

Sir John Barrow Primary School Arts Policy.

We have a strong commitment to the arts at SJB school. We believe that every pupil is entitled to a wide range of arts experiences, both as part of and in addition to the curriculum that we provide.

Teaching of the arts is a continuous process for pupils across KS1 and KS2 and a full range of disciplines are taught in the school. As time is limited for these subjects in the school curriculum we use opportunities to integrate the arts into other subjects wherever possible.

Through the subjects taught in the National Curriculum our pupils work in the following areas: literature, performing arts, visual arts, craft and design and media. We encourage pupils to explore the many different art forms within each of these categories.

The table below highlights the opportunities available to teach the arts within the National Curriculum arts subjects.

National Curriculum Subject	Artform area
English	Literature: poetry writing, fiction writing, script writing for plays, film, animation, drama, hot seating.
Music PE English	Performing arts: music, dance, drama, storytelling, circus, mime, carnival.
Art and Design Design Technology	Visual arts, craft and design: drawing, painting, sculpture, textiles, printmaking, art appreciation.
All the above	Media and multimedia: photography, film, video, digital arts, recorded music, live art.
Whenever it is appropriate and meaningful, links are made across curriculum subjects and these links are encouraged. Reference to this is made in curriculum planning on each year group's medium term plans.	

Mission Statement.

The school will develop the full potential of every pupil across the arts. The arts will enhance the curriculum and the range of learning opportunities that are offered to our pupils. Our school will be a lively, stimulating environment that encourages and supports creativity and develops a sense of pride in the school.

Our pupils will be proud of the work they produce and these achievements will be celebrated around the school, in school events to which the school community is invited and on the school website for a wider audience to view.

The arts within the school plays a key role in ensuring that all children develop into well-formed, responsible, self-reliant and confident people capable of expressing themselves in a wide variety of ways.

Our aims and objectives.

Aim	Objective
<ul style="list-style-type: none">To enhance pupils' appreciation of diverse cultures through the arts.	<ul style="list-style-type: none">Take pupils to see work exhibited and performed by artists and invite artists into school.Use websites to access work from other cultures.Provide opportunities for pupils to learn about the arts of diverse cultures. (Identify in planning.)Provide opportunities for cross-curricular work, eg. RE, geography.To be given opportunities to further develop their skills and interests in arts activities outside of school hours.
<ul style="list-style-type: none">To engage with a variety of artforms, to explore values, attitudes, feelings and meaning.	<ul style="list-style-type: none">Provide an arts curriculum of quality, range and depth.Provide opportunities for cross curricular work.Provide opportunities to develop creativity, self-esteem, confidence and

	<p>maturity through participation in the arts.</p> <ul style="list-style-type: none"> • Ensure that teachers have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with development in the arts. Ensure that teachers share skills that they have in the arts. • Receive opportunities to develop the skills and understanding required in the visual and performing arts. • To have high expectations and provide opportunities for all pupils to achieve, both boys and girls, pupils with special educational needs, pupils with disabilities and pupils from all social and cultural backgrounds. • To be given a wide range of opportunities to perform. • To develop ICT expertise and the ability to select when it is appropriate to use digital media.
<ul style="list-style-type: none"> • To pass on enduring values that will develop an understanding and appreciation of the arts. • To develop the ability to create and make critical judgements about artworks. 	<ul style="list-style-type: none"> • To promote pupils' self-esteem and encourage pupils to appreciate the achievement of others. • To develop imagination, feeling and appreciation of human achievements, endeavour and aspirations. • To teach the skills of peer and self-assessment. • To make the criteria for assessment explicit. What qualities are we looking for? • To achieve a balance between the process, making and appraising.
<ul style="list-style-type: none"> • To develop an understanding of the role of the arts in society, including as a career. 	<p>To offer all pupils the opportunity to work alongside a professional artist at least once a year.</p>
<p>These objectives will</p>	<p>be implemented through an annual arts action</p>

plan and through	medium term curriculum planning.
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How is this put into practice at SJB?

