

The Arts Policy



**The Inspire Multi Academy
Trust (South West)
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Arts Policy

TIMAT School believes the Arts are vital in developing the child as a whole and supports the delivery of an inspiring environment that gives children the best early education possible. This continues to be a priority in our curriculum design and through regular reflection, we can ensure that year groups are revisiting and recalling previously learned knowledge, allowing all pupils to access the content and make progress through the curriculum from Pre-school to Year 6.

The Arts include **Literature** (taught through English and the Curriculum), **Performing Arts** (taught through Music, Drama and Dance), **Visual Arts, Craft and Design** (taught through Art and Design and Design and Technology) and **Multimedia** (taught through all of the above subjects).

Art and Design

Here at TIMAT, our curriculum recognises three elements in Art and Design: painting, drawing, and sculpture. This allows skills, knowledge, and exposure to art to be built upon year after year. High-quality images are used to ignite discussion about art and are taken from visits to galleries or museum archives. We take a big-picture approach to skills development, and pupils have regular opportunities to express themselves through a range of different media and materials such as water colours, charcoal, graphite, acrylic, wire, clay, and textiles. Each year group studies a range of local and international artists, their work, context, and influence to develop their knowledge in this subject area. We also make authentic connections with other subject areas to link learning to art. When developing the curriculum, artists, genres, and movements were carefully selected so that pupils build upon this knowledge as they move through the primary years.

Sketchbooks

Each pupil from Years 1 to 6 has their own sketchbook which moves with them through the school. This provides them with concrete evidence of their skills development, which they apply to a final piece of work. Pupils have a clear view of the progress they have made over time through this long-term approach and develop confidence to tackle more demanding work.

Music

Music has a prominent place in our curriculum here at TIMAT. Musical School supports both music specialists and non-specialists to deliver high quality sessions based on Listening and Appraising; Musical Activities — creating and exploring; and Singing and Performing. The school aims to provide the opportunity for pupils to learn instrumental lessons in Year 4.

Drama

This element of the curriculum is important for our pupils as it promotes language development and builds thinking skills. Drama is a statutory part of English in the National Curriculum and The Spoken Language section now read as follows: All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of Drama. The integration of Drama here at TIMAT is important as it supports our pupils to develop verbal and nonverbal communication. It builds upon various communication skills through the use of body language, facial expressions and different voices. It also enables our pupils to develop empathy and new perspectives. Extracurricular activities are offered to our pupils and we work in partnership with Show Up, a company which offers weekly Drama workshops to develop confidence and resilience. Each year, Reception, Key Stage One and Key Stage Two perform a Christmas production and the Year 6 cohort perform an end of year production to the school, friends and family. Pupil voice is encouraged when designing props, setting and casting roles as we believe it is important to support and develop our pupils' understanding of careers in the Arts.

Dance

In Reception, Key Stage One and Key Stage 2, each year group will study a Dance unit as part of their learning in Physical Education. The Get Set for PE programme is used to deliver an engaging and inspiring series of lessons which allows pupils to explore and develop skills and embed knowledge. From Reception, children learn the key skills of Actions, Dynamics Space and relationships and Performance and these progress through Key Stage 1 and Key Stage 2. Children are also taught the knowledge for Actions, Dynamics, Space and relationships, Performance and Strategy again there is clear progression through each key stage. Alongside these there are clear links to developing the whole child with their social and emotional skills. Children who achieve in this area of the arts are celebrated in our Whole Class Assemblies.

Whole School Approach

A whole-school approach to promoting the Arts has been developed through our spiral curriculum, enriched by a wide range of positive experiences such as educational visits and visiting artists

Upon entry into the school, children's Art can be seen on display giving them ownership of their educational environment and celebrating their art achievements. All staff take responsibility for developing Arts and Culture within the school and are held accountable for this through regular audits and sketchbook scrutinies carried out by the Art leader, Curriculum Lead and governor responsible for the Arts.

We use Sonar as an assessment tool when looking at the progression across each key stage. This supports staff to reflect on their delivery of the Arts which is having measurable effects on the quality of provision as they understand the techniques and learning that should be delivered within their year group.

While the Arts may be taught discretely, creativity and creative thinking are embedded across the wider curriculum and actively promoted in all subjects. High self-esteem is central to all learning and lies at the heart of our approach. Appropriate resources are allocated to support high-quality Arts provision, Continuing Professional Development, materials, and equipment. Our strategic approach encompasses curriculum delivery, extracurricular and out-of-hours opportunities, the celebration and sharing of artistic achievements, educational visits, partnerships with external arts organisations, and the contribution of the Arts to the school environment.

This policy aligns with whole-school guidance on curriculum management, organisation, delivery, assessment and evaluation. It also reflects agreed approaches within the school development plan, including teaching and learning strategies, behaviour and discipline, special educational needs and equal opportunities.