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| Wigley Primary SchoolC:\Users\A2702309\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\GGRMF5WU\Logo 2.png | **Policy No: C17** | Revision No: | 5 |
| Date Issued: | February 2016 |
| Committee: | FGB |
| “The Arts” Policy | Author: | Headteacher |
| Date Adopted: | June 2022 |
| Minute No: | 5.7.22, min no 13.5 |
| Review Date: | June 2024 |



THE FEDERATION OF PENNY ACRES AND WIGLEY PRIMARY SCHOOL

“THE ARTS” POLICY

**Introduction**

This policy document is a statement of the aims, principles and strategies for the learning and teaching of The Arts. It was developed through a process of consultation between the Headteacher, class teachers and governors, in relation to existing school policies, and national and LA guidelines and the new curriculum 2014.

**The Importance of “The Arts”**

At the Federation of Penny Acres and Wigley Primary Schools, we believe that “The Arts” encompasses a wide range of subject areas and disciplines, including Music, Dance, Drama, Art and Design and Design Technology. Arts means not only providing our pupils 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, express themselves, share experiences, talents and abilities through performance.

“The Arts” are delivered in accordance with the principles stated in our Teaching and Learning Policy (C29), Assessment, Recording and Reporting Policy (C19) and Marking Policy (C1), and supported by our Behaviour and Discipline Policy (S17) and our Health and Safety Policy (PR1).

We hold the professional judgement of teachers as an essential feature in the delivery of The Arts in our school.

**Planning**

There is a strong emphasis on the key skills which link all curriculum areas particularly the development of speaking and listening. Topic planning is central to our philosophy of how children learn best. Our planning for “The Arts” is in line with the National Curriculum for EYFS, Key Stage 1 and 2 and The Arts strategy / guidelines. The Arts curriculum involves activities which may stand independently or be integrated within termly topics.

**The use of Computing across “The Arts” Curriculum**

Pupils will be given opportunities to apply and develop their computing capability through the use of computing tools to support their learning in The Arts.

Pupils will be given opportunities to support their work by being taught to: -

- Find things out from a variety of sources, selecting and using the information to meet their needs and developing an ability to consider its accuracy and value

- Develop their needs using computing tools to amend and refine their work and enhance its quality

- Exchange and share information, both directly and through electronic media

- Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

**Assessment, recording and reporting**

Assessment is ongoing. Lessons are taught based on the achievement and needs of the children as identified by the previous lesson and level of skill acquired. Achievement in “The Arts” is formally reported to parents in the end of year written report. Strong emphasis is placed on peer support strategies to enable pupils to identify the next steps in their learning and formative and summative assessment.

**Resources**

Every class is provided with basic equipment and resources for the needs of the class. A yearly overview and long term planning indicates what resources will be required and when, and these resources are purchased ahead of need.

**Inclusion**

In recognition of our school’s adherence to the principles of equal opportunities we aim to cater for all pupils regardless of ability. Groupings at The Federation of Penny Acres and Wigley Primary Schools as defined by Ofsted include DSEN, gifted and talented, a low percentage of EAL, and disadvantaged (pupil premium) pupils. Our planning, resources and delivery of the curriculum reflect this. Emphasis is placed on meeting the diverse needs of children through a variety of learning and teaching styles. Through high quality, differentiated teaching, we provide all children with the opportunity to engage and succeed in “The Arts”. We encourage children to share and explore both their own and new cultural experiences in “The Arts”.

Review and evaluation of the policy will be undertaken annually by the co-ordinator, and where significant issues arise, discussed by the whole staff. Monitoring by the co-ordinator is on-going and takes a variety of forms: classroom observations, learning walks, display and working wall audits and sampling and scrutiny of planning and work.

**Arts Experiences Inside and Outside the Formal Curriculum**

The Arts curriculum is taught in a flexible way throughout the school. Within each key stage, art and design, design technology, music, drama and dance are taught both explicitly and through cross curricular links. Dance is taught in Key Stage 1 and 2, both by school staff and by specialist teachers through e.g. the local sports partnership or by practitioners explicitly bought into school to deliver workshops e.g. Chinese New Year. All children have access to music lessons in school, with class lessons being delivered by specialists from County using the wider opportunities funding. The Federation of Penny Acres and Wigley Primary Schools endeavours to give the pupils as rich and as wide a musical experience as possible with a range of studied instruments from percussion, strings, and woodwind to date. Teachers in school also provide music lessons and extra-curricular music sessions such as choir. When specialist teachers or experts in their field come to school, this can also serve as high quality INSET for staff. All arts subjects are also taught in a more holistic manner through performing arts opportunities and creative curriculum planning. The Federation of Penny Acres and Wigley Primary Schools prides itself on the high standard of “Arts” delivered to the local community and actively seeks opportunities to do so.

