

St. Margaret's CE Primary School

Policy Statement for The Arts

Context

This policy was updated in the Spring term 2014 and recognises the need to provide a broad and balanced curriculum which includes creative and aesthetic education.

This policy outlines:

- The individual role played by each aspect of the Arts
- The importance of planning a strategy for their overall provision and continuity across the school

This policy will be kept under review.

Aims

Through the arts curriculum, we aim to offer opportunities and challenges to:

- exercise creative and imaginative thinking and action
- develop the ability to respond to, evaluate and improve work
- combine intellect and feeling and enable personal expression, reflection and emotional development
- explore thoughts and feelings through responding intellectually, physically and emotionally to a variety of work from different times and cultures
- learn to make informed judgements and aesthetic and practical decisions as part of becoming actively involved in understanding and shaping environments
- develop skills in the use of, and further understanding of, new technologies.
- explore, develop and communicate ideas, thoughts and feelings through powerful verbal and non-verbal forms of expression

Learning in and through the individual arts

The arts share many common characteristics though each aspect offers unique skills, knowledge and understanding.

Learning in and through **art and design** provides opportunities for:

- the development of skills of investigation and making in art, craft and design
- the acquisition of knowledge and understanding of materials, tools, techniques and methods
- the acquisition of knowledge and understanding of the work of other artists, crafts people and designers from our own time and culture and from other times and places
- understanding how artists, crafts people and designers make a contribution to change in society

Learning in and through **dance** provides opportunities for:

- developing use of imagination and non-verbal communication through movement
- learning to create dances through the exploration of expressive movement
- developing rhythmic and musical sensitivity through movement
- learning to appreciate aesthetic qualities in movement
- opportunities for improvisation on given themes
- developing knowledge and understanding of different styles and forms of dance

Learning in and through **drama** provides opportunities for:

- involvement in practical theatre activity from creative play to performance of text
- developing the use of drama skills to stimulate creative writing
- developing a critical awareness as an audience of theatre performed by others
- developing a sense of empathy
- the acquisition of technical skills in design, lighting and sound, with an understanding of their effect on emotional and intellectual understanding

Learning in and through **literature** provides opportunities for:

- enriching and developing a reading culture
- individuals to visit worlds that are either akin to, or beyond their immediate surroundings
- developing and enhancing independent learning skills
- exploring and learning from a range of experiences and emotions

Learning in and through **media** provides opportunities for:

- involvement in practical activity of recording in different visual and aural forms
- development of a range of technical skills of video, TV, digital imagery and other forms of media
- understanding of the place and influence of different media forms in the wider social, cultural and commercial world

Learning in and through **music** provides opportunities for:

- the development of skills in performing, including singing and playing instruments
- the development of skills in improvising and composing, with increasing personal involvement, independence and creativity
- the development of skills in responding to and evaluating music
- developing knowledge and understanding of different musical genres, styles and traditions from different times and cultures

Planning for the Arts

The planning for class timetabled activities will be based on:

- the art scheme of work which complies with National Curriculum requirements
- Literacy unit plans
- the National Curriculum for Dance
- the music scheme of work
- agreed school policy and provision

Organisation of Provision

Opportunities for all aspects of the Arts will be planned as:

- whole class timetabled sessions (use of specialist teachers)
- small group activities
 - enrichment groups
 - instrumental groups
 - groups working on ICT projects
- mixed year group work
- themed weeks
- extra curricular activities (dance, drama, music and art)
- peripatetic music lessons
- choir
- drama performances
- community activities
 - dramatic productions
 - choir performances
 - music concerts
 - visiting performers
 - attending performances out of school

Equal Opportunities

The Arts provision is offered as an entitlement for all pupils, regardless of ability, gender or race. It is not seen as a strategy of reward or punishment (to be withdrawn as a punishment or offered as a reward).

The role of the co-ordinator is to:

- coordinate policy development and production of schemes of work
- ensure that the curriculum is understood by all teachers
- monitor the progress in arts education and develop action plans for the development of each subject
- take responsibility for the purchase and organisation of resources through the school budget
- liaise with other agencies, including The Angmering School and art specialists.