



Policy for The Arts

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Document History

Version	Issue Date	Comments
1.0		
2.0	5/11/2008	Completely new policy – overarching all arts areas. Submitted as part of Artsmark application

Review and Responsibilities

Date of Review:	
Member of Staff Responsible:	Paula Montie (Headteacher)
Governor(s)/Committee(s) Responsible:	
The policy is available in alternative formats from:	The school office
Alternative formats available:	e-mail enlarged print audio tape

An Overarching policy for the Arts

at

Polehampton C of E Junior School

How do we define the Arts at Polehampton C of E Junior School?

Why does Polehampton C of E Junior School provide Arts education?

Overarching Aims

Teaching and Learning Strategies

Educational Inclusion

Assessment for learning

**Management
Organisation and Planning, review, evaluation and monitoring**

Resources

Continuing Professional Development

Key aims and specific objectives



Arts Policy

'Through Faith, Love and Inspiration, We Learn Grow and Succeed'

(This policy should be read in conjunction with our full Mission Statement, Governors' Curriculum Statement, Policies for Admissions, Assessment, More Able, Gifted and Talented Pupils, Behaviour, Anti-bullying, Equal Opportunities (Staff), Recruitment, Performance Management and Teaching & Learning, our Accessibility Action Plan and Race Equality Policy/Action Plan, our code of behaviour- the 'Polehampton Pathway' and our SEN Provision Map.)

How do we define the Arts at Polehampton C of E Junior School?

"The Arts" at Polehampton C of E Junior School includes all aspects of children's learning, which promote and encourage creativity and contribute to their development as confident, expressive and open-minded individuals.

Children learn in the Arts and through the Arts:

- Art and Design, Music, Drama and Dance, including creative writing, film-making and performance, are embedded in the curriculum as subjects in their own right, developing the skills which will enable children to engage in the process of the Arts, widening knowledge and understanding of, and developing critical responses to the Arts.
- Through using Drama, Dance, Music and Visual Art, issues, ideas and values arising in other subject areas can be explored in meaningful ways.

Curriculum planning ensures that every child has access to a broad, culturally and historically rich Arts curriculum, which is sensitively taught, and where learning opportunities are varied and appropriate to individual learning styles.

Why does Polehampton C of E Junior School provide Arts education?

To see a World in a Grain of Sand
And Heaven in a Wild Flower,
Hold Infinity in the palm of your hand
And Eternity in an hour.

From Auguries of Innocence, William Blake.

At Polehampton C of E Junior School, a sense of awe and wonder is actively encouraged, and children's spiritual development is recognised as integral to their well being and development across the curriculum.

The school provision for spiritual development states that within the curriculum children will be able to explore through:

- an imaginative approach to the world;
- a spirit of enquiry and open-mindedness;
- an approach to the holy or the sacred;
- an awareness of order and pattern in the world

Our Arts Policy fully endorses the Spiritual, Moral, Social and Cultural Policy by encouraging

- a sense of awe, wonder and mystery at the natural world and human achievement
- openness to the possibility of belief in a divine being (however understood)
- creativity: imagination, inspiration, intuition and insight
- inner confidence and peace

Our perception of the world is defined by what is seen, heard, and experienced, and the sense we make of these images, sounds and ideas. It is the **responsibility** of Primary School **teachers** to provide children with the means of becoming self-expressive, creative citizens in a culturally diverse and exciting world, such that they can contribute and adapt to an unpredictable, fast changing future.

The contributions made by Artists from every Artistic discipline, throughout History and from every culture, have shaped our world and played a part in creating **children's** everyday environment; It is their **right** to be informed as to the importance of the Arts in everyday life now, in the past and across the globe, so they can begin to make sense of it all and form their own opinions.

By daily encounters with the Arts and artists, children foster respect for the Arts, and the Artists, past, present and globally.

