

# The Arts Policy Document

## Black Firs School

### INTRODUCTION

The 'Arts' policy, follows whole School guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It supports the School's aims and objectives as described in the School's mission statement, with regard to developing each child's full potential in all areas of the Arts with a particular emphasis on the development of the child's knowledge, understanding and skills. The policy also reflects agreed approaches to whole School issues, for example, teaching and learning strategies, differentiation, special educational needs and equal opportunities.

### The Arts

The term 'the Arts' includes, but is not limited to: music (instrumental, sonic arts and vocal), dance, drama, folk art, creative writing, painting and sculpture, photography, graphic and craft Arts, costume and fashion design, motion pictures, television, radio, CD, MP3 and sound recordings; the Arts related to presentation, exhibition, performance, and execution of such major art forms, and the study and application of the Arts to the human environment.

### Arts Education

Black Firs is committed to developing children's creative thinking. We believe that for good learning to take place, children need to have sufficient knowledge, understanding and skills of the particular unit being studied. Arts' teaching follows the same creative enquiry process as used in *all* learning in School. We believe the arts enrich the quality of all our lives. They provide the children with rewarding activities which aim to inform, reflect, inspire, stimulate and entertain. We believe that it is important to

expose all children to the arts - giving them a chance to see, hear and participate in a range of creative experiences. We believe these experiences model and allow children to develop the capacity for innovative and flexible thought, to formulate and communicate ideas and feelings, and to perfect physical and perceptual skills. The arts provide our children with a channel for self-expression and creative energy. This School also believes that the arts play an important part in the development of Emotional Intelligence - the 'hidden curriculum' - including enthusiasm, care, belonging, generosity, respect, tenacity, inspiration, mastery and ambition as well as gaining independence and in short, fostering positive attitudes towards all aspects of education and schooling.

### Key Aims:

- Engage with a variety of art forms to explore values, attitudes, feelings and meaning.
- Develop the ability to create, appreciate and make critical judgements about artworks.
- Encourage children to work independently and collaboratively to share arts experiences and present work to others.
- Increase active and independent involvement in cultural opportunities.

### Key Objectives:

- Provide an arts curriculum of high quality range and depth.
- Provide opportunities for cross-curricular, thematic work.
- Provide opportunities for children to learn about the arts of diverse cultures.
- Provide opportunities to develop creativity, self-esteem, confidence and independence through participation in the arts.
- Ensure that arts teachers have access to regular continuing professional development that inspires them and updates their skills.
- Give all children opportunities to exhibit work and take part in a performance at least twice a year.
- Give all children the opportunity to take part in at least one weekly out-of-hours arts activity.

Ratified by the Governing Body.

Date: summer 2018

Review Date: Summer 2020

- Give all children the opportunity to present work to parents and the community at least twice a year.
- Offer all children an opportunity to work alongside a professional artist at least once a year.
- Take all children to see work exhibited and performed by professional artists at least once a year.

### **Progression**

Progression at Key stage 1 is maintained through careful planning. The programmes of study gradually increase the breadth and depth of work undertaken. During Key Stage 2, concepts will become more complex as will the widening range of skills.

### **Implementation and Entitlement**

All children are entitled to a high quality of provision in: Art; Music; Dance and Drama. Working units and time allocations are given in the long and medium term plans. Cross-curricular links are fostered wherever possible so that learning is not seen in isolation and that the arts are seen in the context of time and place. The arts are delivered in a manner, which enables students to develop ideas fully and has time to allow for individual expression and the development of concepts and processes. All children will receive relevant support to access the arts. No child is denied access to arts activities. Special needs in other subjects will not reduce a child's access to arts activities and every child's genuine effort in the arts is appreciated. (See SEN policy for further information) Those children who are gifted and talented in any of the arts are given opportunities to flourish and express themselves. In order to provide an effective arts education for all children we utilise the National Curriculum, Schemes of work, the Foundation Stage Early learning goals as well as publications such as 'Excellence and Enjoyment'. This arts policy also links with further policies throughout the curriculum. We will continue to develop a high profile showcasing of arts activities in the School to visitors, outside agencies, other schools, parents and children.

### **Resources and Accommodation**

There are two dedicated art rooms, one which has a bank of resources which are sourced frequently by the Arts Coordinator. In addition, general disposable arts materials and resources are ordered by individual class teachers, as is the practice in School. All Staff have access to a library of arts books, artefacts and software which are located in the staff room. It is the responsibility of class teachers to review their use of art materials & resources. The art co-ordinator will also help, reviewing and offering advice based on improving the quality of materials and broadening the range, to include new skills & techniques.

### **Assessment**

Assessment, Recording and Reporting in art will follow the published policies of the School. Art outcomes and artefacts are not the only means of assessment. The process of art is just as important and the class teachers judgement of this must also be reflected; ask two simple questions 'Can they?' and 'How well can they' - do what is required?'

### **Evaluation and Monitoring**

Evaluation is carried out to enhance teaching and learning of the Arts and is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for the Arts in order that children make the greatest possible progress. However, detailed evaluation is undertaken by the Art Curriculum Co-ordinator together with the Senior Management team. As with all evaluation the Head teacher has overall responsibility for this work. Evaluation focuses on content, children's progress and factors influencing progress including organisation and methods, resources and their accommodation. The effectiveness of INSET is also evaluated by the Staff and if more is required this is made available by the co-ordinators or outside sources, for example Cheshire Advisory Service. Some evaluation is ongoing and occurs through observation and discussion of children's work and that of other people. Children evaluate their own work and are encouraged to consider their work objectively. For this to happen there is an open, supportive environment and opportunities for work to be displayed within the School. Analysis of teacher planning to ensure coverage of Programmes of Study is carried out. Evaluation is ongoing throughout the School and discussed and reviewed annually; the teaching Staff work together to consider any necessary changes or adaptations to the policy. These are then discussed and agreed by the whole Staff before the policy document is amended. Throughout the year the whole Staff are encouraged to feedback any information and ideas to the Art Curriculum Co-ordinator.

### **Reporting**

Reporting to parents takes place each term at parent's interviews and annually in the form of a written report in July.

### **Review**

The School policy for the Arts reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.