

Art Policy



2017/18



Aims Of Handsworth Primary School

“A School With Great Expectations”

At Handsworth primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Rationale

Here at Handsworth School we believe that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims

The aims of art and design are:

- To develop and extend the pupils' visual creativity, curiosity, enquiry and sensitivity to the natural and man made world.
- To enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art.
- To develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritage.

Objectives

The objectives of art and design are:

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To develop pupils' visual perception, awareness and curiosity of the environment through observation and experience.
- To develop the pupils' capability in developing and expressing ideas through art by visual investigation and the gathering and organising of resources.
- To encourage pupils to evaluate and review their work and that of others, both individually and as groups.
- To develop increasing confidence in the use of visual and tactile elements and materials.
- To encourage the pupils to respond to, and develop opinions of art, craft and design using the relevant vocabulary.

Teaching and Learning style

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Differentiation and Additional Educational Needs

Study in art and design will engage children in a variety of different activities, practical work, reflection and discussion, writing and planning. Differentiation in many art and design activities will be by outcome. However, care in the planning of lesson content for the support of pupils with Additional Educational Needs, including those on the Gifted and Talented Register, will ensure that they are provided with tasks that are suitably matched to their ability. Differentiation in art may be achieved by:

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs.
- The deployment of learning support assistants.

Art and design curriculum planning

Art and design is a foundation subject in the National Curriculum. At Handsworth we use the new primary curriculum to inform our curriculum planning in art and design, and we adapt this where necessary.

We carry out the curriculum planning in art and design in two phases: long term and medium term. Our long term plan maps out the themes covered in each term during key stage one and key stage two. We encourage teachers to incorporate art and design throughout their curriculum plans in order to be as creative as possible,

e.g. making natural cross-curricular links with other subjects such as literacy, ICT and topic work. Our art and design subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adapted, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for keeping and reviewing these plans.

Class teachers complete a weekly planning grid or timetable, where the art and design lesson for the following week will be recorded. These list the specific learning objectives for each lesson and give the details of how to teach the lessons. The class teacher keeps the individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so there is an increasing challenge for the children as they move up through the school.

The Foundation Stage

We encourage creative work in the reception classes during this part of the Foundation Stage Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give children the opportunity to work alongside artists and other adults. The activities that the children take part in are imaginative and enjoyable.

Contribution of art and design in other curriculum areas.

Literacy:

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. Works of art can also act as a stimulus to provoke imaginative thought in story writing.

Mathematics:

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Information and communication technology (ICT):

We use ICT to support teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the Internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) and citizenship:

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Spiritual, moral, social and cultural development:

The teaching of art and design offers opportunities to support the social development of our children through the way that we expect them to work with each other in lessons. Groupings allow the children to work together and give them the chance to discuss their ideas and feelings of their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

Assessment and recording:

We assess the children's work in art and design whilst observing them working during the lessons. Teachers record progress made by the children against the learning objectives for their lesson in their exercise books. At the end of the unit of work we make a judgement against the National Curriculum levels of attainment. The teacher records the level that each child has reached, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of the year. All children keep an individual sketch book annotated with the children's or teacher's comments as appropriate. This will show progress and development of an individual's work.

The art and design subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in art and design in each year of the school.

Health and Safety:

Although great care is taken with the ordering of materials used in school it is always advisable that children wash their hands thoroughly after lessons, because some children may be allergic to the materials used for Art. Materials and equipment should be stored cleanly and safely. Any spraying of children's work with fixative spray is to be done only by an adult in a well-ventilated area or outside so fumes are not inhaled by the pupils or the adult.

Pupils are taught to use materials, tools and techniques for practical work safely. Due care and attention to formal Health and Safety procedures must be taken in class and in the school grounds.

Resources:

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store. This room is accessible to children only under adult supervision.

Funding for art and design will be within a school budget plan for each financial year. The subject leader is responsible for the budget and ordering resources through the school's finance department.

Monitoring and review:

The monitoring of the standards of children's work and the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader is allocated management time which s/he uses to review evidence of the children's work and to undertake lesson observations of art and design teaching across the school to further develop this subject area.

DRAMA POLICY

Background

Drama is a process of shared experience and theatre a product of that process. Theatre arises when an audience is involved in the drama process, thus developing the drama by introducing observers and an awareness of watching, rather than simply experiencing. However, current practice for drama in education makes no distinction between drama and theatre and includes performance, presentation and assessment as an implicit part of the drama process.

