



Christ the King Catholic Primary School



Policy

Issue

05

The Arts

Date

10/06/16

Introduction

The Arts policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It supports the school's aims and objectives with regard to developing each child's full potential in all areas of the Arts with a particular emphasis on the development of the child's knowledge, understanding and skills. The policy also reflects agreed approaches to whole school issues, for example, teaching and learning strategies, differentiation, special needs and equal opportunities.

Rationale

The Arts

The term 'the Arts' includes music (instrumental and vocal), dance, drama, folk art, creative writing, architecture, painting and sculpture, photography, graphic and craft Arts, industrial design, costume and fashion design, motion pictures, television, radio, tape and sound recordings, the Arts related to presentation, exhibition, performance and execution of such major art forms and the study and application of the Arts to the human environment.

Arts Education in School

Arts Education can be:

- a) The delivery of the Arts under curriculum headings, commonly Art, Dance within P.E., Drama through English, and Music.
- b) An experience which draws on a number of these curriculum areas e.g. creating a piece of visual art from a music stimulus.
- c) Contributors from the Arts areas to other curriculum areas e.g. drama enhances the history experience.

Learning in the Arts and Learning through the Arts

- a) Learning in the Arts is developing skills that will enable children to engage in the process of the Arts; is widening knowledge and understanding of the Arts; and is developing critical responses to the Arts.
- b) Learning through the Arts is the exploration of issues, ideas and values through dance, drama, music etc.

Learning in the Arts requires learning through the Arts.

Aims

Arts Education:

- Is a preparation for living
- Contributes to a broad and balanced education
- Contributes to the growth and personal and social development of children
- Is a powerful tool that can support the development of knowledge, concepts and skills, and enhances the learning process across the curriculum

- Increases the opportunities for participation in the Arts
- Offers opportunities for children to express themselves, enjoy themselves and be successful
- Enables children and groups of children to achieve excellence
- Offers opportunities for children and groups of children to be involved in performance
- Enables children to develop their intellectual, aesthetic and critical faculties through active participation in the Arts
- Encourages the use of the Arts as an effective medium for achieving other educational objectives
- Enriches the curriculum for all children, irrespective of gender, culture, religion, class, ability and disability
- Helps to develop a respect for others' artistic tastes and points of view.

Objectives

The school will ensure the aims are implemented by encouraging:

- A balance in arts experiences between learning in the Arts and learning through the Arts.
- A balance in provision between the processes of creating and performing and those of knowledge, understanding and appreciation
- A variety of opportunities for the expression of feelings, the development of critical faculties, for performance, creativity and achievement
- All children to develop an expertise in an art form
- Children to become aware that the Arts contribute to economic and social well being.
- All children to take part in performance involving a variety of audiences
- All children to become aware of the contribution of the Arts to the environment
- Children to develop problem solving skills, adapt to new situations, work co-operatively, and learn to be tolerant and supportive of people from a variety of cultures and backgrounds
- The implementation of the equal opportunities policy of the school by ensuring that a full range of Arts experiences is included within the curriculum
- Children to reflect on and celebrate the diverse nature of their local community and the wider world
- Children to express their own cultural identities in a positive way.

Teaching and Learning Strategies

Teaching at all levels will include a variety of teaching styles making the lessons suitable for all children, regardless of ability.

The various techniques will include opportunities for:

- Group, individual and whole class activities as identified within the scheme of work and lesson plans
- Discussion with the group and individual children as well as through demonstration and instruction
- Individual research and exploration
- Use of T.V. and radio to enhance the pupils' understanding
- The development of ICT capability through Arts Education through the use of computers, CD players and tape recorders, microphones, keyboards, lighting techniques
- Enhancing a child's self-esteem by promoting success in achievement and enjoyment in learning
- Equipping children with skills to interact with others, thereby developing a child's sense of purpose and belonging
- Valuing their own work and that of their peers

- Celebrating Arts Education by exhibiting, performing and presenting their work to represent their achievements in various forms both in schools and in the wider community. These can be provided through the following means:

Arts		Festivals
Assemblies		
Concerts		
Mornings	of	Music
Exhibitions		
Displays		
Mornings of Drama		

- Extra curricular activities for those children who demonstrate a particular interest or ability
- Using expertise and knowledge from within and outside the school e.g. artists, parents etc.
- Access to a variety of experiences within an Arts setting by:

Visits	to	an	Art	Gallery
Theatre				visits
Visits to a museum.				

ICT in the Arts Curriculum

Children will be given opportunities, wherever possible and appropriate, to develop their ICT capability and this should be planned for and included in the time allocation for each individual Arts area for the year.

Management, Organisation and Planning

All curriculum leaders for the Arts will attend training; report back to staff, share ideas and good practise.

All staff will have access to training in all areas of the Arts curriculum.

Review

This policy will be reviewed periodically according to the School's policy review cycle.

Review history

Issue 01	Policy approved by Governors	28/05/12
Issue 02	Change to Introduction	10/06/13
Issue 03	Reviewed	10/06/14
Issue 04	Reviewed	10/06/15
Issue 05	Reviewed	10/06/16