



Thornhill Primary School Arts Policy

<u>Date Issued</u>	October 2018
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Provision

At Thornhill we recognise that every child is unique and brings to school a diverse range of knowledge and experiences. We will support, encourage and challenge our pupils to develop their potential and individuality in an environment which is stimulating and exciting and rich in opportunities.

SMSC Statement

At Thornhill Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Pupils' spiritual, moral, social and cultural development is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible

- use of imagination and creativity in their learning

- Interest in investigating, and offering reasoned views about, moral and ethical issues.

- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage

- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Aims and Objectives

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a range of activities.
- To improve the children's ability to control materials, tools, instruments and techniques.
- To increase their critical awareness of the roles and purposes for the arts in different times and cultures.
- To develop increasing confidence in the use of visual and performing arts.
- To foster an enjoyment and appreciation for the visual and performing arts and a knowledge of artists.
- To know and understand how music is made through a variety of instruments and that it can be composed and written down.

Teaching & Learning

Teaching & Learning of Art & Music will be in line with the school's Teaching and Learning Policy, where provision is made for all learning styles.

- Art & Music is taught through whole school cross-curricular topics that ensure coverage of the National Curriculum objectives and Key Skills
- Class teachers create cross-curricular Medium Term Plans in the form of a topic web, this indicates what they will be teaching in any term and then further, and more detailed individual lesson plans.
- Pupils work in a variety of contexts - individually, in groups and as whole classes.

They present their knowledge and understanding in a variety of ways:

- Visits are a purposeful and integral part of the curriculum.
- Visits and visitors who help to make learning come alive
- In Art much emphasis is put on display work and through exhibiting artwork in public spaces.
- Outdoor learning and the opportunity for out of school experiences is valued and integral to teaching.

When teaching Art & Music we:

- Always explain what we want pupils to know, understand and be able to do
- Use key questions to direct pupils' thinking / enquiry
- Vary the resources and activities to ensure each pupil can learn effectively
- Cater for all learning styles and abilities through effective differentiation
- Ensure Art & Music are given equal weighting in teaching time

- Ensure displays are rich and vibrant and purposeful to learning and celebrate the achievements of all pupils
- Enable the opportunity for pupils to extend their learning through the setting of home work projects and tasks.

Equal Opportunities

- In line with our Equal Opportunities Policy we are committed to providing a teaching environment which is conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.
- All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity, or special educational needs.
- We recognise that we have children of differing ability in all our classes and so we provide the learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- Allowing the children to have a say in what and how they learn.
- Setting common tasks that are open ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources:
- Using additional adults to support the work of individual children or small groups.

Art & Music across the school.

Foundation Stage

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

- Weekly assemblies (singing)
- Christmas and class assembly

Key Stage One

- Weekly assemblies (singing)
- Harvest Festival assembly (singing and art work)
- Christmas performance
- Weekly music lesson
- Weekly Art Lesson
- Class assembly

Key stage two

- Weekly assemblies (singing)
- Christmas choir performance
- Harvest Festival assembly (singing and art work)
- Easter performance

- Summer performance
- Weekly music lesson
- Weekly Art Lesson
- Class assembly

Planning

Teachers follow schemes of work based on National Curriculum objectives. While there are opportunities for the children's abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in two phases [long-term, medium/short-term]. The long-term plan maps the topics studied in each term during the key stage.

The medium term plans are planned by the class teachers (Art and Music). The subject co-ordinators are responsible for keeping and reviewing these plans.

The class teacher uses the plans to assess children against the objectives of the lesson.

Resources

- We have a wide range of resources to support the teaching of Art & Music.
- These are mostly stored in the main resources room and within classrooms.
- In art pupils maintain a sketch book which is passed on from class to class so that progression can be monitored

Assessment and Record Keeping

To assess pupils' progress in Art & Music subjects we:

- Gather evidence of what individual pupils know, understand and can do in Art & Music by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- At the end of each cross-curricular topic, we record against the NC objectives coverage using our assessment program Target Tracker.
- We make an assessment of progress against the National Curriculum expectation for each child as part of the child's annual report to parents.
- We use learning objectives which we assess against which then allow us to track progress year on year.

Monitoring and Evaluation: (Refer to Monitoring and evaluation Policy)

- The monitoring of the standards of children's work is the responsibility of curriculum leaders. This is carried out through monitoring of teachers medium term planning, scrutinising of children's work and pupil perception interviews, review and evaluation of termly topic evidence, scrutiny and monitoring of displays around the school. Annual evaluations identify the strengths and weaknesses of the subjects and indicate areas for development. This sits alongside individual subject action-plans.

(Please refer to Curriculum Leader Guidance)