

Living, Learning, Laughing

**The Arts Policy**

Our Arts Curriculum is knowledge engaged and designed to ignite wonder and curiosity whilst celebrating and enhancing individual talents. It provides opportunities for children to explore their own talents within an atmosphere of truth and honesty in which everyone feels valued and shows respect for each other and their surroundings. We adopt a child-centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential both within their school life and beyond.

**Aims:**

**Living**

We believe in The Arts being a key driver in children acquiring and developing skills such as perseverance, resilience and commitment that they can apply to everyday life. Pupils see art as an open-ended subject whereby they have the opportunity to take risks and challenge themselves. Developing an appreciation of The Arts is an important part of our curriculum and we regularly organise visits to local theatre companies and invite travelling companies in to raise the profile of The Arts within school.

**Learning**

Our Arts curriculum uses a knowledge-engaged approach. We use the Focus Learning Challenge curriculum as the basis of our programme of study which is designed to enable skills progression year on year. We consider learning through the Arts to be the exploration of issues, ideas and values through dance, drama, music etc. Children focus on the work of different artists each year to ensure they receive a diverse and varied curriculum.

**Living**

Experimental learning is at the forefront of Grange’s Arts curriculum. Children have the opportunity develop their artistic talents through school workshops, our in house Talent Show and through the expertise of local professionals who regularly visit Grange to work with our children. Themed Arts Weeks take place every other year and these experiences are designed to instil the love of learning and prevent a narrowing of our curriculum whilst embedding knowledge and skills across all learning.

**Teaching and Learning**

At Grange, we use the “Focus Learning Challenge Curriculum” as a basis for our planning. This ensures all National Curriculum requirements are fully covered. The six core skill areas taught are:

* Drawing
* Painting
* Printing
* 3D/Textiles
* Collage
* Use of IT

Alongside this, the children are taught how to use sketchbooks to record their observations about a subject area and as they learn about the work and styles of different artists each year, they are adept at comparing work of different styles, cultures, time periods, etc.

When teaching music as an explicit subject, the National Curriculum objectives are followed through the Charanga scheme.

* Children are provided with suitable percussion musical instruments which they use to perform and compose.
* In Year 5, clarinets are given to each child to learn through the Wider Opportunities programme. This programme forms an integrated scheme of learning to play an instrument in context of whole-class tuition and covering the National Curriculum for Music, through composing, performing and listening.
* During singing assemblies all children sing together and learn songs as a community.

Arts teaching is designed to allow children to be creative and creatively express themselves in and through all art forms. We believe teaching through The Arts provides a powerful tool which can support a progressive range of skills such as the development of knowledge, concepts and skills, and enhance the learning process across the whole curriculum.

We carry out curriculum planning in The Arts in three phases (long-term, medium-term and short-term). The long-term plan maps the artist to be studied alongside skills in each term by each year group. We use the “Focus Learning Challenge Curriculum”as the basis for our medium-term plans, breaking down the knowledge and skills into weekly objectives making links to our ‘I Wonder’ questions where possible.

**Implementation**

We recognize that in all classes, children have a wide range of ability and teaching at all levels includes a variety of teaching styles making the lessons suitable for all learners, regardless of ability whilst taking into account their individual learning styles. We challenge all pupils and provide the scaffolding they need to succeed.

We strive to offer opportunities for learners to express themselves, enjoy themselves and be successful. Opportunities are provided for children to perform to their peers and to parents at a variety of venues both in school and in the wider community. At every opportunity, we encourage the use of the Arts as an effective medium for achieving other educational objectives. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales.

Feedback is art is done, in such a way, to help develop a respect for others’ artistic tastes and points of view. Teachers draw attention to good examples of individual performance as models for the other children. Children are taught to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. All children are provided with an Art book at the start of their school journey and this travels through Grange with them, providing a great showcase for their developing skills over time.

**Implementation in the EYFS**

The teaching of The Arts in EYFS falls within the Expressive Arts and Design section of the curriculum. We relate the children’s creative development to the objectives set out in the Early Learning Goals. The children’s learning includes art, music, dance, role play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

Throughout their day at school, children are given many opportunities to develop their artistic skills. Resources and activities to support the development of children’s expressive skills are always available for children to engage with both inside and outside, and the environment itself lends itself to the development of creativity.

Contribution of The Arts to teaching in other curriculum areas

English

Art contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art contributes to children's mathematical understanding by giving opportunities to develop the children’s understanding of shape and space through work in two and three dimensions.

Personal, social and health education (PSHE) and citizenship

Art contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They sometimes have the opportunity to meet and talk with artists and other talented adults during their work.

Spiritual, moral, social and cultural development

The teaching of art offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

**Art and Computing**

Computing enhances our teaching of art, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras, scanners, digital microscopes and digitising tablets. They record their observations, and they manipulate them through photo-editing or painting software to create mythical creatures. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

Assessment

We assess the children’s work in art while observing them working during lessons.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

**Assessment in EYFS**

Upon entry to school, children are observed and assessed using statements from the Development Matters to form the baseline assessment which takes place within the first half term of school.

During the school day, the EYFS are constantly assessing using the online tool, Tapestry. Evidence of learning and observations are recorded to generate a child-specific learning journey.

*Policy written by A Williamson (Arts Leader)*

*Adapted in Sept 2024*

*To be reviewed in Sept 2026*