

St. James CE Primary School



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Arts Policy

Flourish
Respect Courage
Friendship Develop
Strong Growth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

Arts Policy

Intent

At St. James' CE VA Primary School, we believe that the Arts encompass a wide range of subject areas and disciplines including Music, Dance, Drama, Art and Design and Technology. We intend that our children are able to benefit from learning about and participating in all of them, as well as being provided with the platform from which to be creative, to express themselves, find success and share these experiences, talents and abilities through performance. We believe that all children have the right to flourish and grow, through being exposed to a wide and broad curriculum.

At St. James' we are committed to providing all children with the opportunities to engage and succeed in the Arts, regardless of background, language and or special needs, through high quality teaching which is appropriately challenging for all children. We encourage children to share and explore both their own and new diverse cultural experiences in the Arts.

In addition, we also aim to enable children to achieve high standards through a creative and enriching curriculum which is both enjoyable, relevant and cross curricular. As well as focussed high quality teaching of the National Curriculum Programmes of Study in classes, we enrich our children's learning and experiences of the Arts through a range of additional projects within themed weeks and events as well as at home projects that they can do with family and share with the school. At St. James', our goal is to ensure that all our children enjoy, thrive, succeed and achieve their potential in the Arts.

We aim for **all** children to engage, progress, enjoy and express themselves through a variety of art-forms. We wish our children to explore values, attitudes, feelings and meanings. We therefore pledge to:

- provide an arts curriculum of quality, range and depth, that helps children develop knowledge and skills through a carefully structured and progressive curriculum, which we have developed through our Curriculum Maestro subscription. This curriculum is sometimes linked to the history and geography theme.
- provide opportunities for cross-curricular work.
- provide opportunities for pupils to learn about the arts of diverse cultures.
- provide opportunities to develop self-esteem, confidence and maturity through participation in the arts.
- provide our More & Most Able Children with opportunities to develop their skills further.
- Provide learning experiences are that are rich in subject specific language.

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- develop children's interest in and ability to create, appreciate and make critical judgements about artworks.
- give all pupils opportunities to observe, plan, design, complete and perform/exhibit in a range of art-forms.
- encourage pupils to work as individuals and in groups to share arts experiences and present artworks to others.
- give all pupils an opportunity to exhibit/perform.
- give all pupils the opportunity to take part in an out of hours opportunity.
- present arts work to parents and the community (e.g. collective worship, Church Services and Christmas productions).
- to continue to work with other local schools on arts projects.
- develop an understanding of the role of the arts in our community and society (and of different cultures), including as a career.
- promote achievement in the arts amongst children, supporting both motivation and enjoyment to allow them to succeed.
- take pupils to see work exhibited and performed by professional artists.
- continue to work with parents, carers and children on family arts projects as home learning.

Implementation

The Teaching of Arts

The arts curriculum is taught in a flexible way throughout the school. In all Key Stages art, design and technology, music and dance are taught explicitly. Our music curriculum is delivered by our class teachers and a music teacher who focusses on singing and musical instruments. Our music curriculum is developed through charanga. We enhance the learning and teaching by accessing programmes from Enfield Music Service

Within Art and Design and Technology (DT), we follow the Curriculum Maestro scheme, to ensure that all elements of the National Curriculum are addressed and teaching and learning is of a high quality.

In music, our own curriculum, again encompassing the National Curriculum requirements, is taught weekly in each class by a specialist music teacher. This includes the teaching of the ukulele to Year 5. A variety of music programmes are also taught by specialists from Enfield Music Services throughout the year, for example: Songsack in KS1.

Dance is taught as part of the PE curriculum; each year group covers two units of dance over the course of the academic year.

Arts teaching outside the taught curriculum

Reception, Year 1 and Year 2 perform a nativity where singing and dancing is used by all classes and Year 2 using drama to tell the story. Year 3, 4 and Year 5 also participate in a Christmas Carol performance in the Church to parents and the school. This performance includes singing and dancing as well as Year 5 being the narrator and telling the story of Jesus' birth. Year 6, perform a Christingle service to the school and parents as well as having a separate musical production at the end of the year. In addition, each class will prepare a class worship.

The range of experiences offered

Pupils' entitlement to arts provision is guaranteed in three ways:

1. Through class teaching, linked to the National Curriculum:

- In order to meet National Curriculum objectives and to ensure progress across the school, staff plan and make use of National Curriculum 2014 guidelines. Lessons have explicit learning intentions which are shared with the children and success criteria are also made transparent.
- Development of a creative curriculum across the school to ensure cross curricular and cross art form links are made where appropriate.

The combination of the above allows skill specific teaching in the areas of art, music, drama and dance as well as more holistic teaching and learning (including performing).

- We are able to provide a number of ICT led arts activities within the school as we have a selection of technology which allows the children to explore this area. Children have access to ipads, garage band, digital movie makers, CD players, various music and art software e.g. 2Simple. With laptop and chrome books we can promote the provision of ICT across the curriculum.

2. From experiences linked to the whole school curriculum:

- All children also have opportunities to develop skills through music assemblies, where ongoing skills are taught and practised.
- There are several opportunities each year for children to work together on school performances. These include the Christmas musicals where children perform as a whole Key Stage/class, the Summer Open Evening where various groups and classes can perform and the Year 6 Summer Production. The children also put on religious based performances particularly as part of special church services e.g. Harvest, Remembrance Day, Advent, Holy Week, Easter Celebration. There are also opportunities for individuals to perform. These performances incorporate art, drama, music and dance.
- Children may present other learning in whole school achievement assemblies.

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3. Through pupils' own interests, including activities which are part of curriculum enrichment

- Children opt into the clubs, which are run according to year groups and may include music, art, drama and dance opportunities.
- Children may choose peripatetic individual or small group music lessons in woodwind or strings.
- When opportunities arise, we signpost our More and Most Able children to take part in arts projects e.g. with other schools, festivals, workshops.
- Opportunities for parents and carers to work on arts projects as part of home-learning.
- Children are encouraged to share their own interests in other ways in the school e.g. show and tell sessions, celebration Assemblies/ worship and community events etc.

The arts qualifications and expertise of staff, with commitments to further training

For each area of the arts, there is a designated subject leader to support teaching and learning. Staff also have access to professional development both in and out of school. In addition, leaders organise for other staff to receive professional development opportunities as required. Several staff are proficient musicians, actors, dancers and singers themselves and contribute to the overall ethos of an arts-rich school.

Leaders have the opportunity to carry out lesson observations aimed at identifying strengths and any areas of development. The arts may be observed as part of a main topic or as a taught unit.

Impact

Assessment and Reporting

Learning intentions are identified for each lesson in order to ensure that there are clear pathways for learning and that the impact of the teaching and learning activities can be measured. Assessment opportunities are identified within planning and are measured against the criteria set within the success criteria. Pupils are made aware of the success criteria for all lessons and explained how they can be successful within their learning. Children are taught how to be self-critical and how to assess the learning of their peers. Assessment in the arts can take various forms:

- Self evaluation and review

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- Progression
- Observation
- Peer evaluation

Pupils' progress in the arts is also reported regularly through parent consultations, learning review day, pupils' self-assessment and the annual report.

The impact of pupil's learning and development within arts-based subjects can also be seen within their performance and final pieces of work. It is reflected in the development of their knowledge and skills of and about the arts as they move through the school, and in their increased confidence and competence in relation to performing. This is evident within recordings of performances and completed pieces of work on display around the school and within pupil's Art and DT books.

Reviewed February 2023

Next Review Date February 2025