



## Westgate Primary School Creative Arts Policy

### Rationale

“The Arts are like your backbone. You may be able to survive without a backbone, but what quality of life would you have?”

- Sir Simon Rattle

By Creative Arts we mean the **Visual Arts**- painting, drawing, sculpture, craft and design; the **Performing Arts**- music, dance, drama, storytelling; **Literature**- poetry, fiction and non-fiction; and **Media and Multimedia**- film and photography.

At Westgate, we believe that the Arts stimulate creativity and imagination, providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world. It enables children to communicate what they see, hear and experience. The Arts reflects the culture and society we live in and by teaching the Arts, children gain a better understanding of the world we live in. As well as being creative and enjoyable activities, the Arts can also be highly academic and challenging subjects.

We provide many opportunities for all children to create, play and perform in the Arts. We develop skills necessary to appreciate a wide variety of art forms. The appreciation and enjoyment of the Arts enriches all our lives. Through experiencing the Arts, children develop their creativity, self-esteem and confidence.

### Through the teaching of the Arts we aim:

- to promote pupils' affective development
- to promote pupils' physical development
- to promote pupils' cognitive development
- to contribute to pupils' social development
- to contribute to pupils' personal development
- to ensure that all pupils have access to a broad Arts curriculum
- to promote an awareness of our diverse cultural heritage
- to develop confidence and self-esteem in their daily interactions with others
- to maximise the expertise of our specialist and visiting specialist teachers.

### Content

The content of our Arts policy is related to the National Curriculum's programmes of study for The Arts subjects. It covers outcomes using materials, techniques, skills and media usage, expressing feelings, ideas, developing thoughts and solutions, and evaluating and appreciating. Throughout our programmes in art and design, music, drama and dance all pupils will have opportunities to learn skills and knowledge, explore/ express their feelings and evaluate and appreciate their own and others work. Many of these learning experiences will be set in the contexts of other areas of the curriculum, for example in PSHE, English, History and Geography and may also involve the linking of the Arts subjects, for example for a Key Stage production.

In the Early Years Foundation Stage (EYFS), creative development is related to Development Matters and the Early Learning Goal for Expressive Arts & Design, which underpin curriculum planning for children in Nursery & Reception. The children's learning included art, music, dance, role-play and imaginative play.

This range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

### **Time Allocations**

To deliver the programmes of study, the following **minimum** average weekly time allocations aggregated over the year will be:

<b>Arts subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Art & Design	50 minutes	50 minutes
Music	40 minutes	50 minutes
P.E (including at least one dance unit each year)	2 hours	2 hours
Computing (including film and photography)	40 minutes	40 minutes

In addition, drama and performance poetry form part of the English curriculum, and drama and role play is also used in other subjects, such as PSHE, Geography, History and Spanish.

Additional time is allocated for whole school Arts activities. For example, special performances, productions, working on whole school art exhibitions, workshops, cross-curricular projects

### **Learning and Teaching**

Learning and teaching should promote enjoyment and fulfilment through participation, enquiry and experiment and link to the National Curriculum's programmes of study for the Arts areas.

Approaches considered may include: individual work, small group work, class work, teacher directed activities, sketchbook work, outdoor work, visits to galleries and contact with performers and artists.

Pupils will be given the opportunity to initiate, plan, develop, present and evaluate their own work, work on collaborative activities (including whole school initiatives), so encouraging co-operation and partnership.

Pupils will be encouraged to learn, understand and use appropriate vocabulary and terminology appropriate to the Arts. Pupils will be able to develop skills through cross-curricular whole school activities.

Pupils are able to further extend learning and develop interests through extra curricular activities. This will include input from outside agencies such as music support services, theatre groups, music groups, Arts outreach workers and sports specialist. Pupils will be given the opportunity to take part in artist led activities, in addition to study support activities. Pupils of all abilities will be encouraged to present aspects of their work and achievements in the Arts through participating in music festivals, workshops, art competitions/ exhibitions and assemblies. Opportunity will be given for pupils to share their own cultural experiences and whenever possible parents will be invited to share these experiences with their children. Through the Arts we aim to establish and maintain links with the local community. Those children identified as being gifted and talented in the Arts will be encouraged to participate in whole school and extra-curricular Arts activities and will also be given the chance to attend Arts-related workshops specifically aimed at gifted and talented pupils.

