



**KINETON GREEN PRIMARY SCHOOL**

**CREATIVE ARTS POLICY**

JUNE 2012

(revise June 2015)

# **KINETON GREEN PRIMARY SCHOOL**

## **CREATIVE ARTS POLICY**

We believe that the arts are a fundamental part of the curriculum and define the arts as music, dance, drama, art and literature. We believe that the arts offer opportunities for the children to explore, express and communicate their feelings whilst gaining experiences of the wider world. Through experiencing the arts, children develop their creativity, self-esteem and confidence.

*'The arts are like your backbone. You may be able to survive without your backbone but what quality of life would you have?'*

Sir Simon Rattle

### **AIMS OF THE SCHOOL**

**At Kineton Green we show a strong commitment to the arts to ensure a full and rounded education for all pupils. There is an entitlement to a wide range of arts experiences for every pupil as part of and in addition to the curriculum. Our school aims:**

- ❑ To provide a broad, balanced and exciting arts curriculum, which enables motivation, originality and imagination as well as development of skills
- ❑ To raise the standards of arts education in school
- ❑ To enhance children's appreciation of different cultures through the arts
- ❑ To provide high quality arts experiences and resources for our children
- ❑ To develop effective links with the community which strengthen and offer diverse arts provision within school
- ❑ To celebrate the artistic achievements of each child
- ❑ To continue to develop the use of ICT and new technologies in creative work

### **OBJECTIVES**

**The above aims will be met through the provision of opportunities for all children:**

- ❑ To continue to develop links with artists and organisations and broaden interests by being introduced to different arts experiences
- ❑ To provide a range of materials and skills with which to engage children
- ❑ To be able to develop cross-curricular work .g. using performance as a stimulus for writing
- ❑ To perform to a wider audience and in different venues
- ❑ To perform and celebrate creative thought and outcome and value every child's contribution to the arts as important
- ❑ To use ICT technology to explore and extend creative thought

### **PUPIL ENTITLEMENT**

All children regardless of gender, race, culture, background and ability have an entitlement to arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative development needs to be taught with regards to children's abilities to ensure progress.

Through arts teaching all children are:

- ❑ Motivated
- ❑ Offered a range of resources to meet their needs
- ❑ Given diverse and creative teaching styles

Sometimes the number of children who can participate in external events is restricted but we always offer the activity to **every** child. Selection for these events is always fair.

### **TIME IN THE CURRICULUM**

At Kineton Green we provide curriculum time for teaching in art, design, dance, music and drama to give all pupils a broad programme. We use the arts to develop a creative approach to learning in other curriculum areas and ICT is used to enhance the delivery of the arts curriculum.

### **Foundation Stage**

In the Foundation Stage the Arts are incorporated into Creative Development.  
(see Early Years Policy)

- ❑ Weekly music praise assemblies (singing)
- ❑ Christmas Production - combination of all art forms

### **Key Stage One**

- ❑ Weekly music praise assemblies (singing)
- ❑ Christmas Production- combination of all Arts forms
- ❑ Art is taught weekly or blocked into longer sessions
- ❑ Ongoing music units of work - these are half termly and units are repeated and developed in Year 2 with a different focus in order to build on musical skills
- ❑ Two units of dance per year group
- ❑ Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum
- ❑ Creative Arts weeks/days
- ❑ Creative use of ICT
- ❑ Peripatetic Ocarina tuition in Year 2
- ❑ Visiting theatre groups/artists/musicians

### **Key Stage Two**

- ❑ Weekly music praise assemblies (singing)
- ❑ Religious assemblies/festivals involving drama, music, poetry, dance and art
- ❑ Art is taught weekly or blocked into longer sessions
- ❑ Ongoing units of work in music
- ❑ Two units of dance per year group
- ❑ Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum
- ❑ Creative Arts weeks/days
- ❑ Summer Production at Dovehouse Theatre
- ❑ Peripatetic music teaching of a variety of string, woodwind and brass instruments
- ❑ Wider Opportunities Scheme for Music (Year 4) - children learning a variety of instruments
- ❑ Regular arts activities and performances for school, parents and the wider community

