

Waterthorpe Nursery Infant School



Arts Policy

February 2016

Approved by: Curriculum Committee

Date: Spring 2016

Next Review Date: Spring 2019

Policy for the Arts

INTRODUCTION

At Waterthorpe Nursery Infant School we have a firm commitment to the Arts, to ensure a full and rounded education for all our children. We provide a wealth of experiences and opportunities for children that help them to develop knowledge and understanding, skills and attitudes that enable them to fully enjoy the world around them. Work within the arts helps to raise self-esteem and allows all children to achieve their full potential.

AIMS

Through teaching the Arts at Waterthorpe we aim:

- for all children to have an enjoyment and enthusiasm for the Arts.
- for all children to have a broad range of Arts experiences.
- for all children to have opportunity to develop lifelong skills and appreciation for the Arts.
- for all the school community to have opportunities to develop their own interests and talents.
- for the involvement of a wide range of artists and visitors with the school to enhance the Arts curriculum and experiences of the children.
- for all children to have the opportunity to visit places outside school in order to develop their understanding and appreciation of the Arts.
- to enhance pupil's self esteem through involvement in the Arts.

OBJECTIVES

Through teaching the Arts at Waterthorpe our specific objectives are:

For pupils to be able to:

- use creative and technical skills, aesthetic sensibilities and design capabilities.
- articulate clearly and adapt speech to a widening range of circumstances and demands.
- respond to musical stimuli, poetry and other artworks.
- have control, co-ordination and appreciation of quality in movement.
- confidently perform through a range of opportunities.
- demonstrate a capacity for imagination, original thought and experimentation.
- demonstrate an ability to value and respond to work of a range of artists, including other children and to articulate and communicate ideas, feelings and opinions.

TEACHING METHODS AND ORGANISATION

The arts are taught both as individual curriculum areas and cross-curricula to support either topic work or other curriculum areas. They are used to support teaching and learning across the curriculum.

Within the formal curriculum there are time allocations per year to each of the arts subjects:

Art: 44 hours

Waterthorpe Nursery Infant school

Music:	38 hours
Drama:	38 hours
Dance:	26 hours

There is also additional time spent outside the formal curriculum for visits and visitors, arts weeks and special performances such as the Nativity.

Children will be offered a broad range of opportunities:

In art they will cover a full curriculum including drawing, paint, printing, ICT work, collage and modelling. They will all have the opportunity to work with a professional artist and will have their work displayed attractively around school.

In music they will listen to and appraise compositions daily through our work in assemblies and in the classroom. They will learn to use a range of percussion instruments, to sing a range of songs and to use their voices in different ways. They will develop and record simple compositions and will work with others to perform before an audience. All children will have the opportunity to work with a professional musician.

Children are given opportunities in drama through dedicated drama lessons, following our scheme of work, through lessons linked to the literacy hour, through PSHE work and through structured play. All children will take part in performances. They will see professional theatre groups, storytellers and/or puppet theatres in school and will visit the theatre to see a performance.

In dance they will use a range of stimuli, such as music or poetry, and will respond with movement. They will learn to link movements to develop a sequence and will work both independently and as part of a group. All children will have opportunity to work with a professional dance artist.

The curriculum is enhanced by:

- 1) Visitors to school e.g. storytellers or musicians
- 2) Professional dance coaches within curriculum time
- 3) Educational visits e.g. The Art gallery or The Theatre
- 4) Participation in events e.g. The Nativity Play or dance performances
- 5) Extra-curricula activities e.g. dance or drama club
- 6) Special events in school e.g. Arts weeks or class assemblies

TEACHING FACILITIES

There are facilities for arts work to take place in each classroom through the use of a 'craft' area with a sink (the sink is shared in Blue base), a carpeted whole class seating area and access to structured play. Classes are also able to use the dining teaching areas, the playground, the environmental garden and the quiet rooms. The computer suite and the hall have a timetable for each class. There is also our Forest School building, sited in the church grounds behind the school.

ARTS PARTNERSHIPS

Partnerships are instigated from recommendations by other schools or the LA, from our previous experience of artists and through planned procurement procedures. Artists are consulted with prior to visits with agendas and timetables agreed upon and sent to school.

Waterthorpe Nursery Infant school

Some arts partnerships are used to develop understanding of other cultures. Our Health and Safety and Child Protection Policies are adhered to, as they are in all areas of the curriculum.

We evaluate arts partnerships through discussion, exhibitions and/or performances, pupil and staff consultation and, on occasion, through questionnaires.

