

# Performing Arts incl. Music Policy



Through respect, we will work together in Christ to develop the whole person.

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Leader: Mrs E O'Hanlon

## SMSC Statement

At St Matthew's Catholic Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Pupils' spiritual, moral, social and cultural development is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- interest in investigating, and offering reasoned views about, moral and ethical issues.
  
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

### 1. Performing Arts

We define Performing Arts as Music, Dance and Drama.

The arts are like your backbone. You may be able to survive without your backbone but what quality of life would you have?'

Sir Simon Rattle

At St Matthew's we believe that Performing Arts stimulate creativity and imagination, providing visual, tactile and sensory experiences and a unique

way of understanding and responding to the world. It enables children to communicate what they see, hear and experience. The Arts reflects the culture and society we live in and by teaching the Arts, children gain a better understanding of the world we live in. As well as being creative and enjoyable activities, the Arts can also be highly academic and challenging subjects.

We provide many opportunities for all children to create, play and perform in the arts. We develop skills necessary to appreciate a wide variety of art forms. The appreciation and enjoyment of the Arts enriches all our lives. Through experiencing the arts, children develop their creativity, self-esteem and confidence.

### 1.1 Aims and Objectives

- ◆ To enable children to record from first hand experience and from imagination, and to select their own ideas to use in their work.
- ◆ To develop creativity and imagination through a range of complex activities.
- ◆ To improve the children's ability to control materials, tools, instruments and techniques.
- ◆ To increase their critical awareness of the roles and purposes for the arts in different times and cultures.
- ◆ To develop increasing confidence in the use of Performing Arts.
- ◆ To foster an enjoyment and appreciation for Performing Arts and a knowledge of performers.
- ◆ To know and understand how music is made through a variety of instruments and that it can be composed and written down.
- ◆ To develop interrelated skills of performing and composing in Performing Arts.

## 2. Teaching and learning styles

- 2.1 The school uses a variety of teaching and learning styles in our arts lessons. Our principle aim is to develop children's knowledge, skills and understanding of Performing Arts. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We encourage children to participate in a variety of musical, dramatic and dance experiences through which we aim to build up the confidence of all children.

We do this best through a mixture of whole class teaching and individual/group activities. Teachers plan the arts over the whole curriculum. We draw attention to good examples of individual performance as models for the other children. We give children the opportunity within lessons to work on their own and collaborate with others.

- 2.2 We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- ◆ Setting common tasks that are open-ended and can have a variety of responses.
- ◆ Setting tasks of increasing difficulty where not all children complete all tasks.
- ◆ Providing a range of challenges with different resources.
- ◆ Using additional adults to support the work of individual children or small groups.

### 3. Arts Planning

- 3.1 Subject co-ordinators/specialist teachers (Dance and Music) have created unique schemes of work based on National Curriculum objectives. While there are opportunities for the children's abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that

the children are increasingly challenged as they move through the school.

- 3.2 We carry out curriculum planning in two phases [long-term, medium/short-term]. The long-term plan maps the topics studied in each term during the key stage.
- 3.3 The medium term plans are planned by the subject co-ordinators/specialist teachers (Dance and Music). The subject co-ordinators are responsible for keeping and reviewing these plans.
- 3.4 The class teacher uses the subject co-ordinators/specialist teachers' plans to assess children against the objectives of the lesson. The class teacher and Performing Arts subject leaders also discuss the planned lessons and assessments on an informal basis.

#### 4 Performing Arts in the Curriculum

At St Matthew's we provide curriculum time for teaching in Dance, Music, Literature and Drama to give all pupils a broad programme. We use the arts to develop a creative approach to learning in other curriculum areas and ICT is used to enhance the delivery of the arts curriculum.

##### 4.1 Foundation Stage

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the *Early Learning Goals*, which underpin the curriculum planning for children aged three to five. 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.

- Weekly assemblies (singing)
- Christmas and graduation performances

##### 4.2 Key Stage One

- Weekly assemblies (singing)
- Christmas performance
- Religious assemblies involving drama, music, poetry and dance
- Weekly Music lessons taught by a specialist

- Weekly Dance lessons
- Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum
- Creative use of ICT
- Visiting theatre groups/musicians/performers

#### 4.3 Key Stage Two

- Weekly assemblies (singing)
- Religious assemblies involving drama, music, poetry and dance
- Summer performance
- Weekly Music lessons taught by a specialist
- Weekly Dance lessons
- Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum
- After school Music clubs
- Regular arts activities and performances for school, parents and the wider community
- Visiting theatre groups/artists/musicians
- Creative use of ICT

## 5

### Extra-Curricular Arts Teaching

5.1 Children have the opportunity to study a musical instrument with peripatetic teacher (Miss Smith) Clubs are available to children out of school hours. These clubs include Choir, Woodwind, Drama and Dance.

