

POLICY FOR THE ARTS

RATIONALE

Pupils engage in learning experiences in Art and Design, Dance, Drama and Music as part of their natural growth and development. However, learning in each of the artforms does not occur automatically. Regular learning experiences that are thoughtfully planned, sequenced and related are essential for developing pupils' skills and knowledge and understanding within the artforms. They also contribute to the development of the whole child.

In the longer term, learning in the Creative Arts assists pupils in their lifelong learning in art, design, music, drama and dance. It also assists pupils to participate in and contribute to cultural life, to become informed consumers of the arts and culture, to empathise with others, and to consider a range of career paths. The Creative Arts also provide opportunities for pupils to respect the views of various social and cultural groups, people with different religions and belief systems; people with disabilities; and to value the different perspectives of females and males.

AIMS

- ❖ We aim to develop an enjoyment and appreciation of the Arts.
- ❖ To teach children about different ways ideas can be communicated.
- ❖ To develop in our pupils, the confidence to express themselves through the Arts and gain a personal sense of achievement.
- ❖ To introduce children to the work of artists, crafts people, musicians, performers including dancers and authors, in order to develop their appreciation of the richness of our diverse cultural heritage.
- ❖ To ensure that the Arts are enjoyable, purposeful, relevant to their lives and are taught through a cross-curricular approach.
- ❖ To offer experiences through the Arts where children will learn to work and respond independently, collaboratively and imaginatively in ways that can enrich their whole lives.

As in all other areas of the curriculum, the basis of the education we offer our children is first hand experience. Children are encouraged to discuss their work and performance with others and evaluate their own work and performance, reviewing it as it progresses.

THE APPROACH TO TEACHING AND LEARNING

Through our planning we will ensure continuity, progression and differentiation. We must ensure that pupils undertake a balanced programme incorporating all the artforms, which builds on previous work and takes account of previous achievement.

AIMS

- ❖ To develop visual literacy, skills, knowledge and understanding of the artforms including the history and the diverse artistic traditions that this encompasses.
- ❖ To enable children of all abilities to enhance self-esteem through success in taught skills in art and design, dance, drama and music. To enable children to apply these skills to other areas of the curriculum.
- ❖ To use a diverse range of work of children and established artists to provide a colourful and stimulating environment throughout the school.
- ❖ To develop children's skills associated with investigating and making in the arts.
- ❖ To develop children's knowledge and skills in their Music performing, composing and appraising.
- ❖ To develop children's skills associated evaluating and improving Dance performance.
- ❖ To provide opportunities for Drama activities to improve the language and actions used to sustain a role and evaluate what they have seen and participated in.

CONTENT

The Arts curriculum allows children to experience the main areas of artistic study as defined in the National Curriculum and enhanced creative drama and dance. Our teaching enables children to have opportunities to:

- Experiment with and apply their knowledge of the elements of art and design, choosing appropriate media.
- Make imaginative use in their own work and performance of a developing knowledge of the work of other artists.
- Modify their work, performance and presentation in the light of its development and their original intentions.
- Design and present work for display, music and drama for performance and creative movement in response to movement.

We provide opportunities for the children to experience and experiment with a range of materials, tools, instruments, music and techniques and encourage their individual, imaginative and creative response.

EQUAL OPPORTUNITIES

We develop an understanding that everyone is equal regardless of age, race, gender or ability and there needs to be alternative solutions to meet the individual and group needs of people.

Each and every child has a unique response which we will value. They will all have the opportunity to express and develop their own ideas and feelings, through their individual responses.

Within our teaching of the arts we aim to use a wide variety of materials ranging from a wide range of cultural backgrounds.

ASSESSMENT

In our Arts Curriculum, the process will be assessed, not the end product. Assessment begins with the children discussing their own work or performance. We will consider how the children are recording their ideas and ask them to talk about their ideas. They will always be encouraged to evaluate their own work and performance. We will look at the way children are innovative, creative and apply skills acquired.

LINKS WITH OTHER AREAS OF THE CURRICULUM

There are many links with other curriculum areas:

SCIENCE	Colour-primary, mixing, hues Observational drawings Sound – environmental sounds and music
LITERACY	Looking at illustrations in books Telling stories from paintings Drama retelling of stories
NUMERACY	Shape, pattern-repeating/symmetry
ICT	Graphic representations Opportunities to experiment with pattern and pictures Use of digital camera, photographs of different art forms Manipulating photos graphic programs Music, watching performances
RE	Looking at patterns in places of worship Looking at religious paintings, listening to religious music songs and instruments Designing and making cards for different festivals
D&T	Three dimensional work using a variety of materials, both natural and man made Creating props for dramatic performances
GEOGRAPHY	Looking at colours in the environment Drawing of environment Enjoying artforms from other countries
HISTORY	Observational drawings of artefacts Looking at colours in old pictures Observations from pictorial sources Instruments and clothing from the past

DISPLAY

All displays throughout the school should inform and stimulate interest. They should be varied in content, shape and texture. Displays should be appropriate, well presented and should capture attention. The importance of attractive displays of children's work cannot be over estimated. It creates an attractive, stimulating environment and increases pupils' self-esteem while fostering a sense of ownership.

We wish to encourage a positive approach to learning and the way in which the teacher displays work, of whatever subject, shows that they value the child's contribution and expects other to value it.

We aim that displays should be changed half-termly. Work on display should be children's work and children should be encouraged to select work for display. The displays should carry information wherever possible, asking and answering questions.

The colour of backing paper and borders, quality of mounting, spacing of items and labelling are all extremely important. Labelling in a variety of ways is important to effective display. Considering all these criteria is time consuming but necessary. The quality of displays around the school will be reflected in the children's response to them.