

Richard Avenue Primary School

A policy for Overarching Arts

Date policy reviewed: Spring 2017
Date of next review: Spring 2020

Rationale

Richard Avenue Primary School is a multicultural school with a large intake of EAL pupils. We believe that with a wealth and diversity of 'Arts' practices and potentials that it enables personal expression, reflection and emotional development to all children regardless of their background and ability. The intention of the Overarching Arts Policy for the Arts is to build on existing work, improve co-ordination, co-operation and communication between the areas of 'Art', 'Music', 'Dance' and 'Drama'. To enable this Policy to be successful, it requires the input of everyone with an interest and potential that the Arts can play in the quality of the life and experiences at Richard Avenue Primary School.

Aims

For every child to have the opportunity to:

- Be stimulated by a vast range of resources which encourage observation, investigation and creativity.
- Develop effective communication skills, through extending their arts vocabulary and incorporating the arts into their reading, writing, speaking and listening as essential tools to learning.
- Define fine and gross motor skills in a safe environment
- Nurture their self-image and self-esteem by gaining confidence and experiencing pleasure and enjoyment through performing and taking part.
- Develop physical, perceptual, intellectual and aesthetic skills.
- Use the arts to express themselves and evaluate what they have been involved in and achieved.
- Have opportunities to study and work with outside 'Arts Practitioners' in all areas of the arts.
- Appreciate the work and styles of well known artists.
- To enhance the children's appreciation of many cultures as well as their own through Arts Projects.
- To merge both school and community together through Arts Projects.

The cultural traditions, contemporary practice, community identities and social experiences of Richard Avenue Primary shape the character of the school. The Arts should give voice and recognition to this diversity and exploit the possibilities for the cross cultural understanding. The links between the Arts and the community are beginning to become established. Richard Avenue Primary School is committed to its staff development and continuous professional development in the areas of the Arts. We have highly skilled co-ordinators in the areas of Art, Music, P.E., and, Literacy (drama/ Speaking & Listening) as well as other staff that develop the arts through curriculum and a variety of out of school activities. Through our Arts Policy,

we aim to develop our commitment to staff training and to identify areas of weaknesses to be improved.

Objectives

Our objectives ensure that we provide:

- Equality of opportunity for all abilities, race, religion or gender
- Support for children with special educational needs to access the arts curriculum
- Opportunities for high achieving children to extend their knowledge and skills through Gifted and Talented provision.
- A comprehensive, well organised range of central resources available for each area of the arts, managed by the individual curriculum co-ordinators
- Easily accessible classroom resources to encourage pupil selection and responsibility
- Be part of and support links with the local community through projects and productions
- Continuity and progression in each specific area of the arts, as well as the arts as a whole
- A range of cultural images and artefacts to increase awareness of diverse styles and techniques
- Opportunities to work independently and in groups of different styles to encourage communication of ideas and feelings
- A context to address social issues
- Opportunities to incorporate and use computing where appropriate

Teaching and learning styles

The teaching styles used for the 'Arts' at Richard Avenue Primary School are those which are appropriate for the task, in which whole class and direct instruction methods are combined with group or individual methods. Pupils are encouraged to use a variety of materials and resources, involving first-hand experience wherever possible, but teachers offer guidance and instruction on skills and processes. The knowledge content of the curriculum includes some formal class teaching.

Planning

Through careful planning RAPS provide a range of experiences for all our pupils, this is embedded in our creative curriculum which includes many educational visits. This is further developed through our out of school provision. Each of the areas incorporated in the 'Overarching Arts Policy' has its own individual policy which underlines its aims in more detail. Each has its own scheme of work that encourages pupils to work in a variety of contexts including school, local environment, other artists and designers and the wider cultural/social context, in ways that are appropriate to their age. At Richard Avenue Primary School we have made links with Creative Partnerships and Business Enterprise with our feeder school Thornhill Comprehensive. In line with the Equal Opportunities Policy, teachers need to plan, organise, manage and teach in an environment that takes into account different ethnic, social and educational needs of their pupils. Expectations of all pupils should be high and each child should have equal access to the Arts curriculum.

Progression

Progression throughout the school is evident and to ensure this continues we need to focus on the following:

- By the end of Key Stage 1, most children should be able to:-
 - Explore ideas.
 - Investigate and use a variety of material, apparatus and processes to communicate their ideas.
 - Comment on the differences of the world around them within the 'Arts' and suggest ways of improving their own work.
- By the end of Key Stage 2, most children should be able to:-
 - Explore ideas further and collect examples of information to help them develop their work.
 - Use their knowledge and understanding of the 'Arts' to communicate their ideas by making and creating an end product whether it is a piece of dance or musical composition to put forward their intentions.
 - Compare and contrast their work with others and be able to make comments.
 - Evaluate and improve their work to realise their own intentions.

