ARTS POLICY

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

Through the arts we enrich the lives of all children. The aim of arts teaching is to stimulate the children's interest, understanding and awe and wonder of the world around them through our school values of:

- Respect –we encourage respect in God's world and creation.
- Compassion – every child is entitled to have the opportunity to access a range of high quality arts experiences, whatever their background or ability.
- Creation – by stimulating creativity and imagination in children's responses to learning tasks.
- Perseverance – enabling children to communicate what they see, feel and think about the real and imaginary world in a variety of ways and through different mediums.
- Service – by engaging children in visual, tactile, kinaesthetic, oral and sensory experiences to communicate meaning and understanding.



Definitions:

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.



Principles

As an Artsmark School we have adopted the seven quality principles:

- Striving for excellence and innovation.
- Being authentic.
- Being exciting, inspiring and engaging.
- Ensuring a positive and inclusive experience.
- Actively involving children and young people.
- Enabling personal progression.
- Developing belonging and ownership.

Aims

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

- Provide experiences in the Arts within the school curriculum and as additional extra- curricular opportunities.

- Encourage children to participate in Arts for and with the local community.

- To create opportunity to raise and develop their self-esteem through class activities, performances, exhibitions and individual work.

- Enhance children's appreciation of other cultures, both within this country and in different parts of the world.

- Create a love of the Arts that will develop through life.

- Develop an appreciation of the outdoor environment as a stimulus for the arts.

Scheme of Work

Art and Design, Music, Dance and Drama are taught both discretely and through all other areas of the curriculum. The school uses the National Curriculum as a framework for teaching all areas of the arts. In addition, the Cheshire Scheme of Work is used to support the teaching of Art, and Charanga is used to support the delivery of the Music curriculum. Dance and Drama is taught alongside topic areas.

Planning the Arts

All class teachers follow long term plans for each subject. These generate more detailed knowledge grids (medium term) plans with weekly learning objectives showing progression within the unit and building from the previous unit of work. National Curriculum documents provide a basic structure and class teachers, with advice from subject leaders, supplement this. Class teachers are actively encouraged to always consider how to enrich the learning opportunity for pupils in other curriculum areas through the arts. Teachers will provide this enrichment through the use of ICT, visits, workshops in school by visiting artists/practitioners, specialist teachers for music, and musicians.







Strategies for teaching the arts

- The arts areorganised 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.
- Arts Award Discover and Explore are undertaken by Y4 and Y6 children. Our specialist art teacher supports works in all classes and supports all teachers providing on-going CPD.
- Most year groups have the support of a musician to deliver aspects of the music curriculumand perform to parents. Singing in Reception, Y1 and Y2. Samba in Y3, Ukulele in Y4 and Brass in Y5.
- Children are given the opportunity to perform on stage on a number of occasions. Our productions include :- The Christmas Nativity, The North West Drama Shakespeare Event performed at the Royal Exchange Theatre in Manchester and a Leavers' Play.

Inclusion

Reasonable adjustments are made for pupils with special needs so that they 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 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.
- Talented pupils and pupils with particular ability and flair for the arts, who work more quickly through the levels of the National Curriculum 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/ Curriculum Guidance for the Foundation Stage and other resources. The arts subject leaders provide support and guidance for the staff, along with Art and Music Knowledge Grids but work plans, (including the detailed lesson plans are drawn up by individual class teachers.

The role of the subject leaders 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 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 with 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.

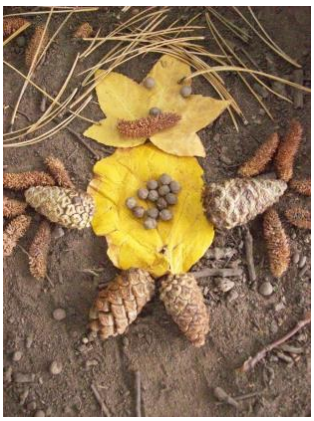




Assessment

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.

Forest School/Outdoor Learning





Forest School and Outdoor Learning enables children to have regular opportunities to achieve, develop confidence and self esteem through hands on learning experiences in the local natural environment. Children are free to create using different mediums and tools. They have the opportunity to explore colours and textures in nature and make musical instruments using natural materials e.g. Whistles, kazoos, shakers and xylophones. They learn new rhymes, songs and chants and can develop their own role play. Children take part in Forest School and Outdoor Learning for a half day every other week at Willaston CE Primary School. The Arts play a central role in teaching and learning.

Extra-curricular Arts Activities

We aim to use a variety of staff expertise to offer a wide range of arts based clubs at lunch time and after school. These could include: Drama, Choir, Art, Paper craft, Scrapbooking, Choir, Dance, Peripatetic music lessons.Lunchtime Art activities are available daily in The Busy Big Top and are managed by our Art Ambassadors, supported by our TA Art Ambassadors.



Residential and Educational Visits

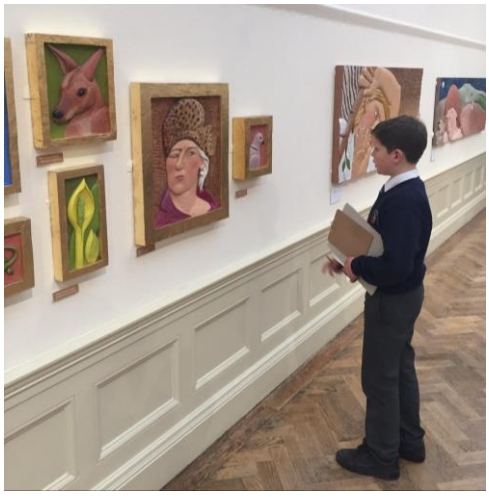
Children at Willaston CE Primary are offered the opportunity to attend a residential visit every year from Year 2 onwards. The Year 5 residential visit is to Menai and is a two night, three day visit to take part with other Cheshire schools on the AEMs project (Multicultural Art Education.) Children take part in multicultural art, dance, drama/storytelling and music. This residential visit provides opportunities to work alongside art professionals and develop extended pieces of work in the arts.





Our Year 5 children annually take part in the North West Drama, Shakespeare Production held at the Royal Exchange Theatre, Manchester. Children have the opportunity to perform expressive arts alongside other schools in the North West and have the opportunity to perform on a real stage with professional lighting and sound.

Throughout the year children take part in a wide range of arts educational visits which include visits to theatres, orchestras and galleries. Professionals with expertise in the arts are invited into school when appropriate to enhance the curriculum for children.



Resources and the learning environment

- School hall: provides space for visitors to school offering additional skills and resources e.g. educational arts visitors; dance, music and theatre groups. Also used for music, dance, drama, peripatetic music lessons

- Art areas within all classrooms

- Role play areas within Key Stage One classrooms

- Outdoor play environment

- Space to display and celebrate the work of children across the curriculum including the arts.

- Busy Big Top for lunchtime Art activities

- Willaston Meadow for Forest School/outdoor learning.



Approved by Governors October 2023



Signed Chair of Governors