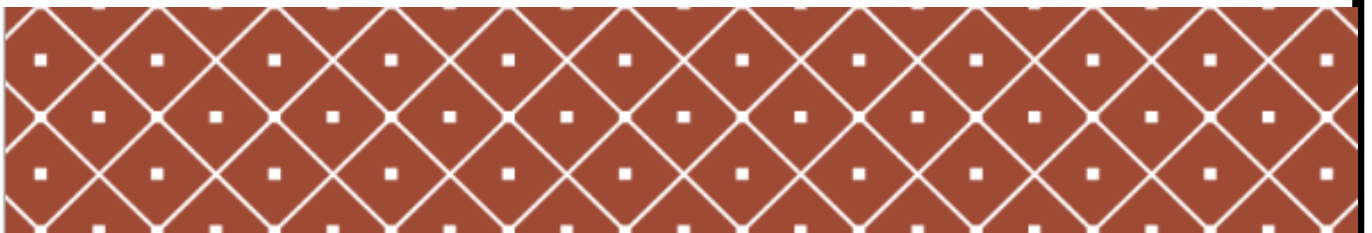


Zetland Primary School



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Curriculum Policy Art and Design



IRONSTONE ACADEMY TRUST

Purpose of Study

1.1 The Arts policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It supports the school's aims and objectives as described in the school's development plan, with regard to developing each child's full potential in all areas of the Arts with a particular emphasis on the development of the child's knowledge, understanding and skills.

1.2 The policy also reflects agreed approaches to whole school issues, for example, teaching and learning strategies, differentiation, special educational needs and equal opportunities.

Vision for the Subject

2.1 The Arts

The term 'the Arts' includes, but is not limited to, music (instrumental and vocal), dance, drama, creative writing, painting and sculpture, photography, craft Arts, motion pictures, television, radio, CD, MP3 and sound recordings; the Arts related to presentation, exhibition, performance, and execution of such major art forms.

2.2 Arts Education in schools

Arts Education can be:

- (i) the delivery of the Arts under curriculum headings, commonly Art, Dance within P.E., Drama through English, and Music;
- (ii) an experience which draws on a number of these curriculum areas, e.g. creating a piece of visual art from a music stimulus;
- (iii) contributors from Arts areas to other curriculum areas e.g. drama enhances the history experience.

2.3 Learning in the Arts and Learning through the Arts

- (i) Learning in the Arts is developing skills that will enable children to engage in the process of the Arts; is widening knowledge and understanding of the Arts; and is developing critical responses to the Arts.
- (ii) Learning through the Arts is the exploration of issues, ideas and values through dance, drama, music etc.

Aims

Arts Education:

- 3.1 Contributes to a broad and balanced education.
- 3.2 Enriches the curriculum for all children, irrespective of gender, culture, religion, class, ability and disability
- 3.3 Contributes to the outcomes of Every Child Matters. (be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being
- 3.4 Is a powerful tool that can support the development of knowledge, concepts and skills, and enhances the learning process across the curriculum.
- 3.5 Increases the opportunities for participation in the Arts and offers opportunities for children and groups of children to be involved in performance.
- 3.6 Offers opportunities for children to express themselves, enjoy themselves and be successful.
- 3.7 Enables children and groups of children to achieve excellence and enjoyment.
- 3.8 Helps to develop a respect for others' artistic tastes and points of view.
- 3.9 Enables children to develop their intellectual, aesthetic and critical faculties through active participation in the Arts.
- 3.10 Encourages the use of the Arts as an effective medium for achieving other educational objectives.

Curriculum Design and Organisation

The school can ensure the aims are implemented by encouraging:

- 4.1 A balance in Arts experiences between learning in the Arts and learning through the Arts. For example, the investigation of printing techniques, using this knowledge to print cloth then use the cloth for costumes for a specific project.
- 4.2 A balance in provision between the processes of creating and performing and those of knowledge, understanding and appreciation. For example looking at painting of sky then applying that knowledge to their own work.
- 4.3 A variety of opportunities for the expression of feelings, the development of critical faculties, for performance, creativity and achievement. Children are given the

opportunity to participate in, for e.g. a Christmas Crafts Club, a choir, performances.

4.4 All children to be given the opportunity to develop an expertise in an art.

4.5 Children to become aware that the Arts contribute to economic and social well-being.

4.6 All children to take part in performance involving a variety of audiences. For e.g. performances held in St.Peter's church at Christmas and class assemblies.

4.7 All children to become aware of the contribution of the Arts to the environment. For e.g. looking at art forms in the local environment.

4.8 Children to 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.

4.9 The implementation of the educational inclusion policy of the school by ensuring that a full range of Arts experiences is included within the curriculum.

4.10 Children to reflect on and celebrate the diverse nature of their local community and the wider world.

4.11 Children to express their own cultural identities in a positive way.

Early Years Foundation Stage

5 Art is taught through the expressive art and design aspect of the EYFS Curriculum and is a combination of child led and adult initiated activities.

Key Stage One and Two

Key Teaching Principles

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

The various techniques should include opportunities for:

- 5.1 Group, individual and whole class activities as identified within the scheme of work and lesson plans.
- 5.2 Discussion with the group and individual children as well as through demonstration and instruction.
- 5.3 Individual research and exploration.

