



Arts Policy

Our Mission Statement:

Growing Together to Reach Limitless Possibilities.

Igniting Passion; Embracing Difference.

We Are Kind.

Our Vision:

At Rivington Foundation Primary School we believe that every child's potential is without limit – we grow together. At the heart of our school, all individuals have **limitless** opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock **limitless** potential for all in our community. Through nurturing and trust, we can open **limitless** doors to exciting new adventures, challenges and experiences to spark **limitless** dreams for every child.

At Rivington Primary School we believe great learning opens doors and expands horizons. A love of learning is the greatest gift a school can bestow and should help all its children become the very best that they can be; developing a thirst for knowledge and building learning habits of mind that will last them a lifetime!

Art and Design intent statement:

At Rivington, we believe that art is a vital part of children's education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities we offer our pupils. The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of artists.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

Music intent statement:

At Rivington, the intention is that children gain a firm understanding of what music is, through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We aim to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Rationale

The arts at Rivington are a fundamental portion of our curriculum which contribute to our provision of developing the children as well-balanced individuals, growing up as citizens of the wider world. We group the arts into the following categories: Art (painting, drawing, printing, sculpting, textiles, design, woodwork); Drama (acting, presentation and public speaking skills, performance reading); Dance ; Music (listening, appraising, improvising, composing, reading basic notation, aural skills); Creative Writing (across all genres and writing types).

All of the above are included individually within the curriculum but also used effectively on a cross-curricular basis in RE, PSHE, Topic and English.

How do the arts contribute towards a child's education? Why are the arts important to Rivington?

Rivington is proud to be a creative school, in which the talents of each child are taken into consideration and consistently nurtured as they progress up the school. We aim to provide children with a range of inclusive opportunities to discover and develop their artistic competencies, enrich their childhood experience, cultivate their cultural understanding and establish the foundations of essential life skills. The arts make a crucial contribution to ensuring that our curriculum continues to be outstanding and provides our pupils with a range of life experiences. The arts allow children to access their learning through different media and hence be better learners within and through the arts. We believe that they offer opportunities for the children to explore, express and communicate their feelings whilst gaining experiences of the wider world. As such, wherever possible we use the arts to enable access to all subjects. By the time they leave Rivington, children have been equipped with a broad knowledge and understanding as well as having an appreciation of a breadth of artistic forms. Where possible we also seek to involve and engage parents & carers in specific creative projects.

Curriculum Provision

Arts are represented extremely favourably in our curriculum with weekly music lessons, boosted by performance lessons in English and weekly singing assemblies for all key stages. Dance is taught school-wide through our PE curriculum, where each year group learns a dance type which often links closely to their topic. We also hold school events across the year when the arts are celebrated and utilised in learning; such as Book week, Christmas and Summer productions. Children will have vast experience in painting and drawing skills as well as textiles, sculpting, printing and woodwork. These lessons are boosted by visits from external performers, visits to galleries or theatres and targeted workshops.

Extra-curricular Arts

We have a range of arts based extra-curricular activities on offer run by staff and external specialists, from ukulele to guitar, from Performing Arts and Dance to Young Voices choir. There are always enough places for the children interested to participate in clubs. Peripatetic music lessons are on offer from Reception up.

What are our Aims and Objectives in Arts Education?

Aims Objectives:

To provide a broad, balanced and inspiring arts curriculum which balances creativity and imagination with the development of new skills.

Provide a minimum of 15% of curriculum time dedicated to the arts including art and design, dance, drama and music at Key Stages 1 and 2.

Provide a quality arts curriculum with range and depth allowing for clear progression.

Provide opportunities for cross-curricular work.

Provide opportunities for children to develop self-esteem, confidence and a sense of critique through education in the arts.

Ensure that teachers have opportunities to develop their own arts knowledge and skills through relevant training and keep them up to date with developments in arts teaching.

Ensure School Improvement Plan always includes targets for the arts.

To provide every child and young person with opportunity to be inspired by the arts through high quality arts experiences and resources.

Enrich interest in the arts by providing an extensive range of extra-curricular opportunities for all age groups and across all art forms.

Provide children/young people with opportunities to experience the work of professional artists through visits to arts organisations, workshops with artists and other partnerships at least once a term.

Ensure teachers have access to top quality resources to facilitate their delivery of arts subjects and that these are accessible for all children, including those with SEN.

Maintain and develop links with community organisations which strengthen arts provision and opportunity within the school for staff and pupils alike.

To enhance children's appreciation of different cultures through the arts

Give pupils an arts education that develops the historical and cultural understanding of key art forms.

Draw on myriad of cultures represented within the school to enhance artistic experiences.

To nurture artistic talent and develop children's transferable life skills that arise from a successful arts education.

Provide opportunities for our children to influence the arts provision within the school through class discussion, pupil survey and feedback from School Council.

Provide opportunities for young people to create, develop and market performance events such as class assemblies and school productions.

To celebrate the artistic achievements of each child:

Creativity in all art forms is celebrated by the whole school and wider community through performances, galleries, displays, assemblies, the school newspaper and school website.

How do we monitor and evaluate the impact of our arts education?

Planning for each arts subject is completed by the relevant subject leads and plans for progression across the key stages. Subject leaders conduct learning walks to ensure that planning is adhered to and to evaluate the impact that the teaching is having upon the children's education. The results of these are then fed back to the staff via staff meetings. Staff also complete skills audits, from which staff meetings and appropriate CPD are planned to further the impact upon our pupils. We have regular public displays of our work, from galleries to celebration assemblies to videos/photos on the

website/twitter, demonstrating the quality of the provision, which children can then proudly show to their adults.

Targets for the arts are also included in the School Improvement Plan.

The art policy is evaluated and reviewed by the individual arts co-ordinators and senior management and agreed by governors.

Equal Opportunities and Special Educational Needs

Opportunities to participate in arts activities are provided for all pupils, regardless of gender, race, disability or, in the case of external visits and visitors to the school, financial considerations. The arts are used to develop a pupil's learning in any area of the curriculum, including for those with Special Educational Needs and those pupils identified as being Gifted and Talented.

Facilities and resources

Children at Rivington benefit from resourcing to support teaching in the arts and a significant proportion of funds is spent each year on developing this. Facilities include: Use of the church hall for performances: sound and lighting system with curtained stage area and use of microphones. Instrumental collection, art equipment for producing watercolour, pastel, pencil, mixed media and paint works, as well as sewing, clay work, Modroc sculptures, woodwork and a range of printing styles.

Policy Created by: Rachel Sharp, November 2019

To be reviewed: November 2020