Drama is already in operation in many schools without it being recognised as such. Action rhymes and songs, some music and PE activities and most dance activities have strands which overlap with drama. The difference comes when lessons are structured to achieve drama aims, using roles, language and methods appropriate to the specific applications and desired learning outcomes.

The QCA guidance framework for implementing the requirements of the English order for speaking and listening throughout Key Stages 1 and 2 has been produced to provide a structure for planning to ensure progression and development in children's oral skills. A range of contexts, possibilities for groupings, involvement with other members of the school or wider community, and variation in the teacher's role are built into this framework and, by highlighting specific activities to be taught, the framework also helps identify what should be assessed.

The following four strands are used as headings in the speaking and listening framework to organise the work in each year and each term:

- *Speaking for different audiences*, which includes friends, the class, teachers, other adults in the school;
- *Listening and responding*, both in face-to-face situations and to broadcast or taped material;
- *Discussion and group interaction*, in settings with different numbers of participants and at different levels of formality;
- *Drama activities*, including improvisation and working in role, as well as writing and performing scripted drama.

Many of the activities in the framework do not specify the content or topic of the talk, so literacy or other areas of the curriculum may be the subject matter of the work set. Given the significance of speaking and listening and language development, it is important to identify adequate curriculum time and to maximise opportunities in existing provision. By devoting two hours every three weeks to one

of the main focal points for a term, the overall time for explicit teaching of speaking and listening would be between 8 and 10 hours a term. For most children, it is probably most effective to concentrate this teaching into shorter, more intensive periods, rather than to allocate half-an-hour a week. In the early years, shorter daily sessions are helpful. In Key Stage 2, the suggested activities may fit best into fewer, longer sessions.

Aims

We teach drama to:

- develop pupils' self-confidence and sense of self-worth by creating a supportive and constructive learning environment
- develop pupils' respect and consideration for each other by encouraging turn-taking, acknowledgement of ideas, appropriate and safe behaviour and focused listening
- develop imaginative and creative processes and responses by involving pupils in a range of drama methods and activities
- develop the capacity to express ideas and feelings through drama by encouraging constructive responses to drama work, sharing ideas and selecting appropriate drama methods
- provide opportunities to see and hear different types of performance and drama, such as TIE and teacher working in role
- develop the ability to work constructively as a member of a group using skills of leadership, discussion, negotiation and the blending of different people's ideas
- develop oral and physical skills, including using language and movement appropriate to role, through drama activities and responding to drama
- enable pupils to build on skills attained and to progress their emotional and practical achievements
- offer pupils the opportunity to experience aspects of theatre by rehearsing and presenting their work to others
- develop script reading and script writing skills through structured activities and lesson plans
- encourage a positive school ethos

This policy is designed to:

- provide a framework for the teaching of drama which ensures that each child receives his/her entitlement in the subject
- secure progression, both within and between the Key Stages represented in the school
- provide a means of achieving consistency in the way in which drama is taught throughout the school

CURRICULUM ORGANISATION

Drama is occasionally taught through direct subject teaching, but more often integrated within a topic or other curriculum subject.

General teaching objectives for drama activities are provided in the framework for planning, with a suggested focus for teaching plus ideas for extending and reinforcing. This ensures that learning builds on the previous experiences of the child and progression and continuity are ensured through a whole school planning approach, involving class teachers, the subject co-ordinator and the headteacher.

Drama games and other simple, discrete drama activities provide a strong basis for teachers to introduce drama to pupils. These will develop appropriate responses, an awareness of drama rules, speaking and listening skills, interpersonal skills and self-confidence whilst also ensuring that teachers' skills and confidence with the subject are being developed.

Teachers usually teach drama to their own class but the subject co-ordinator may undertake to teach drama for another class teacher and also may use non-contact time to assist class teachers throughout the year, especially during the rehearsals of school productions!

Drama specialists can provide focused workshop sessions for pupils, along with INSET courses for teachers.

The learning of drama skills will be enhanced in a variety of ways: by visits from touring theatre companies and Theatre In Education practitioners; visits to theatres for backstage tours and to watch performances; opportunities to perform in local and national theatre festivals; opportunities to perform at school in assembly, for celebrations and at the end of term; opportunities to attend external drama workshops; the use of audio-visual and IT equipment (for watching or listening to plays).

Children in Nursery and Reception are introduced to drama through simple games, activity poems, action rhymes, structured play, character exploration and other activities based on traditional stories, simple speaking and listening activities and the opportunity to present and respond to improvisation.

CROSS CURRICULAR LINKS

There are strong links to other subjects including English, history, music, PE, PSHE and Citizenship, geography, art and religious education. Drama methods can be used within these subjects to explore a variety of roles, topics, feelings, situations and facts.

