

St Helena's Church of England Primary School

"To Learn is to Live!"

ARTS' POLICY

Valuing Compassion, Community, Endurance, Friendship, Hope, Thankfulness, Wisdom and Respect

Art demands constant observation.

Vincent Van Gogh

What are the Arts?

In our school, the Arts embrace music and Art and Design (at times, this *may* include dance and drama) as powerful vehicles to develop all individuals' creativity, curiosity and identity.

Our school's commitment to the Arts:

All members of the Governing Board and the staff feel it is their responsibility to empower everyone to achieve academic, social and personal recognition for their efforts. We are all committed to developing a learning environment where everyone can create, perform, think, explore and investigate for themselves.

One of our school aims states:

*For our children to be happy, confident, committed learners
We aim to provide a broad, balanced curriculum, with a wide variety of engaging, authentic experiences that encourage our children to love learning, to be proud of their own efforts and to become open-minded, curious, creative problem solvers and storytellers.*

As a school we want to give everyone the opportunity to use the Arts discretely and in many areas of the curriculum, certain in the belief that it will unlock their creative and emotional potential.

We are also committed, in our teaching, to the Arts Council's seven principles:

1. Striving for Excellence
2. Emphasising authenticity
3. Being inspiring and engaging
4. Ensuring a positive child-centred experience
5. Actively involving children and young people
6. Providing a sense of personal progression
7. Developing a sense of ownership and belonging

In our school, the Arts are valued because they encourage:

- High motivation to succeed
- Improved commitment to see a project through
- Personal engagement and involvement with people and cultures
- Personal expression and awareness

- Personal reflection
- Exploration of life's big questions
- Power of practical learning, crucial to understanding
- Communication and presentation
- Critical and creative thinking
- Concentration and self-discipline
- Increased self esteem

Curriculum Intentions:

We believe all our children are entitled to:

- engage with a variety of art forms, exploring values, attitudes, feelings and meanings,
- develop the ability to create, appreciate and make critical judgements about their own artworks and that of others,
- work independently, collaboratively and with Arts experts to create and present artworks,
- develop an historical and cultural understanding of the importance and value of the Arts in our global society
- gain knowledge of the Elements of Art and Design and Music.

Curriculum Implementation:

We will:

- provide an Art and Design curriculum of quality, range and depth based upon the subject's progression document
- provide a Music curriculum of quality, range and depth based upon the subject's progression document and the Musical Express programme, teaching knowledge, subject-specific vocabulary and skills every week for at least 30 minutes
- model a "willingness to go on the Arts journey" (Access Art)
- sequence a lesson/series of sessions beginning with quick warm-ups to break down barriers and finishing with a pause for reflection
- use the Lincolnshire Music Service to support whole class instrumental tuition
- ensure all pupils create their own pieces using high quality materials, tools and instruments
- ensure all pupils learn about and learn from a wide range of national and international artists, composers and musicians, exemplifying the best of works – children listen, reflect and respond to a different piece of music in Collective Worship, carefully chosen by the Arts Champion
- provide opportunities for cross curricular work e.g. using art as a possible starting point for a new theme or as a way of reframing their knowledge in other subjects
- give all pupils an opportunity to exhibit work
- give our KS2 children the opportunity to explore ideas and techniques in their own sketch book
- enable all pupils to take part in a musical performance at least twice a year
- give Y1-6 pupils the opportunity to take part in at least one out of hours arts activity
- offer all pupils an opportunity to work alongside Arts' professionals once a year
- enable pupils to see work exhibited and performed by a professional at least twice a year

Assessing the impact of the Arts

- Formative assessment will be made through questioning the children's choices and decision making during the learning
- Children will be encouraged to self-evaluate and reflect to develop the piece further.

- Personalised oral feedback will be given by the adults during the learning process to support and challenge the development of all young artists' knowledge and skills, at whatever stage they are.
- Adults will never mark a young artist's work but will always validate their best outcomes.
- Adults modelling the Arts process or skills will set the children up for success.
- Creativity is a fragile, personal process and should be nurtured and supported.

The Early Years Foundation Stage

Expressive Arts and Design is one of the seven areas of learning for a child in the Early Years Foundation Stage in school. The development of children's artistic and cultural awareness supports their imagination and creativity in a hands-on, exploratory way.

Championing and developing the Arts:

All staff will have access to regular continuing professional development that refreshes their own creativity, knowledge and skills. This will be supported by the subject champion as well as other external professionals.

We will have an identified Arts governor who will liaise closely with the Arts Subject Champion. The governor will be invited to attend relevant professional development sessions and to closely monitor and evaluate the impact of teaching and learning in conjunction with the subject champion.

They will be invited to visit the school termly to talk with the staff and children and when possible, observe children learning. They will report back to the Board on a regular basis.

This policy was agreed by the Governing Board and will be reviewed annually unless important DfE guidance precipitates review.