

Woodcroft Primary School



AIM@Arts Policy

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Goldbeaters Grove, Edgware HA8 0QF

Last Updated: September 2023

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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:

- Ensure cross-curricular learning opportunities are identified and taught to the highest standard through our ‘Arts Charter’;
- Through the ‘Arts Charter,’ each term pupils will:
 - Participate in a wide range of arts activities
 - Be an audience member to a wide range of arts activities
 - Research and investigate visual and performing artists from a range of genres and historical times
 - Share their arts skills with others

Through the above, pupils will develop their ability to appreciate, create and evaluate their own and others’ artistic practice at a deep level. Through effective cross curricular teaching, pupils will enhance and progress learning in core curricular subjects.

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 through our Arts Charter, 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, brass 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 a wide variety of instrumental and vocal ensembles. Every year the school participates in national dance competitions 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. 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 J Rock dance group). There are development plans to support further arts learning clubs in addition to those already noted.

4. AIM@Arts Curriculum Planning

4.1 In addition to the statutory teaching of Music, Dance, Drama and Visual Art, the school utilises the Arts Award Bronze structure which has been adapted into our Arts Charter. This provides a clear structure for inclusive learning to ensure equal opportunity across all year groups for arts learning within curriculum time. Specialist arts projects are carefully selected and planned for within year groups each year, and are developed to support and enhance core-curriculum learning.

4.2 We carry out the curriculum planning in the arts in three phases (long-term, medium-term, and short-term).

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 British Values

The Arts contribute significantly to the teaching of PSHE and Values. 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 play an important role in the personal development of many young people. It has a vital role in building self-confidence. Participation in successful public performances can be 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. In working towards their Bronze Arts Award, pupils in Year 6 utilise ICT to publish and share their work with their Advisers and peers.

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. Educational visits are planned to ensure all pupils will receive the highest quality experience in the arts, and all visits are incorporated back into core curriculum learning to develop skills further.

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. 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 and Art coordinators, 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.