

**NORTH EALING PRIMARY SCHOOL
ARTS POLICY
SUMMER 2009**

Reviewed by:
SMT: 23/10/09
Staff: 2/11/09
Governors: 9/11/09
Next Review Date: 9/11/13

DOCUMENTS TO WHICH REFERENCE WAS MADE:

- National Curriculum QCA Art Schemes of Work 2000
- School's Original Art Policy 2004
- National Curriculum 2000
- Every Child Matters 2003
- Early Years Foundation Stage Statutory Framework 2008

STATEMENT OF INTENT:

At North Ealing Primary School, we believe that the Arts encompass a wide range of subject areas and disciplines including Music, Dance, Drama, Sculpture and Art and Design. The provision of Arts at North Ealing School means that we provide our pupils not only with the opportunity to learn about and participate in creative activities, but also provide them with the platform from which they can experience and enjoy art for the rest of their lives. It is a lifelong pursuit.

RATIONALE:

At North Ealing School, Arts enables pupils to:

- Explore and develop ideas with a freedom not found in other subjects
- Investigate and create individual and group pieces of work, including performance
- Share that work critically with others in a supportive and reflective environment
- Evaluate and improve work
- Perform again with increased confidence, knowledge and understanding

AIMS:

These aims are intended for all children in school. How they are implemented will be dependent upon the age and ability of the children.

We aim to provide all pupils with:

- a broad and balanced range of arts activities
- a desire to continue an interest in the arts and develop their visual and auditory awareness and appreciation
- an opportunity to progress their skills and creativity through their work in the arts
- exposure to the technical vocabulary for a variety of artistic disciplines
- a variety of experiences from different cultures and traditions
- an opportunity to promote higher attainment in the other curriculum areas
- an opportunity to raise and develop their self-esteem through class activities, performances, exhibitions and individual work

Objectives

At all levels, the arts are taught both explicitly and through a cross curricular approach. The instructor takes on a number of roles. These include as a facilitator, teacher and guide. Strategies include the use of I.C.T, visits to galleries and museums, workshops in school by visiting practitioners, teacher exposition, discussion, practical work, practise of basic skills, first-hand experience, investigative open-ended activities as well as other artistic formats.

At North Ealing School we have varied opportunities for children to enjoy and experience the arts outside of the classroom.

- Separate Infant and Junior singing assemblies once a week.
- Christmas Productions
- Junior Choir
- Junior Orchestra
- Peripatetic music lessons for individual or small groups of children, with the opportunity to learn violin, guitar, viola and cello.
- Drama and theatre groups, musicians, singers and performance poets brought in to work with our children.
- Various after school and lunchtime clubs for the arts – recorder, Art club, dance, drama, Monstercat.
- Opportunities to take part in competitions and exhibit work within the school.
- Opportunities for A&T children to take part in weekend workshops at a local secondary school.

INCLUSION:

We believe all our children are entitled to a high quality provision in the Arts

- Study of the arts presents an opportunity to develop teaching and learning strategies in an environment of equality for all, regardless of race, gender, culture, creed, class, ability or disability.
- Members of staff are aware of the individual and differing needs of pupils, including those with physical, emotional and learning difficulties, as well as those pupils identified as (or being monitored as) able and talented and are able to plan and provide for the range of abilities.
- Teachers ensure that pupils are presented with the work of culturally diverse artists, craft workers, dancers, musicians, actors and designers which reflect the multicultural community in which we live.
- All school clubs are open to every child, although they are often organised within year groups.

EVERY CHILD MATTERS (ECM):

Educating children, and ensuring that all our children grow up to lead safe, happy, healthy and successful lives is at the heart of what we do within North Ealing Primary School. The Arts Curriculum is able to contribute towards the five outcomes of ECM in the following ways.

- **Be Healthy** – Participation in the Arts can promote a healthy lifestyle and contribute towards a fulfilling life. Children develop confidence and become secure in their learning, irrespective of the level they attain.
- **Be Safe** – Through the Arts children are taught the knowledge, skills and understanding of using tools, materials, resources and instruments with which they must take care, both in use and storage. Children are taught to use

appropriate items of protective clothing and develop safe and tidy work practices. Pupils are taught in small group/whole class situations under teacher guidance.

