

*In God's love, aspire and achieve to be the best'*  
1 Corinthians 16:14 'Do everything in love.'

Winwick Church of England Primary School



Arts Policy

***In God's love, aspire and achieve to be the best***

At Winwick C.E, the children learn that they are part of the Christian community and Christian World. They are taught through a values led approach with Christ at the centre of everything. All members of the school community are children of God and should be treated with love, respect and care. We ensure that all members of the school community respect, tolerate and celebrate the arts curriculum by following the teachings of the Lord so that we can all aspire and achieve in God's love. This is driven by our core Christian Values of love, perseverance and respect. It is lived out in our mission statement through the love of God and our love of one another and how we respect all things and the world we live in. We are committed to developing a passion for the arts built on core skills, awareness of artistic professionals and practical engagement. This will be accomplished through

Through the visual arts, dance, drama, music and creative writing, we aim to encourage children to question, reflect and become inspired in their learning.

## **AIMS OF ARTS POLICY**

### **Purpose of study**

Art, craft and design express some of the highest forms of creativity. A high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should also know how it both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.

### **Aims**

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **INTENT**

### **Purpose of Study: Why teach the Arts?**

The arts enrich the quality of our experiences, providing rewarding activities that inspire, inform, stimulate, challenge and entertain. Arts activities help develop the capacity to formulate and communicate ideas and feelings; they enhance perceptual skills through responding, developing and evaluating, and physical skills through control and use of movement. Involvement in the arts helps to foster a positive attitude among pupils by developing a wide range of qualities such as cooperation, enthusiasm, passion, inspiration, tenacity and ambition. We also emphasise that this is an inclusive involvement, which helps pupils acquire an important sense of belonging as well as building the self-confidence they need to do well and make their first steps towards higher education and employment.

Art and design activities should allow children to develop their own thinking and questioning skills. This will enable them to gain knowledge and understanding of the world around them and its people, and prepare them for the future by:

- Introducing a unique visual language
- Combining ideas and thoughts with senses and emotions
- Valuing diversity and individuality
- Intellectual and physical development
- Allowing time for reflection
- Promoting innovation, risk taking and problem solving
- Developing a positive awareness of different cultures and traditions
- Children articulate their own ideas and develop the ability to make critical

#### **Judgments**

- Promoting playfulness and curiosity
- Sensitivity, empathy and intuitiveness
- Self-awareness and awareness of others
- Ability to collaborate with other people and take the views of other people into account
- Independence
- Making links between unusual concepts and circumstances.
- Developing confidence
- Acquisition of new skills
- Developing the imagination
- Encourages experimental approaches
- Being excited, absorbed, and motivated

In partnership with Warrington Primary Arts Network, and local community groups, we create a culture of learning through the arts that is accessible to all students and to the wider community.

### **Planning the Arts**

The arts will be planned to adhere to the guidance set out by the National Curriculum. Children will be assessed against these standards along with additional internal structures linked to specific skills.

### **Scaffolded and Adapted Learning**

The study of art will be planned to give a suitable range of scaffolded activities appropriate to their age, ability and experiences. Each child will have complete ownership of the annotations and reflections made in their own sketchbook and this will NOT be marked by other children or adults. Tasks will be set which challenges all pupils including the more able. For Pupils with SEND, tasks may be adjusted and learning layered to ensure their success in Art and Design. The grouping of pupils for art activities will take account that all children will take an active part in the task and gain in confidence

### **Music**

This is a separate curriculum which will be taught on a weekly basis. Music may involve working with visiting professionals in Key Stage Two.

### **Drama**

Taught through the English curriculum. This will be linked to texts and ongoing learning. The children will be given the opportunity to perform at key points throughout the year.

**Dance** Taught through the PE curriculum as a core discipline. This will be one half term and include a series of sessions. The children will have the opportunity to use dance through performance.

### **Creative writing**

Taught through the English curriculum. This will focus on the children's exposure to relevant and stimulating texts, their use of grammar and spelling features along with the ability to work with professionals and writing for a purpose.

### **Visual arts**

The visual arts will be taught as a sequence of lessons focussing on one of the six visual elements (drawing, painting, textiles, printing, collage/mixed media and sculpture/3D). Where appropriate, the core skills maybe be taught to link in with a topic or as a discrete subject. At least one sequence of work will look at the work of a professional artist, sculptor

or architect.

The independent use of sketchbooks is to be encouraged as a process diary to document the study of skills and techniques used.

Along with the regular classroom practice, all classes will visit an art gallery or exhibition space related to their studies as part of a 4 year cycle. Due to Covid 19. Disruptions have been made to this cycle

## **Resources**

Resources and equipment requests may be made to the head teacher where a specific need is addressed. The resourcing of each arts area will be the responsibility of the subject leader. It is the responsibility of the class teacher to request resources for a specific area each half term before it is to be taught. The PE budget will be deemed separate under current practice and will be set by the head and subject lead.

## **IMPACT**

We ensure that children at our school are equipped with artistic skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want our children to have a passion for art and to understand the prospect that they could have a career in the arts at the end of their time at Winwick. We want our children to be able to analyse and evaluate artwork and be respectful of others opinions. We want our children to embrace art as a way of communication regarding their thoughts feelings opinions and ideas

## **Assessment, Recording and Reporting**

Learning outcomes are structured and matched appropriately for each lesson. Assessment would be measured against the criteria set for the learning outcome which is made clear to the pupils. Assessment can then take various forms:

- Comparison with pupil's previous work
- Discrete comparison with peers
- Comparison with the work of professionals
- Pupil's ability to select appropriate materials
- Pupil's organisational and collaborative skills
- Pupil's ability to respond to the visual curriculum
- Judgement of pupil's developmental skills

Recording the arts curriculum is through sketchbooks, displays and photographic evidence

## **Sketchbooks**

The use of sketchbooks is of increasing importance and the children in Years 1-6 are given the opportunity to use them as an independent resource. They will be used to record initial ideas, collect stimuli, make draft pieces, annotate ideas and create final pieces (where appropriate)

## **Computing**

The use of computing in the arts will be noticeable as the children progress through their skills. They will be able to use drawing packages and painting tools initially, once they have mastered physical approaches. The use of photography as a means of making a finished piece, the composing and recording of sounds in music and working with recordings in drama and PE will all be evident.

## **Extra Curricular Arts Activities**

The children will be offered extra-curricular activities linked to the arts and will also experience working on projects beyond the classroom. Examples of this would include the Warrington Primary Arts Network exhibition and performance evening, the Young Voices project and the Feast of Choirs events.