**Arts teaching**

Within the taught curriculum, in all key stages and foundation stage, the arts are taught both explicitly and through a creative cross curricular, topic approach to learning.

**Arts teaching outside the taught curriculum**

All pupils in school sing each day for approximately 20 minutes. Staff at the school are committed to the positives that singing can bring to school e.g. a cohesive family feel, improvement in reading, the empowerment and feel good factor from singing, to name but a few. Various after school clubs for “The Arts”, e.g. performing arts, street-dance, card making, art and design (1 hour each) give a flavour of the type of after-school club on offer. After-school clubs are regularly updated with new ideas and initiatives, often at the suggestion of the pupils. Opportunities to take part in competitions and exhibitions within the school and outside of school are actively encouraged and pursued. Regular assemblies, Christmas and summer concerts, choir concerts, rehearsals and performances, as well as participating in events such as Young Voices and regular trips to the theatre have had and continue to have, a positive and enriching effect for pupils. Numerous visits from artists, musicians and theatre groups to perform for, or work with the children in school, are scheduled into the school diary (topic dependent) on a half-termly basis.

**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 express the specific learning objectives for individual pupils.
* In order to meet National Curriculum objectives and to ensure progress across the school, staff plan and make use of expertise within school, cluster expertise, expertise from County (LA) and outside providers. If deemed relevant and enriching, sometimes, a published scheme may be used to enhance a National Curriculum objective.
* Development of a creative curriculum across the school to ensure cross curricular and cross art form links are made.
* The combination of the above allows skill specific teaching in the areas of art, music, drama and dance.

2. From experiences linked to the whole school curriculum:

* All children also have opportunities to develop skills through music assemblies, where ongoing skills are taught and practised.
* Curriculum enrichment “Arts Days”. Pupils 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. There are several opportunities each year for children to work together on school performances. These include the summer and Christmas concerts where children perform as a whole school or key stage. There are also opportunities for individuals to perform. These concerts incorporate art, drama, music and dance. They are open to members of the wider community.

1. Through pupils’ own interests, including activities which are part of study support:

* Pupils may choose to participate in lunchtime music clubs such as recorder and choir.
* There are opportunities for ‘gifted and talented’ children to take part in arts projects e.g. with other schools, competitions, workshops.
* Opportunities for parents and carers to work on arts projects with children through topic based work or special events such as e.g. Easter egg competition, baking for Sports Relief.

**Arts Facilities**

* Art display boards for displaying children’s artwork.
* Free access to extensive facilities and staff at the Education Library Services & local museums in Sheffield, Chesterfield and Derby.
* Free access to dance and art facilities at the local secondary school.
* Musical instruments.
* ICT – laptops with art software.
* Various arts materials, silk painting, batik, printing, clay and felt.

**Aims and Objectives**

**Aim 1 :**

For all children to engage, progress, enjoy and express themselves through a variety of art forms, to explore values, attitudes, feelings and meanings.

Objectives:

* 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 all teachers and teaching assistants at The Federation of Penny Acres and Wigley Primary Schools have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with development in the arts.
* Provide opportunities for gifted and talented children to develop their skills further.

**Aim 2 :**

Develop children’s interest in the ability to create, appreciate and make critical judgements about artworks.

Objective : ·

* Give all pupils opportunities to observe, plan, design, complete and perform/exhibit in a range of art forms.

**Aim 3 :**

Encourage pupils to work as individuals and in groups to share arts experiences and present artworks to others.

Objectives:

* Give all pupils an opportunity to exhibit/perform at least twice a year (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 times a year. Class assemblies, Christmas concerts, Christmas production, summer concert, wider opportunities concert/s, art gallery.

**Aim 4 :**

Developing an understanding of the role of the arts in our community and society (and of different cultures), including as a career.

Objectives:

* 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.

Assessment and reporting learning outcomes/success criteria are identified for each lesson. Assessment opportunities are identified within the weekly planning and are measured against the standards set for the learning outcomes/success criteria. Pupils are made aware of the learning outcomes for all lessons. Assessment in the arts can take various forms: · self-evaluation and review, progression, observation, peer evaluation/assessment, formative assessment and summative assessment. Pupils’ progress in the arts is reported regularly through consultation with parents, pupils’ self review and pupil progress meetings between the Headteacher and class teacher. The policy will be annually reviewed by the Governing Body. Every three years all policies are reviewed in depth and updated as necessary.