Specific aspects of all subjects can be explored using drama, such as character motivation, scenes and situations, roles, emotions, pivotal moments, debates, decisions and personal choices, and reactions or responses.

It is necessary to ensure that appropriate drama methods are selected to develop learning and enhance subject awareness.

PLANNING

The QCA framework document Teaching speaking and listening in Key stages 1 and 2 provides the starting point for all schemes of work.

Additional resources, such as drama books and specialist web sites, can be utilised as a source for method applications, additional lesson plans and ideas for projects.

Schemes of work can be used collaboratively by the staff in year groups or Key Stage teams, or by the subject co-ordinator, to develop forecasts for the half-termly projects or topics.

Learning objectives can be clearly identified on the forecast sheets in this way, allowing sufficient flexibility to meet the needs and skills of individual classes and teachers.

DIMENSIONS

The curriculum of our school is designed to provide equal opportunities for all pupils regardless of differences in race, sex, religion, social or economic class.

The school strives to achieve cohesion and continuity in the curriculum in order to allow each child to progress easily from stage to stage.

During the course of Key Stage 2 pupils should be offered the chance to extend their drama knowledge and skills through participating in TIE projects and school drama sessions, both of which can be offered either during or after school hours. Where necessary a charge may be made for these services.

Special Educational Needs: it is our policy to ensure that every child is given the opportunity to receive her/his curriculum entitlement (see SEN policy).

For the most part we are able to do this by

- providing experiences which are appropriate to the individual child
- ensuring that the child has the resources necessary to carry out the work

Gifted and talented children should be encouraged to join school and external extra curricular activities, such as drama clubs and youth theatres, to help provide a focus for their extra abilities. They should also be provided for in terms of differentiated written work tasks, such as playwriting.

Health and Safety is the primary concern for all those involved with children in the school. The Health and Safety guidelines are strictly followed when children are engaged in practical drama activities both in the classroom or in other areas of the school, or when involved in visits further afield.

Health and Safety guidelines are also strictly followed when children are rehearsing or performing on the premises out of school hours and adhered to with regard to audiences attending school performances.

TEACHING AND LEARNING

Much of the work in drama is rooted in the children's own experiences of early and structured play. They are helped to draw on these experiences in order to develop skills, concepts, knowledge and understanding in drama.

Drama is taught through a variety of conventions (methods) which achieve the general teaching objectives of writing and performing drama, improvisation and role play, and responding to drama. Conventions to be used include working in role, hotseating, freeze frame, communal voice and teacher-in-role. Additional drama methods will be drawn from external sources as appropriate.

All children are encouraged to learn and use correct drama terminology when discussing ideas and expressing opinions on drama they have experienced or observed, including improvisations and performances given by other children.

All Key Stage 2 pupils have the opportunity to take part in extra curricular groups, such as the school drama club or youth theatre. This group allows for further performance opportunities and the chance to perform in full-scale productions.

In class drama, children may work in groups, pairs, or as individuals during drama activities such as improvisation and role play. The class teacher may work with these groups/individuals, but more often will use a whole class approach.

Music

INTRODUCTION

Music is recognised by many as a strong socialising factor, contributing to the individual's development at school, and later, in the wider community.

It is part of the collective culture for the society in which we live and forms a common link world-wide.

Children need to be given certain skills, attitudes and good listening habits in order to be able to make the best use of music throughout their lives, so it is the right of everybody to have their musicality developed and extended.

RATIONALE

Setting out a school policy for music as a written statement:-

- Provides us with a common agreed framework for planning, teaching and assessing music;
- Indicates how National Curriculum music will be interpreted/implemented;
- Provides a recognisable framework to work from;
- Raises awareness of music and emphasises its importance;
- Contributes to the ethos of the school;
- Gives us confidence that we are fulfilling our responsibilities in a professional manner.

PHILOSOPHY

- Music is a perfect vehicle for children's natural creativity and leads to a real sense of achievement in a short period of time.
- It fosters collective and co-operative activity as well as creating a framework for collective discipline.
- All children need to express their ideas and individuality through a wide range of school curricular, and music, by its very nature, is a perfect medium for this.
- Music is an ideal activity for developing a child's sense of fun and enhances their natural tendency for exploration and enquiry.

AIMS AND OBJECTIVES

At Handsworth Primary School children should:

- Sing regularly from a varied, expanding and meaningful repertoire, in various groups and situations with a focus on performance.
- Be encouraged to develop their sense and response to rhythm through a variety of musical situations and percussion instruments.
- Provide musical situations in the classroom and elsewhere so pupils can express their ideas fully.
- Pupils should be encouraged to work in different sized groups so that a sense of responsibility and belonging is developed.
- Performing situations should be created and set up regularly, so that pupils see performance as the natural and rewarding conclusion to classroom practical work.
- Learn to be a good, considerate and critical audience.
- Have the opportunity to play a tuned classroom instrument.
- Experience music from a wide variety of cultures, showing their differences and similarities, in order to promote and foster pupil's respect, understanding and tolerance for cultures different to their own.
- Have the opportunity to compose their own work and make some evaluation using musical vocabulary where appropriate.
- Set aside time for pupils to record their own work using various forms of notation as well as cassette, so that a music portfolio is created which may be used as a document on occasions such as open days and parents' evenings.
- Create a relaxing, musical environment which is conducive to the learning and enjoyment of music, knowing when to play/sing and when to be quiet.
- Learn discipline in the handling and care of musical equipment.

CORE MUSIC ACTIVITIES

We believe that all children are entitled to the following activities on a regular basis at appropriate and progressive levels.

SINGING

All children should be encouraged to use their natural inclination to sing. Activities should be progressive, starting with simple rhymes and singing games and moving towards more complex melodies and words, using children's own accompaniment.

ELEMENTS OF MUSIC

All children should work systematically through the elements of music, such as Beats, Rhythm, tempo, pitch, timbre and texture, then use these skills to form the basis for practical and compositional work.

COMPOSING

Like singing, composing would begin with the younger children with simple, direct activities and progress towards more challenging pieces of work. Children would be encouraged to record and notate their ideas, drawing from a wide variety of means such as conventional and graphic notation.

PERFORMING

Music is a performing art, so it is natural that performing is the core activity of the programmes of work designed by our school. Children would be encouraged to perform music in different situations, such as the classroom, and assemblies, developing a facility in the use and control of their instruments and the elements of music.

LISTENING

Children should listen to a variety of music from different cultures, styles and times. An emphasis should be placed on critical, but sympathetic listening, so that they develop as discerning listeners, who are tolerant of music from various cultures.

EQUAL OPPORTUNITIES

Music should follow the established policy of Equal Opportunities at this school.

Lessons should be set up to include children at all levels of ability, especially when choosing pupils for group work, so that each pupil plays a genuinely valuable part in music making. In order that all pupils have fair access to classroom instruments, a rota system should be put into operation.

Children should experience music from a variety of cultures, highlighting their similarities and the differences, in order to foster pupils' respect and tolerance to cultures other than their own.

SPECIAL NEEDS

The use of music in the school curricular is particularly appropriate to children with special needs.

It is often repetitive and structured elements, such as clapping and rhythmic games, are a good aid to hand control, general co-ordination, listening skills, self-discipline and awareness. Activities can be set up within the general framework of the lessons so that pupils' self-esteem and confidence are raised when they find that success is achievable. Belonging to a team of performers must enhance their feeling of belonging and heighten their sense of responsibility.

There are some children in our school with above average musical talent. These pupils should be identified and encouraged to join the extra-curricular music groups, such as choir, recorder and be considered for a place when there is a vacancy for instrumental tuition, so they can develop beyond the demands of the National Curriculum.

Dance:

At Handsworth Primary school, we endeavour to create possibility to explore the art of dance for all participants, who wish to gain skills and learning in dance. At the core of our school lies the desire to offer to all people, regardless of nationality, race, gender, sexual orientation, age, disability, religion, the opportunity to gain enjoyment and confidence from their personal dance experience.

Dance is taught discretely during PE lessons from Nursery up to Year 6 in order to build specific skills sets and is also taught via external professional dance specialist teachers who come to the school. In addition, to promote healthy lifestyles, children participate in 5-a-day dance activities at the start and end of the school day. Where appropriate, information to particularly gifted pupils on how to pursue their talent via scholarships and specialist schools will be made available.

At Handsworth, we aim to develop the self-expression of the individual and to encourage the love of dance and an appreciation of music and the integral part it plays in dance.

We endeavour to ensure that every individual participant enjoys their dancing in an environment that provides for their personal safety. All teachers have a personal responsibility to comply with relevant statutory or legal requirements and safeguard their own and others' legal, civil and human rights. The teachers will comply with statutory requirements affecting Health and Safety at work, and ensure the provision of adequate insurance to cover the work that they do.

The teachers also understand the legal obligations when working with children or vulnerable adults, and ensure that the relevant DBS disclosure is made when appropriate. At all times Pineapple Studio's and its teachers will encourage participants and parents of participants to take an active responsibility for their own welfare, actions and behaviour.