

Arts Policy

Black Firs School

1. INTRODUCTION

The Arts policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It supports the school's aims and objectives as described in the school's development plan, with regard to developing each child's full potential in all areas of the Arts with a particular emphasis on the development of the child's knowledge, understanding and skills.

The policy also reflects agreed approaches to whole school issues, for example, teaching and learning strategies, differentiation, special educational needs and equal opportunities.

2. RATIONALE

The Arts

The term 'the Arts' includes, but is not limited to : music (instrumental and vocal), dance, drama, folk art, creative writing, architecture and allied fields, painting and sculpture, photography, graphic and craft Arts, industrial design, costume and fashion design, motion pictures, television, radio, CD, MP3 and sound recordings; the Arts related to presentation, exhibition, performance, and execution of such major art forms, and the study and application of the Arts to the human environment.

Arts Education will be:

- The delivery of the Arts through a holistic curriculum and dedicated sessions of Art, Dance, Drama, Music.
- An activity which is cross curricular and builds from a first-hand experience e.g. creating a piece of visual art from a music stimulus.

Learning in the Arts and Learning through the Arts

- Learning in the Arts is developing skills which will enable children to engage in the process of the Arts; is widening knowledge and understanding of the Arts; and is developing critical responses to the Arts.
- Learning through the Arts is the exploration of issues, ideas and values through dance, drama, music etc.

3. AIMS

Arts Education:

- Is a preparation for living.
- Contributes to a broad, balanced and creative education.
- Contributes to the outcomes of Every Child Matters: Be healthy; Stay safe; Enjoy and achieve; Make a positive contribution; Achieve economic well-being.
- Is a powerful tool which can support the development of knowledge, concepts and skills, and enhances the learning process across the curriculum.
- Increases the opportunities for participation in the Arts.
- Offers opportunities for children to express themselves, enjoy themselves and be successful.
- Enables children and groups of children to achieve excellence and enjoyment.
- Offers opportunities for children and groups of children to be involved in performance.
- Enables children to develop their intellectual, aesthetic and critical faculties through active participation in the Arts.
- Encourages the use of the Arts as an effective medium for achieving other educational objectives.
- Enriches the curriculum for all children, irrespective of gender, culture, religion, class, ability and disability.
- Helps to develop a respect for others' artistic tastes and points of view.

4. OBJECTIVES

The school will ensure the aims are implemented by encouraging:

- A balance in Arts experiences between learning in the Arts and learning through the Arts.
- A balance in provision between the processes of creating and performing and those of knowledge, understanding and appreciation.
- A variety of opportunities for the expression of feelings, for performance, creativity and achievement.
- All children to develop an expertise in an art form.
- Children to become aware that the Arts contribute to economic and social well-being.
- All children to take part in performance involving various audiences.
- All children to become aware of the contribution of the Arts to the environment.
- Children to develop problem-solving skills, adapt to new situations, work co-operatively, and learn to be tolerant and supportive of people.
- The implementation of the educational inclusion policy of the school by ensuring that a full range of Arts experiences is included within the curriculum.
- Children to reflect on and celebrate the diverse nature of their local community and the wider world.
- Children to express their own cultural identities in a positive way.

5. Educational Inclusion

- The Arts policy reflects the school's policy on educational inclusion.
- All children will have access to broad and balanced Arts activities through each of the disciplines: drama, dance, art and music. This provides them with a unique way of perceiving themselves and the world in which they live.
- All children are introduced to wide range of media and a variety of art forms.
- The Arts curriculum reflects the diverse nature of our society, gender, disability, ethnicity. It can be seen in the school's displays, artefacts, pictures, books and human resources.
- All children have access to a balance of art forms from a variety of cultures which recognise their equal value and their contribution to each other's development. By drawing on examples beyond Western and European cultures, both past and present, children have the opportunity to analyse and compare their own culture in relation to others.
- The Arts have a vital role in challenging attitudes and values that discriminatory. Positive examples are provided to counteract negative images.
- Children are not denied access to the Arts curriculum because of their religious belief, cultural requirements or socio-economic circumstances.
- The Arts provide a number of opportunities that can help develop skills of observation, composition, evaluation and a range of social skills all of which have a bearing on a child's confidence and self-esteem.
- All children are provided with access to the Arts curriculum regardless of their capability or background, by designing appropriate learning tasks through differentiation.
- All children are grouped in a variety of ways. For example, single sex/mixed sex, friendship, ability etc.
- Positive role models are introduced in order to enrich the children's experience of the wider world. This is achieved by encouraging parents to come in and work with children, involvement of the local and wider community and artists in residence.

6. ASSESSMENT FOR LEARNING

- Assessment in the Arts will follow the school's assessment policy.
- Assessment is a continuous process which both reinforces teacher/pupil planning and provides clear information for others. Assessment should point a way forward and show what has been achieved.
- Reporting to parents will follow school guidance and procedures and address the End of Key Stage Descriptions.

7. REVIEW, EVALUATION AND MONITORING

Regular monitoring will be carried out by each Arts curriculum coordinator and overall monitoring by the Arts team coordinator.

8. RESOURCES

An inventory of resources for each Arts Curriculum area will be reviewed and up-dated regularly by each Arts curriculum area coordinator.

9. CONTINUING PROFESSIONAL DEVELOPMENT

The Arts coordinator will:

- Have an over-view of the Arts throughout the school.
- Identify and share good practice.
- Attend relevant courses and workshops.
- Identify staff training priorities arising from the monitoring process and staff discussions.
- Encourage members of staff to attend relevant courses.
- Organise regular INSET school-based sessions, in accordance with the School Improvement Plan.