

# BYRON COURT PRIMARY SCHOOL

## THE OVERARCHING ARTS AND DESIGN POLICY

### 1.0 INTRODUCTION

- 1.1 We believe the creative arts: dance, art and design, drama and music, should form a fundamental part of all children's education.
- 1.2 We believe that the knowledge of music theory and exposure to music repertoire are equally significant components relating to the musical development of the pupils. It plays an important part in the lives of people of all the different cultures throughout the world.
- 1.3 We believe that nurturing a creative musical mind, confidence in singing, enjoyment in performing and expression in creating music are significant components relating to the musical development of our pupils.
- 1.4 The creative arts provide a powerful means of communication and self-expression.
- 1.5 The creative arts, and in particular music, plays an important part in the lives and cultural identity for the pupils in our school. Through listening and appraising, pupils build an awareness of the different cultures that use music as a form of expression and identity.
- 1.6 The study of music and drama improves self-confidence, co-ordination, self-discipline, creativity, aesthetic sensitivity and fulfillment. It is a form of relaxation and thus promotes feelings of wellbeing.
- 1.7 We believe that all children should be given the opportunity and necessary skills to understand and appreciate the arts in the world around them.

### 2.0 AIMS

- 2.1 To provide an arts curriculum of quality, range and depth.
- 2.2 To promote enthusiasm and enjoyment of the arts through creative teaching methods across the curriculum.
- 2.3 To provide equal opportunities for children to express themselves creatively.
- 2.4 To enrich children's experience of creative arts by giving them the opportunity to engage with a variety of art forms to explore values, attitudes, feelings and meaning.
- 2.5 To enable children to improve their practical skills and enhance their creativity both individually and as part of a team.
- 2.6 To give all pupils the opportunities to exhibit work or take part in a performance at least once a year.
- 2.7 To develop the ability to make valid judgements about their own and others' work.
- 2.8 To explore the work of all artists and genres (art, music, dance, drama) through visits both outside the school and visitors to the school.
- 2.9 To encourage children to have an understanding of the cultural diversity of the creative arts.

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- 2.11 Encourage pupils to listen discerningly to a wide range of music and develop an appreciation of different musical styles from different cultures and genres.
- 2.12 Provide pupils with a musical vocabulary, which enables them to identify musical elements and features in the works they are studying.
- 2.13 Introduce pupils to formal and graphic notation.
- 2.14 Develop instrumental skills in lessons with peripatetic staff as well as in class where pupils perform on tuned and un-tuned percussion instruments.
- 2.14 Develop instrumental skills in both curriculum music lessons and in peripatetic lessons.
- 2.15 Introduce pupils to the links between music and art through other curriculum areas such as history, geography, R.E., art, literacy, languages and the sciences.

### **3.0 PROVISION**

- 3.1 Staff (both school based and peripatetic and specialists) will teach the arts in line with school policies and schemes of work, the Early Years' Development Matters and the National Curriculum.
- 3.2 Throughout the Foundation Stage we will give children many opportunities for effective creative development within the integrated early years' curriculum. At KS1 & 2 we will continue to foster creative development across the curriculum but will also use peripatetic and specialist staff to support learning in the arts where possible.
- 3.3 We will provide opportunities in every year group both to participate in creative arts themselves and to see and appreciate the work of skilled practitioners across each art form.
- 3.4 Children will be involved in the whole range of arts activities each term.
- 3.5 Children will be taught the skills needed to progress and develop their potential in each area of the arts.
- 3.6 Children will be encouraged to explore ideas and get inspiration for their work from a variety of art forms.
- 3.7 Children will visit galleries and concert halls and will experience working with artists and professional musicians. Children will have access to a range of extra-curricular activities within creative arts.
- 3.8 We will enable the children to share and celebrate their achievements in the arts.
- 3.9 We will promote cross-curricular links between the creative arts and other curricular areas and encourage creative teaching and learning across the curriculum.
- 3.10 We will provide opportunities for pupils to learn about the arts in different cultures.
- 3.11 We will ensure that we have sufficient and suitable equipment and resources to promote creative arts, monitor use, update and improve as appropriate (including the provision of ICT.)

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- 3.12 We will develop our Managed Learning Environment to enhance children's enjoyment of the Arts and as a vehicle to celebrate achievement in art.
- 3.13 We will provide staff with continuing professional development to enable them to explore their creativity and keep them up to date with developments in the Arts.
- 3.14 A proportion of Key Stage 2 pupils receive instrumental lessons in either recorder (descant, treble and tenor), flute, violin, cello, trumpet, baritone, tabla, harmonium or dhol. However, **all** pupils throughout the primary school attend a weekly music lesson with the music specialist.
- 3.14 All pupils receive a weekly music lesson with a specialist music teacher. A proportion of Key Stage 2 pupils receive instrumental lessons in recorder (descant, treble and tenor), flute, violin, cello, trumpet, baritone, tabla, harmonium or dhol.