At Polehampton, Creativity through the Arts is recognised, encouraged and developed as

- a successful way of raising children's self esteem and sense of worth, where successes in the Arts are celebrated as enthusiastically as in every other subject, and developed as a means of celebration themselves.
- The Arts allow children opportunities to express feelings which may otherwise remain hidden or repressed.
- Children develop problem-solving skills, adapt to new situations, work co-operatively, and learn to be tolerant and supportive of people from a variety of cultures and backgrounds.
- Working in groups on an Arts project requires the learning of specific and life essential skills in a way other subjects cannot necessarily provide.
- Children reflect on and celebrate the diverse nature of their local community and the wider world.

All children are provided with a usable tool kit of skills, knowledge, understanding and attitudes towards the Arts such that they can make informed choices, offer confident opinions and express themselves creatively, by the time they leave Polehampton School.

Overarching Aims:

- At Polehampton C of E Junior School the Arts contribute to a broad and balanced education:
 - By contributing to the outcomes of Every Child Matters. (be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being)
 - Providing a powerful tool, which can support the development of knowledge, concepts and skills, and enhance the learning process across the curriculum.
 - Increase the opportunities for participation in the Arts
 - Offer opportunities for children to express themselves, enjoy themselves and be successful.
 - Enable children and groups of children to achieve excellence and enjoyment.
 - Offer opportunities for children and groups of children to be involved in performance.
 - Enable children to develop their intellectual, aesthetic and critical faculties through active participation in the Arts.
- Enrich the curriculum for all children, irrespective of gender, culture, religion, class, ability and disability.

- Help to develop a respect for others' artistic tastes and points of view.

Experience in and exploration of the Arts allows children the opportunity to discover their own creative abilities and strengths.

Within RE, Worship and PSHCE Curriculum at Polehampton CE Junior School the Arts:

- provide opportunities for pupils to share what is meaningful and significant to them, including the 'darker' side of life;
- provide opportunities for prayer/reflection/silence, the exploration of inner space;
- encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
- explore the use of symbol, image, allegory and metaphor in the curriculum;
- explore what commitment means;

Beyond the Formal Curriculum in RE, Worship and PSHCE Curriculum at Polehampton CE Junior School the Arts:

- encourage pupils to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses
- allow staff to provide role models for the children by sharing in the joy of discovery and in the mystery of creation.
- give individuals the freedom to express and share something of their own spirituality with both colleagues and pupils.

Teaching and Learning Strategies:

Teaching at all levels includes a variety of teaching styles making the lessons suitable for all children, regardless of ability

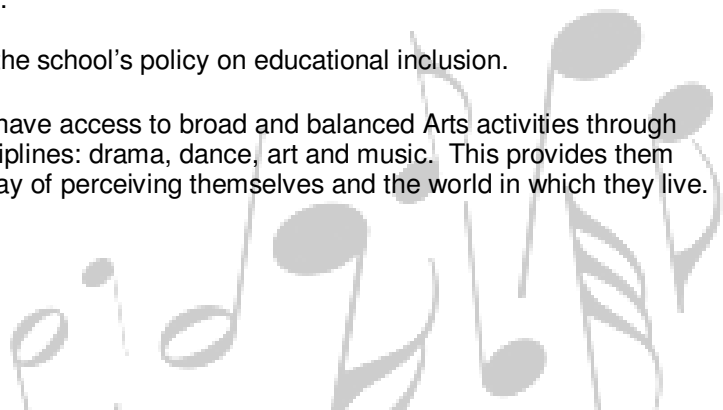
- Group, individual and whole class activities
- Discussion with the group and individual children as well as through demonstration and instruction.
- Individual research and exploration.
Use of a variety of media (TV, radio, Internet) to enhance the pupils' understanding.
- The development of I.C.T. capability through Arts Education through the use of computers and digital equipment
- Equipping children with skills to interact with others, thereby developing a child's sense of purpose and belonging.
- Valuing their own work and that of their peers.
- Celebrating Arts Education by exhibiting, performing and presenting their work to represent their achievements in various forms both in school and in the wider community.
- Extra-curricular activities for those children who demonstrate a particular interest or ability.
- Using expertise and knowledge from within and outside the school.

