

Woolden Hill Arts' Policy

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**We're working
towards Artsmark**
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The Arts

The Arts encompass a wide range of subject areas and disciplines including Music, Dance, Drama, Art and Design. The Arts at our school means providing our pupils with the opportunity to learn about and participate in each of these areas. It also provides them with the platform from which to be creative, to express themselves, find success and share these experiences, talents and abilities through performance.

Mission Statement

At Woolden Hill Primary School we are committed to providing all children with the opportunities to engage and succeed in the Arts. We encourage children to share and explore both their own and new diverse cultural experiences within the Arts. We aim to enable children to achieve high standards through a creative and enriching curriculum. We are passionate about developing and promoting the Arts through an enjoyable, creative and cross-curricular approach. As well as focussed high quality teaching of the arts through our creative curriculum, we enrich our children's learning and experiences of the Arts through a range of school time and after school opportunities. We are also committed to providing opportunities for our pupils to share and perform their abilities and talents in the Arts, both during a range of events in school and in the wider community. At Woolden Hill Primary School, we aim to ensure that all our children enjoy, thrive, succeed and achieve their potential in the Arts.

Aims

Children should be;

- Inspired by being immersed in different art forms throughout their journey through the school.
- Engaged within a variety of art forms on a regular basis in order to explore values, attitudes, feelings and meanings.
- Develop the ability to create, appreciate and make critical judgements about artworks.
- Encouraged to work independently and in teams, to share arts experiences and present artworks to others.
- Given opportunities to develop an understanding of the role of the arts in society including artworks of different cultures.
- To have an age appropriate theatre experience per Key Stage.
- To celebrate and share all that is achieved within the Arts with the school and wider community.

Objectives

- To provide an inspiring arts curriculum of quality, range and depth.
- To provide opportunities for cross-curricular work.
- To provide opportunities to work collaboratively across the school and the Discovery Schools Trust.
- To give children opportunities to design and complete artworks in a range of art forms and to exhibit these.
- To lead children in focused discussions about the artworks of themselves and others.
- To give children opportunities to display work or perform for other people either within the school or at a range of offsite venues
- To give all pupils the opportunity to take part in at least one extracurricular arts activity.
- To have experiences of musical/dramatic/dance performances by professional artists.

Provision

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

1. Through class teaching, linked to the Key Skills outlined for each year group and linked to the National Curriculum Programmes of Study. Development of a creative curriculum across the school ensures cross-curricular and cross art form links are made. We provide skill specific teaching in the areas of art, music, drama and dance as well as more holistic teaching and learning including performing.

2. From experiences linked to the whole school curriculum:

All children also have opportunities to develop skills through weekly music assemblies, where ongoing skills are taught and practiced. Through Class assemblies, where children in every class have the opportunity to practice a variety of arts each year. This may include writing, acting, singing, dancing, scenery creation and decoration, costume making etc. Each year group then has the opportunity to share this with their peers, family, friends and the local community through performances. There is also a schedule of seasonal events which children are involved in across the Key Stages including: Harvest Festival, the KS1 Christmas production, Church Christmas Concert, Easter celebration, and the Year 6 Leavers Assembly. These are all fantastic opportunities for the rest of the school to enjoy and celebrate the performing arts as an audience. Children may also choose to take part in the school choir, recorders and drama group.

3. Through pupils' own interests, including activities which are part of study support:

There is a growing range of after school clubs which are run on site. Children have access to after school clubs which include music, art, drama and dance opportunities. We aim to foster take up of individual or small group music lessons in piano, strings, Rocksteady and singing by hosting an annual 'meet and greet' with local music tutors and promote this to all the children by exposing them to high quality live musical performances by pupils and professionals. There are expanding opportunities for Gifted and Talented children to take part in arts projects e.g. with other schools, competitions, workshops and with practitioners within school time. Children are encouraged to share their own interests in other ways in the school e.g. through celebration assemblies and class music performances to parents.

Assessment and Reporting

Learning outcomes are identified for each lesson. Assessment opportunities are identified within the class teacher's planning and are measured against criteria set for these learning outcomes. Pupils are made aware of the learning outcomes for all lessons, though this may often be made less explicit to the child in some cross-curricular learning where other learning outcomes may take precedence. Assessment in the arts takes various forms including self-evaluation and review, progression, observation and peer evaluation. Pupils' progress in the arts is reported regularly through consultation with parents and pupils are given the opportunity to self-review on their annual report.

Monitoring

Subject leaders and the Senior Leadership Team are responsible for the routine implementation of this arts policy. The monitoring of each individual subject area is detailed in the relevant subject area below.

Review

The policy will be annually reviewed by the subject leaders responsible for the teaching of arts. Every three years the policy will be reviewed in depth and updated as necessary prior to being presented to governors.