- The school places great importance on the performance arts. We have a production each year involving KS2 and Christmas related performances involving all children in KS1 and KS2.
- Each class performs a 'class assembly' at least three times a year.
- We have an 'SJB's Got Talent' competition each year in which all children have the opportunity to perform and show their talent.
- We participate in wider community events such as the Carnival and the Lantern Parade.
- A full range of extra-curricular clubs are held throughout the year, run by members of staff and outside providers.
- We hold a 'Creative Curriculum' celebration evening each year in which we focus on performing and displaying arts related work.
- We bring in outside arts providers both to work with all the pupils in the school and to work with classes, enhancing their particular topic areas.
- We have a website that contains video clips of performances and a gallery of work which is frequently updated.
- We monitor and evaluate arts provision and use this to further develop arts provision at SJB through a clear annual action plan.

Time devoted to arts experiences.

The minimum time devoted to the arts is 12% of curriculum time. Art, craft, and music are taught within the creative curriculum, depending on the topic that each year group is covering. Dance is taught within the PE curriculum and the creative curriculum. Drama and creative writing are taught within Literacy and in other subject areas such as PSHE and History.

In addition to curriculum time, pupils are given opportunities to participate in a range of clubs both after school and at lunchtime. Dance, art, drama, choir, guitar, craft, animation are just some of the clubs that are on offer. Uptake of clubs is high.

Opportunities to participate in projects such as an inter-school music fiesta , the town carnival and the lantern festival are welcomed by the school and additional time will be found to ensure that pupils can participate.

Peripatetic teachers, teaching staff and pupils provide tuition in a range of musical instruments and all pupils are encouraged and given the opportunity to play.

Partnerships.

Carefully selected partnerships can contribute to improving standards in the arts through raising expectations and demonstrating excellence. Partnerships can offer pupils a much greater range and depth of arts experiences than can be provided by the school alone.

We have at least one named arts partner or visit for all pupils each year and at least two different artform activities or experiences available within each key stage.

The atmosphere of working in a new environment can have a positive effect on pupils and working alongside an artist is likely to give pupils a greater insight into the creative process.

Teachers often gain new ideas and skills by working with arts providers and observing them. They can use what they have learnt with pupils in the future.

These partnerships need to be carefully planned and throughout the school pupils should experience:

- Different ways of working with artists (watching artists at work, experiencing finished work and working alongside artists.)
- A full range of artforms, including culturally diverse artforms.
- Different venues, including specialist arts venues.
- High quality arts activities.

To maximise learning opportunities consideration needs to be given to how these partnerships can help enhance the curriculum, maybe looking at areas highlighted in the school improvement document. They will need to be provided

with clear aims and objectives. Objectives for an arts partner are likely to relate to these areas:

- Learning in the arts.
- Learning in other areas, often related to topics in individual year groups, or to areas related to whole school improvement.
- Community links, including the involvement of parents and carers.

A list of previous partners that we have worked with is included in the visits file and teachers can look at past evaluation forms on the tracker when deciding on future artists. Teachers can also look on the CreativeFuturesCumbria website for artists recommended by Artsmark.

Assessment of arts providers

These partnerships need to be evaluated by both the class teacher and pupils involved, using an evaluation form on the school tracker. Evidence can be collected during and at the end of the activity to assess pupils' and teachers' learning and enjoyment of the activity. Pupils are also consulted in their year groups when deciding on their next topic, as to which arts activities they would like to include.

Health and safety

Please refer to the health and safety policy for advice on organising visits outside school. Health and safety issues will vary according to the artform involved. Issues of safety are most likely to arise when artists are working with larger groups of pupils and during activities involving potentially harmful tools, equipment and materials. Risk assessment forms should be completed prior to activities like this. At all times the class teacher is responsible for pupils' safety and should supervise pupils directly.