



## **A POLICY STATEMENT FOR “THE ARTS”**

**ART HAS  
THE ROLE IN EDUCATION  
OF HELPING CHILDREN  
BECOME LIKE THEMSELVES  
INSTEAD OF MORE  
LIKE EVERYONE ELSE.  
-SYDNEY GUREWITZ CLEMENS**

At Brockwell, children have opportunities in 'The Arts' - art, craft, music.

This area of learning includes art and design and music and teaches children how to use the arts to express their thoughts and emotions and empathise with others. Through the arts they develop original ideas, explore issues and solve problems. Participating in a range of art forms helps children become creative, responsive, critical and appreciative. They discover the value of focus, discipline and practice and the importance of working collaboratively. Working as artists themselves and responding to the work of other artists helps them to develop an appreciation of aesthetics, and enables insights into different viewpoints, identities and cultures.

## **What are our aims for teaching The Arts?**

- **To foster an understanding and enjoyment of The Arts as defined above.**
  - Provide a stimulating and motivating, pupil centered curriculum that is relevant.
  - To develop an appreciation of the work of other artists, designers and crafts people from different times and cultures.
  - Pupils feel their work and ideas are valued as shown through display and performances.
  - To develop pupils' aesthetic sensibilities in order that they may be enabled to make informed judgments about art.
  - Ensure children are exposed to a variety of art forms from visiting artists, dancers, musicians, poets etc. and participating in cultural visits and events (see calendar of events)
  - To enable children of all abilities to enhance self-esteem through success in using taught skills and to enable children to apply these skills to other areas of the curriculum in terms of presentation and organisation.
- **To develop observational, creative and technical skills so that ideas can be realised and artefacts produced or expressions performed.**
  - To develop pupils' design capabilities.
  - To enable children to make increasingly informed and creative choices of media, tools and techniques for a given purpose.
  - To develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others through the use of sketchbooks.
  - To encourage pupils to investigate the real world through direct observation.
  - Curriculum that incorporates a clear progression of skills.
  - To train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements

- **To incorporate personalised learning and expression by tailoring the arts curriculum and using teaching methods to meet the needs of all learners.**
  - Pupils choosing media routinely,
  - Choice of tools and partnerships
  - Embedding assessment for learning across The Arts

## **Organisation**

At Brockwell Junior School, children follow a programme of study tailored to both discreet art lessons and opportunities within the context of learning challenges. For example, Lowry inspired art work is taught during a learning challenge focusing on the second world war and community. Please refer to the plans in school.

Progression is built into teaching and learning – teachers plan activities that give opportunities for children to develop skills, develop knowledge and have a breadth of learning as outlined in Art & Design. The teaching of basic skills features heavily in lower KS2 while pupils in the upper school are expected to work more independently, applying skills and making choices about technique and media or materials. Pupils are given the opportunity to work individually and collaboratively.

The area is monitored and led by our 'Arts' Co-ordinator – Jo Everitt.

## **AREAS OF STUDY**

As well as being integral to topic work, Art education is also an end in itself and each practice (drawing, painting, collage etc.) has its own unique areas of knowledge, skills, specialist language, tradition and value which must be taught over the key stage. A progression of skills list has been drawn up to assist teachers in planning activities which explore the visual and tactile elements of art (line, tone, form etc.) through the teaching of basic skills such as observational drawing, colour mixing/matching etc. These core activities will be returned to regularly in a variety of contexts. This list also indicates when other activities, such as Textiles, which need only be experienced once in a key stage, can be covered and offers suggestions of artists' work that could be studied to support the topic.

Children have opportunities:

- to develop and apply skills of literacy, numeracy and ICT, particularly through speaking and listening in drama, mathematical ordering and patterns in music and design, and using ICT to try out ideas, create, refine and present work across the arts
- to extend their personal, emotional and social development, particularly through exploring feelings and emotions in drama, developing physical poise through dance, working cooperatively with others in music, and giving constructive feedback and support across the arts
- to enhance their understanding of the arts through links to other areas of learning and to wider issues of interest and importance, particularly in exploring the past through paintings and drama, finding out about other cultures through their music and drama, and learning about different communities from the way the arts are organised and used.

### **INCLUSION/EQUAL OPPORTUNITIES**

All pupils have equal access to Art and are encouraged to take an active part.

Planning allows for different pace and style of learning with support and extension activities.

Every child's work and achievement is celebrated through display and assemblies / performances.

Teachers working alongside children can provide a model and this shared sense of learning can help to boost the confidence of children who feel that they are less creative.

Tasks are planned to be open ended to allow children of all abilities to explore and gain the most out of the activities.

### **ASSESSMENT, RECORDING AND MONITORING**

The purpose of monitoring and assessment is to support pupils in their learning and assist teachers in their planning. Evidence is used to inform planning and teaching.

- Scrutiny of planning.
- Samples of pupils' work (photographs where necessary).

- Observation of display.
- Monitoring and evaluating teaching
- The use of the Subject Monitoring Handbook specific to our school.
- Teachers assess pupils using the revised level descriptions, recording the high and low level achievers.
- Following annual subject monitoring by “The Arts” subject leader, a report is shared with staff and the governing body who monitor action plans.
- Pupil conferencing.

**Resources including External:**

- The Arts co-ordinator seeks to enthuse pupils and staff about art and promote high achievement.
- The co-ordinator is available as a source of support and advice and to assist colleagues in planning and implementation.
- The co-ordinator is responsible for the monitoring of classroom practice, review of documentation and for the ordering, collation and storage of Art materials and resources. Annual audit and action planning ensures the area has high priority.
- Each teacher has access to the art store managed by the co-ordinator with additional resources being allocated for Creativity Days and special events.
- All teachers have access to the Access Arts website to assist with project ideas, planning, skills knowledge and CPD opportunities.
- Through liaison with our Secondary colleagues staff access tailored CPD and may attend courses when applicable throughout the year.
- School takes part in community projects including, Wider Opportunities, Young Voices, Chesterfield in Bloom, Clubs and have worked with representatives of local theatre.

## REVIEW

The Co-ordinator and staff will review this policy annually or when changes in legislation dictate.

Review Date – November 2027



MAYA ANGELOU