



# Southfields Primary School

## The Arts Policy

**Date agreed: February 2022**

**Review Date: February 2025**

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

## 1. Vision, Aims and Curriculum Intent

Our children are not statistics: they are the future. We will equip them with the skills and knowledge to shape their world and become happy, confident and productive members of society.

**Vision, Aims and Curriculum Intent for 'The Arts':**



The Performing Arts allows all to express themselves in their own way at their own pace and through multiple medias.

We believe through the 'The Arts': Drama, Art and Design and Music children find a flare and talent, which can take them through life. A hobby which can stay with them for a lifetime and skills which taking them to places and allows them to meet people from all areas of the globe. 'The Arts' takes the ceiling of learning for all regardless of difficulties and differences. Giving a platform for all to express themselves in unique, practical way.

## 2. Key principles

At Southfields 'The Arts' are taught progressively from Early Years through to Year Six. Each child is exposed to hands on learning in all areas of 'The Arts' from pottery to learning instruments and partaking in live performances: dance festivals, Christmas pantomimes and other cultural festivals.

**The national curriculum for Art, Design Technology, Drama and Music aims to ensure that all pupils:**

Art:

- produce creative work, exploring their ideas and recording their experiences

**It's impossible  
to make your eyes  
twinkly if you  
don't feel twinkly yourself**

**ROALD  
DAHL**  
NUTREATS

- 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.

#### Design Technology (DT):

- 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.

#### Drama (Spoken Language):

- Pupils should be taught to speak clearly and convey ideas confidently using Standard English.
- They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others.
- select the appropriate register for effective communication.
- They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

#### Music:

- 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.

### **3. Quality Marks**

Southfields Primary School has held the Artsmark Gold Award for many years. We are currently working towards our submission to be re-accredited.

#### **4. Teaching and Learning Intent and Implementation**

At Southfields Primary School, we embrace the arts, which is evident in the internal and external environment of the school. The intent is for the Arts to underpin much of the curriculum and we fully use its magic to ensure our pupils have vibrant, hands on and engaging education.

Further to our intent, 'The Arts' (as foundation subjects) are intertwined into the larger topic within each year group. Themes of 'The Vikings' has allowed opportunities for dragon studies using sculpture to create dragon eyes, ink and other media used to detail scales as well as observational drawing of eggs. Within Year Four's 'Expedition Everest' theme (Spring Term) rain sticks have been created in Design Technology looking at different cultures. These cultural sculptures have further been used within music for the journey of water, rain patterns and rhythms of water. In lower school, Year One's 'Superheroes' theme has provided opportunity for expressive arts - when they became superheroes - and the creation of masks in DT as well as the study of Andy Warhol and his bright cartoon-esk images.

#### **5. The Implementation (organisation and time scales)**

'The Arts' is taught in block across the half terms. Each subject taught for three afternoons in a week to facilitate a project style approach. Having a focus for the week allows deeper immersion as well as additional application time.

#### **6. Resources, visitors, visits**

Resources for Art and Music are stored in a central store within 'The Green Room', which is the Music room within the school. Further Design and Technology resources are kept within the kitchen Classroom and on the cooking trolley. In addition to this, pianos are located around the school and the resource cupboard stores Topic linked resources within labelled topic boxes.

#### **7. Links to core skills (English and Maths)**

'The Arts' compliments the teaching of Topics in our school by actively promoting the study of artists and the progression of Music as well as the use of performance in other cultures and historical periods. Children's understanding of British Values can be enhanced through the study of art history, William Shakespeare, British Inventors and architects. Linking to English The Arts forms a key part of our spoken language units with performance poetry and persuasive speeches.

## **8. Health and Safety**

The general teaching requirement for health and safety applies in these subjects. The children at Southfields will be made aware of hazards and dangers when using all equipment (such as benches and gymnastic equipment), heat (including hot liquids and hot surfaces following the heating of a material), burning (especially when using a candle or match), electricity and equipment made of glass. Class Teachers and Teaching Assistants will check equipment regularly and report any damage, taking defective equipment out of action. A simple risk assessment will be carried out for all practical activities any perceived hazards will be reported to the Head who will determine the appropriateness of said activity.

## **9. Equal Opportunities**

All teaching and non-teaching staff at Southfields are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress. All children have equal access to the Science Curriculum, its teaching and learning, throughout any one year. Day to day monitoring of the Science Policy and the provision of equal opportunities in Science is the responsibility of the class teacher. General monitoring is the responsibility of the Head and Deputy Head Teacher. See whole school policies on equal opportunities.

## **10. Inclusion statement**

We ensure access to the curriculum at an individual level through appropriate differentiated materials to support ability level. Further support is available from classroom assistants and the SEN co-ordinator.

## **11. Teaching The Arts to children with special needs**

All children should have access to a broad balanced curriculum which includes The Arts. Provision for children with SEN in relation to all of these subject areas is the responsibility of the class teacher, support staff and SEN co-ordinator as appropriate. At Southfields, we recognise that there are children of widely different abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We believe in The Arts that children with differing ability express themselves and communicate in very creative ways therefore we celebrate this giving all the opportunity to partake.

In addition, we scaffold activities:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty to challenge and extend more able pupils;
- grouping children by ability and differentiating the tasks to suit each ability group;
- providing resources of different complexity, matched to the ability of the child as well as using classroom assistants to support the work of individual children and groups.

## **12. Assessment and Recording**

At Southfields, we assess children's work in The Arts through informal judgements in a formative manner. We observe and discuss pieces produced as well as thoughts, ideas and understanding of concepts during lessons. This is all reviewed half termly and the teacher documents progress on Target Tracker. In addition, work is marked and commented on as necessary often providing a learning question to develop the pupils' thinking.