

## Keston Primary School

### Arts Policy 2017

#### Introduction

At Keston Primary school we give every child the opportunity to access the arts in all key stages. Arts at Keston include the visual arts - art and design; the performing arts - music, dance, drama and physical education. We understand that the arts allow all children to express themselves, show imagination, build confidence, communicate ideas and challenge children in new ways. They can help develop learning skills such as collaboration, independence, perseverance, responsibility and reflection. Here at Keston Primary School, our children engage with, and develop their understanding of the arts through practical and theoretical activities.

#### Aims

- To enable all children to record from experience and from imagination, and to select their own ideas to use in their work, developing creativity and imagination through a range of complex activities.
- To improve the children's ability to control materials, tools, equipment, instruments and techniques.
- To develop confidence in the use of visual and performing arts.
- To foster an enjoyment and appreciation for the visual and performing arts and a knowledge of artists through engaging lessons.
- To develop interrelated skills of planning, composing, performing and evaluating in the performing arts.
- To celebrate achievements around the school and in the wider community.
- To know and understand how music is made through a variety of instruments, and that it can be created, produced and communicated, through the interrelated dimensions: Pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations.

#### Teaching and Practice

##### Music

###### Key Stage 1 and Early Years

Pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and unturned instruments musically
- Listen with concentration and understanding to a range of high - quality live and recorded music
- Experiment with, create and combine sounds using musical elements

###### Key Stage 2

Pupils will be taught to:

- Sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing fluency, accuracy and control and expression.
- Improvise and compose music for a range of purposes.
- Listen with attention to detail in music and increase their aural memory
- Use and understand staff and other notations
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

### **Art and Design Technology**

**Pupils will be taught to:**

- Record responses, including observations of the natural and made environment
- Use resources and materials, using them to stimulate and develop ideas;
- Explore and use two and three-dimensional media, working on a variety of scales
- Review and modify their work as it progresses
- Respond to and evaluate art and craft including their own and others' work
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work
- Understand and apply the basic principles of art and craft to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective;
- Setting common tasks accessible for all abilities that can have a variety of responses allowing all children to challenge themselves
- Providing a range of challenges with different resources

### **Drama**

Drama will be taught and used across the curriculum especially in English. A range of techniques will be taught.

### **Physical Education, including Dance**

Details of this area of the curriculum can be found in the school's Physical Education Policy.

### **Roles and responsibilities of the subject leaders**

- To support and guide the practice of teachers and support staff;
- To ensure coverage, continuity and progression in planning;

- To monitor and evaluate the effectiveness of Art teaching and learning;
- To update documentation where necessary;
- To produce action plans for the School Development Plan, prepare bids and manage the Art budget effectively;
- To liaise and consult with outside agencies where appropriate;
- To review regularly the contribution made by Art to a meaningful curriculum.

### Arts Planning

Our school uses the national scheme of work for music, art, dance, physical education and drama for its curriculum planning. We have adapted the national scheme so that the topics that the children study build upon their prior learning. While there are opportunities for the children's abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in three phases [long-term, medium-term and short-term].

- The long-term plan maps the topics studied in each term during the key stage.
- The medium term plans are planned by the teacher for the half term outlining what will be learnt on a weekly basis.
- The class teacher writes daily lesson plans, which list specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and arts subject leaders often discuss them on an informal basis.

### Arts in the Curriculum

Each child will have access to music and PE on a weekly basis as well as the opportunity to learn a musical instrument with peripatetic teachers. Art will be taught through Explore and Discover lessons relating to topic work.

### Key stage 1 and Early Years

- Reception, Year 1 will be taught Music from class teachers once a week.
- Year 2 will have the opportunity to learn to play the recorder
- Weekly assemblies and singing practice (singing)
- Christmas concerts- combination of all art forms
- Dance taught through PE in a unit
- Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum
- Visiting theatre groups/artists/musicians
- A wide range of PE extra-curricular activities are offered and Year 1 and 2 choir

- Choir has an opportunity to carol sing in the community and take part in a whole school concert

### Key stage 2

- Year 3 will have the opportunity to learn to play the recorder.
- Year 4 will have the opportunity to learn the ukulele.
- Year 5 and 6 will be taught music by a music specialist.
- Weekly assemblies and singing practice (singing)
- Christmas concerts- combination of all art forms
- Dance taught through PE in a unit
- Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum
- Visiting theatre groups/artists/musicians
- A wide range of music and PE extra-curricular activities are offered

### Celebration

Excellence of the Arts is celebrated by individuals and groups in:

- Lesson time
- Assembly
- School Music Concerts/ School Plays
- Festivals
- Community Activities
- Appreciation- enhancing learning through listening and watching performances

### Extra-Curricular Activities

We offer a range of activities from inside and outside agencies for all Arts subjects.

Extra music lessons are offered. Brass lessons are provided by CMA. We also have private teachers for guitar, drums, piano, ukulele and recorder.

### Equal Opportunities and Inclusion

Art plays an important part in the life of our school. Children are able to enjoy and achieve. It is available to every child and all children take part in creative activities; making a positive contribution to the life of the school and local community.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Children have equal opportunities to develop their understanding and enjoyment of art regardless of race, gender and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

## **Planning and Assessment**

### **Assessment, Attainment and Progress**

Teachers own plans should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents. Where possible Target Tracker will be used to document progress and attainment.

## **Resources**

We keep resources for music, art, dance and drama in central stores and also in classrooms. Subject co-ordinators are responsible for these resources. The library also contains a good supply of topic books and computer software to support children's individual research.

## **Review and Monitoring**

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires