

The Arts Policy



Together We Learn

...always striving to be outstanding, transforming the aspirations of a community.

Ernesettle Community School

Ernesettle Community School believes that all children are entitled to a broad, balanced and creative curriculum, which promotes the arts and uses them to enhance learning in all subject areas, providing a well-rounded education for all.

The Creative Arts include **Literature** (taught through English); **Performing Arts** (taught through music, drama, dance and PE as well as English); **Visual Arts, Craft and Design** (taught through Art/Design and Design & Technology), and **Multimedia** (taught through all of the previous subjects). Art & Design, Drama, Dance, and Music may also be taught separately and discretely. Creativity is also present in other subjects (eg creative writing) and creative thinking should be promoted at all times.

The aim at Ernesettle Community School is 'Excellence in and through the Arts'. We aim for a balanced education that will unlock the full potential of each and every pupil. Through an integrated approach to the creative arts, we aim to build pupils' own personal development through developing their self-belief and confidence, and by unlocking, nurturing and celebrating their growing skills and talents. We want to enrich the curriculum within a creative environment, as we believe the Creative Arts contribute greatly to the quality and breadth of the education which primary schools can provide. Along with the other subjects they help us to meet the needs and aspirations of all our pupils, and contribute to the overall standards of achievement in our school.

We therefore aim:

- To provide a rich, broad-based, Creative Arts curriculum.
- To provide opportunities for pupils to work with visiting artists in order to raise levels of achievement and performance.
- To make regular visits to Arts venues, including art galleries, museums and theatres.
- To experience live performances both at the theatre and by visiting performers in school.
- To give all pupils the opportunity to perform in public.
- To give all pupils the experience of Let's Create! Creative Theme Days during the course of the year, at least one every half term, and others in Citizenship Week.
- To increase pupils knowledge and understanding of the world in which they live by studying the arts of other cultures.
- To encourage pupils to further develop their interest in the Creative Arts by providing a range of out-of-hours Creative Arts activities.
- To strengthen our involvement in community arts by performing for residents in the area and participating in local Creative Arts Festivals.
- To provide training in the Creative Arts for all members of staff.
- To monitor and improve resources to ensure their best use both inside and outside school.
- Encourage everyone to think and work in a creative way

Every child, regardless of ability, disability, race or gender will have equal access to all the experiences and opportunities which are afforded by this policy. Our aim is that no child will be disadvantaged and that, in some cases, will be positively identified to take advantage of aspects of this provision. We recognise that the Creative Arts have a particular role to play in the development of children with special needs. Through the visual and performance Arts, children may be able to find a route to self-expression that they would not be able to find through other subject areas. Those children that excel in the Creative Arts will be registered in accordance to our school Gifted and Talented register. Challenging opportunities will be found wherever possible for these pupils. We also believe that children should be provided with the opportunity to benefit from the Arts not only for their learning, but for their own enjoyment and to continue this throughout their life.

The strategy for teaching the arts will be to ensure that the following three elements are covered:

- **breadth** – which itself includes giving children a broad range (the variety of different experiences), good coherence (so pupils can see connections between subjects, skills etc.) and balance (giving fair and reasonable emphasis given to each experience);
- **depth** – so each lesson has focus (specific aims and learning objectives) and outcomes (the specific improvements expected);
- **progression** – as pupils must be constantly challenged and enabled to develop their artistic skills, knowledge and understanding.

The Creative Arts are art & design, drama, dance, and music, which may be taught separately and discretely. Creativity is also present in other subjects (eg creative writing) and creative thinking should be promoted at all times. As high self-esteem is the key to all learning (confidence and the ability to apply success to other areas of learning) building this will be at the heart of our approach. Key resources will be allocated to arts provision including staff, CPD development, materials and equipment. We have a strategic approach to the provision of The Creative Arts, which takes into account the curriculum, out-of-hours opportunities, sharing and celebrating achievements in the arts, visits and partnerships with arts organisations outside school and the contribution of the arts to the school environment.

'The Arts' should be interpreted as art, craft and design, drama, music, dance and artists should be interpreted as artists, crafts people and designers throughout all documentation.

The policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs and equal opportunities.

The implementation of the policy is the responsibility of all the teaching staff.

Art: Rational and purpose

At Ernesettle Community Primary School art, craft and design has a significant and valuable role to play in the overall ethos of our school.

Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop the social and personal skills. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

Aims

Our school should ensure that all children:

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Have opportunities to learn about art from different times and cultures.

- Become visually literate and able to identify and apply the key elements of art.
- Develop the ability to analyse and make informed critical judgements about their work and the work of other artists, crafts people and designers using appropriate language.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.

Objectives

In their own work children should be able to:

- Show development in their ability to create images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in the work to be undertaken.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Develop an increasing ability, analyse and record the world about them.
- Understand and apply the basic principles of art, craft and design to include: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record what they can imagine in sketchbooks or work journals.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development.
- Evaluate and discuss the outcome of their own work against declared criteria.
- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.
- Use art as a medium to give expression of their world.

Teaching and Learning Strategies

Art is an activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.

- Use a variety of approaches that are matched to the activity and the ability of the children.
- Children must be given the opportunity to examine exhibits, artefacts, historical buildings of interest, i.e. Plymouth Hoe, Barbican, Morwellham Quay.
- Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum they should be aware that the session is an art investigation and that they are therefore focussing upon art skills.
- Special needs children need to be catered for in the planning of the programme. In this subject these children have their confidence raised and their self-esteem.
- Develop clear links between art and design technology to provide opportunity to develop the children's I.C.T. capabilities.
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.

- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.
- Children must be encouraged to work individually, in pairs, small groups and as whole class when required.

Matching Tasks to Pupils' Abilities

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions from the teacher. These interventions from the teacher to individuals will increase their thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

Use of Sketchbooks

Sketchbooks are used to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook that is similar in format.

The contents of the sketchbook could include:

Experiments with using various marking media drawings in a range of media that are:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record of the basic skills development
- Photograph and other illustrative material to support on going work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used as reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

Organisation and Management

This equates to a minimum of 1 hour a week or the equivalent. The acquisition of skills and learning in art is best scheduled on a weekly basis. In Early Years the study of art will be included within the Knowledge and understanding of the World area of learning.

Role of the Co-ordinator

- Produce the Art Policy and the Key Stage plans that meet the statutory requirements.

- Produce the Art development plan with realistic and developmental targets
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Co-ordinator to purchase and organise the appropriate art resources.
- Attend relevant in service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning.

Health and Safety

The school is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art co-ordinator are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head teacher.

Cross Curricular Learning

Schemes of work are planned creatively to harness learning opportunities from across the curriculum. Each scheme makes reference to these links. The nature of art teaching should not be 'watered down' as a result of this. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working.

Annual Art Programme

Visits to galleries, exhibition and workshops are encouraged to enhance learning. Displays are regularly updated and reflect the work of the pupils throughout the year. Special Art days are planned to give opportunity for children and staff to partake in a focussed and shared approach with training and artist led learning.

Monitoring and Evaluation

The art co-ordinator and senior management are responsible for observing practise and monitoring the quality and impact of art teaching and learning.

The LA Advisor for Art is able to support the school in school improvement and continued professional development.

The art, craft and design development plan is reviewed with the head teacher and recommendations for development are recorded as part of the on-going school self-evaluation programme.