- **Enjoy and Achieve** – pupils develop skills and techniques which enable them to see an improvement in their work and reflect on the outcome. Pupils have the opportunity to perform and see their work displayed throughout the school and in classrooms, providing a visual representation of their success. Children have the opportunity to participate in expressive Art and performance. Our children are taught to reflect and appreciate each others' achievements, celebrating success.
- **Make a Positive Contribution** – Through collaborative tasks, pupils share ideas and outcomes promoting decision-making skills and an ability to work with others. As children evaluate their own and other pupils' work, they learn to say what they think and feel about it, enabling them to develop ideas.
- **Achieve Economic Well-Being** – Through their research on artists, performers and craftspeople of the past and present, pupils 'learn about the diverse roles and functions of art, craft and design in contemporary life.' (National Curriculum, 2000) and the value placed on art by society.

IMPLEMENTATION AND ORGANISATION:

Boundaries between the artistic disciplines are, of necessity, not firm. Instructors are expected to use cross-curricular themes.

Art and Design

- The KS1/KS2 QCA Schemes of Work are currently implemented in all year groups alongside artwork produced in connection with other themes throughout the year. The LCP schemes of work provide guidance and ideas for implementing each unit. Cross-curricular opportunities are given throughout the year.
- In the Early Years Foundation Stage (EYFS) children are given the opportunity to become familiar with a wide variety of media, tools and materials as outlined in the creative development area of learning of the EYFS Curriculum 2008.
- Short term planning is organised by the class teacher in line with the scheme of work for art as set out by the QCA and the EYFS Curriculum 2008.
- Art is taught primarily as a whole class or small group activity.
- Opportunities should be given, within a lesson, to enable the children to present and evaluate their own work and that of others.

Music

- Music is taught through a scheme of work based on the QCA, Music Express and other material all linked to the National Curriculum.
- Opportunities are given, within a lesson, to enable the children to present and evaluate their own work and that of others.

Drama

- Drama is an integral part of the delivery of many subjects on the curriculum. It is used to enhance the learning in subjects like Literacy, History, Geography and Science. As a result it is an integral part of the planning and assessment.
- Opportunities are given, within a lesson, to enable the children to present and evaluate their own work and that of others.
- All staff utilise drama to promote life skills and encourage confidence, expression and clarity in their pupils performance.
- Such activities as choral speaking, assembly preparation, productions help embed those skills on a daily basis.
- Principally pupils are encouraged to use drama as a tool for expression and enjoyment.

Dance

- The scheme of work for dance is a combination of the QCA and Rawmarsh, providing the backbone for the implementation of this subject.
- The P.E Coordinator and SSCO monitor and track planning across the dance curriculum.

RESOURCES:

- School hall with moveable stage, stage lighting, sound systems, projector and screen, microphone which lends itself to the performing arts for music recitals, school productions, visiting theatre groups, practitioners and portable art exhibitions.
- Specialist music teachers and music room with a large selection of musical instruments.
- ICT suite with music and art software installed.
- Use of digital cameras in every year group.
- Video cameras.
- Art display screens for displaying children's artwork.
- Art and craft resources allowing pupils to experience a variety of different media.

ASSESSMENT AND RECORDING:

Learning outcomes are structured and matched appropriately for each lesson. Assessment is measured against the criteria set for the learning outcome. These are always made clear to the pupils. Assessment can then take various forms:

- Self-evaluation is crucial so pupils can reflect on their own practice
- through selection of appropriate materials
- through group work which shows organisational and collaborative skills
- the ability to be independent
- gaining confidence
- approaching challenge enthusiasm
- through research skills;
- through imagination and sensitivity
- through their response to the visual curriculum

Evidence is found from a number of sources. These include peer and adult response both parent and teacher. Drama is an intrinsic of the Speaking and Listening programme as well as being an activity in its own right.

Recording the arts curriculum is through photographic evidence which is systematically monitored by the curriculum co-ordinators on a termly basis, through parents evening with parents and through the annual report.

CELEBRATION OF SUCCESS AND DISPLAY

It is important that children's success in the arts is acknowledged and celebrated appropriately. This will be done predominantly through displaying children's art work, music concerts, dance performances and drama productions, which will be accessed by parents, teachers and members of the community.

HEALTH & SAFETY:

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and resources in relation to their storage and use.

SEE ALSO POLICIES ON:

- SEN
- Foundation Stage
- Equal Opportunities
- Able & Talented
- Assessment
- Teaching & Learning
- Health & Safety