

Hadnall C.E. Primary School

Arts Policy

At Hadnall C.E. Primary School we believe that the Arts encompass a wide range of subject areas and disciplines including Music, Dance, Drama, Art and Design. Arts at our school means providing our pupils not only with the opportunity to learn about and participate in each of these areas, but also providing them with the platform from which to be creative, to express themselves, find success and share these experiences, talents and abilities through enjoyable learning experiences.

Mission Statement

At Hadnall Primary School we are committed to providing all children with the opportunities to engage and succeed in the Arts, regardless of background, language and or special needs through high quality, differentiated teaching. We encourage children to share and explore both their own and new diverse cultural experiences in the Arts. The school's commitment to inclusion is further detailed in our equal opportunities and inclusion policies. We aim to enable children to achieve high standards through a creative and enriching curriculum. We are passionate about developing and promoting the Arts through an enjoyable, creative and cross-curricular approach. As well as focused high quality teaching of the National Curriculum Programs of Study in classes, we enrich our children's learning and experiences of the Arts through a range of school time and after school club opportunities.

We are also committed to providing opportunities for our pupils to share and perform their abilities and talents in the Arts both during a range of events in school and in the wider community. At Hadnall C.E. Primary School, we aim to ensure that all our children enjoy, thrive, succeed and achieve their potential in the Arts.

At Hadnall C.E. Primary School we strive to become a leading school for the Arts.

Document purpose

This document reflects the values and philosophy of Hadnall C.E. Primary School in relation to the teaching and learning of Music, Art, Drama and Dance. It provides a framework within which all staff work and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the QCA Schemes of Work, which have been adopted by the school, and can be used as a springboard to develop the individual teacher's ideas in a creative way within the school's guidelines. This should enable teachers to design a programme of activities that is responsive to their own and children's skills and needs in the Arts subjects. Cross-curricular opportunities and themed arts weeks also enable additional arts to be taught to enhance learning in other curriculum areas.

Audience

This document relates to pupils in Key Stages 1 and 2, the children in the Foundation/Reception Years follow the Early Learning Goals for Creative Development, which can be found in the Policy for The Foundation Stage.

This policy is intended for all teaching staff and staff with classroom responsibilities, the School Governors, parents, inspection teams and Shropshire LEA / Advisers/ Inspectors.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is distributed to all teaching and non-teaching staff and the School Governors. Such distribution ensures the accessibility of the document to visiting teachers and parents. Extra copies are available from the school office.

Philosophy

The arts subjects are powerful, unique forms of communication that can change the way children feel, think and act. As an integral part of culture, past and present, they can help children to understand themselves and relate to others. The teaching of the Arts develops children's ability to appreciate a wide variety of art forms and to make judgements. It encourages active involvement in different forms and helps children to acquire a sense of group identity and togetherness. The Arts can increase self-discipline and creativity, aesthetic sensitivity and fulfilment.

Arts experiences inside and outside the formal curriculum.

The arts curriculum is taught in a flexible way throughout the school. Within each Key Stage and Year Group, art, music and dance are taught both explicitly and through cross-curricular links. Dance is taught explicitly in Key Stage 1 and 2, both by school staff. KS1 have been trained in TOPS dance. We are currently establishing links with secondary school dance specialists to enhance our dance provision in KS2. Such specialist teaching also serves as high quality INSET for our own staff, who are always present during lessons. All arts subjects are also taught in a more holistic manner though performing arts opportunities and creative curriculum planning.

Aims and Objectives

Aims	Objectives
<p>For all children to engage, progress, enjoy and express themselves through a variety of artforms, to explore values, attitudes, feelings and meanings.</p>	<p>Provide an arts curriculum of quality, range and depth. Provide opportunities for cross-curricular work. Provide opportunities for pupils to learn about the arts of diverse cultures. Provide opportunities to develop self-esteem, confidence and maturity through participation in the arts. Ensure that arts teachers have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with developments in the arts. Provide Gifted and Talented children to develop their skills further.</p>
<p>Develop children's interest in and ability to create, appreciate and make critical judgements about artworks.</p>	<p>Give all pupils opportunities to observe, plan, design, complete and perform/exhibit in a range of artforms.</p>
<p>Encourage pupils to work as individuals and in groups to share arts experiences and present artworks to others.</p>	<p>Give all pupils an opportunity to exhibit/perform at least twice a year (class assemblies). Give all pupils the opportunity to take part in an out of hours opportunity. Present arts work to parents and the community at least four a year (class assemblies, Harvest and Christmas concerts). To continue to work with other local schools on arts projects e.g. Sundorne and Thomas Adams Secondary School.</p>
<p>Developing an understanding of the role of the arts in our community and society (and of different cultures), including as a career.</p>	<p>Offer all pupils an opportunity to work alongside professional artists. Promote achievement in the arts amongst children. Take pupils to see work exhibited and performed by professional artists.</p>

Subject Aims

Music, Art, Dance and Drama are non-core Foundation subjects within the National Curriculum.

