



Sutton in Craven Community Primary School

The Arts Policy

"The Arts are not just subjects to learn, but are activities that you can practise with your hands, your eyes, your whole personality."
Quentin Blake, Children's Laureate

We at Sutton-in-Craven CP School believe the Arts (including art and design, dance, drama, music and creative writing) have a special place in the curriculum; helping all children to achieve their full potential. All children have an entitlement to a range of high quality experiences in all arts subjects in each year of school, whatever their background or ability. We know that a rich, diverse and creative curriculum can help raise attainment and accelerate learning by boosting a child's confidence and self-esteem.

Our mission statement states our main driving principle;

Sutton in Craven CP School is committed to the value of each individual & the development of self-worth. Together we aim for excellent progress and high attainment in knowledge, understanding & skills. At our school we aim to develop attitudes & values, which will help every child to become a strong, independent individual who can contribute effectively & generously to the life of society.

The Arts help us to achieve this, since they are a means of enabling every child to: express themselves creatively; develop a drive, motivation and passion for something; work collaboratively and independently and develop their own unique personalities – all necessary skills to allow children to become strong, independent, generous and effective contributors to our society.

Our curriculum is creative and cross-curricular and we endeavour to engage children creatively in their learning where possible. For example: we would teach the way light travels or the way particles are arranged in solids, liquids and gases through dance; drama and dance are used to develop an understanding of language, relationships and emotions in PSHCE lessons; we can learn a lot about a period in history by studying the art and music created in this era and we can use drama to learn about significant historical events or figures.

This year, a key area of focus for our school is the development of high quality, cross-curricular art displays in the hall linked to our termly Big Question, plus an annual Art Exhibition from each year group (3/4 exhibitions per school year) linked to the Cornerstones curriculum topic.

Having a creative cross-curricular curriculum allows children to make connections across their learning, which develops their interests and excites them. It makes teaching enjoyable for both teachers and teaching assistants, whose enthusiasm and delight in the Arts encourages and inspires our pupils to fulfil each individual potential.

Staff and children experience working alongside professional artists and arts organisations throughout the year, through visits, workshops and performances both in and out of school.

The Arts therefore permeate everything we do – from drama and role-play as shop keepers to develop an understanding of money, through using music to express the explosion of a volcano, to using art to respond to



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the Big Question "Is It Ever Right to Fight?" The Arts is at the heart of our curriculum and works in parallel with the use of visual literacy and digital media to further develop and enhance our provision for the 21st century child.

Aims

At Sutton-in-Craven CP School we aim to offer opportunities for children to:

- foster an understanding and enjoyment of The Arts (art, music, drama, dance and creative writing).
- experience a broad and balanced range of arts activities and show progression within these experiences.
- show development of ideas and their own skills through the use of a sketchbook or learning journey.
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of art forms and media.
- develop the use of a range of tools, media and processes.
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
- provide opportunities for studying historical, cultural and religious art forms.
- extend and enrich other curriculum areas through the Arts.

Role of the Subject Leader

The role of the subject leader is to:

- advise and support staff in the planning and teaching of high quality arts experiences.
- support staff with art techniques, materials and skills to allow them to confidently and knowledgeably model these to pupils.
- observe arts lessons as part of on-going subject monitoring and evaluation of practice.
- use feedback from monitoring to develop an action plan for the Arts with realistic and developmental targets.
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained.
- document and review the ways the Arts are delivered in our school through a written policy document.
- compile a portfolio of evidence of the provision of the Arts and examples of good practice for staff to refer to.
- keep up-to-date on the use of Art in the curriculum.
- promote art throughout the school and maintain school-home partnership links to draw parental awareness to the provision and experiences in the Arts in our school.

Teaching and Learning

The Foundation Stage

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Our Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Key Stages 1 and 2



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Staff use a variety of teaching and learning styles in Arts based lessons, relating to the theme and children's abilities and experience. Activities are planned using the Cornerstones ILP as a starting point and relate to a variety of cross-curricular links.

Our planning includes opportunities for:

- children to work individually, in pairs or in larger groups.
- preliminary investigation work through the use of sketch books or recorded as a learning journey.
- visiting artists to work with children to give them the experience of working with a professional.
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area.
- evaluation of ideas and methods and improvements made to their work in the light of these.
- children to see that their work is valued, celebrated and displayed around the school.

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 adults in the class to support groups of differing sizes and ability.

Teaching art, craft and design to children with special needs

We teach art, craft and design to all children, whatever their ability. Art, craft and design forms part of our school curriculum policy to provide a broad, balanced and creative education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties.

Gifted and talented

Gifted and talented children will be encouraged to develop their talents and experiences of art, craft and design through a range of activities including leading and attending extra-curricular art clubs.

Art and Design Sketchbooks

The Arts National Curriculum 2014 emphasises that children should be encouraged 'to create sketch books to record their observations and use them to review and revisit ideas' and that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work.

The children need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their sketchbook.

Each child will be provided with their own Art and Design sketchbook throughout the academic year 2014-15, which they take with them to their next class. This provides a record of the child's learning and progress in the Arts throughout their primary education.

The use and effectiveness of sketchbooks will be monitored by the subject leader.

Recording in the sketch book may take many forms, the appropriateness of which will be determined by the context of the lesson.

Assessment and recording

The use of individual sketchbooks offers the teacher a collection of art work all in one place which will aid with monitoring progression and assessment. Children's work in the Arts can be assessed whilst observing them working during lessons. Each piece of work should show the learning intention and this is used to inform assessment. Teacher's make written positive comments, as well as constructive suggestions to help children improve their work. The children are also involved in the evaluation process and are expected to carry out their own self-assessment of their work. Peer assessment is encouraged, and the children are expected to make positive comments about other's work as well as ask questions.

Assessment can also be judged from photographic/video evidence or pupil comments and reflections.



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The Arts subject leader(s) will keep evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art, craft and design in each year of the school.

Spiritual, moral, social and cultural development

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.

Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Reflecting on the work of others helps them to develop an appreciation of and respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to develop a better understanding of themselves through reflection on their work and determining ways to make improvements. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

Health and safety

Health and safety is important in all areas of the Arts, particularly when working with tools, equipment and resources.

Staff are confidently led in this subject area to enable them to model and teach children to:

- use tools and equipment correctly
- recognise hazards and risk control

Risk assessments are carried out by the class teacher for activities where a risk assessment is deemed appropriate. The risk assessment is completed using the school's proformas, which requires the signature of the Headteacher or Health and Safety Representative.

Clear expectations are given by staff over how to use equipment safely and pupils are expected to reflect upon the level of risk in their working.

Written By: Claire Dunkley

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(To be reviewed annually)