

Bushfield Road Infant School

ARTS POLICY

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Mission Statement

At Bushfield Infants, we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet the challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self esteem and self confidence, which enables them to become confident life long learners.

COMMUNICATION AND INTERACTION

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations.

Almost everything we do, in and out of school depends on talking and listening. Speech, language and communication skills are crucial for their social and emotional wellbeing.

For that reason, across all of our areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear. (Please refer to the Communication, Interaction and Literacy Policy for further information.)

1 Aims and Objectives

- 1.1 The arts stimulate creativity, imagination and interest. It provides visual, auditory and kinaesthetic experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern, movement and rhythm, sounds, imitation and talk and different materials and processes. Children become involved in shaping their environments through the arts. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the

work of artists, musicians, performers and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the arts enriches all our lives.

1.2 Our Aims:

Within the limits of teacher expertise, finance, training opportunities and time, we will aim to.....

- provide quality practical and educational experiences in the classroom, both in the individual arts areas and in collaboration
- provide every pupil with an opportunity to engage in at least one "out of school" arts visit or arts experience in each school year
- provide every pupil with an opportunity to engage in displays or performances to larger audiences in at least one arts area, at least once every school year
- provide whenever possible, opportunities to work in collaboration with other artists or arts organisations on site
- provide whenever possible the opportunity to witness the work of other artists and/or arts organisations on site
- provide whenever possible the opportunities for extra curricular arts experiences
- provide comprehensive reports on the pupils' progress in the arts at least once every year
- provide opportunities in the classroom and out of it for pupils to develop a critical faculty relating to the different arts areas
- encourage conversation about and participation in the arts, in a variety of different contexts
- aim to develop a sense of the aesthetic in the pupils by constantly encouraging active involvement and interaction with

the school environment, especially in celebrating the artistic statements made by children

- work with all sectors of the artistic community - including professional; amateur; local; regional and national organisations; the commercial and the subsidised sectors
- encourage "life long learning" in the arts within all members of the school community

2 Teaching and Learning Style

- 2.1 The school uses a variety of teaching and learning styles in the arts. Our principal aim is to develop the children's knowledge, skills and understanding in the arts through providing a rich and creative curriculum that meets the individual needs of our pupils. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.
- 2.2 We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups.
- Providing challenging opportunities for identified gifted and talented pupils

3 Curriculum Planning for the Arts

- 3.1 Art, design, music, drama and dance are foundation subjects in the National Curriculum.
- 3.2 We use the QCA units of work to support our creative curriculum work in understanding the arts and design.
- 3.3 We have adapted and tailored the QCA scheme to the circumstances of our school in that we use the Curriculum topic areas as the starting point for aspects of our work. Learning Frameworks identify aspects of the arts within each topic and identify links with other curriculum areas.
- 3.4 We plan the activities in the arts so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.
- 3.5 We provide a rich environment and a cross curricular approach in which we encourage and value creativity, with the aim of making

the arts even more exciting, more engaging and more meaningful to children. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists, performers and other adults. The activities that they take part in are imaginative and enjoyable. Inspiration Days are planned each term to engage pupil's interest in the arts.

4 The Foundation Stage

- 4.1 We encourage creative work in the Nursery and Reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the EYFS and FSP, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

5 Contribution of the Arts to Teaching in other Curriculum Areas

- 5.1 The arts contribute to the teaching of all of the other Curriculum areas. The school has adopted a creative curriculum approach, with the aim of engaging pupils and making learning more meaningful. Children have the opportunity to compare ideas, methods and approaches in their own work and that of other children, artists and performers and to say what they think and feel about them.

- 5.1 We use ICT to support art teaching when appropriate.
- 5.3 The arts contribute to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.
- 5.4 The teaching of the arts offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. The children learn to respect and work with each other and with adults and they also develop an understanding of different times and cultures through their work on famous artists, performers, designers and craftspeople.

6 Teaching Arts to Children with Special Educational Needs

- 6.1 At our school we teach the arts to all children, whatever their ability. The Arts form part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 6.2 We enable pupils to have access to the full range of activities involved in learning about the arts. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and Recording

- 7.1 We assess the children's work in art and design, music, dance, drama, speaking and listening whilst observing them working during lessons. There is a termly group record which feeds into the children's own reports for parents.
- 7.2 Samples of children's work are framed on a yearly basis and displayed within school and in the wider community. Children perform termly to their peers, parents and the wider community.
- 7.3 We keep evidence of the children's work in art. This demonstrates the level of achievement. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DfEE.
- 7.4 A portfolio has been completed for Art Mark with photographic examples of work.

8 Resources

- 8.1 We have a wide range of resources to support the teaching of the arts across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the storeroom.

9 Monitoring and Review

- 9.1 The monitoring of the standards of children's work in the arts is the responsibility of all teaching staff. The work of the subject leader also involves supporting colleagues in the teaching of art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