The range of experiences offered

Pupils' entitlement to arts provision is guaranteed in three ways:

1. Through class teaching, linked to the National Curriculum:

- The programmes of study set out in the National Curriculum 2000 express the specific learning objectives for individual pupils.
- In order to meet National Curriculum objectives and to ensure progress across the school, staff plan make use of a number of schemes including QCA, Val Salbin dance.
- Development of a creative curriculum across the school to ensure cross curricular and cross artform links are made.
- The combination of the above allows skill specific teaching in the areas of art, music, drama and dance as well as more holistic teaching and learning (including performing).
- We are able to provide a number of ICT led arts activities within the school as we have a selection of technology which allows the children to explore this area. Children have access to digital cameras, video cameras, digital movie makers, tape recorders, CD players, various music and art software e.g. Music Explorer

2. From experiences linked to the whole school curriculum:

- Class assemblies. Children in every class have the opportunity to practice a variety of arts each year. They may experience writing, acting, singing, dancing, scenery creation and decoration, costume making etc. The class then performs the assembly, which gives them presenting and performing opportunities. This is a fantastic opportunity for the rest of the school to enjoy and celebrate the performing arts as an audience.
- Children may also choose to take part in the after school choir.

3. Through pupils' own interests, including after school activities.

- There is a regular range of after school clubs, which are run on site. Children have access to after school clubs, which include singing and art.
- Children may choose peripatetic small group music lessons in Guitar, clarinet and flute.(viability of lessons depends on pupil interest)
- Children are encouraged to share their own interests in other ways in the school e.g. show and tell sessions and community events such as School Fairs, Art Exhibitions, summer celebrations etc.

MUSIC

The main aim of Music education is to develop children's sensitivity to, and their understanding of, music, through an active involvement in performing and composing, listening and appraising.

The school employs a music specialist who teaches music in classes 2 and 3 for one hour per week. Each year group from year 2 to 6 have half an hour per week for half a term to learn to play instruments in a band session, the half term band session culminates in a performance to parents and the school.

ART

The purpose of Art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

DANCE

The purpose of Dance education is to give pupils the skills and knowledge necessary for them to express responses to various stimuli. Dance is a means of expression and communication, which all children can access.

DRAMA

The purpose of Drama education at Hadnall School is to make the curriculum accessible to all pupils regardless of their ability. Through drama, pupils can be encouraged to express themselves and communicate in a different way. Drama can also be a way of working. Drama is taught through the English curriculum and through cross-curricular opportunities.

Teaching The Arts Subjects

When teaching the Arts we aim to:

- ❖ Develop the pupils' understanding
- ❖ Develop and extend children's own interests
- ❖ Increase pupils' ability to make judgements
- ❖ Aid the children to acquire knowledge, skills and understanding
- ❖ Develop the pupils' skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, aesthetic sensitivity, perseverance, self-confidence and perception
- ❖ Promote positive attitudes towards, and enthusiasm for The Arts
- ❖ Develop children's social skills
- ❖ Develop an appreciation of other cultures.

Children at Hadnall School follow the National Curriculum for each of the Arts areas and work at levels appropriate to their ability. It is expected that most children will achieve the standard relevant to their age group.

National Curriculum

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Most children should achieve Level 2 by the end of Key Stage 1 and Level 4 by the end of Key Stage 2.

Accommodation

Dance and Music are taught in the hall. Art is taught in classrooms or outside spaces.

Resources

MUSIC

Musical instruments are kept in the hall and veranda. We also have a music trolley with instruments, which can be taken, around the classrooms. Recorders are kept in bags and are cleaned after each use. These resources are available to all staff. The instruments are a valuable resource and children should be shown the correct way to look after them, so that the instruments are not damaged. This practice is built into the Scheme of Work in the Foundation Stage and should be reinforced throughout the school.

The Music Co-ordinator reviews the use of resources and their storage annually, in consultation with the staff.

ART

Central art supplies are kept in the stock room. Each classroom has an art area where a supply of labelled materials can be found. Children are taught the importance of being independent and looking after materials and not wasting them. The need to care for equipment and not waste resources is reinforced throughout the school.

The Art Co-ordinator reviews resources and reorders stock.

DANCE

Dance resources are kept on the hall music/ assembly shelf. The music and art co-ordinators have many useful resources which can be used for creative dance.

DRAMA

Role-play costumes can be found in Foundation cupboards.

Equal opportunities

All teaching and non-teaching staff at Hadnall School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social

circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

Gifted and Talented Provision

In order to meet all our needs we have a provision list, which identifies the needs of the individual child and caters for their specific skills, this is reviewed in the SEN/Able staff meeting

Special Educational Needs

All children at Hadnall School are given the opportunity to develop skills to the best of their ability. Wherever possible, all children participate in the Arts Curriculum. For children who have physical disabilities, some modification may be needed to this area of the curriculum. Any modification is made in consultation with Support Staff. (See Policy for Special Educational Needs.)

Health and Safety

All equipment, which is used in any aspect of the Arts curriculum, is carefully assessed and if necessary Risk Assessments have been carried out on equipment which has the potential to cause harm.

Links with Other Areas of the Curriculum

As well as making its own contribution to the school curriculum, The Arts contributes to the wider aims of Primary Education. We have a termly creative week, linking subjects under a thematic approach.

Monitoring and Evaluation

See Policy for Monitoring and Evaluation

Policy review

Date of policy - October 2008

This policy will be reviewed and the outcomes evaluated by the arts coordinator, whole staff and Governors in September 2010