

## CRICK PRIMARY SCHOOL

### Arts Policy

#### 1 Rationale

At Crick Primary School it is our firm belief that to enhance and enrich all children's learning, we are committed to the arts curriculum. The teaching of art, design, dance, drama, music and creative writing therefore have their own place as subjects but they are also planned into all the aspects of our educational journey here.

#### 2 Creative Learning Environment

Does our school, both in its exterior and interior facilities say to our pupils, 'do you want to learn here?' Does our school make our staff want to feel good about coming to work? These two questions are extremely important to us and underpin priorities for resources and school improvement. We do believe that our school environment does make a big difference to pupil learning and staff wellbeing.

#### 3 Aims

We aim to provide all pupils with:

- A broad and balanced range of arts activities
- The desire to continue an interest in the arts and develop their visual awareness and appreciation
- The opportunity to progress their skills and creativity through the arts
- The exposure to the technical vocabulary for the arts
- The varied experiences from different cultures and traditions through the arts
- The opportunity to achieve higher attainment in other curriculum areas through the arts, including ICT, the Humanities, Literacy and Numeracy
- The opportunity to raise and develop their self-esteem through class activities, performances, exhibitions and individual work

#### 4 Planning the Arts

Please cross reference for details in our Art, Design and Technology, Music, Dance, Literacy (Drama) policies. 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 co-ordinators, supplement this. At Crick, 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 banked by the curriculum co-ordinator for future reference and monitoring.

## **5 Curriculum Provision**

Each arts subject is timetabled weekly for art, design and music. Dance is blocked. 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.

We are committed to our Area Improvement Partnership strategy of raising attainment in writing through the arts and the Visual Audio Kinaesthetic approach for teacher and support staff training. This involves a local cluster of primary schools.

We are committed to running at least one arts visit in each year group, each year. We annually perform at County level in the prestigious music festival. We are committed in our liaison with the County Music Service.

## **6 Facilities and Resources**

We have the luxury of a large Hall which lends itself to the arts for dance, drama, school productions, art exhibitions, visiting arts practitioners, concerts. We also have a smaller room suitable for peripatetic music lessons or music recording. We have a teacher whose specialism is music. We have our own kiln in its own room.

## **7 Assessment, Recording and Reporting**

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

- Comparison with pupil's previous work
- Discrete comparison with peers
- Pupil's ability to select appropriate materials
- Pupil's organisational and collaborative skills
- Pupil's ability to respond to the visual curriculum
- Judgment of pupil's developmental skills

Recording the arts curriculum is through photographic evidence which is systematically monitored by the curriculum co-ordinators on a termly basis, through progress interviews with parents and through the annual report.

## **8 Equal Opportunities**

We aim to make access to all the arts subjects equal for all our pupils including our SEN pupils and our gifted and talented pupils. This is reflected fundamentally in all teachers' planning. Please refer to our Equal Opportunities Policy.

**9 ICT**

Crick has an ICT suite available to whole class or small groups as well as data projectors in all classrooms. The school has a scanner, two interactive whiteboards, five digital cameras, one video camera and access to digi-blues through our secondary school link. It has an excellent website managed by Mr Dan Bunker, a school governor. Crick aims to have interactive whiteboards in the other six classes as we believe that pupils can access programs which can inspire and develop creativity across the curriculum.

**10 Extra Curricular Arts Activities**

**Focus week**

This week focuses the whole school on arts activities at least once a year. A theme is chosen and a wide range of activities are offered to all pupils using visiting practitioners, outside visits to name but two. This is followed by an exhibition of pupils' work open to parents.

**Extra-curricular clubs**

We aim to use staff and parental expertise in offering a wide range of arts'-based clubs at lunchtime and after-school. These include: country and modern dance, drama, recorder, Warhammer, band, arts and crafts.

**Date: January 2006**

**Review Date: January 2009**