co-ordinator, and where significant issues arise, discussed by the whole staff. Monitoring by the co-ordinator is on-going and takes a variety of forms: classroom observations, learning walks, pupil voice, sampling and scrutiny of planning and work etc.

Arts Experiences Inside and Outside The Formal Curriculum

The arts curriculum is taught in a flexible way throughout the school. Within each Key Stage and Year Group, art, music and dance are taught both explicitly and through cross curricular links. Dance is taught in Key Stage 1 and 2, by school staff.

Specialist teaching also serves as high quality INSET for our own staff, who are always present during music lessons. All arts subjects are also taught in a more holistic manner through performing arts opportunities and creative curriculum planning.

Arts Teaching Within The Taught Curriculum

In all Key Stages and Foundation Stage the arts are taught both explicitly and through a creative, cross curricular approach to learning.

Arts Teaching Outside The Taught Curriculum

Foundation Stage, Key Stage 1 and 2 all have a fortnightly singing sessions. (20 minutes)

Peripatetic music lessons for individual children 20 minute lessons - violin, trumpet, flute, clarinet, trombone etc

Various after school clubs for the arts, eg dance, card making, art, choir (1 hour each)

Opportunities to take part in competitions and exhibitions within the school and outside of school.

Regular assemblies, Christmas and summer concerts, choir concerts, rehearsals and performances.

Numerous visits from artists, musicians and theatre groups to perform for or work with the children.

Music is taught by specialist teachers in Years 4 & 5, Edsential- First Access Scheme whereby children have instrumental tuition alongside all other elements of music curriculum.

The Range Of Experiences Offered

Pupils' entitlement to arts provision is guaranteed in three ways:

1. Through class teaching, linked to the National Curriculum:
 - The programmes of study set out in the National Curriculum 2014 express the specific learning objectives for individual pupils.
 - In order to meet National Curriculum objectives and to ensure progress across the school, staff plan and make use of a number of schemes including Music Express, Sounds of Music and PE scheme of work. Development of the curriculum across the school ensures cross curricular and cross artform links are made where possible.
 - The combination of the above allows skill specific teaching in the areas of art, music, drama and dance as well as more holistic teaching and learning (including performing).
 - We are developing a number of ICT led arts activities within the school as we now have a selection of technology which allows the children to explore this area. Children have access to digital cameras, ipads, ipods and CD players.

2. From experiences linked to the whole school curriculum:
 - All children also have opportunities to develop skills through music assemblies, where ongoing skills are taught and practised.
 - Arts Days. Children in every class have the opportunity to practice a variety of arts each year. They may experience writing, acting, singing, dancing, scenery creation and decoration, costume making etc. The Key Stage then performs the assembly which gives them presenting and performing opportunities. This is a fantastic opportunity for the rest of the school to enjoy and celebrate the performing arts as an audience.
 - There are several opportunities each year for children to work together on school performances. These include the summer and Christmas concerts where children perform as a whole school or Key Stage. There are also opportunities for individuals to perform. These concerts incorporate art, drama, music and dance.

3. Through pupils' own interests, including activities which are part of study support:
 - There is an extensive range of after school clubs which are run on site. Children have access to all the after school clubs which include music, art, drama and dance opportunities.

- Children may choose peripatetic individual or small group music lessons in strings, brass and woodwind.
- There are opportunities for Gifted and Talented children to take part in arts projects eg with other schools, competitions, workshops.
- Opportunities for parents and carers to work on arts projects with children through topic based homework projects.

Arts Facilities

1. A hall with moveable lighting.
2. Digital cameras in every year group.
3. Art display boards for displaying children's artwork.
4. Free access to extensive facilities and staff at the Education Library Services & Weaver Hall Museum.
5. Musical instruments.
6. ICT - laptops with art software, ipads with art and music software
7. Various arts materials, silk painting, batik, printing, clay and felt.

Aims and Objectives

Aim 1 : For all children to engage, progress, enjoy and express themselves through a variety of artforms, to explore values, attitudes, feelings and meanings.

Objectives:

- Provide an arts curriculum of quality, range and depth.
- Provide opportunities for cross curricular work.
- Provide opportunities for pupils to learn about the arts of diverse cultures.
- Provide opportunities to develop self-esteem, confidence and maturity through participation in the arts.
- Ensure that arts teachers have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with development in the arts.
- Provide opportunities for Gifted and Talented children to develop their skills further.

Aim 2 : Develop children's interest in the ability to create, appreciate and make critical judgements about artworks.

Objective :

- Give all pupils opportunities to observe, plan, design, complete and perform/exhibit in a range of artforms.

Aim 3 : Encourage pupils to work as individuals and in groups to share arts experiences and present artworks to others.

Objectives:

- Give all pupils an opportunity to exhibit/perform at least twice a year (assemblies).
- Give all pupils the opportunity to take part in an out of hours opportunity.
- Present arts work to parents and the community at least four times a year. Class assemblies, Christmas concerts, Summer Production, First Access concert, Art Gallery.
- To work with other local schools on Arts projects, Northwich Cluster of Schools

Aim 4 : Developing an understanding of the role of the arts in our community and society (and of different cultures), including as a career.

Objectives:

- Offer all pupils an opportunity to work alongside professional artists.
- Promote achievement in the arts amongst children.
- Take pupils to see work exhibited and performed by professional artists.

Assessment and Reporting

Learning outcomes are identified for each lesson. Assessment opportunities are identified within the weekly planning and are measured against the criteria set for the learning outcomes. Pupils are made aware of the learning outcomes for all lessons (LO). Assessment in the arts can take various forms:

- Self evaluation and review
- Progression
- Observation
- Peer evaluation

Pupils' progress in the arts is reported regularly through consultation with parents, pupils' self review using traffic light system where appropriate and the annual report.

How The School Resources, Implements and Monitors The Policy

PTFA also fund raises throughout the year and subject leaders can make applications for the funding.

This policy is for the 2016/17 academic year and subject leaders and the Senior Leadership Team are responsible for the routine implementation of this arts policy. In addition to the overarching policy, there are separate policies for art, drama, music and PE including dance. The policy will be annually reviewed by the Governing Body. Every three years all policies are reviewed in depth and updated as necessary.

Policy date: January 2017

Policy review date: September 2017

Co-ordinator name: Suzanne Wood & Natalie O'Neill