### 4.0 TARGETS AND OUTCOMES

We will expect the children to:

- 4.1 Enjoy participation in creative arts.
- 4.2 Be confident in performance.
- 4.3 Engage in a variety of art forms and explore attitudes, feelings and meaning.
- 4.4 Develop artistic skills, knowledge and understanding and be able to co-operate or work independently within a given time.
- 4.5 Develop greater respect and understanding of the art in other cultures.
- 4.6 Learn to appreciate the world around them from an artistic view point.
- 4.7 Become discerning artists by developing the confidence to appraise the work of others.
- 4.8. To gain enjoyment from creative arts so that it can enrich their lives.

### 5.0 MONITORING OF PROVISION AND TARGETS

Provision and targets can be monitored through:

- 5.1 Teacher plans for teaching of the Arts.
- 5.2 Keeping a record of children's artwork through the Art Progression Portfolio.
- 5.3 Observations of public performances, workshops, displays and class work.
- 5.4 Curriculum co-ordinators monitoring their subject areas.
- 5.5 Monitoring involvement of external arts providers across the school e.g. theatre groups etc.
- 5.6 Monitoring participation of children in extra-curricular arts provision.
- 5.7 Monitoring the needs of staff for CPD in the Arts.

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### **6.0 EQUAL OPPORTUNITIES**

- 6.1 The Arts offer something for everyone, not just those with a particular talent. All children should take part in arts activities regardless of their gender, race, faith, culture, age or ability/disability.
- 6.2 Our children are given the opportunity to explore many cross curricular activities and have equal access to the teacher's guidance and encouragement. Teachers should consider how best to support all children so that they can benefit fully from the arts curriculum. This is supported by our Equal Opportunities Policy.
- 6.3 The teaching of the Arts will encourage children to value the artistic traditions of their own culture and the culture of others.

### **7.0 SPECIAL EDUCATIONAL NEEDS**

- 7.1 The arts are not bound by academic ability. Children with special needs can access all areas of the creative arts curriculum with success regardless of their ability in other curriculum areas.
- 7.2 Participation in the creative arts helps children develop transferable skills which may raise standards in other areas.
- 7.3 Children with special educational needs may display particular talent in creative arts, enabling them to take a leading role and raising their self-esteem.

### **8.0 CONTRIBUTION OF THE ARTS TO THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF THE CHILDREN**

The creative arts make a vital contribution to the spiritual, moral, social and cultural development of all children. This is achieved in many ways:

- 8.1 Through assemblies, class lessons and experiences out of school.
- 8.2 By developing an insight into different cultures past and present.
- 8.3 By being sensitive to each other's needs and contributions, children can develop their social skills and emotional awareness.
- 8.4 By discussing how artists have interpreted the world around them.
- 8.5 By working alongside professional artists who will inspire them.
- 8.6 Through the Arts, children explore human behaviour and are encouraged to empathise with characters.
- 8.7 By considering the intended interpretation of the author, composer, performer or artist.
- 8.8 By considering arts from different cultures and discussing different attitudes to life.

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- 8.9 By visiting galleries, theatres, concert halls etc. to promote emotional responses.
- 8.10 By developing an appreciation of the art forms around them.
- 8.11 By considering issues raised by looking at famous works of art or performances.
- 8.12 By emphasising the differences between reasoned likes and dislikes using constructive criticism.
- 8.13 By encouraging partnership and collaborative work.
- 8.14 By considering how the arts are used in different places and different cultures.

### **9.0 ATTITUDES AND PERSONAL QUALITIES**

Through the arts we will encourage:

- 9.1 Imagination and creativity.
- 9.2 Appreciation of different arts from different cultures and different times.
- 9.3 Motivation.
- 9.4 Self-esteem and the confidence to be creative.
- 9.5 Pleasure and enjoyment.
- 9.6 Perseverance and persistence.
- 9.7 A willingness to work with others and so promote teamwork.
- 9.8 Pride in finished products and performances.

### **10.0 LINKS IN THE COMMUNITY**

The school will involve parents and community members in the delivery or celebration of the arts where possible.

### **11. MONITORING AND EVALUATION**

11.1 The Arts and Design Faculty will monitor provision throughout the school.

This will be achieved through:

- looking at children's' work
- ensuring teacher's knowledge is up to date through INSET and informal advice;
- ensuring coverage of the Key Skills
- updating materials and resources.

11.2 To monitor implementation of the Arts and Design Action Plan, which forms the School Development Plan and to report progress to the Governing Body.

### **12.0 REVIEW**

- 12.0 Date of policy – May 2018
- 12.1 Date of review – May 2021