



West Cliff Primary School Overarching Arts Policy

Aims and values

Caring, Happy, Inspiring, Achieving

West Cliff Primary School wants:

- every child to reach his or her full potential in a climate which is fun, stimulating and exciting.
- to be a school where children are safe and happy, have pride in themselves and are valued.
- to be a place where there is mutual care and respect.

Aims and Rationale:

At West Cliff School we aim to provide children with arts experiences which are creative, enjoyable and confidence-building, based on the central activities of creating, performing, appraising and appreciating. The aims of the Arts curriculum at West Cliff Primary School are to enable pupils to:

- be taught within the requirements of the Early Years Foundation Stage and National Curriculum and beyond.
- realise their full potential in an individual, creative and imaginative way and to value their own capacity for producing a range of art forms;
- understand and communicate ideas and feelings through the languages of art and design, music, dance, the spoken and written word and drama;
- develop aesthetic awareness and the ability to make informed critical judgements;
- understand cultural diversity and appreciate different values and traditions.



- gain enjoyment from participation in and appreciation of the arts within school and the wider community.

Schemes of Work:

The whole curriculum is delivered through a thematic approach with whole school topics, in order to forge strong links between subjects, particularly the Arts. The teaching of the Arts will be in line with the National Curriculum and will extend beyond this. All staff should implement the school's agreed programmes of study for Art, Music, Dance and Drama. This includes the whole school skill's based Art and Design curriculum. The Arts subjects should also be used wherever possible to enhance the whole curriculum and promote and develop creativity.

Resources:

The school has two designated art rooms where all art and design resources are held as a central source. Display papers, borders and various other paper and card are also held in the art resource area for support with displays around the school. All resource cupboards are well organised and clearly labelled to ensure that staff can access all materials quickly. This storage area also contains a range of books to support staff with the teaching of the Arts.

Resources to support any strand of the Arts are handed to the subject leader termly.

Resources such as specialist teachers are drawn in from the local community to support the teaching of the Arts. Peripatetic music teachers support music in Upper Key Stage 2 and PPA cover across Key Stage 1 and 2 now have a focus arts session provided by a specialist arts teacher.

Each class room also has their own art area where resources that are used continually can be kept. Each classroom has a sink and drying area.

Puffin Class (Foundation Stage) contains a range of art and design resources for free flow provision, and a set of small musical instruments for use.

The school has one central hall where dance and drama is delivered as part of and in addition to the P.E. curriculum. The hall is available for the teaching of the Arts, rehearsals and performances, plus dance and drama workshops as extra curricular activities throughout the year. A stage is located in a storage area near to the hall which can be assembled when required.

Music resources are stored in our wave room, which contains all musical instruments and equipment. This includes storage of percussion instruments. Classes may access



this room to support their teaching and learning but it is also used for music lessons by the peripatetic music teachers.

There is one piano located in the school hall which is used for singing assembly. Piano books, words and cds are kept in a storage cupboard next to the piano.

There are several art and music ICT programs available for use within class to enhance teaching and learning.

Staff meeting time and CDP is designated to the Arts as appropriate, which may be organised by the LA or other outside agencies. Staff are encouraged to continually extend and update their own skills in the Arts.

Role of the subject Leader:

The subject leader will:

- ensure the Arts policy is implemented.
- provide advice, guidance, support and training to staff and arrange CPD as necessary.
- set a good example.
- monitor and evaluate the planning and teaching of the arts.
- organise, co-ordinate, purchase and distribute resources with the support of the resources manager.
- ensure that resources are readily available and support arts policy and schemes of work including whole school topics.
- attend appropriate courses and disseminate appropriate information.
- review, evaluate and produce a development plan for the arts in line with the school development plan.
- lead curriculum improvement in the arts.
- liaise with other staff to offer a range of extra-curricular arts activities which will be accessible to all children. These may take place over lunchtimes and after school, but also during lesson time as appropriate.
- organise a range of Arts enrichment activities and projects in line with local Arts agencies, including visits by pupils to attend or participate in performances.
- promote the arts in school within the wider community.
- liaise with LA advisory service, peripatetic teachers, other agencies, other schools, parents, governors, headteacher, literacy and PE co-ordinators in order to achieve all of the above.

Assessment and Monitoring:

Children's progress will be monitored and recorded by individual teachers with reference to the learning outcomes in line with National Curriculum levels and EYFS.