- ❑ Dance partnership with Langley Secondary School and performance at Dovehouse Theatre
- ❑ Visiting theatre groups/artists/musicians
- ❑ Trips to galleries
- ❑ Creative use of ICT

### **ADDITIONAL OPPORTUNITIES**

As well as providing a creative and enriched Arts curriculum, we also provide a range of exciting out of hours opportunities for children. Staff provide a range of clubs for pupils, including many that are arts-based (choir, sewing, drama, dance, art). Many pupils also take part within LEA Music Events and we encourage pupils to further their Arts interests in clubs out of school.

When clubs are offered every child in the appropriate key stage is eligible to attend.

For example Choir KS2 years 3 - 6.

Sewing Club yrs 3 and 4

Where clubs are oversubscribed or limited by age group alternatives will be given at a different date where possible..

### **CROSS CURRICULAR LINKS**

Cross-curricular links are made through careful whole school planning and liaison between subject leaders. Examples of this include the use of ICT in art and music; the use of drama and art in humanities.

In terms of PSD, involvement in the Arts helps children to make choices, identify what they are good at and what they need to do to improve. Our multi-cultural work helps children to recognize and celebrate difference and diversity. Children learn the techniques of discussion when appreciating a piece of artwork or music.

Cross-curricular links between subjects and topic areas are highlighted within Medium Term Plans in all year groups.

Arts Weeks, days or events provide excellent opportunities for further links across art forms and other subjects.

These cross curricular links have enabled us to apply for Artsmark recognition every 3 years. This has always been awarded thanks to the efforts of staff.

### **PARTNERSHIPS**

We believe the value of partnerships with Arts organisations demonstrate excellence and raise awareness of opportunities and expectations in the Arts. The links benefit:

- ❑ Curriculum development
- ❑ Community links
- ❑ Staff development
- ❑ Children's creative achievements
- ❑ The profile of the Arts

Through effective communication and liaison we ensure effective partnerships covering a range of Art forms including those of other cultures, venues and activities. Our

partnerships offer a range of learning opportunities and we are always looking for new ones.

Children are able to experience these through:

- ❑ Gallery visits
- ❑ Visiting artists and musicians
- ❑ Wider Opportunities Scheme for Music
- ❑ Participating within LEA Music Service events
- ❑ Concerts with cluster schools
- ❑ Talented staff, parents and governors within the school
- ❑ Plays, Theatre company visits & Workshops
- ❑ Working with Langley Performing Arts staff and pupils
- ❑ Performing in Dovehouse Theatre
- ❑ Performing in United Reformed Church, Olton

### **MANAGEMENT AND ORGANISATION**

Kineton Green has Arts subject leaders who work with staff, parents, governors and artists and who are involved with cluster and Borough events within the community.

The subject leaders are responsible for:

- ❑ Developing and updating the schemes of work for all stages
- ❑ Supporting teachers and subject leaders with cross-curricular links
- ❑ Overseeing and developing resources
- ❑ Monitoring and evaluating through classroom observation, planning, work scrutiny and interviewing children
- ❑ Keeping staff up to date through staff meetings, INSET, courses in the Arts and alerting them to CPD opportunities
- ❑ Keeping governors informed and working with designated Arts governor
- ❑ Providing additional and extra curricular out of hours activities
- ❑ Working with visiting artists and other partners
- ❑ Planning for future developments through annual action plans and targets

### **MONITORING AND EVALUATING**

Each subject leader for each aspect of the Arts monitors planning, collects evidence of work and performs work scrutiny, observes teaching and interviews pupils. This is in line with the School Improvement Plan and School Self Evaluation Process.

### **HEALTH AND SAFETY**

Any member of staff or Arts partnership involved in activities within the school complies with the Kineton Green Health and Safety Policy. Children are expected to behave responsibly at all times.

*By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.*