Differentiation

We teach the Arts to all children, whatever their ability, as the Arts forms part of the school curriculum policy to provide a broad and balanced education to all children. The teacher will, initially make differentiation for all lessons in the planning. All children's needs will be catered for by altering a task (matching the activity to the child's ability), demonstrating to pupils whose understanding is limited and using an adult or able child to work with the less able child. Activities will also be used where the child's outcome will differentiate. Where appropriate, planning for IEP's can be incorporated into a teacher's planning for the Arts and lessons will be modified.

E.A.L. Provision

Where English is a child's second language, resources are available in terms of EAL support at Foundation Stage and use is made of peers who are more bilingual. There is the opportunity to have the support of a bilingual assistant if it is felt necessary. Foundation Stage classes have the continuous support of the bilingual assistant in their lessons. The acquisition of books and other written materials in non-English languages relevant to the children is an on-going development.

Record keeping, assessment and evidence

The subject leader will collect samples of work and planning at appointed times each year. There will be a record kept of observed 'Arts' lessons. Formative assessment is used within these lessons and through the outcome of work. Summative assessments are made at the end of each term and reported to parents. An evidence file will be kept by the subject leader which will contain evidence of annotated and levelled work as well as photographs of displays depicting various 'Arts' as taught throughout our school.

Cross Curricular Links

The teaching of the 'Arts' can contribute in many ways to learning across the curriculum. This provides opportunities to promote:

- Spiritual developments, through helping pupils appreciate the achievements of past societies and to understand the motivation of the individuals who made sacrifices.
- Moral development, through helping pupils to recognise that actions have consequences by considering the results of events and decisions.
- Social development, through identifying how different societies were organised in the past.
- Cultural development, through finding out about different cultures through time.
- Citizenship, through developing pupils' knowledge and understanding about political aspects of history, examining the nature and diversity of societies, developing pupils' enquiry and communication skills, in particular, the ability to critically evaluate evidence and analyse interpretations.
- Key skills through the 'Arts', e.g., communication, application of number, use of
- COMPUTING, working with others, improving own learning and performance, problem solving, thinking skills and the appreciation of maps, photographs and artefacts.

Finally, we are proud to celebrate the range of 'Arts' provision at Richard Avenue Primary School where each pupil is able to strengthen the experience of the relationship between the arts and other areas of the curriculum.

Literacy

The school incorporates the talk strategies into literacy teaching, such as role play, hot seating, mini-presentations, etc. We use a wide variety of literature including poetry, fiction, non-fiction and script writing. Within our study support we offer clubs to enhance the teaching of literature. Guest speakers have been used in the same way to enhance the teaching of the creative curriculum. For example: an Ancient Greek representative or a pirate. Children within different year groups take part in appropriate competitions to encourage creative writing when appropriate.

Physical Education

We link Dance with English, drama and music to promote Performing Arts within the school through the staging of productions, story-telling, theatre performers and displays. Outside help included the Advanced Skills Teacher Jill Allan working alongside the staff in the delivery of their dance curriculum. Each year, Year Four take part in a skip dance festival and there is an extra-curricular street dance club available for Year 2, 3 and 4.

Music

Music is used to develop the children's confidence, enjoyment and achievement. Music has been developed in three year groups (Y1, 3 and 5) where the children are given access to learning percussion ensemble in curriculum time which gives children from all backgrounds an opportunity to learn. The school has a mixed KS1/2 choir which has performed at The Empire, The Bridges Shopping Centre, The Summer Fayre and also with

the choristers at Durham Cathedral. We have a partnership with our feeder school Thornhill in which we carry out performance as part of their production half yearly. The children are given the opportunity to learn to play the guitar or keyboard out of school time.

Art

Art, Design and Technology are used to develop the children's understanding and skills within drawing, sculpture, painting, textiles and architecture with reference to relevant practitioners and celebrated and well-known artists, throughout history, wherever possible. The school has a link with practicing artist Paul Carney which provides the opportunity for staff to further develop their skills through workshops and CPD. The experience also demonstrates the possibilities of a career within the Arts. The children have enjoyed trips out to galleries, The National Glass Centre) and The Winter Gardens Gallery (Year4 The Sculpture Walk) and talks from visiting artists (Justin Bowery – painter (year 1 portraits) –Mr Clemente Photographer)

COMPUTING

Examples of I.C.T. is included in every aspect of the Arts such as photography, film, video, computers, digital art, recorded music, the use of the interactive whiteboards. Children are invited to attend computing over three computing clubs run on an evening, which focus upon the various topics being taught within the related year groups. This allows the children to further their understanding and see how computing can be truly embedded within all subjects. Year groups also attend cross curricular computing lessons during the week. Children are given a task to complete within their groups. They are then allowed the freedom to choose how they tackle that task using whatever methods or software suitable. This encourages free thinking and creativity.

A new school website and VLE has allowed the children and parents to access assignments, revision or previous work from home allowing pupils to showcase their work and allowing parents to become more actively involved. It has also allowed the school to reach out further into the local community. The school has a wealth of software and hardware such as a fully equipped computing suite, PC's within each classroom, a bank of portable notebooks, iPads, visualizers, wireless tablets and the latest design related software. All of which allow computing to become fully embedded within the everyday life of pupils and staff within the school.