- 5.4 Use of a variety of media (TV, radio, Internet) to enhance the pupils' understanding.
- 5.5 The development of I.C.T. capability through Arts Education through the use of computers, CD players and tape recorders, MP3 players, microphones, sequencing programs, keyboards, lighting techniques etc.
- 5.6 Enhancing a child's self-esteem by promoting success in achievement and enjoyment in learning.
- 5.7 Equipping children with skills to interact with others, thereby developing a child's sense of purpose and belonging. Children participated in group work, sharing work with another year group eg. writing and illustrating a story book to share.
- 5.8 Valuing their own work and that of their peers, sharing this in class assemblies.
- 5.9 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. These are provided through the following means:
Assemblies, Concerts, Exhibitions, Displays
- 5.10 Extra-curricular activities for those children who demonstrate a particular interest or ability, including participating in the MAT initiative by identifying some 'Art Ambassadors' to participate in collaborative work.
- 5.11 Using expertise and knowledge from within and outside the school. These can include: Local community expertise, Parents, Tees Valley Music Service, staff from other schools in the Ironstone Academy Trust.
- 5.12 Access to a variety of experiences within an Arts setting by: visits to an art gallery such as MIMA, theatre and museum visits and experiences within school such as visiting artists, dancers and musicians

Assessment and moderation

- 6.1 Assessment in the Arts will follow the school's assessment policy.
 - 6.2 Assessment is a continuous process that both reinforces teacher/pupil planning and provides clear information for others. Assessment should point a way forward and show what has been achieved.
 - 6.3 Reporting to parents will follow school guidance and procedures and address the end of Key Stage Descriptions.
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Supporting Specific Learning Needs

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

- 7.1 All children should 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.
- 7.2 All children are introduced to wide range of media and a variety of art forms.
- 7.3 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.
- 7.4 All children have access to a balance of art forms from a variety of cultures that 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.
- 7.7 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.

Wider Opportunities for Learning

8. CONTINUING PROFESSIONAL DEVELOPMENT

The Arts coordinator will:

- 8.1 Have an over-view of the Arts throughout the school.
- 8.2 Identify and share good practice.
- 8.3 Attend relevant courses and workshops provided by the Services for Schools.
- 8.4 Identify staff training priorities arising from the monitoring process and staff discussions.
- 8.5 Encourage members of staff to attend relevant courses.

Use of ICT to support learning

9. I.C.T. IN THE ARTS CURRICULUM

- 9.1 Children should be given opportunities, wherever possible and appropriate, to develop their I.C.T. capability and this should be planned for and included in the time allocation for each individual Arts area for the year.
- 9.2 I.C.T. schemes of work should be referred to at each Key Stage.

10. RESOURCES

- 10.1 An inventory of resources for each Arts Curriculum area will be reviewed and up-dated regularly by each Arts curriculum area coordinator.

Leadership and Management

Role of the Subject Leader

- 11.1 Responsibility for overall staff coordination.

The Arts Curriculum developments are organised by a team of teachers led by a subject coordinator with appropriate support from members of the Senior Leadership Team (SLT)

- 11.2 The Arts Team

The Arts Team consists of the coordinators of Art, Music P.E. and Literacy (drama support).

- 11.3 Communication

Information is given to staff through email, briefing meetings and staff meetings.

- 11.4 Action plans

Individual action plans will contribute to the overall School Improvement Plan.

The action plan for the arts sits alongside the School Improvement Plan and takes its priorities from it.

11.5 Allocation of funding and distribution of resources.

Each area of the school organisation is funded separately. The Governing Body allocates the funds annually depending on curriculum design, need and priority. Following the audit, the funds will be delegated to allocate resources where most needed. Staff will be given an opportunity to contribute to the identification of needs.

11.6 Schemes of Work

The Arts Curriculum will ensure that the Programmes of Study for each subject are covered. based upon the curriculum subjects of Art, Music, P.E. (Dance) and Literacy (Drama). It will also draw upon other subject areas and on a range of other experiences such as assemblies, visits, performances etc. Modules of work, which include a range of art forms, will be drawn up with the help of Services for Schools.

11.7 Extra-curricular activities

Children are given the opportunity to state which extra –curricular activities they would like to be provided with and the arts feature strongly in the requests the children have made. Activities provided include choir and craft club,

11.8 Use of the local community/other agencies

The community and other agencies will contribute to the development of the Arts Curriculum.

Monitoring and Evaluation of the Subject

12. REVIEW, EVALUATION AND MONITORING

12.1 As teachers record their assessments at the end of each project, this will be a way of monitoring the progress of individual children and also of recording their experience

12.2 Regular meetings are held throughout the year. Monitoring is carried out by each Arts curriculum coordinator and overall monitoring by the Arts team coordinator.

13. Parental Engagement

13.1 Parents are encouraged to help where appropriate in areas of the Arts curriculum, giving support and sharing expertise.

Equal Opportunities

- 14.1 All children are provided with access to the Arts curriculum regardless of their capability or background, by designing appropriate learning tasks through differentiation.
- 14.2 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.
- 14.3 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 minority groups.
- 14.4 The Arts have a vital role in challenging attitudes and values that are racist, sexist, disablist etc. Positive examples are provided to counteract negative images.
- 14.5 Children are not denied access to the Arts curriculum because of their religious belief, cultural requirements or socio-economic circumstances

Health and Safety

- 15.1 Teaching and learning within the Arts Curriculum complies with the schools Health and Safety Policy.

Policy amended:
January 2019