Educational Inclusion

At Polehampton CE Junior School, we foster a culture of equality and opportunity so that all our pupils can access a high quality education which will give them confidence, raise their aspirations and enrich their lives.

The Arts policy reflects the school's policy on educational inclusion.

- All children will have access to broad and balanced Arts activities through each of the disciplines: drama, dance, art and music. This provides them with a unique way of perceiving themselves and the world in which they live.



- All children are introduced to wide range of media and a variety of art forms. All children are given the opportunity to develop an expertise in an art form.
- The Arts curriculum reflects the diverse nature of our society, gender, disability, ethnicity. It can be seen in the school's displays, artefacts, pictures, books and human resources.
- All children have access to a balance of art forms from a variety of cultures which recognise their equal value and their contribution to each other's development. By drawing on examples beyond Western and European cultures, both past and present, children have the opportunity to analyse and compare their own culture in relation to others.
- The Arts have a vital role in challenging attitudes and values that are racist, sexist, or intolerant towards disability. Positive examples are provided to counteract negative images.
- Children are given full access to the Arts curriculum regardless of their religious belief, cultural requirements or socio-economic circumstances.
- The Arts provide a number of opportunities that can help develop skills of observation, composition, evaluation and a range of social skills all of which have a bearing on a child's confidence and self-esteem.
- All children have access to the Arts curriculum regardless of their capability or background, by designing appropriate learning tasks through differentiation.
- All children are grouped in a variety of ways. For example, single sex/mixed sex, friendship, ability etc. as identified within the scheme of work and lesson plans.
- Positive role models are introduced in order to enrich the children's experience of the wider world. This is achieved by encouraging parents to come in and work with children, involvement of the local and wider community and artists in residence (including women, black and disabled people).
- All children with a physical disability or severe learning difficulty will have equal access to all areas of the arts curriculum unless their participation poses a genuine threat to the health and safety of the child and/or his/her peers. The school will make such adaptations as are necessary to facilitate participation.

Assessment for learning:

- Assessment in the Arts will follow the school's assessment policy, and implementation ensured by lead teachers in the school
- Assessment is a continuous process which both reinforces teacher/pupil planning and provides clear information for others. Assessment should point a way forward and show what has been achieved.

Management

Organisation and Planning, review, evaluation and monitoring.

Monitoring, review and evaluation of the Arts at Polehampton C of E Junior School informs the planning

The curriculum is flexible and creative.

As a staff we are constantly evaluating aspects of teaching and learning which have been successful, where there are gaps, or where improvements could be made.

The Broad Curriculum

The Arts Co-ordinator assumes overall responsibility for the management, organisation, monitoring, review and planning of the formal, given curriculum,

ensuring the National Curriculum is fully met in the Arts at Polehampton C of E Junior School.

The PE co-ordinator manages and organises the dance, which is taught by class teachers, monitoring through observation, children's feedback and discussion with class teachers.

The Drama Subject Leader monitors drama through checking plans and assisting with planning to ensure progression. She also leads the Drama club.

All teachers teach Music and Art and design in their classes, planning alongside each other and the Co-ordinator to ensure progression, and receiving direction and advice from the Arts Co-ordinator as required.

The Arts are monitored by the Arts Co-ordinator, through regular scrutiny of planning, discussion with individual teachers and children, and observation of displayed work and performance.

Enrichment

Opportunities to enrich the formal curriculum are regularly provided such that children experience professional artists and their work both within (e.g. Senegalise drummers) and on visits away from school, (e.g. theatre and Art Galleries)

Extension

Extra Curricular activities, which are elective and available to all, are planned and organised to ensure all children have the opportunity to extend their experiences beyond the formal curriculum and develop their artistic interests. (e.g. drama club, choir, dance, Christmas card, fine art clubs)

Own Experience

Children's own experiences in Arts are encouraged and celebrated. (E.g. certificates for outside dance successes are presented in assemblies.)

Teachers advise as to clubs and activities in the larger community which children can attend to pursue their interest in a particular art form.

Children's individual passions and interests in the arts are fully encouraged and shared.

