

Thurstonland First School

Arts Policy Statement



Mission Statement for the Arts – Thurstonland First School

The arts are a means by which we can develop our schools creativity, skills, level of attainment, expression and imagination. At Thurstonland School we are committed to developing our staff and partnerships with arts organisations, providing all pupils with the highest quality arts experiences both in and out of school hours. We aim for arts experiences to cross all aspects of the school curriculum allowing pupils a rich mix of activities that enriches pupils understanding, develops thinking and allows them to interpret their world. We are committed to resourcing, supporting, developing, promoting and celebrating the arts both in school and with the wider community.

Defining the Arts

We consider that providing a range of opportunities in the following art forms (as developed in our school but not limited to) gives children avenues for creating and presenting artwork and self-expression. At Thurstonland First School we identify with the following statements:

- *Music: - Develops group identity and performance opportunities, assists memory and is a cross-curricular tool for learning, aids communication, supports creativity and playfulness*
- *Visual Art and Design: - Develops visual expression and communication of ideas allowing individual and group responses to creative experience. Making art involves the creation and presentation (within and outside school) of two and three- dimensional works in a range of media. Appreciating promotes understanding of the inherent qualities in art works, aesthetic enjoyment and cultural contexts*
- *Drama: - Provides the child with a unique and potent means of learning, enables the creation of a narrative through enactment, involves every aspect of a child's personality: spiritual, moral, emotional, physical and intellectual. Fosters self-esteem and the exploration of issues, consequences and attitudes that is important to them and the world around them.*
- *Dance: - Enables opportunities for pupils to organise and develop enjoyment of expressive movement in dance forms through exploration and experimentation. Assists creativity through communication and presentation of arrangements, imagery, moods and feelings, to each other and wider audiences.*

Key Aims

1. To enable children to explore and create artwork, clarify and express ideas, feelings, meanings and experiences through a range of art forms
 - *To provide an arts curriculum of quality range and depth*
 - *To plan for cross curricular learning utilising the widest possible use of art forms and resources*
 - *To provide opportunities for pupils to learn about the arts of diverse cultures*
 - *To share arts expertise amongst staff and partner schools. Planning professional development opportunities for teachers to inspire, refresh, consolidate and increase professional/personal skills*
2. To enable children to see and solve problems creatively through imaginative thinking, encouraging communication, individuality, group work and enterprise

- *To provide a range of learning opportunities where pupils are required to modify, adapt and complete artwork in a range of art forms*
 - *To provide (cross curricular) opportunities for role play and exploration of real life situations*
 - *To link Self-evaluation/Assessment for Learning and the curriculum through arts rich activities*
 - *To offer all pupils opportunities to work with professional artists*
 - *To develop sustained relationships with local professional creative industries*
 - *To provide pupils with opportunities to develop progression, enhancing skills, vocabulary and broadening experiences (including understanding the economic importance of the arts – including careers) related to art forms*
3. To increase access to active participation in the arts for staff, pupil's and parents creating links where possible with artists and arts organisations
- *To offer all pupils and parents the opportunity to take part in extra curricular weekend family arts workshops at least twice a year*
 - *To create links in and out of school with national arts events*
 - *To give all pupils the opportunity to take part in at least one weekly out of hours activity*
 - *To participate in inter-school festivals/performances*
 - *To offer all pupils yearly opportunities to exhibit work in professional arts spaces and in other community events*
 - *To offer staff opportunities to work alongside professional artists*
 - *To develop partnerships with arts organisations acting as a catalyst for wider community and cultural development*
4. To raise pupils' confidence and self-esteem through developing opportunities for self-expression
- *To differentiate arts experiences so all children succeed and feel they have achieved well*
 - *To present artwork and stage performances for parents and the community at least twice a year*
 - *To offer opportunities for children to engage with professional artists from cultures represented by pupils in school*
 - *To offer open ended tasks (included in planning) to enable pupils to work towards their own learning goals*
 - *To positively promote 'arts for all' overcoming gender and ability issues*
 - *To develop the arts as a means of communication, fostering and supporting the development of pupils as socially skilled, co-operative and confident individuals*

Entitlements to the Arts at Thurstonland First School

Our curriculum reflects the importance we place on the arts at Thurstonland First School. All classes have timetabled sessions to meet (often exceeding) the requirements of the National Curriculum. In addition we provide a rich stream of opportunities for pupils enriching our curriculum and community, lunchtime clubs, after school projects, productions, performances, Arts Week and exhibitions have become a core feature of the schools culture across art forms. We provide pupils with specialist arts teaching facilities, materials and personnel and create beneficial links to professional artists and arts organisations ensuring the very best quality of experiences.

Key stage entitlements: Teachers plan their own units of work which meet the learning objectives as set out in the National Curriculum. Each termly unit ties into a theme for that Key Stage allowing greater freedom and flexibility for expression across art forms linked to learning in core subjects. Each year group have termly opportunities to share work covered in class. Additionally all pupils have access within the school year to at least two arts visits (out/in school) from a professional artist or organisation which ties in to termly planning.

Working with the Community, Partnerships and Visits

We are committed to working in sustained partnership with local artists, Primary Workshops and community events.

Resourcing and Facilitating the Arts

We have worked hard to create well resourced whole school working spaces for Music and Visual Art. We have invested in accessible video, digital media and ICT resources for cross-curricular learning. We currently have two members of staff (class teacher and Headteacher) who hold Honours degrees in Music and Creative and Expressive Arts.

Monitoring and Evaluating the Arts

At Thurstonland First School Key Stage the Arts Co-ordinator ensures even curriculum coverage in all arts fields and across all year groups. Pupils regularly take part in Assessment for Learning activities linked to cross-curricular themes or subject specific arts teaching. A pupil forum adds to, comments on and feeds back to staff their views on planned activities and outcomes. Registers of participation for extra curricular activities are set up to assess the breadth of participation and inform on gender balance, age groups and/or areas for further development.

Equal Opportunities and Additional Needs

At Thurstonland First School we value all people and celebrate differences between them as enrichment to the school. The school has a policy of inclusion that supports every pupil and recognises and endeavours to meet their individual needs in accessing the curriculum. We ensure that children feel secure and know that they are valued. We positively commit to providing equal opportunities, celebrating race, gender and cultural diversity.

Signed: Headteacher..... Signed: Governor

Dated: _____