## 6. Cross-Curricular Links

Cross-curricular links are made through careful whole school planning and liaison between subject leaders.

### 6.1 English

The arts contribute to the teaching of English in our school by encouraging children to ask and answer questions about the starting points of their work. They have the opportunity to

compare ideas, methods and approaches in their own work and that of other children. The Performing Arts rely on the importance of Speaking and Listening.

## 6.2 Mathematics

Visual arts contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. Performing Arts, especially music, is linked closely with mathematics, as rhythm and structure of music is mathematically based.

## 6.3 Information and communication technology

ICT is used in Performing Arts where appropriate, including Garage Band in Music. They also use ICT to enhance their research skills through the internet and DC ROMs. Children improve the presentation of their work through the use of ICT.

## 6.4 Personal, social and health education and citizenship

Through a common goal of making art, children learn to work more effectively with other people and build upon good relationships. Music and drama is the basis of many social activities and has an important role to play in the personal development of young people.

## 6.5 Spiritual, moral, social and cultural diversity

Listening, creating and performing in the arts can be a moving and even spiritual experience. We encourage children to reflect on the important effect that the arts have on people's moods, senses and quality of life. Children at St. Matthew's Catholic Primary have the opportunity to encounter the arts from many cultures and through a growing knowledge and understanding of the arts, they develop more positive attitudes towards other cultures and societies.

## 7. Inclusion and Equal Opportunities

All teaching and non-teaching staff at St. Matthew's Catholic Primary School are responsible for ensuring that every pupil,

regardless of gender, race, culture, background and ability have the opportunity to experience arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative development needs to be taught with regards to children's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

All children engage in the Arts explore a wide variety of media. This policy ensures that certain aspects of the Arts are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Arts activities at St. Matthews Catholic Primary School.

The Arts can provide the opportunity for new arrivals with very limited English to achieve and can therefore raise their self-esteem. It is a subject into which newly arrived pupils can easily be integrated. Working in The Arts can encourage the development of a wide range of social skills through collaborative working and sharing of ideas. Through the Arts they learn to express themselves non-verbally and may, in this context, be able to contribute cultural knowledge and experience that is of interest and benefit to all pupils.

#### 7.1 Accessibility and Teaching the Arts to children with Special Educational Needs

We teach the arts to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad balanced education to all. Teachers provide learning opportunities matched to the needs of children with learning difficulties and our work in the arts takes into account the targets set for individual children in their individual educational plans.

## 7.2 Every Child Matters

Some children will always require extra help because of the disadvantages they face. The key is to ensure children receive support at the first onset of problems, and to prevent any children slipping through the net.

Enjoying and achieving: getting the most out of life and developing the skills for adulthood.

Making a positive contribution: being involved with the community and society.

Economic well-being: not being prevented by economic disadvantage from achieving their full potential.

We have also established a Gifted and Talented Woodwind group which is predominantly open to children eligible for Pupil Premium.

## 7.3 Nurturing Talent through Gifted and Talented

The words "gifted" and "talented" can be used in many different ways. The Department for Education and Skills uses the following definitions:

*Gifted: the top 5-10% of pupils per school as measured by actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, ICT or Design and Technology.*

*Talented: the top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of the Performing Arts. However one element of this description should be emphasised: it is the top 5-10% of pupils per school, regardless of the overall ability profile of pupils.*

How to identify the gifted and talented in Performing Arts:

Parent and pupil feedback: a student might have interests outside of school that teachers are unaware of. Parents should be invited to communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths and weaknesses.

Teacher identification: teachers are often best placed to identify which students are gifted or talented. They may also be aware of when students with gifted and talented potential are underachieving.

What support should Gifted & Talented students be given?

Once the gifted and talented have been identified, our school will begin a coherent and consistent provision strategy. This will usually involve a combination of the following methods of support:

Enrichment: this is when a student is encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open-ended project work.

Extension: this is when students are given activities that develop higher order thinking skills and work practices. Extension activities help students to work with greater autonomy and self-discipline.

Acceleration: this is when a younger student is moved into a class with older students, or when work intended for older students is used in a class of younger students.

