



Fir Tree Junior School The Arts Policy

1. Introduction

We believe that through the Arts (art, craft and design, music, dance and drama) children develop their powers of imagination and invention; enabling them to express themselves clearly, confidently, creatively and imaginatively which in turn raises a child's self-esteem, self-discipline and self-motivation. We believe that teaching the Arts is about preparing young minds for a future of invaluable experiences.

Children are given opportunities through our cross-curricular approach to apply and develop their knowledge, skills, appreciation and understanding in the Arts across a range of different subjects, situations and cultures.

2. Our aims are:

- To promote the Arts
- To develop confident, independent thinking and creativity by encouraging the enjoyment of The Arts
- To enable children to explore and evaluate their own and others' thoughts, feelings and beliefs, through a range of drama, music, dance and art, craft and design activities
- To increase the children's ability to use planning and evaluating to modify improve their work and the work of others.
- To provide meaningful and relevant first hand experiences of the Arts and artists through carefully planned visits to theatre, galleries, concerts and museums and through having visitors to school
- To provide real opportunities to perform to wide ranging audiences
- To link with specialist Arts services such as the Oxfordshire County Music Service (OCMS) to access specialist teaching
- To promote child leadership in the Arts

3. The national curriculum for each subject within the Arts aims to ensure that all pupils:

In Music

- play and perform in solo and ensemble contexts, using instruments and voices with increasing accuracy, fluency, control and expression
- improve and compose music for a range of purposes using the interrelated dimensions of music
- use and understand staff and other musical notations
- appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

We believe in providing children with the opportunity to learn to play a musical instrument through the OCMS First Access and Play On programmes. This reflects our commitment to providing children with opportunities to learn and extend their skills in music.

In Dance

- develop flexibility, strength, control and balance
- perform dances using a range of movement and patterns
- compare their performance with previous ones and demonstrate improvement to achieve their personal best

In Drama

- listen and respond appropriately to adults and peers
- participate in discussions, presentations, performances and role play
- use spoken language to develop understanding through speculating, hypothesing, imagining and exploring ideas

In Art, Craft and Design

- create sketch books to record their observations and use them to revisit and review ideas
- to improve mastery of art and craft techniques
- know about great artists, architects and designers in history

4.Resources

There are a range of resources (musical instruments, books and craft materials) to support the teaching of the Arts. In addition to these, children have access to the internet through their classroom computer and other technological equipment including iPads and cameras to support the range of learning. Children learning an instrument through the OCMS have the opportunity to take the instrument home to practice.

5.Planning

Following the National Curriculum guidelines, activities are planned which include breadth, depth, and a range across the different Art forms in each year group in addition to whole school events which are designed to promote the Arts. Opportunities to perform to audiences are built into each school academic year.

6.Assessment

Assessment is an ongoing process. The daily assessments that teachers make as part of every lesson allows them to adjust their teaching and planning for subsequent lessons.

We recognise the importance of Assessment for Learning strategies so that teachers and children are aware of the next steps and how to improve. This includes making the learning outcomes explicit and shared with the children; the use of peer and self-assessment and the assurance that children are actively engaged with their learning and given verbal and written feedback.

7.Inclusion and Equal Opportunities

This policy should be read in conjunction with the Special Educational Needs Policy and the Equality Policy.

Planning and the teaching of the Arts is differentiated according to ability and need, including Gifted and Talented needs. Resources and a range of teaching methods are used to promote inclusion for all children.

8. Monitoring and Reviewing

Monitoring the standards of the children's work and the quality of teaching in The Arts is the responsibility of the Headteacher and the Arts subject leader through a range of the following: learning walks, pupil interviews, planning reviews, book scrutinies, and performances. The work of the subject leader also involves supporting colleagues in the teaching of The Arts, keeping informed about current developments in the subject, and providing a strategic lead and direction for the subject across the school. The subject leader gives the Headteacher an annual action plan which evaluates the strengths and actions for development in the subject, and indicates areas for future improvement. The leader has regular management time allocated in order to review and develop the Arts teaching across the school. Governors are invited for an annual monitoring visit to observe the teaching and learning of the Arts across the school, to conduct learning conversations with pupils and to interview the Arts subject leader. Governors produce a subsequent report which is shared with staff to identify successes and next steps

9. Roles and Responsibilities

Leader for The Arts

The subject leader is responsible for providing professional leadership and management within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people. The Arts leader coordinates with a team of Arts representatives from across the classes and year groups which have regularly meetings to plan and share events and ideas.

Class Teachers

It is the responsibility of each class teacher to ensure that their class is taught the Arts curriculum as set out in the national curriculum programmes of study.

All staff

It is the responsibility of all staff to make themselves aware of legislation relating to the (subject) including copyright and data protection issues.

Governors

Governors monitor and evaluate the development of (subject) to promote high quality teaching and learning in the school. This is in line with their responsibility to ensure the curriculum is meeting the requirements as set out in the national curriculum programmes of study.

10. Professional development

All teaching staff regularly get the opportunity to sit in on and take part in lessons led by specialists in their field.