

**Dean Field School
Arts Policy**



Dean Field
Community Primary School

**Written: September 2019
Reviewed – September 2023
Next Review Date – September 2024**

Introduction

This policy outlines the aims, principles and strategies for the teaching, learning and assessment of the arts at Dean Field School. We believe that the arts are a fundamental part of the curriculum and at Dean Field we define the arts as: art and design, dance, drama and music. We believe that the arts offer opportunities for the children to explore, express and communicate their feelings whilst gaining experiences of the wider world. Through experiencing the arts, children develop their creativity, self-esteem, problem solving skills, special awareness, collaborative skills and confidence.

Curriculum Intent

Our Arts curriculum is designed to progressively develop children's skills to build a bank of techniques and knowledge to enable them to become artists in their own right. Opportunities are provided frequently to celebrate the children's artistic achievements. Performances to varying audiences enable the children to grow in confidence throughout their school life. Children are exposed to the work of great musicians and artists to widen their cultural experiences and to develop their appreciation of the diversity within the arts.

Our Aims

At Dean Field, the Arts play a key role in giving children at our school a vital channel for self-expression. We provide a wealth of opportunities for children to discover, explore and extend their natural talents. The Arts are used as a vehicle to provide intrinsic, meaningful and essential learning opportunities and new experiences.

Through our teaching of the arts we aim to:

- Provide a broad, balanced and exciting arts curriculum, which enables motivation, originality and imagination as well as development of skills
- Raise the standards of arts education in school
- Enhance children's appreciation of different cultures through the arts
- Provide high quality arts experiences and resources for our children
- Develop effective links with the community which strengthen and offer diverse arts provision within school
- Celebrate the artistic achievements of each child
- Continue to develop the use of ICT and new technologies in creative work
- Allowing children to realise that a career within the arts subjects is achievable for them.
- Actively looking for opportunities for our children to perform and present their art.

Our Objectives

The above aims will be met through the provision of opportunities for all children:

- Each year group to work with our Artist in Residence for Art for one half term within the year to build up their skills bank.
- Each year group to work with our Artist in Residence for Dance for one half term within the year to build up their skills bank.
- Each year group to work with our Artist in Residence for Poetry for two afternoons in the year to build up their skills bank.
- Teachers to observe our Artist in Residence to gain knowledge and confidence in teaching Art.
- Each year group will teach 6 carefully planned and sequenced lessons of art over a term.
- Each year group will teach 6 carefully planned and sequenced lessons of music over a term.
- Some year groups will work with the Calderdale Music Service expert teacher within the year to build their skills bank.
- To continue to develop links with artists and organisations and broaden interests by being introduced to different arts and culture experiences.
- To provide a range of materials and skills with which to engage children to be able to develop cross-curricular work especially in core subjects.
- To perform to a wider audience.
- To perform and celebrate creative thought and outcomes.
- Value every child's contribution to the arts.
- To use ICT technology to explore and extend creative thought.
- Children who may not achieve academically can develop a sense of achievement.
- Use the arts to celebrate diversity and culture.

Sketch Books

Each child in school from year 1 to year 6 has a sketch book which moves up through school with them as they progress to the next year group. At the start of every year, the pupils will be taught a relevant skill and complete a portrait of themselves. Eventually, this will build up a bank of portraits that can be looked back on to see clear progression of skills. Sketch books should show a build-up of skills and not just final pieces. The sketch books will also include work around various artists. The year group must know will also be displayed in the sketch books for the children to refer to in the sessions.

The Arts in the Curriculum

Teaching of the 'Arts' Subjects occurs within our delivery of a creative curriculum through topic-based teaching in the afternoons. Moreover, we are pleased to include the 'Arts' in our delivery of English and Maths lessons where every half term we include an 'Arts Link' where suitable to do so. Each half term, the whole school works on a topic which has the same subject focus. In each year group topic, the teachers have the opportunity to develop exciting and interesting lessons. These lessons will not only meet National Curriculum requirements but also meet the culturally diverse and interests of all of our children.

All the teachers from Years 1-6 are familiar with our Arts progression of skills documents and will use these to ensure progression throughout school in Art and Music. See appendix 1 to view these documents.

Foundation Stage

In the Foundation Stage the Arts are incorporated into Creative Development. (see Early Years Policy)

- Christmas Production – combination of all art forms
- Involvement in creative parent and child workshops
- Visual art and musical areas available in continuous provision.