#### 7.4 Leadership opportunities for students

As the Gifted and Talented Arts groups tend to be of mixed age, there is the opportunity for the older children to act as "buddies" towards the younger children in the group. Further to this, the Gifted and Talented Dance group have lead a Dance project in collaboration with St John Bosco and performed at St John Bosco

on numerous occasions. In such ways we strive to develop pupils' self-esteem, confidence and leadership skills through participation in the Arts.

## 8. Assessment and Recording

8.1 Teachers/specialists assess children's work by making judgements as they observe during lessons. This is recorded each per half-term. On completion of a piece of work, the teacher/specialist marks the work and comments as necessary. At the end of each unit of work, the teacher/specialist makes a summary judgement about the work of each pupil and how it relates to the national curriculum on class assessment sheets. This information is passed onto the next class teacher.

8.2 The subject co-ordinators keep examples of work in a portfolio, which he/she uses to demonstrate an expected level of achievement in the arts for each group in the school.

## 9. Resources

9.1 We keep resources for Music, Dance and Drama in central stores and also in classrooms. Subject co-ordinators are responsible for these resources. The library and class iPads also contain a good supply of topic books and computer software to support children's individual research.

## 10. The school choir and dramatic events

10.1 We believe that the Performing Arts enrich the lives of people, and so we wish to involve as many children as possible in performing activities. We have a school choir open to children in Year 4-5. Clubs, including meet on a regular basis and performances are held on a number of occasions throughout the year.

## 11. Monitoring and review

11.1 The subject co-ordinators are responsible for the standard of children's work and for the quality of teaching. The subject co-ordinators also support colleagues in the teaching of the arts. The subject co-ordinators are responsible for giving the Head Teacher

an annual summery report in which she evaluates the strengths and weaknesses in the subjects and indicate areas for further development. The subject leaders will have the opportunity to teach other classes and observe lessons.

11.2 Displaying pupils' work is seen as very important in St. Matthew's Catholic Primary School. It celebrates the achievements for all children, provides a stimulating environment for all children, motivates pupils, adds to learning and shows pupils that they are valued.

11.3 As with any practical activities, there is an element of risk. Teachers should familiarise themselves with the content of the DFEE publication "A Guide to Safe Practice".

## 12 Student voice

At St. Matthew's we appreciate how crucial it is to engage with our students in order to develop our Arts provision. We achieve this through a variety of ways; we regularly use feedback forms to gather information on arts projects, extra-curricular arts provision and trips and visitors. This enables us to discover what the children enjoy about the Arts and what aspects they would change. We also consult with the School Council, and other groups of children, on specific Arts projects, such as the whole school tiled artwork and the whole school summer production. The student's voice is valued by staff and opportunities are taken, where relevant, to follow their interests both with curriculum and extra-curriculum time.

## 13. The school choir/orchestra and musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir open to children in Year 4-5. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year.

### Working with Professional Artists and Arts Organisations

We believe the value of partnerships with Arts organisations demonstrate excellence and raise awareness of opportunities and expectations in the Performing Arts. The links benefit:

- Curriculum development
- Cultural awareness
- Community links
- Staff development
- Children's creative achievements
- The profile of the Arts
- The nurturing of talent

Through effective communication and liaison we ensure successful partnerships covering a range of Art forms including those of other cultures, venues and activities. Our partnerships offer a range of learning opportunities and we are always looking for new ones.

Children are able to experience these through:

- Visiting musicians and performers
- Specialist Music and Dance teachers
- Performances and workshops with feeder schools
- Talented staff, parents and governors within the school
- Plays, Theatre company visits & workshops

We are currently working on a St Matthew's Artists contract, which will clearly set out the high expectations of the school to ensure best practise.

#### 14 Celebrating achievement

We believe that it is important for children to showcase their work, to celebrate what they and their peers have achieved and to share it with their parents and the wider community. Achievement in Performing Arts is celebrated and given the same importance as other curriculum subjects such as literacy and numeracy, for example:

- The school places a great importance on the performance arts. We have at least three productions during a school year that involves all children from Reception to Year 6

- In assemblies children share their achievements to their peers and parents
- We participate in wider community projects
- We have a website that contains pictures and videos, this is frequently updated
- Termly Performing Arts newsletter
- Gifted and Talented groups in Music, Dance and Drama, including a Gifted and Talented Music group which is predominantly made up of children who are eligible for Pupil Premium

Signed \_E O'Hanlon September 2017

This policy will be reviewed in September 2018