ART AND DESIGN

At Woolden Hill Primary School, we are committed to providing all children with learning opportunities to engage in Art and Design. We believe Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. We believe it enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. We believe through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

TEACHING AND LEARNING

The school uses a variety of teaching and learning styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in Art and Design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

In order to provide consistent progress across the year groups in the school, every year group will ensure that they teach painting and drawing to meet their year group's expectations. Each year group will also ensure that other media is explored throughout the year and will aim to connect this to their planning in a cross-curricular and cohesive fashion.

INCLUSION

Teaching Art and Design to children with special educational needs

At our school we teach Art and Design to all children, whatever their ability. Art and Design forms part of the school curriculum policy to provide a broad and balanced education to all. Through our Art and Design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Gifted and Talented.

In addition those children who are identified as talented in Art and Design will be selected for additional workshops to further develop their skills and competences. These may take place in school or within the Trust, giving such children the opportunity to work with other like-minded children and practitioners, such as the Highcross Art Exhibition.

We enable pupils to have access to the full range of activities involved in learning Art and Design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that it is safe and appropriate for all pupils.

ASSESSING PROGRESS

We assess the children's work in Art and Design whilst observing during lessons. Teachers record the progress made by children against the learning objectives for their lessons making judgements against the key skills set for each year group. Children are assessed as working below, meeting or exceeding their year group's expectations. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher.

The Arts subject leader is building evidence of the children's work in a Portfolio. This demonstrates what the expected level of achievement is in Art and Design in each year of the school.

MONITORING AND EVALUATION

On a termly basis the Arts subject leader will monitor the planning and teaching across different year groups as set out in the school monitoring policy. An evaluation will take place to ensure that the key skills are in place and that progression is seen across the key stages. Each term the subject leader will also collect examples of work from each year group to add to a portfolio demonstrating what Art looks like at different levels within the National Curriculum. This work may also be moderated with other schools within the Trust. The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

MUSIC

At Woolden Hill, we believe music can make a powerful contribution to the education and development of children. It is a unique form of communication that can change the way pupils feel, think and act. As we value the social development and wellbeing of all children, we also acknowledge that music can lead to increased self-reliance, confidence, sense of achievement, self-esteem and the ability to work with and relate to others; linking closely with a number of our school learning behaviours. Music provides children with the opportunities to improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They are able to explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. We believe that music, as a curriculum subject and holistically throughout the school, needs to be enjoyable, challenging and also achievable; providing children with a safe and inspirational environment to immerse themselves fully in the art form.

TEACHING AND LEARNING

In order to provide consistent progress across the year groups in the school, every year group is provided with a list of expectations to cover; linking predominantly to the compositional side of the music curriculum. Each year group will ensure they explore and build on the skills set out in their expectations, in an engaging and cross-curricular way, with opportunity for in-class or year group performance. Developing children's skills and confidence may be done through demonstrating in class and learning from a range of media. End of term class performances to parents help to showcase progression.

All children receive whole school singing each week during singing assembly, which allows them to develop their skills in technical and rhythmical skills using their voices. Within weekly sessions opportunities are always provided for active listening and appreciation of different styles of music and the widening of musical vocabulary, knowledge and understanding.

Children in all Year groups also engage in at least two yearly performance opportunities where they are able to apply their singing skills and hone their musical fluency by being taught, rehearsing and performing as an ensemble. As a minimum this includes one class assembly, and:
Key Stage 1 – Harvest Festival, Christmas Production, Easter Service
KS2: Harvest Festival Service, \Christmas Carols Service, Young Voices
Year 6 – Leavers Production

INCLUSION

Teaching music to children with special educational needs

At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all. Through our music teaching/inclusion in musical opportunities, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Gifted and Talented.

In addition those children, who are identified as talented in Music, will be selected for additional workshops to further develop their skills and competences.

We enable pupils to have access to the full range of activities involved in learning and participating in music. These are at times provided outside of school, giving children the chance to perform and share with others. Where children are to participate in activities outside the classroom, for example, a visit a musical workshop or performance, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

ASSESSING PROGRESS

We assess the children's work in Music whilst observing them working during lessons. Teachers assess the progress made by children against the learning objectives for their lessons and make a judgement against the key skills set for each year group. Children are assessed as working below, meeting or exceeding their Year group's expectations. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

MONITORING AND EVALUATION

On a termly basis the Arts subject leader will monitor the planning and teaching across year groups in accordance with the school's monitoring policy. An evaluation will take place to ensure that the key skills are in place and that progression is seen across the key stages.

The Music subject leader will request to watch the performances created through the skills built up from the year group's expectations to assess whether the children showing skills of an expected standard for their age.

The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The music subject lead will report back to the SLT an evaluation of standards in the subject.

DANCE AND DRAMA

For information regarding the teaching and learning of Dance and Drama please see the school's separate Literacy and PE Policy. Both Dance and Drama are planned for, assessed and evaluated through these subjects. Dance and Drama learning also takes place during the school's termly productions. Clubs and competitions across the Trust also enable children to participate in these areas and have the opportunity to share and celebrate their skills.