



ST ANDREW'S CE PRIMARY SCHOOL

ARTS POLICY

(Including: Art, Design, Dance, Drama, Music and Creative Writing)

Our Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Perseverance in mind.

Definition

At St. Andrew's CE Primary School, it is our belief that to enhance and enrich all children's learning, we commit ourselves fully to the arts. The teaching and learning of art, design, dance, drama, music and creative writing therefore have their own place as subjects but they are also planned into all aspects of our curriculum.

Mission statement

All children are entitled to a range of high-quality arts experiences whatever their background and ability.

Aims and objectives

At St. Andrew's we know that the arts stimulate creativity and imagination. It enables children to communicate what they see, feel and think through a variety of different forms. We believe that a deep embedding of the arts makes the curriculum accessible to all pupils.

At St. Andrew's C.E. School, it is our aim to provide all pupils with the following opportunities:-

Aims	Objectives
For pupils to record from first-hand experience and imagination and select their own ideas to use in their work.	Give pupils the opportunity to design and complete artworks in a range of forms.
For all pupils to engage, progress, enjoy and express themselves through a variety of art forms, to explore values, attitudes, feelings and meanings.	Provide an arts curriculum of quality, range and depth Provide opportunities for cross-curricular work Ensure that teachers have access to regular CPD that refreshes their own creativity and keeps them up to date with developments in the arts Provide Gifted and Talented children with opportunities to develop their skills further.
For pupils to develop an understanding of the role of the arts in society including artworks of different cultures.	Offer all pupils an opportunity to work alongside an artist once a year. Take pupils to see work exhibited and performed by professional artists Provide opportunities for pupils to learn about the arts of diverse cultures

<p>For pupils' self-esteem to be raised through class performance, competitions, exhibitions and extra-curricular activities.</p>	<p>Give all pupils the opportunity to display work or participate in a performance once a year.</p> <p>Give all pupils the opportunity to take part in at least one weekly extra-curricular arts activity.</p> <p>Present arts work to parents and the community at least once a year.</p>
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Planning for the arts

Refer to separate policies for Teaching and Learning, English, Art/Design, D/T, Music, PE.

We also take the opportunity to utilise our local area and plan accordingly. This ensures that opportunities for cross-curricular links are maximised and the necessary skills are covered. Class teachers take advice from subject leaders to supplement these plans. Class teachers are always considering how they can enrich the learning opportunities for pupils in other curriculum areas through the arts. All medium term plans are collected by subject leaders and banked for monitoring and for future reference. We ensure that we plan for progression so that there is an increasing challenge for the children as they move up through the school.

Curriculum provision

As far as possible, teaching staff at St. Andrew's CE Primary School plan for a creative curriculum, linking themes and curriculum subjects together over each term. (ref. year group topic webs)

Each arts subject is timetabled weekly for art or D/T and music. Dance is blocked. Drama is of central importance in developing language use and the curriculum provides opportunities for pupils to:

- create, adapt and sustain different roles individually and in groups
- explore meanings of texts - characters, actions, themes, emotions and ideas - participate in spoken performances, dramatic interpretation, improvisations,
- write original scripted plays to develop written skills
- evaluate their own and each other's contribution and effectiveness of performance
- experience drama for a sense of achievement, enjoyment and to develop self-esteem.
- deepen pupils understanding of other curricular areas e.g. history, geography and music etc.

St. Andrew's is a 'Story-telling school'. Class teachers use a range of story-telling techniques to achieve high quality writing. Story-telling CPD for teachers across the Thame Partnership of Schools takes place annually at St. Andrew's CE Primary School.

A variety of strategies is used to deliver the arts curriculum e.g. whole school themed terms e.g. 'The Indian sub-continent' and weeks e.g. Literacy week, IT, visits, residential visits, workshops in school and projects within the Thame Partnership of Schools, teacher exposition, discussion, exploration, investigation.

Facilities and resources

- Two halls with access to temporary staging, lights, microphones, sound system, projector and screen.
- Access to Lord Williams's School dance/drama studio and sports hall
- Resource cupboards in both buildings (with large selection of musical instruments, art materials, costumes)

- Three computer trolleys containing notebook computers
- 34 ipads and ipad trolley
- Laptop computer for every teacher
- Music room for Visiting Music Teachers' music lessons
- Outdoor areas for drama and environmental art: two courtyards and a gazebo
- Smartboards in every classroom
- CD players in every classroom
- Digital cameras in every year group
- Display boards for displaying children's artwork
- Display boards in St. Andrew's Church
- School website for displaying a range of pupils' art work, photographs and films

Assessment, Recording and Reporting

We assess children's work by making judgements as we observe the children during lessons and we use these to plan future work (see assessment policy and individual subject policies).

On completion of a piece of work, the teacher marks the work, comments as necessary and asks the child to respond at various intervals. Class teachers record the standard and the skills that pupils have reached on an assessment template using Emerging, Expected and Exceeding judgements. The subject leader analyses the data for attainment and progress and an evaluation of each year group is made against national standards.

There is an opportunity for parents to receive an oral report on their child's progress twice a year at parents' evenings and there is also a written report annually.

Equal Opportunities

Access to the arts is equal for all pupils regardless of gender, ability, ethnicity.

(Refer to Equal Opportunities Policy, SEN Policy)

Date: January 2020 Review Date: December 2023

Signed: Seb Hearmon (Chair of Governors)