

Maple Primary School

Creative Arts Policy Document

'Creative Arts' is a broad term encompassing visual, performing, dramatic and physical art forms - Art and Design, Music, Drama and Dance.

Rationale

We at Maple Junior School are committed to providing a Creative Arts curriculum to enhance and enrich all pupils' learning and develop the whole child. The Arts can be a lifelong interest, and fostering appreciation at a young age can provide pupils with a skill for adulthood and a foundation for enriched leisure pursuits. Our aim is to provide an accessible curriculum, which will develop these interests and skills.

Aims

We aim to provide all pupils with:

- A broad and balanced range of arts activities across all Curriculum areas
- An understanding and appreciation of the arts and a desire to develop and pursue this interest
- Opportunities to be creative and imaginative across all art forms
- Opportunities to experience and appreciate the arts in different cultures and traditions
- Opportunities to develop self esteem through performance, exhibitions, class, group and individual activities

Curriculum Content and Provision

- There are regular weekly time-tabled slots for Music. Design Technology is blocked in three half term units whilst Art is taught either as a weekly subject or cross-curricula. Dance is blocked and each year group has two half term units. Drama is taught as part of the Literacy curriculum and used as a tool for other curriculum areas. There is a 2 year cycle of performances that includes all classes, Year 5/6 do an annual musical production. Wherever possible, cross-curricular links are developed to enable the arts to be taught in a way that complement and enhance other subject areas.
- Arts subjects are delivered by the class teachers, but staff with particular skills are encouraged to share their knowledge and expertise across the school.
- A wide variety of strategies are used to teach the arts, from the use of ICT, practical work, visits, workshops by visiting practitioners and arts focus weeks.
- A range of extra-curricular clubs are available to all pupils. These include art, yoga, gymnastics and a wide range of musical opportunities.
- The school actively encourages arts links with the local community. Various groups from within school perform regularly, locally and regionally.

Progression and Differentiation

The school develops work based on the QCA units, ensuring progression, and also plans extension activities where appropriate. Skills are built upon in successive year groups and differentiation is taken into account when planning. This is monitored by Subject Leaders and the Headteacher.

Assessment, Recording and Reporting

Assessment is carried out through the criteria set out in the learning objective and takes a variety of forms. Evidence of the Arts curriculum is collected through photographs, video and audio recordings and samples of children's work. Individual arts subjects are reported to parents through the annual report and sometimes at parent consultations.

Facilities and Resources

The school has a hall with collapsible staging equipped with lighting, which is used for dance, drama, school productions, art exhibitions, visiting workshops and music concerts. There is also a Resources Room which is timetabled for use by some classes. The Hearing Impaired Unit (HIU) is an additional facility. There is a music room for peripatetic instrumental teaching and the library is used for small group recorder teaching. All classes are equipped with Interactive Whiteboards, audio equipment, visualisers and a Soundfield System.

Special Needs and Equal Opportunities

The school provides arts opportunities for all children, regardless of gender, race or disability. Activities in the arts are planned to allow pupils to respond according to their abilities, adapting to the needs of both SEN and Gifted and Talented pupils.

Staffing

The Arts Co-ordinator will ensure cohesion, continuity and balance across all Arts forms by liaising with arts subject co-ordinators.

The Arts subject co-ordinators have responsibility for the day to day maintenance of their subject.

Written: October 2009

Approved:

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