

## **Richard Avenue Primary School**

### **A policy for Overarching Arts**

**Date policy reviewed:** Spring 2023  
**Date of next review:** Spring 2026

#### **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 with vocabulary displays
- support and incorporating the arts into their reading, writing, speaking and listening as essential tools to learning (drama, music and imagery across the curriculum)
- 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 in the arts.
- 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 across the arts.
- 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 being 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 throughout the curriculum and a variety of out of school activities that enhance this. Through our Arts Policy, we aim to develop our commitment to staff training and to identify areas of weakness 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 identification and signposting to clubs and activities in the wider community.
- 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
- Use 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, however teachers should offer guidance and instruction on skills and processes that allow the children the express their creativity further. The knowledge content of the curriculum include some formal class teaching.

## **Planning**

Through careful planning RAPS provide a range of progressive experiences for all our pupils, building on prior learning. 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 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 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 respond and comment using relevant vocabulary.
  - 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. The use of coaches for P.E. support this with specialist knowledge. 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, teacher's planning for the Arts and lessons will be modified to provide for this.

## **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 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.

## **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 evidencing various 'Arts' taught throughout our school.

## **Cross Curricular Links**

The teaching of the 'Arts' can contribute in many ways to learning across the curriculum. Embedding the arts across the curriculum provides the opportunity 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 drama into literacy teaching, such as role play, hot seating, mini-presentations, etc. We use a wide variety of literature including poetry, narrative, non-narrative 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.

In literacy teachers should deliver the teaching of novels through a variety of mediums (sound clips, video, role play and references, images and plays) should be used where appropriate to support the understanding of the text.

### **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 coaches working alongside the staff in the delivery of their dance curriculum.

Each year, Year Four take part in a dance programme delivered by dance specialists alongside school staff. The children learn dance routines and perform these routines in school assemblies and also at a dance venue which their parents are invited to attend. Year Two also perform their dance routines in school assemblies.

### **Music**

In our music curriculum we follow the Charanga scheme. This provides all children with the opportunity to listen and appraise, perform (using either glockenspiels or recorders) and compose. Throughout this scheme the children are able to become more confident musicians and there has been an increase in enjoyment in curriculum lessons. At Richard Avenue Primary School we try to use Sing Up wherever possible to add music into all subject areas. We feel that children often remember and learn more through song. Whole class ensemble teaching takes place in Year 4 where the children are given the opportunity to learn the Ukulele in curriculum time from a peripatetic teacher. This gives children from all backgrounds the opportunity to learn an instrument. Children from Year 4 onwards are given the chance to learn to play the guitar in after school club. Children are signposted by the ukulele teacher if they have shown a particular talent in ukulele so they can further progress their talent by learning the guitar. Our mixed KS2 choir meet weekly to practise. We take up all opportunities to perform in the local community such as our Christmas Carol Service, Summer Fair, performing at the local supermarket and to residents from a care home. We have a partnership with our feeder school Thornhill in which we carry out performances with the secondary school pupils when required.

### **Art**

Art, Design and Technology are used to develop the children's understanding, skills and creativity building progression within drawing, sculpture, painting, print and textiles with reference to relevant practitioners and celebrated and well-known artists, throughout history, wherever possible. The school provides the opportunity for staff to further develop their skills through workshops and CPD. Art experiences allow the children to experience the possibility of a career within the Arts. Children should be given the opportunity to visit a variety of inspiring and inspirational art exhibitions when appropriate. The children have enjoyed trips to art galleries (Baltic, Laing, The National Glass Centre and The Winter Gardens Gallery). Year 4 experience The Sculpture Walk along the River Wear. Talks from visiting artists are encouraged. The use of imagery and reference to all forms of visual art are

encouraged in literacy planning and other foundation subjects when their relevance enhances the learning experience and supports deeper understanding.

## **Computing**

Examples of I.C.T. are 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.

The school website and VLE has allowed the children and parents to access assignments, revision or previous work from home allowing pupils to celebrate their work and allowing parents to become more informed and actively involved. It has also allowed the school to reach out further into the local community. Facebook and twitter accounts keep the school community up to date with special events that relate to the Arts. The school has wide ranging software and hardware including 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 these facilities allow computing to be fully embedded within the daily learning of pupils and staff within the school.