



*A caring school promoting excellence through curiosity, confidence, creativity and cooperation.*

## **The Arts Policy**

To be read in conjunction with all other policies plus: -

Accessibility Plan

### **Introduction**

'The arts' are a means by which we can develop our creative flair and imagination. At Broadway Infants we are committed to provide such opportunities within visual art, music, drama, dance, creative writing and across all aspects of the curriculum.

### **Curriculum Aims**

The Broadway Infant School curriculum is central to the delivery of our whole school vision that everyone will have;

A curriculum which is broad challenging and creative; A curriculum which encourages children to learn through seeking solutions to problems and finding answers to their questions

**In the Early Years Foundation Stage**, the Arts aim to ensure expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In Key Stage 1 the Arts are encouraged through the teaching of the following:

**The National Curriculum for Art and Design** aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**The National Curriculum for Design and Technology** aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world



- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

**The National Curriculum for Music** aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**The context of teaching:**

**In the Foundation Stage**, children will be supported in developing their understanding of expressive arts and design through taught lessons, child initiated activities and small group work where they can explore, enjoy, learn, practise and talk about their increasing understanding. Children will be seen engaged in activities that promote:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

**In Key Stage 1**, children will be supported in developing their understanding of the Arts through themed lessons that encourage children to develop their knowledge, skills and understanding through;

- asking questions as well as answer them
- handling and use a wide range of practical resources, such as paints, clay small tools, artefacts, musical instruments etc. to support their work.
- opportunities to use pictorial and three dimensional representations
- using ICT
- engaging with visual, tactile and sensory experiences
- exploring different materials and processes.
- learning about different musicians, artists and designers.
- learning about and celebrate cultures and diversity.

This is achieved through a range of strategies including differentiated group work, varying the questioning styles and use of classroom assistants to support children.



### **Planning to deliver the curriculum**

Broadway Infant School has bought into the Charanga music scheme which teaching staff use to plan, assess and deliver music lessons.

**Planning in the Foundation Stage** is based on the Statutory Framework for Early Years, the non-statutory Early Years outcomes document and the National Curriculum when needed. Long and medium-term themed planning identify the intended learning throughout the year. Weekly plans include cross curricular lessons that include sufficient differentiation to match the learning needs of all children, including when necessary, those working beyond the level of the Early Learning Goals. Provision plans also allow expressive arts and design to be explored through focused child led learning, from children's interests.

### **Planning in Key Stage 1**

The school delivers the Art and Design, Design Technology and Music National Curriculum 2014. Teachers ensure objectives are covered and progression and continuity occurs throughout the year. A termly overview is used to identify the main teaching objectives. Weekly plans list specific learning objectives and provide details of activities that are to be taught.

Throughout the school, teachers are responsible for the content of their daily lesson planning needs. This level of autonomy allows us to maximise on teacher's professionalism and minimise on bureaucracy whenever possible.

When planning themes, teachers must ensure they build on prior learning, take into account the interests of their pupils, have high expectations and include an appropriate level of challenge.

### **Assembly music**

Broadway Infant school has a 3 year cycle of music to ensure children listen to and appraise a range of genres.

### **Cross curriculum teaching**

Whenever possible we integrate curriculum areas together so that children can build concrete links between their developing knowledge and understanding and applying skills. Some examples of the various links the Arts can make to teaching in other curriculum areas:

#### *Literacy links:*

Use of story books to develop children's creative use of Art and Design through illustrations of stories, production of costumes play props etc. instructions, a story using a piece of music or a piece of art, evaluations, speaking and listening activities.

#### *Mathematics:*

Weighing ingredients, the concept of time using musical bars, shape and space in artwork.

#### *Computing:*

Engaging children with digital media to record and make music

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



Developing personal recipes through Design Technology cookery lessons that promote healthy eating and health lifestyles or exploring how others attempt to solve environmental challenges through design.

Listening to and creating music, evaluating artwork, working as part of a team to design and make objects will all contribute to social and emotional development.

### **Equality of opportunity**

In the implementation of this policy Broadway School is committed to equality of opportunity. Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It applies to all members of the school community, pupils, staff, governors, parents/carers and community members, and to all aspects of school life, including admissions. Disabled members of the school community are also legally entitled to expect reasonable adjustments to be made to help facilitate their participation.

### **Assessment for Learning**

All children are assessed on a day to day basis through observation, questioning, discussion and written recording. This ensures teachers have a full understanding of learning and progress.

### **Assessment in the Foundation Stage**

In the Foundation Stage, children are regularly assessed against the developmental ages as given in the Early Years Outcomes followed by the Early Learning Goals. Children's attainment in the Early Learning Goals are included in their annual report. This information is also passed to the next class teacher during annual transition meetings.

### **Assessment in Key Stage 1**

Teachers assess children's work by making informed judgements during lessons, through observations and through reviewing a piece of completed work. Teachers also encourage children to engage in self and peer assessment where appropriate. Final attainment assessment for each child is included in each child's annual report. Attainment and progress information is also passed to the next class teacher during annual transition meetings.

### **Parent/Carer contribution to learning**

Parent/carer involvement is highly valued. We aim to promote their participation through invitations to school events such as their attendance at 'class assemblies'; school plays, school theme field trips or themed workshops that inform them how they can support the Arts curriculum.

### **Resources**

Art resources are stored in classrooms as well as the storeroom in the staff room. Musical instruments are stored in labelled boxes, which, can be taken to classrooms during music lessons. Cd's can be played using the computers in the classrooms.



The Willow Room stores all the DT equipment. The room has storage cupboards, an oven and a fridge. Co-ordinators review resources on a regular basis and are encouraged to inform the head teacher if new resources are required.



## **Fieldwork**

We include as many opportunities as we can to involve children in practical research and enquiry. We encourage all children to learn from investigating the school site and the local environment. We arrange regular visits to places of interest which support or enhance the focus for our termly work. On such visits teachers must adhere to the Health and Safety regulations and requirements as detailed in the school Health and Safety Policy.

## **Special Educational Needs and Disabilities (SEND)**

Within the Arts planning teachers provide learning opportunities that are matched to the needs of children with learning difficulties and also provide appropriate challenges for children who are high achievers. Work in Humanities takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers and supporting adults in the Foundation Stage and Key Stage 1 must provide supplementary experiences and information for children with sensory impairment. They must also make reasonable adjustments so that children can attend or engage in comparable fieldwork.

## **Extra Curricular Activities**

We are committed to offering extra-curricular activities such as choir.

## **Monitoring**

The monitoring of the standards of children's work is the combined responsibility of the Arts Co-ordinators, the Headteacher and the assigned Governor.

The work of the co-ordinator also involves supporting colleagues in their teaching and being informed about current developments in relevant curriculum areas. The Headteacher draws on information and advice supplied by the co-ordinator to provide a strategic lead and direction for our school. The quality of teaching in these areas is the responsibility of the Headteacher although he/she may call on the co-ordinator for advice.

This responsibility for this policy has been delegated to the Headteacher and will be reviewed at least every three years.

**Signed:                      Juliet Lambert                      19.6.17**

**Headteacher**

**Review 2020**