



# William Stockton Primary School

## Arts Policy

### Introduction

We believe that through the arts we enrich the lives of all children. Every child has an entitlement to have the opportunity to access a range of high quality arts experiences, whatever their background or ability. Arts subjects stimulate creativity and imagination. Arts subjects enable children to communicate what they see, feel and think about the real and imaginary world in a variety of ways and through different mediums. They engage children in visual, tactile, Kinaesthetic, oral and sensory experiences to communicate their understanding and response to a range of stimuli.

### Definition

**Art and Design:** The creative and aesthetic response to the visual and tactile qualities of the natural and constructed world. Art education has two strands: investigating and making and knowledge and understanding. The investigating and making element involves children using materials and equipment to represent objects realistically and imaginatively, and to express ideas and feelings. The knowledge and understanding element enables pupils to develop skills in evaluating their own work and that of other artists, and to understand the value and significance of art in society.

**Music:** The creative, aesthetic and emotional response to rhythmic combinations of sounds. Music education has two strands: creation and evaluation. The creative element involves children using a variety of instruments for composing, improvising and performing. The evaluative element enables pupils to develop skills in listening to and appraising their own work and that of other musicians and composers. It also promotes understanding of the value and significance of music in society.

**Dance:** The creative and aesthetic response to stimuli through movement. Dance education has two strands: creation and evaluation. The creative element involves children using a variety of movements and resources for improvising, sequencing and performing. The evaluative element enables pupils to develop skills in evaluating their own work and that of others. It also promotes understanding of the value and significance of this aspect of the arts in society.

**Drama:** A concern with expressed feelings, emotions and new situations through the spoken word and/or movement. The creative and evaluative elements of this aspect of the arts is common with other strands.

### Aims

It is the aim, in teaching the arts, that children will build upon their natural enjoyment in visual communication to:

- To provide entitlement to the Arts for every child whatever their background or ability
- Find enjoyment in creative art and see themselves as creative beings
- Develop skills to use a range of materials and techniques competently
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others

- To provide experiences in the Arts within the school curriculum and as additional extra-curricular opportunities
- To encourage children to participate in Arts for and with the local community
- The opportunity to raise and develop their self-esteem through class activities, performances, exhibitions and individual work
- To enhance children's appreciation of other cultures, both within this country and in different parts of the world.
- To create a love of the Arts that will develop through life.

### **Scheme of Work**

Art and design, music, dance and drama are taught both discretely and through other areas of the curriculum such as: Literacy, Science, R.E., P.S.H.E, History, Computing. and Design Technology. The school uses the National Curriculum for all areas of the arts, supplemented by the Learning Challenge curriculum.

### **Strategies for teaching the arts**

#### **The Arts Curriculum**

- Is organised as an integral part of topics wherever possible
- Skills are sometimes taught separately and the importance of progression is recognised.
- Children respond individually or in groups to teacher led stimuli.
- Classes are generally of mixed ability.
- Discussion is encouraged.

### **Inclusion**

Pupils with special needs are able to develop confidence and express their feelings through the arts. It is an area in which a wide variety of children can be successful and all arts teachers within school help to promote this.

It includes:

- Pupils with emotional and/or behavioural difficulties.
- Pupils with learning difficulties who may find opportunities to excel.
- Gifted and talented pupils and pupils with particular ability and flair for the arts, who work more quickly through the levels of the National Curriculum and are extended through the use of more advanced techniques and materials.

### **Home-School links**

The arts can be supported through:

- Library research
- Safe internet access
- Visits to local galleries, theatres and live music venues
- Encouragement to bring into school artefacts, prints, music etc. from home to share in display and for discussion.
- Accessing parental skills and expertise in the arts.

### **Strategies for ensuring progression and continuity**

Planning for the arts is an important process in which all teachers are involved. As previously stated the curriculum is based upon the National Curriculum programmes of study. Subject Leaders provides support and guidance for the staff, but work plans, (including the detailed lesson plans) are drawn up by individual class teachers.

The role of the Subject Leader is to:

- Take a lead in policy development and the production of schemes of work which will ensure continuity and progression in the Arts throughout the school.
- Support colleagues in their development of detailed work plans and the implementation of the schemes of work, and in assessment and record keeping.
- Monitor progress in the arts and provide advice to the senior management teams on action required.
- Take responsibility for the purchase and organisation of central resources.
- Keep up-to-date developments in the arts and disseminate information.
- Arrange, in consultation with the senior management team and colleagues visits and the bringing in of external expertise.

### **Assessment**

Formative assessment is used to guide the progress of individual pupils in the arts. It involves identifying each child's progress in each aspect of the subject, determining what each child has learnt and what should be the next step in their learning. This is carried out informally by the teacher in the course of their teaching and will include feedback to the pupils as their work is discussed during the course of activities and lessons. Feedback to parents is undertaken termly through parent/teacher meetings and annual school written reports.

### **Resources and the learning environment**

The school site is used as the venue for many Arts activities:

- School hall: visitors to school offering additional skills and resources e.g. Educational arts visitors; dance, music and theatre groups.
- School hall for music, dance, drama, peripatetic music lessons
- Art areas within all classrooms
- Role play areas within classrooms
- Outdoor play environment
- Space to display and celebrate the work of children across the curriculum including the arts.

The school has a wide range of materials for the arts which are kept in clearly labelled areas within classrooms and resource rooms. These include:

- Tools for clay and pottery
- Variety of tools and material for painting and drawing
- Tools and materials for printing
- Selections of card and paper
- Digital cameras
- Variety of prints and artefacts
- A wide range of books on the Arts

## **Health and Safety**

All members of staff are aware of health and safety requirements within school and act accordingly.

- There is appropriate storage of tools and equipment
- Children are required to change for dance-no jewellery should be worn, except studs
- Use of materials, tools and techniques in accordance with health and safety requirements
- Portable electrical equipment is tested annually.

## **Equal Opportunities**

At William Stockton we are committed to ensuring equality of education and opportunity for disabled pupils, staff, and all those receiving services from the school regardless of gender, race, and disability.