

HIGH ERCALL PRIMARY SCHOOL CURRICULUM POLICY GUIDANCE FOR THE ARTS

INTRODUCTION AND SUBJECT DEFINITION

Learning through the Arts stimulates children's imagination, creativity and thinking. It gives them experiences to enjoy and gain confidence in their own abilities, offering them opportunities to learn about themselves and others creatively, emotionally and aesthetically.

At High Erccall Primary School the Arts are highly valued. We ensure that every child has experience of a broad and exciting range of art forms regardless of ability, gender or race. These include music, dance, art and drama.

AIMS

- to give children the chance to appreciate and interpret their environment through visits, observational drawings, interpretive dance, links with the community
- to offer experiences of their own, and other cultures through working alongside a range of artists, investigating art from other cultures, theme days
- to enable children to develop their ideas through the process of creating, adapting and assessing all art forms through performances within school and the wider community, displays of their work, developing the use of their art books as a working diary of ideas, progression and assessment, an arts vocabulary extending through the school
- to develop into an interest for future life through demonstrations by peripatetic music teachers, dance groups, theatre groups and storytellers, highlighting out of hours arts opportunities, links with secondary school extra-curricular activities
- to raise aspirations for future career opportunities through the co-ordination of opportunities with peripatetic teachers, visits to theatres and galleries, the involvement of a variety of good role models offering first hand learning experiences.
- to have the opportunity to explore values, emotions and social interaction through a full range of art forms, particularly developing drama skills in the summer term with reference to Speaking and Listening QCA guidelines, cross-curricular opportunities, sharing assemblies

CURRICULUM ORGANISATION

All children have access to a range of high quality arts experiences; regardless of background or ability. The children at High Erccall School follow a varied arts curriculum. Where possible, units are selected to make use of cross-curricular links. Lessons provide a variety of situations for children to take part in activities, whether individually or collaboratively.

From Foundation stage to year 6, dance is regularly timetabled in line with the school's scheme of work for physical education. Art and music are organised into units of study per term linked to QCA guidelines. Drama is incorporated in to the curriculum, following the National Curriculum programmes of study within Speaking and Listening. Children have the opportunity to perform and present their work to audiences.

All Key Stage Two children are offered the opportunity to have specialist music teaching for wind, brass, percussion and stringed instruments. They subsequently have the opportunity to complete grades and

assessments in association with ABRSM (Associated Board for the Royal School of Music). All children have the opportunity to perform at a series of assemblies.

Younger children have the opportunity to engage in child initiated play. During this time they have the opportunity to draw and paint, build with found materials and construction kits, initiate role play with the use of dressing up clothes and role play areas, as well as listen to songs and dance.

CELEBRATIONS OF SUCCESS

At High Ercall School we feel that celebrating achievements is an important and integral part of our planning. Key Stage outcomes and themed days are agreed at the start of each term in Key Stage meetings. The opportunity to participate in inter-school productions and presentations is also seen as a positive event.

Music, drama and dance are celebrated regularly through assemblies during the year as well as through the drama productions to which parents, relations and governors are invited.

RESOURCES

Making links and using the resources and contacts between schools within the Beacon trust. Specific year group resources are kept in teachers' classes. All other general resources are kept in the school stock cupboard. Books can be found in the library. The School Library Service can be accessed for artifacts, books and posters. The local authority support and offer CPD. Take One Picture resources online also offer resources that staff can use. t

HEALTH AND SAFETY

When planning particular activities, where safety procedures need to be put in place, all teachers must complete a risk assessment. Teachers should refer to the school's Health and Safety Policy and the safety procedures set out in previous risk assessments.

EQUAL OPPORTUNITIES AND INCLUSION

It is the aim of the school to ensure that opportunities and facilities are available to everyone who studies music

- We will ensure that the educational needs of all pupils are properly assessed.
- We will identify those barriers (physical, environmental and curricular) which could prevent individuals from accessing the learning opportunities the school provides, and seek to remove them, making reasonable adjustment though our best endeavours to promote inclusion.
- We will seek to provide a supportive and welcoming atmosphere.
- We will employ a range of teaching styles to ensure no pupil is excluded from learning and to enable pupils to achieve success.
- We will challenge inappropriate attitudes and practices directly. This might involve quiet conversations with individuals, speaking with groups of children, broader messages through Meeting for Worship
- We will model positive behaviours to demonstrate our commitment to equality of opportunity.

GIFTED AND TALENTED PUPILS

Those children that show a particular ability for the arts are directed towards any external classes, exhibitions and group opportunities in the local area.

COMMUNITY LINKS

Working with other schools, in the 'Rural Arts' projects, has given us the chance to join together, visit galleries, work with artists and display work for a wider audience. We look for opportunities to be involved with the wider community and give the work purpose and real context eg. Planning and making the school wall plaque, tree dressing of the Gospel Oak, musical productions with the Beacon Trust, creating a Grayson Perry styled Comfort Blanket.

ASSESSMENT, RECORDING AND REPORTING

The class teacher will plan for the implementation of assessment within the arts curriculum, using Key Questions as set out in the school's Subject Progression Charts. Children are encouraged to assess their own work and others, through discussion or written comments in their art books. A record of the children's work in Key Stage 2 is kept within their art book and progresses through the school with them. Photographs, tapes/DVDs and videos, are also kept as a record. These also offer opportunities for self-evaluation and assessment.

REVIEW AND MONITORING

The Art subject leader will undertake monitoring, feedback and review.

PROFESSIONAL DEVELOPMENT

Courses and opportunities are made available to members of staff, ensuring the children have access to new techniques and opportunities.

POLICY REVIEW

The policy will be reviewed by the subject leader in the summer term, 2018.