

Lindley CE Infant School

CREATIVE ARTS POLICY

ART, MUSIC, DRAMA AND DANCE

May 2016

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
A McGoverin	May 2016	May 2019

Learning Together: Achieving Together

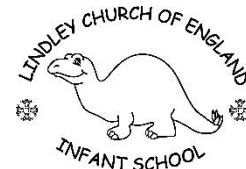


Respect
Friendship
Trust

Our school is an inclusive community.
It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique God given talents in a safe, happy and caring environment.

Aims:

- *Through a strong set of Christian values, children and adults are encouraged to respect themselves. They are taught to respect the rights and needs of others, thereby equipping them with the skills and attitudes to become successful global citizens of the future.*
- *To support children in developing a reflective approach to life and sensitivity to all God's creation by providing an awareness and experience of the living Christian faith through our strong Christian ethos.*
- *To support all children in reaching their full potential by providing a personalised education.*
- *To treat everyone with equality and fairness*
- *To have high expectations in a secure, friendly and caring atmosphere that rejoices in effort and success but where it is safe to make mistakes.*
- *To provide children with excellent learning experiences ensuring that learning is fun and exciting.*
- *To promote the health and well-being of our pupils and staff through a well planned, creative curriculum in an environment that promotes healthy lifestyle choices.*
- *To encourage and value the contributions that adults make to the education and care of our children.*
- *Through our firm Christian foundation we encourage the school and wider community to work together in partnership, promoting community cohesion whilst strengthening and enriching the life of the school.*



INTRODUCTION

Lindley CE Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter. All children have equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

SINGLE EQUALITY ACT

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. For any changes an impact assessment will be carried out.

The Single Equality Scheme ensures Lindley Church of England Infant School has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

PURPOSE

At Lindley Infant School we are committed to providing all children with the opportunities to engage and succeed in the Arts through high quality, differentiated teaching. We encourage children to share and explore both their own and new diverse cultural experiences in the Arts.

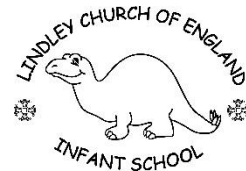
Within the school's strategic plan, we aim to enable children to achieve high standards through a creative and enriching curriculum.

We are passionate about developing and promoting the Arts through an enjoyable, creative and cross curricular approach. As well as focussed high quality teaching of the National Curriculum Programmes of Study in classes, we enrich our children's learning and experience of the Arts through a range of timetabled and extra-curricular opportunities.

RATIONALE

At Lindley CE Infant School the Arts encompass a wide range of subject areas and disciplines including Music, Dance, Drama, Art and Design. We believe the Arts stimulate creativity and imagination and feel they contribute to the whole curriculum of the child by offering an alternative context for learning.

The Arts provide our pupils not only with the opportunity to learn about and participate in each of these areas, but also provides them with the platform from which to be creative, to express themselves, find success and share these experiences, talents and abilities through performance.



We are committed to teaching the Arts, enabling pupils to develop skills and knowledge which help them to make valued judgements and aesthetic decisions. It will also develop their interpersonal skills and enable them to become actively involved in shaping their environment.

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, English and Maths
- The opportunity to raise and develop their self-esteem through class activities, performances, exhibitions and individual work

ARTS EXPERIENCES INSIDE AND OUTSIDE THE FORMAL CURRICULUM

The arts curriculum is taught in a flexible way throughout the school. Art, music and dance are taught both explicitly and through cross-curricular links. All arts subjects are also taught in a more holistic manner through performing arts opportunities and creative curriculum planning. A topic based curriculum has been in place since September 2010 which was reviewed in light of the National Curriculum 2014.

ARTS TEACHING OUTSIDE THE TAUGHT CURRICULUM

- Singing takes place in Collective Worship
- Each KS1 class participate in weekly enrichment activities, some of which are arts based
- A range of songs and hymns are also signed using BSL
- Recorder lessons take place every week for Year 2
- Peripatetic music lessons for individual children are available through Kirklees Music School
- Weekly choir practice at lunchtimes
- Weekly Boys' choir practice
- Performance Poetry club weekly at lunchtime
- After school clubs for arts e.g. Irish dance
- Opportunities to take part in performances within and outside of school
- Regular assemblies, Christmas and summer concerts, choir concerts rehearsals and performances
- Collaborations with artists, musicians and theatre groups regularly take place across the academic year

- Annual Sing Up Day

ARTS FACILITIES

- Hall with, sound system, screen and microphones.
- Music storage with a selection of instruments
- Classroom computers and ipads with music and art software installed
- ipads available
- Display boards for celebrating children's artwork.

PLANNING

All class teachers follow the medium term planning for each subject which contain learning objectives and outcomes which show progression within the unit, building on from the previous unit. Key Skills and National Curriculum documents provide a structure for planning and class teachers, with advice from subject coordinators, supplement this. Curriculum coordinators and class teachers consider how to enrich the learning opportunity for pupils in other curriculum areas through the Arts. All medium term plans are stored electronically for future reference and monitoring.

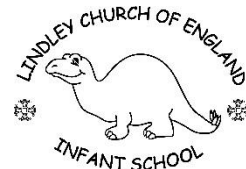
ASSESSMENT AND REPORTING

Learning outcomes are identified for each lesson. Assessment opportunities are identified within the weekly planning and are measured against the criteria set for the learning outcomes. Pupils are made aware of the learning outcomes for all lessons. Assessment in the arts can take various forms:

- Self evaluation and review
- Progression
- Observation
- Peer evaluation.

Curriculum Co-ordinators are responsible for monitoring and assessment through:

- Learning Scrutiny
- Data Analysis each term
- Mid-year report (February)
- Curriculum coverage
- Resource itinerary
- End of year review
- Subject grid analysis
- Action plan



Class teachers complete a skills based assessment for each subject at the end of a topic. Co-ordinators collate this data and analyse the impact of learning to inform future planning.

Pupil's progress in the arts is reported regularly through consultation with parents and the annual report.

HOW THE SCHOOL RESOURCES, IMPLEMENTS AND MONITORS THE POLICY

Co-ordinators note resources that are required for the upcoming year and include this in their report via a 'wish list' in order to purchase resources. The Headteacher, Bursar and Governing Body then agree a budget for this curriculum area.

FOLIS raises funds throughout the year and subject leaders can make applications to FOLIS for funding.

The Creative Arts Coordinator and SLT monitor the effectiveness of arts provision, consulting with staff, parents and children. They will monitor the provision for the Arts in line with the policy.

EQUALITY IMPACT ASSESSMENT

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. For any changes that affect equality for all, an impact assessment would be carried out. This policy has been assessed for Equality Impact Assessment and has a low priority.

REVIEW AND EVALUATION

There is an annual review of this policy by the Creative Arts Coordinator.

Policy to be reviewed in May 2019.

Policy agreed at the Governors' meeting on