Line Management

Class teachers discuss and report Arts concerns and successes to the Arts Co-ordinator.

The Arts Co-ordinator informs the Headteacher where this is required and keeps her informed as to Arts developments.

The Governors are kept informed as to developments in the Arts by regular reports at a curriculum level and Full Governors where appropriate. There is a governor assigned specifically to monitoring the Arts. Governors frequently visit the school, comment on the standard of art work on display and attend productions and performances.

Resources

Funding for the Arts is in line with priorities identified in the SEF and School Improvement Plan.

In addition there is funding provided for specific arts projects by the Polehampton Charities and the David George Field Studies Trust.

Resources, beyond the regularly supplied consumables, are identified by individual year groups to resource their particular Areas of study.

A Teaching Assistant has responsibility for managing stock and arts equipment, under the guidance of the arts Co-ordinator.

Continuing Professional Development:

The Arts Co-ordinator

- has an overview of the Arts throughout the school
- attends relevant courses to further her knowledge and improvement of Arts provision in the school.
- Has responsibility for ensuring good practise is acknowledged and shared within school.
- Ensures other Subject leaders attend courses relevant to their specific subject area.
- Encourages all staff to attend Arts courses and/or workshops in the Arts to inspire and progress their teaching. These maybe run by the Local Authority, a partner school (e.g. Maiden Erlegh) or an advisor in school for INSET training.

Key aims and specific objectives:

AIM: to ensure all the arts in school are adequately resourced.

Objectives:



- Revision of the current scheme of work for music to link in with our cross curricular framework. New curriculum for music embedded and fully resourced. (SEF 1,2)
- Storage of equipment is transferred where possible and appropriate to individual classrooms, making resources more manageable and accessible to children. (SEF 1,2,3)

Aim: Engaging with a variety of artforms to explore values, attitudes, feelings and meanings.

Objectives:

- A challenging music curriculum which links more creatively with our curriculum framework and has clear skills progression within it. Teachers confident in delivering all aspects. (SEF 1,2,5)
- Teachers confident in the use of Assessment for Learning techniques and strategies to help individual children move forward at an appropriate pace. (SEF 4)
- ensure opportunities are available for every year group to view, participate in and listen to a wide range of Artworks and given 15 minutes a week to reflect on their Arts experiences.

Aim: Through actively participating in the Arts, children gain a deeper understanding of themselves as part of a local, national and global Community.

Objectives

- Have art work displayed to a wider audience, either on-line through the Saatchi Gallery or our Learning Platform or National Gallery Take One Picture. (SEF 1,2,6)
- Take part in Arena for the Arts Wokingham LA project (SEF 1,2,6)

AIM: To actively improve children's self-esteem by sharing and celebrating effort and improvements in the Arts

Objectives:

- At least one child to be identified from each class to receive a certificate in the Arts at celebration Assembly every Friday morning.

AIM: to develop opportunities for every child's enjoyment of the Arts beyond school hours

Objectives:

- Fine Arts club to be up and running with a minimum of 12 members, each year group represented and a minimum of 20% boys in attendance (SEF 6)
- Introduction of a creative writing opportunity to extend gifted and talented writers. (SEF 6).

AIM: to develop partnerships between professional artists and art organisations

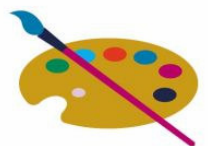
Objectives:

- Set up a sustainable, long term arts partnership with an artist who can contribute significantly to children's development in music, dance or drama (SEF 1,2,6)
- Take part in Tate Gallery Take One Picture (SEF 1,2,6)

AIM: to extend the skills, knowledge and understanding of the arts for adults working in school

Objectives:

- Teachers have full understanding of music skills progression through the school measured by children demonstrating increased confidence in rhythm, melody and composition (SEF 3,5)
- Spirituality and creativity is explicitly explored through the Arts, measured by children's increased awareness and creative response to religious art works. There is a greater understanding of different religions and cultures through increased understanding of the Arts at both teacher and student level.(SEF1, 2 and SIAS target



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