

# BARTON PRIMARY SCHOOL AND EARLY YEARS CENTRE.



## OVERARCHING ARTS POLICY

DATE: 3rd NOVEMBER 2005

TO BE REVIEWED: NOVEMBER 2007



### **Rationale:**

We believe that all learning overlaps and that by using an integrated topic-based approach, children's learning in every area of the curriculum is enriched. In particular, the arts, ie art, music, dance and drama, are inextricably entwined and can be used together to compliment and enhance each other. Therefore, in addition to planned quality teaching and learning opportunities for each separate area of the arts, links between them should be exploited in order to facilitate arts work of a higher standard.

We believe that the arts is an area of the curriculum where every child is capable of success: as children are encouraged to think and communicate in new and creative ways, it can provide a vital channel for all children to express themselves imaginatively and factually, whatever their ability.

We believe that children should have opportunities to discover and develop their own personal creativity. Therefore, we give them as wide experience of different art forms as possible, ranging from their own work to that of established arts practitioners, in order to enable children to find their own interests and talents. We want each child to be able to express their creativity in an enjoyable and fulfilling way.

### **Principles:**

The arts are important because:

- they develop a range of skills, knowledge and understanding
- they develop methods of communication
- they encourage cooperation and sensitivity to others
- they provide children with a safe framework for exploring their ideas and feelings
- they promote creative thinking
- they enable children of all abilities to express themselves
- they give opportunities for all children to succeed

- they build self esteem and confidence
- they encourage appreciation, celebration of and respect for other cultures
- they promote excellence and enjoyment!

**Aims:**

- to develop skills, knowledge and understanding in all areas of the arts
- to develop effective methods of communication
- to foster cooperation and sensitivity to others
- to provide children with a safe framework for exploring their ideas and feelings
- to promote creative thinking
- to enable children of all abilities to express themselves
- to raise self esteem, build confidence and give all children opportunities to succeed
- to develop appreciation, understanding and respect for the cultural, natural and aesthetic diversity of the world around us
- to encourage high standards in the arts
- to facilitate personal fulfilment and enjoyment
- to develop a life-long interest in the arts

**Objectives:**

Through the arts, children will

- develop various skills including:
  - fine and gross motor skills
  - verbal and non-verbal communication skills
  - social skills
  - emotional literacy
  - critical awareness
  - interpretation
  - specific dance, music, art and drama techniques
  - evaluation of own and others' work
- develop knowledge about:
  - other times and cultures
  - how their own work links with that of arts practitioners past and present

- the process being as valuable as the end product
- their own personal talents, interests, likes and dislikes
- how the arts contribute to and enhance their own lives
- how the different areas of the arts overlap and compliment each other
- develop personal creativity and self-esteem by:
- seeing themselves as artists
- celebrating their own and others' achievements
- exploring and experimenting with a variety of techniques, materials, tools, artefacts, instruments and equipment
- working with others, including children, teachers and arts practitioners, to produce high quality work
- achieving high standards in the arts

### **Strategies for Teaching and Learning in the Arts:**

Teachers plan quality arts activities in their mid term topic planning, identifying links between the different areas of the arts and ensuring breadth of learning opportunities both within the topic and across the two year rolling programme as set out in the school's curriculum framework. They choose activities and experiences that will stimulate pupils' imagination and inventiveness, and encourage children to understand the nature of the arts. They ensure that arts teaching and learning is appropriate to the children's age and differentiated according to their ability.

The school seeks out relevant arts practitioners to link with and enhance this planning, providing the children with a range of quality experiences. There are regular integrated arts projects where children can use various art forms to create a finished product. The school also embraces new challenges and is flexible in taking on extra arts projects during the year in order to offer a wider range of learning opportunities.

The school provides a stimulating environment with interesting, high quality displays of arts work and a wide range of accessible, well organised resources in order to inspire and facilitate learning. Children are encouraged to think creatively, using and linking resources and activities from different subject areas. They are encouraged to treat all resources with respect.

Creativity permeates all work in school and the arts are often used as a vehicle for learning in other subject areas.

Teachers and support staff use a range of teaching styles including whole class, group and individual work as appropriate. They use questioning, demonstration, explanation and observation as appropriate to facilitate learning. They provide opportunities for children to work individually and collaboratively.

The school provides a safe and secure learning environment where children feel confident to experiment with different forms of creative expression. Within this, children are encouraged to express their ideas and opinions in a constructive and respectful way as they evaluate their own and others' work.

