

# Saighton Church of England Primary School

## OVERARCHING ARTS POLICY STATEMENT

**‘Nurturing Children in a Christian Environment to Achieve Excellence’**



At Saughton C.E. Primary School, as part of our Christian ethos, we are committed to the arts to ensure a full and rounded education for all pupils, believing that the arts are a means of communication which can help children to explore, understand, share and represent their physical, spiritual and human environment. It is an important means by which they can express their feelings and ideas.

### **The Arts**

Art and Design, Music, Dance and Drama are classed as ‘the arts’ within the primary school curriculum. The conscious use of skill and creative imagination are developed through these subjects.

### **Aims**

- To ensure a wide range of arts experiences for every child, including music, dance, drama, art and design, both as part of and in addition to the national curriculum
- To provide a balanced and progressive arts curriculum, which builds upon their previous experience
- To incorporate into their work a knowledge, appreciation and understanding of the work of other artists, designers and performers
- To ensure the credibility and status of the arts within the school, through the pupils work and performance exhibited and displayed throughout the academic year
- To ensure children’s appreciation of diverse cultures within the school, within our local and wider Christian community and beyond after that
- To encourage children to become enthusiastic participants in the arts and to find enjoyment and pleasure from them that will be with them for life
- To encourage pupils to make value judgements about the quality of their work and the work of others
- To give children a sense of enjoyment and pride in their ability to design, make and perform
- To develop pupils’ abilities to communicate in practical contexts and the social skills required to work as part of a group

### **Objectives**

**Each child to:**

- Be provided with the opportunity to experience a range of out-of-school activities
- Be made aware of wider opportunities locally
- Draw on expertise within our school community and foster links with other schools and other areas of our wider community
- Experience the relationship and links between the arts
- Receive a balanced, inclusive, broad, progressive curriculum with appropriate cross curriculum links which support our Christian ethos
- Be provided with the opportunities to perform, create and evaluate other artists' work as well as their own
- Receive an inclusive education bearing in mind the particular needs of all pupils within the school
- Be provided with the opportunity to develop new forms of expression through the use of ICT

The Christian foundation of Saighton C.E. Primary School enables us to provide a broad, balanced arts education for all children. We provide this through our planned curriculum and opportunities identified in long and medium term planning, and through out-of-school learning opportunities.

**Planning the Arts**

Please cross reference for details in our Art, Design and Technology, Music, Dance, Drama policies. The arts are delivered as part of the new creative curriculum. In general, all class teachers follow the long term plans for each subject. These generate more detailed medium term plans with weekly learning objectives which show progression within the unit and building from the previous unit. QCA and National Curriculum documents provide a basic structure and class teachers with advice from subject coordinators, supplement this. At Saighton, class teachers are actively encouraged to always consider how to enrich the learning opportunity for pupils in other curriculum areas through the arts. All medium term plans are on Staff Share.

**Curriculum Provision**

Each arts subject is timetabled weekly for art and music. Dance and Design Technology are organised into blocked units. The Visual, Auditory and Kinesthetic approach to teaching and learning is fundamental in all our curriculum provision.

The teacher will use a variety of strategies to teach the arts from the use of ICT, visits, workshops in school by visiting practitioners, teacher exposition, discussion, practical work, practice of basic skills, first-hand experience, and investigation open-ended activities.

**Assessment, Recording and Reporting**

Learning activities are structured and matched appropriately for each lesson. Assessment would be measured against the criteria set for the learning objectives which are made clear to the pupils. Assessment can then take various forms:

- ☐ Comparison with pupil's previous work
- ☐ Pupil's ability to select appropriate materials
- ☐ Pupil's organisational and collaborative skills
- ☐ Pupil's ability to respond to the visual curriculum

**We seek additional support for the arts through:**

Visiting theatre / dance groups  
Taster sessions for out-of-school learning  
Participating in opportunities through the Music for Life programme  
Visiting musicians  
Visiting artists  
Visits to theatres, museums, places of worship, art galleries and musical concerts  
Involvement in activities with the local independent Abbey Gate College  
Local secondary school performances  
Performances linked with PSHCE  
Assembly performances  
Musical appreciation during school worship  
Voluntary art workers  
Peripatetic music teachers  
Professional dance tutors  
Involvement in EIP cluster schools CPD  
Arts Enrichment week  
Extra curricular arts clubs  
Our AEMS (art education in a multicultural society)

**We are committed to offering a comprehensive range of experiences by taking the arts into the community. This is achieved through the following:**

Christian church services and celebrations  
Communal church school events at Chester Cathedral  
Occasional arts evening  
Whole school arts days / weeks involving parents and local community  
Choral performances at the summer fete  
Local and regional musical events  
Seasonal productions of music, dance and drama  
Year 6 summer term concert  
Instrumental performances  
Exhibiting work in teacher professional centres, libraries etc.

### **Arts Development**

- We are committed to the ongoing development of the arts through the school development plan which is reviewed and completed annually
- Inset programme for teachers and teaching assistants provided by our LEA and in-house training
- Personal targets linked with Performance Management as appropriate
- Personal needs / training identified through observation and moderation of the arts within the school

### **Equal Opportunities**

The Christian ethos of the school enables us to ensure equal access to the arts, irrespective of race, gender, disability and / or social circumstances. The school meets the requirements of the Sex Discrimination Act, The Race Relations Act and The Disability Act. Teachers are also aware of the school's Equal Opportunity Policy document and the school's Inclusion Policy.

### **Special Educational Needs**

Necessary support and help is provided to those pupils with special educational needs. (See S.E.N. Policy.)

### **Management of Provision and Assurance of Quality**

#### **The Governing Body**

The Governing Body is responsible for the monitoring and evaluation of the arts within the school. Staff report to the Governing Body regularly either through curriculum co-ordination role or head teacher's reports.

Arts development planning and progress are reported regularly at the full governors' meeting.

Events are reflected in the head teacher's report and governors are invited to all school productions and performances.

#### **School Monitoring Procedure**

Annual review of development plans and action plans

Monitoring of long term and short term planning

Classroom observations

Evaluation of displays and performances

Whole staff discussions

Signed:

Dated:

Review: