

# Woodcroft Primary School



## Aim@Arts Policy

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**Woodcroft Primary School**

**Goldbeaters Grove, Edgware HA8 0QF**

**Last Updated: September 2014**

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## **1. Aims and Objectives**

1.1 The Arts are a unique way of inspiring, motivating and communicating ideas. They are a vehicle for personal expression, and play an important part in the personal development of people. The Arts reflect the culture and society we live in, and so the teaching and learning of the Arts enable pupils to understand better the world they live in. Besides being creative and enjoyable subjects, the Arts are also highly academic and demanding areas of the curriculum. They also play an important part in helping pupils develop their SMSC skills, enabling them to find their place in the world. We provide opportunities for all children to create, reflect, share, participate in and enjoy the Arts. These skills will enable the pupils to appreciate a wide variety of artistic forms, and to begin to make informed judgements about the quality of artwork, and their responses to these.

1.2 Our objectives in the teaching of the Arts are to:

- Assist children in learning how to enjoy a wide range of artistic opportunities;
- Explore ‘great’ visual and performing artists from a range of genres and historical times;
- Enable pupils to experience a wide range of art media. These include traditional processes in creating music, dance, theatre and visual arts, and more recent developments to incorporate computing to provide clear links and combinations of all of the above;
- Teach the skills of physically creating and documenting an artistic creation;
- Examine the relevance of when, where and why a given piece of art was developed;
- Develop the interrelated skills of composition, choreography, performance and appreciation.

## **2. Teaching and Learning Style**

2.1 At Woodcroft Primary School, we make the Arts an enjoyable learning experience. We encourage pupils to participate in a variety of artistic experiences through which we aim to build up the confidence of all. The Arts form an integral part of learning and developing arts appreciation. Our teaching focuses on developing the children’s ability to participate in the Arts through high quality experiences. As children get older, we expect them to maintain their concentration for longer, and

to experience and participate in more extended art forms. Children develop descriptive skills through the Aim@Arts curriculum when learning about how the Arts can represent feelings and emotions. We teach them the disciplined skills of recognising and participating in a wide variety of art forms. We also teach children to create together, to understand the processes involved in the creation of new works, and to share and review these with others.

2.2 We recognise that in all classes, children have a wide range of abilities, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. The Aim@Arts curriculum is structured around the Arts Council of England's Arts Award program, which allows for flexibility and provides an inclusive education in a unique way. We achieve this in a variety of ways:

- Setting projects which are open-ended and will have a variety of responses;
- Allowing pupils to set their level of challenge and difficulty which is monitored and supported by adults;
- Providing resources of different complexity, depending on the ability of the pupil;
- Using classroom assistants to support the work of individuals or groups of pupils;
- Providing specialist support where individual pupils have particular gifts or talents, or in the completion of special projects;
- Providing quality educational visits and in-school events for pupils to review and utilise as inspiration for individual projects.

### **3. Additional Enrichment Opportunities**

3.1 Pupils are provided numerous opportunities to participate in Arts enrichment activities. All pupils in KS2 are able to enrol in strings and woodwind tuition through the Barnet Education Arts Trust (BEAT), and all pupils in Year 3 learn ukulele with two specialist tutors across the full academic year. In addition to this, the school runs two choirs, an orchestra, a string ensemble, two guitar clubs and are developing a flute choir. Every year the school participates in the Be Your Best Foundation Rock Challenge which consists of auditioned dance pupils from KS2. This group also allows ample opportunity for pupils to explore their visual creativity through supporting in set design and costuming, and for pupils to engage

through stage management. Our dance provision also includes a Line-dancing club open to all pupils and was extended in the 2014-2015 school year to also include a starter dance club for pupils in Years 2 and 3. The visual arts are supported through an after school Art Club which is open to all pupils, and numerous opportunities arise throughout the school year for pupils to utilise their visual arts skills in supporting special events (such as the aforementioned Rock Challenge dance group). We run a weekly drama club which presents an annual show to the wider school community. This endeavour is being extended in the 2014-2015 academic year to utilise the talents of the dancers and musicians in addition to the actors in the presentation of an inaugural Woodcroft Musical.

#### **4. Aim@Arts Curriculum Planning**

4.1 Music is a foundation subject in the National Curriculum. Our school uses the national programmes of study for music as the basis for its curriculum planning. Plans are designed so that the topics children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

- Increasing breadth and range of musical experiences;
- Increasing challenge and difficulty in musical activities;
- Increasing confidence, sensitivity and creativity in the children's music-making.

4.2 We carry out the curriculum planning in music in three phases (long-term, medium-term, and short-term). The long-term plan maps the music topics studied in each term during the key stage. The music teacher devises this plan in conjunction with teaching colleagues in each year group. Sometimes, the children study music topics in conjunction with other subjects. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum.

4.3 The medium-term plans give details of each unit of work for each term. We have regard to the national scheme of work for music but our curriculum planning is designed to support the curriculum themes chosen for each term. The music teacher is responsible for keeping and reviewing these plans.

4.4 The music teacher writes the daily lesson plans, which list the specific learning objectives and expected outcomes for each lesson. The music teacher is responsible for keeping these individual plans.

## **5. The contribution of Aim@Arts to teaching in other curriculum areas**

### **5.1 English**

The Aim@Arts program aims to contribute significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop reasoning skills through reviewing live artistic events and are encouraged to extend their persuasive skills through creative means. Live events are used to stimulate discussion and/or creative writing. Through engaging in the Arts, pupils develop their ability to communicate ideas effectively.

### **5.2 Mathematics**

The teaching of the arts contributes to pupils' mathematical understanding in a variety of ways. Pupils who study the structure of the arts are observing patterns and processes. Through engaging in creative problem solving, pupils are developing problem solving skills and are able to explore numerous pathways in finding an answer. They develop their reasoning and communication skills and are more able to identify and explain the processes involved in arriving at a solution to a problem.

### **5.3 Personal, Social and Health Education (PSHE) and Citizenship**

The Arts contribute significantly to the teaching of PSHE and Citizenship. Through the common goal of creating and participating in creative activities, pupils learn to work effectively with other people and to build good relationships. The Arts are the basis of many social activities, and have an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public performances is sometimes one of the most memorable events pupils participate in during school years.

### **5.4 Spiritual, Moral, Social and Cultural Development**

Creating, participating in, and viewing artistic events can be a moving and even spiritual experience. At Woodcroft, we encourage pupils to reflect on the important effect the arts have on people's moods, senses and quality of life, and how they can be used to express the aforementioned. Children at Woodcroft have the opportunity to encounter the arts from many cultures and, through their growing knowledge and

understanding of the arts, they become more accepting towards other cultures and societies.

## **6. The Arts and Computing**

6.1 Information and communication technology enhances the teaching of the arts, where appropriate, in all key stages. Pupils use computing to enhance their research skills, usually on the Internet. The internet has opened up a whole new world to pupils in engaging in professional theatre, dance and music performances, and allows pupils opportunity to explore visual artists. Pupils have opportunity to use computing to improve the presentation of their work. Pupils are able to store and share their work on the school 'Treehouse,' which allows them to safely review, share and explore their own progress and others' work. All classrooms at Woodcroft are fitted with an Interactive Whiteboard which is incorporated into every lesson in all key stages.

## **7. The Arts and Inclusion**

7.1 At Woodcroft, we teach the arts to all pupils, whatever their ability and individual needs. The Arts form part of the school curriculum policy to provide a broad and balanced education to all children. Through our Aim@Arts teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, Gifted and Talented pupils, and those learning English as an additional language. We take all reasonable steps to achieve these goals.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors, such as classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable each individual child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

7.3 The Arts may contribute towards meeting targets set out in a child's Individual Education Plan (IEP). All staff will have regard to these when planning and designing tasks for Aim@Arts lessons.

7.4 At Woodcroft Primary School, we enable pupils to have access to the full range of activities involved in learning the arts. Where children are to participate in activities outside the classroom (for example in a music festival at an outside venue) we carry out a risk assessment prior to the activity and undertake educational visits planning through the web based system EVOLVE to ensure the activity is safe and appropriate for all pupils.

## **8. Assessment**

8.1 Children demonstrate their ability in the arts in a variety of different ways. Teachers will assess children's work by making informal judgements as they observe them during lessons. Pupils will complete a dedicated log book each year which evidences their work in all four areas of their artistic exploration. This is then monitored by the class teacher and Aim@Arts Team. On completion of a piece of work, the teacher assesses the work and gives them oral or written feedback, as necessary, to inform future progress. All pupils are encouraged to make judgements about how they can improve their own work, as appropriate to their age and development level. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level's of attainment, and records these in their mark book. We use this as the basis for assessing the progress of the child, and where appropriate this information is passed on to the next teacher for the following year.

## **9. Resources**

9.1 Resources are ordered by the Aim@Arts team, and reviewed annually as to the needs of individual year groups. Sufficient resources and opportunities are provided to all class teachers in the completion of special arts projects.