RESOURCES

Each area of the arts has a budget for resources, which is managed by the subject co-ordinator in line with the School Improvement Plan. General resources for art such as paint, paper and glue are purchased within the central resource budget, which is managed by a senior member of staff. General resources are located in classrooms with back-up stocks in a central location. Each class has a drawing box and there are centrally located art boxes for specific themes such as clay or printing. Music resources are located in the hall but each base has their own taped music. Each class also has access to an interactive whiteboard, a CD player and a set of floor robots.

THE ROLE OF THE SUBJECT LEADERS

The arts curriculum includes art and design, music, dance and drama. Each of these areas has at least one subject leader. The school also has an over-seeing arts leader and a governor with responsibility for the arts.

Each leader has responsibility for leading developments within their arts area, for monitoring planning, teaching and learning and for organising artists visits to school.

PROFESSIONAL DEVELOPMENT

The school is committed to the continuing professional development of staff and training will take place to meet the whole school priorities and individual needs. In-service training may take place by attendance on courses, both within and outside the CYPF, or by whole school on-site training either during staff meetings, twilight sessions or on an In-service training day. A budget allocation is given for course fees and supply costs.

SCHOOL IMPROVEMENT PLANNING

Our school Improvement Plan/Single Integrated Development Plan identifies development needs, planned activities, costing and success criteria for the arts. This is monitored termly and included in the Headteacher's report to governors. The plan has a full review each year in the Summer term when work is evaluated and new priorities are identified.

INCLUSION AND EQUAL OPPORTUNITIES

All our pupils are given opportunities to participate fully in the arts. Additional support is given as appropriate and following our Special Needs Policy. Our Equal Opportunities policy is adhered to across the arts curriculum and with extra-curricula activities.

Positive action is taken through the arts, in relation to race, gender and disability, to ensure that all children are fully included and these areas are represented within the Arts curriculum. The arts are a key area for teaching and experience of other cultures.

EXTRA-CURRICULA ACTIVITIES AND THE ROLE OF PARENTS

The school offers extra-curricula opportunities for children to participate in:

Foundation Stage: Families are invited to use Story Sacks and can attend an introductory session. Work on drama, speaking and listening skills is promoted through this.

Year One: Families are invited to use Maths Bags and can attend an introductory session. Work on drama, speaking and listening skills is promoted through this.

Year Two: Children are given the opportunity in Y2 to learn to play the recorder.

All year groups: A range of extra-curricula clubs are run e.g. art, drama and dance
Parents/carers/volunteers are encouraged to participate in the arts. They are invited to support classroom activities, to join us for special events and to accompany us on visits. Family and Adult learning courses offered, when available, to parents/carers give them skills and understanding within the arts.

Family workshops are held regularly and are also open to families of both the Infant and Junior schools.

LINKING POLICIES

Special Needs

Equal Opportunities

Child Protection

Health and Safety

Music

Art

Physical Education

English

Key Stage 1/Key Stage 2 joint Policy Statement:

Waterthorpe NI School and Emmanuel Junior School aim to work in partnership through curriculum leaders to:

- *Share and develop policies and procedures*
- *Share and plan joint curriculum days and events*
- *Collect a portfolio of work in each school which can be used for monitoring progression*
- *Moderate samples of work*
- *Monitor the quality of teaching and learning*
- *Attend/ arrange/lead CPD together*
- *Plan the smooth transition of pupils between all year groups*

MONITORING AND REVIEW

This policy will be monitored by the overall Arts co-ordinator. A monitoring programme will be followed each year and will include monitoring reports, by arts leaders, on the effectiveness of the policy. It will be reviewed in 2018.

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Curriculum Statement	5 th November 2015

Priority Level	
High	
Medium	
Low	X

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Steering Committee members

<u>What are the aims of the policy or project?</u> To deliver a broad and balanced curriculum that responds to the needs of pupils and community of our school
<u>Who is the intended customer/service user of this project or policy?</u> Staff, voluntary helpers, governors, children and families
<u>What are the desired outcomes from this project or policy?</u> That the school provides a curriculum that promotes pupil's intellectual, physical and personal development and prepares them for the next stage of education
List any other key policies, procedures, projects or strategies that this policy/project has implications on: All curriculum related policies, SEN, CPD, FS Policy, Behaviour, RE & Collective worship

Waterthorpe Nursery Infant school

What are the racial, disability and gender equality implications of the policy or project?	
The policy seeks to ensure that all children are given the equal opportunity of success in all curricula areas	
Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	The policy includes a positive action statement in relation to race, gender and disability
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	No
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	

Action to take : Include positive action statement			
If you have indicated there is a negative impact, can it be justified?	YES	NO	
If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A	YES	NO	
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:			
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)			

Signed (Person completing the form): 	Date: 28.2.13
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