### **Curriculum enhancement opportunities**

While the exact offer varies from year to year, we offer a range of extra-curricular learning opportunities during lunch times and after school as follows:

- Recorder Club
- Choir
- Orchestra
- Art Club
- Craft Club
- Gymnastics Club
- Drama Club
- Peripatetic instrumental lessons (cornet, flute, clarinet, oboe, violin, cello, guitar)

Children have the following opportunities to perform or exhibit to an audience over the course of a school year:

- Class assemblies
- Christmas performances (Foundation Stage, Key Stage 1, Key Stage 2)
- Easter concert
- Y6 Leavers' Play
- Whole school art exhibitions linked to special events
- Art displays in local venues linked to special events

In addition, children have access to a range of opportunities to perform outside of school, such as:

- LSMA Christmas and Summer Concerts
- Orchestral Days at Harrogate Ladies College
- Summer Prom workshops with CLYTWO
- Chevin Partnership Musical Extravaganza
- Active Schools Wake Up Shake Up
- Active Schools Gymnastics Competition
- Joint Christmas concert with Chippendale Singers
- Y6 Band day at PHGS

### **Working with Professional Artists and Arts Organisations**

We believe the value of partnerships with Arts organisations demonstrate excellence and raise awareness of opportunities and expectations in the Arts. They provide additional expertise and inspiration which supplements that of our school staff. The links benefit:

- Curriculum development
- Cultural awareness
- Community links
- Staff development
- Children's creative achievements
- The profile of the Arts
- The nurturing of talent

### **Inclusion & Equal Opportunities**

In line with our school mission statement, we will ensure that all pupils have equal access to the Arts curriculum and that pupils with additional need will be supported appropriately. This may include direct supervision, support or through the provision of appropriate materials / resources / equipment.

The Arts provide an opportunity for all children to achieve, regardless of gender, ability, disability, social, cultural and linguistic background and can therefore raise their self-esteem. They allow children to express themselves verbally and non-verbally. Teachers will take account of these factors and any barriers to learning when planning and delivering lessons.

### **Assessment**

In The Arts, assessment evidence will come from investigations, performances, teacher observations, work sampling and self and peer evaluation. National Curriculum attainment targets and levels will help determine individual achievement. Portfolios of good practice in visual art give further support for teachers assessing achievement.

### **Arts staff**

The head teacher in consultation with all staff, will agree subject leader roles with individuals in each of the 4 areas of Art & Design, Music, PE & Dance, and Drama. We employ a specialist music teacher who teaches in Y2 to Y6, and peripatetic instrumental teachers. All other subjects are taught by class teachers.

### **Arts facilities and improvement plans**

Each Arts subject area has access to a wide range of resources and the school budget plans to refresh these each year as needed. These include ICT resources to aid creative work and specialist materials and equipment for class based and study support activities.

Each subject leader plans improvement in their subject each year through their action plan.

### **Monitoring & Evaluation**

Monitoring and evaluation of Arts teaching & learning is the responsibility of individual subject leaders and the senior leadership team. Time will be given during the academic year to monitor subjects across the phases. This will focus on Arts specific teaching and learning and may include: classroom observations, talking to children and adults, planning, children's books and evidence of first hand experiences. Results of monitoring will inform the Subject Leader's action plan and the School Improvement Plan where necessary.

**This policy was agreed in June 2018, and is subject to review every three years.**

**Signed:** (On behalf of the governing body)

**Signed:** (Head teacher)

**Date:**

### **See Also:**

- Art & Design Policy
- Music Policy
- PE Policy
- English Policy
- Computing Policy
- Curriculum, Learning & Teaching Policy