Parents and carers with an interest or talent in the arts are invited to take part in arts projects and to help with arts activities in school as and when it is appropriate. When working in school, they are supervised and monitored by the class teacher in accordance with the school's Child Protection Policy.

### **The Foundation Stage:**

The different aspects of the arts are encompassed mostly within Creative Development in the Foundation Stage Curriculum, but elements can also be found in most of the other areas of learning. This curriculum lends itself to an integrated approach to learning as many subject areas are linked together under broader umbrella headings. Nursery and Reception staff plan quality learning opportunities for art, drama, dance and music based on the relevant early learning goals in their mid-term and weekly plans, often linking different aspects of the arts in one activity. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

### **Inclusion:**

The arts is an area where children can succeed, whatever their ability. Pupils with special needs are able to develop their confidence and express

themselves through creative activities, where they may not in more academic subjects.

We acknowledge:

- children with learning difficulties who may find opportunities to excel
- children with special physical needs who may need specialised resources and extra support
- gifted and talented children who may need more challenge

Teachers should be aware of children's differing abilities and differentiate tasks according to their needs.

### **Celebration:**

Achievements in the arts are celebrated in a number of ways:

- we have a weekly sharing assembly where good work, including arts work is shared with the rest of the school, which is shared with parents and carers through the weekly newsletter
- examples of children's work are displayed throughout the school, inside and out, with specific boards dedicated to Art Club and whole school arts projects in the entrance foyer
- charity events generally involve an arts challenge, and the children's work is always shared with the rest of the school in a special way such as a staff fashion show, dance display or pop concert
- children often take part in community arts events such as carnivals, dance competitions and concerts, where they share and celebrate their work with the wider community

### **Progress and Continuity:**

- planning for the foundation stage is taken from the Early Learning Goals
- Key Stage One and Two have their own two-year rolling programme of topics, where art and design, music, dance and drama are planned to fit in with the topics and link with other subjects
- Medium Term plans are drawn up by the Key Stage Teams based on the National Curriculum Programmes of Study, with help from the arts coordinators as required

- National Curriculum level statements are accepted as the norm for each year group. Any under or over achievement is reported to the next class teacher or school

### **Out of School Hours Learning:**

Through OSHL, we aim to provide activities that enable and extend children's experience and learning in the arts. Teachers and Support Staff offer a range of clubs at lunch times and after school. Children need parental permission to attend any after school clubs. We also make links with community projects and organisations who offer extra arts workshops for families at weekends or in school holidays.

### **Role of the Coordinators:**

The arts coordinators should:

- take a leading role in developing, implementing, monitoring, reviewing and updating arts policies and action plans
- take a lead in developing arts planning, including integrated arts projects and whole school arts projects, ensuring breadth, continuity and progression
- support colleagues with planning, teaching and assessing
- monitor teaching and learning in the arts and advise the Head Teacher of development needs
- order, organise and monitor resources and liaise with other staff to identify needs for budgeting
- find and make links with relevant arts practitioners, projects and organisations
- keep up-to-date with new developments and disseminate information to colleagues as appropriate
- coordinate and evaluate visits by arts practitioners

### **Assessment, Recording and Reporting:**

The arts are assessed, recorded and reported separately where they can be found under National Curriculum or Foundation Curriculum subject headings and are carried out as specified in the policies for Art and Design, Music,

English, PE and Foundation Stage, in accordance with the school's Assessment, Recording and Reporting Policy.

**Resources:**

- Music Resources are held centrally in the Studio and can be used here or taken to classrooms/ hall as required.
- Art Resources are mainly kept in the Art Cupboard to be taken as needed. Each classroom also has a range of basic art resources for everyday use.
- PE resources are kept in the hall and PE store.
- Costumes and props for Drama are kept centrally in the costume cupboard. Each class also has its own areas and resources for imaginative play.
- Teachers' resources are kept in the staff work room.
- Everyone is expected to treat all resources with respect and all staff are responsible for monitoring breakages. The coordinators are responsible for identifying needs and the Governors and Head Teacher are responsible for setting and allocating the budget.

**Health and Safety:**

There are potentially hazardous elements of the arts, particularly involving heating equipment/ substances and physical activity. All staff should be aware of the school's Health and Safety Policy and use it to identify potential risks and safe procedures.