Assessments made will be used to inform future planning.

Each teaching unit should lead to a completed piece of work; this may be a performance, composition, drawing, painting, print work, textile or a 3D piece of Art. Photographs, video and audio can be used to record work in progress or completed pieces, which will be kept in a portfolio of work. In addition, a sample of work will also be retained where possible.

Children also have sketchbooks, which can be used to show progress and developmental work. These should be passed to the next teacher and when completed a selection should be kept and sent to the Art Coordinator for storage.

Target setting:

Targets are set for each child, relating to the end of unit expectations and the learning outcomes outlined in the National Curriculum and EYFS documents. For KS1 and KS2 these are recorded on an end of unit assessment sheet and are then used to inform future planning.

Planning and organisation:

All staff should follow agreed whole school topics for all Arts subjects and delivering the skills-based art curriculum. The skills are divided up into KS1, Lower KS2 and Upper KS2. Key teaching and learning experiences are driven through Chris Quigley key skills.

Teaching time for the Arts varies according to the topics being taught however this should average 3 hours per week. It is up to the individual teacher how this is incorporated into the timetable, however as a guide teachers should deliver 12 hours of art, 12 hours of music, 6 hours of drama and 6 hours of dance every term. Expressive Arts and Design in the Foundation Stage should have an equal weighting with the other areas of learning.

Short term planning should include learning objectives, main teaching activities, learning outcomes, differentiation, ICT links and an evaluation. These detailed plans should be kept in short term planning files.

Teaching Assistants will assist the teacher where necessary and their role will be planned for in the short term planning.

The school receives an allocation of time from the local music service through visits from peripatetic music teachers. Visits from and to outside agencies, local arts groups and secondary schools are encouraged and supported. Pupils attend a variety of local arts festivals. Strong links with our local secondary school are maintained.



A wide range of extra-curricular Arts activities are made available to all pupils during the year and are well attended and popular.

Foundation stage

The creative development of all children at the foundation stage should be planned for and delivered in accordance with the Early Years Foundation Stage and assessed in line with the Foundation Stage Profile.

Homework

Parents are encouraged to take an active role in supporting children's development in the arts. This includes supporting their learning of instruments, songs and parts for productions. Homework may be given to support activities within the classroom and will be set in accordance with the school's homework policy.

ICT in Arts

Opportunities for ICT should be planned for where possible. On the central network, accessible in all classrooms via PCs and laptops is a range of Arts programs including 2Simple (2paint and 2compose) and Revelation Natural Art. Various websites enable children to access a range of visual and audio stimuli to support their work within the classroom. Digital cameras, computers and iPads can be used in a variety of ways to support their work in the Arts.

Special Educational Needs

Pupils are taught in mixed class groups and we consider it vital that all pupils irrespective of gender, ability, ethnic origin and social class are given access to the full arts curriculum. Teachers should set high expectations and provide opportunities for all pupils to achieve and progress. Where appropriate individual needs should be catered for so that all pupils can take part in lessons fully, effectively and to the best of their ability.

Health and Safety

It is the responsibility of staff to make themselves aware of the Health and Safety guidelines as detailed in the National Curriculum.

Children will be taught the safe handling of tools and materials and will be encouraged to develop a sense of safety for themselves and others.

Shared musical instruments will be sterilised after use if necessary.



Sharing and Celebrating

Displays should be used to create a rich, challenging and lively environment for pupils to learn. Children's work should be well displayed and displays should be titled and labelled with a context for the work. Displays should also pose questions and stimulate enquiry as well as to arouse the children's interest and curiosity. They should be changed regularly and used to celebrate and value children's achievements. Work across all ages and abilities should be included and reflect the curriculum on offer. Social media, our web site, drop box are another way to display all practical work relating to the arts to keep for evidence and share with our parents.

Artwork by children is displayed throughout the school.

A range of opportunities for sharing and celebrating are organised throughout the year. Our weekly whole school achievement assembly offers an opportunity for pupils to share work or perform to the school and to parents and members of the community. In addition to this the children take part in a whole school singing assembly every week. Concerts and performances take place throughout the year as do opportunities for sharing and celebrating outside of school. Pupils are actively encouraged to participate in such performances.

Policy written by Anna Boorer
Agreed by governing body on
Review date