Key Stage 1

- Weekly singing assemblies.
- Half termly class assemblies which can and often does encompass all art forms.
- Art is taught weekly as part of the creative curriculum.
- Drama is taught primarily as part of English with extra drama-based activities incorporated into other areas of the curriculum.
- Creative Arts days.
- Annual Arts week.
- Creative use of ICT.
- Visiting theatre groups/artists/musicians.
- Half termly Monday afternoon visual art lessons with artist Tony Bullock (one half term block for each year group over the course of a year).

Key Stage 2

- Weekly singing assemblies.
- Half termly class assemblies which can and often does encompass all art forms.
- Religious assemblies/festivals involving drama, music, poetry, dance and visual art.
- Drama is taught primarily as part of English with extra drama-based activities incorporated into other areas of the curriculum.
- Productions from the afterschool drama club.
- Actor invited into school to do drama-based workshop as a stimulus for writing- Mayans-Year 5, Macbeth -Year 6, Beowulf -Year 3.
- Creative Arts days.
- Annual Arts week.
- Regular arts activities and performances for school, parents and the wider community.
- Visiting theatre groups/artists/musicians.
- Creative use of ICT and digital installation.
- Half termly Tuesday afternoon visual art lessons with artist Tony Bullock (one half term block for each year group over the course of a year).
- Arts based trips – Year 5 visit London in the summer term and attend a musical show.
- Year 6 end of year production.

Inclusion

Cultural awareness is something we aim to promote in our school and our children are able to develop an interest and respect for each other's and other peoples' backgrounds by sharing each other's artistic heritage and that of famous artists should play a great part of this. All children regardless of gender, race, culture, background and ability have an entitlement to arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative development needs to be taught with regards to children's abilities to ensure progress.

Through arts teaching all children are:

- Motivated
- Offered a range of resources to meet their needs
- Given diverse and creative teaching styles

Additional opportunities

As well as providing a creative and enriched Arts curriculum, we also provide a range of exciting out of hours opportunities for children. Staff provide a range of clubs for pupils on rotation throughout the year, including many that are arts-based.

- Dance club (run by a dance specialist)
- Choir club
- Drama club
- Music club
- Varied Arts and Crafts related clubs that rotate throughout the year on a Friday afternoon

As a school we aim to encourage those who are gifted and talented in different areas to attend these clubs so their skills can be nurtured further.

Pupil Voice

At Dean Field we have successfully appointed members of a school arts council named our 'Arts Ambassadors' to enable our pupils to have a voice.

What are Dean Field Arts Ambassadors?

Our Dean Field Arts Ambassadors are a group of pupils from Reception through to Year 6 who are passionate about the arts subjects: art and design, dance, drama and music. These pupils have demonstrated outstanding commitment and leadership in their chosen art forms in conjunction with strong communication skills. They were chosen to represent the views of all pupils and to further improve the arts at Dean Field School.

What do they do?

The Dean Field Arts Ambassadors will meet with Miss Clay (Arts Lead) to discuss and implement ideas for expanding arts provision in the school. The Dean Field Arts Council will feed back to the governors, whole school staff and pupils through a half termly discussion in classes and write up for the newsletter. Here, they will report on the things that have been going on that half term and make suggestions for improvement. Pupils will take on leadership roles within the clubs and activities relevant to their skills and provide support in planning and carrying out tasks. This year we hope to link our Arts Ambassadors up with those from our partner school to encourage cross-trust links within the Arts.

Monitoring, reviewing and assessment

The Arts subject manager monitors planning, collects evidence of work, performs a work scrutiny during the arts focus half term, observes teaching and interviews pupils.

Assessment:

- Drama and Poetry are assessed as part of English.
- Visual art is assessed against the Progression of Skills document (See Appendix 1) and using the statements on Target Tracker. Photographic evidence is kept on an online learning journal. Here, progression in skills for 3D model making, portraits and landscapes are recorded year on year from Year 1 to Year 6.
- Music is taught and assessed through the scheme 'Charanga' as well as against Progression of Skills document (See Appendix 1) and using the statements on Target Tracker. Video or photographic evidence is kept on an online learning journal. Here, progression in skills for making music are recorded year on year from Year 1 to Year 6.

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