

Copeland Road Arts Policy.

At Copeland Road Primary School we believe that the arts play an integral role in the creative development of all our pupils. We define the arts as art and design, dance, drama and music. We believe the arts enable our children to develop their creativity, self-esteem and confidence. Through the Arts, we encourage children to explore, express and communicate their feelings whilst gaining a broader understanding and insight to the wider world.

Aims of the school

At Copeland Road we show a strong commitment to the arts and aim to ensure that all pupils have access to a comprehensive and balanced curriculum. We also aim to heighten children's skills and understanding through a wide range of arts experiences in addition to the curriculum. We aim to stimulate children's minds and enable them to take pride in their work and personal achievements.

Aims	Objectives
<p>To provide a broad, balanced and inspiring arts curriculum, which enables motivation, originality and imagination as well as development of skills.</p>	<ul style="list-style-type: none"> • Provide a minimum of 12% of curriculum time dedicated to high quality arts teaching and practice. • Provide regular opportunities for cross-curricular work in the arts through whole-school targeted planning. • Ensure our curriculum celebrates diversity in the arts and offers the experience of arts in other cultures and times. • Provide opportunities to participate in a range of out-of-hours arts activities. • Offer opportunities for children to take the Arts Award through the formal curriculum and extra-curricular activities. • Provide a minimum of one extra-curricular arts activity for Key Stage 1 children. • Provide a minimum of 3 extra-curricular arts activities for all children at Key Stage 2. • Ensure access for arts teachers to continuing professional development to inspire and refresh creativity. • Draw on expertise within our school community and from parents, friends and governors.
<p>To encourage and enable children to appreciate, reflect on and make judgements about the quality of their work and that of others.</p>	<ul style="list-style-type: none"> • Give all pupils the opportunity to regularly exhibit work and take part in performances. • Encourage pupils to communicate their ideas about the arts through a school arts forum. • Present art works and performances to parents and the local community at least termly • Allow all children to see work exhibited or performed by

	professional artists at least once a year.
To encourage all children to become enthusiastic participants in the arts and to derive from them, pleasure and pride in achievement that will remain with them for life.	<ul style="list-style-type: none"> • Offer the opportunity to work alongside a professional artist at least once a year. • Provide awareness of opportunities within the local and wider community. • Provide an arts curriculum that ensures a progression of skills visible to the children through the key stages, by identifying and giving opportunities to improve skills appropriate to age and individual ability.
To strengthen and build new partnerships and which make the arts sustainable and bring benefit to children and he wider community.	<ul style="list-style-type: none"> • Establish and build on contacts and partnerships within the local and wider community. • Create partnerships with local schools and plan events to sustain and increase opportunities for all. • Provide opportunities for the wider community of school to inform and have access to our schools art programme through performances, workshops, exhibitions, concerts and the internet, using at least one of these each term.

Pupil entitlement.

All children regardless of gender, race, culture, background and ability have an entitlement to 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.

Time in the curriculum.

At Copeland Road we provide curriculum time for teaching in art, design, dance, music 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.

Foundation Stage

In the Foundation Stage the Arts are incorporated into Expressive Arts and Design. (see Early Years Policy)

- Christmas Production - combination of all art forms

Key Stage One

- Weekly music praise assemblies (singing).
- Class assemblies incorporating a combination of all Arts forms -classes produce individual class assemblies each year in addition to a whole school Harvest festival where each class contributes to the assembly.
- Christmas Production- combination of all Arts forms.
- Art is taught weekly or blocked into longer sessions.

- Ongoing music units of work – these are half termly and units are repeated and developed in Year 2 with a different focus in order to build on musical skills.
- Two units of dance per year group.
- Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum.
- Creative Arts weeks/days.
- Visiting theatre groups/artists/musicians.

Key Stage Two

- Weekly music praise assemblies (singing).
- Religious assemblies/festivals involving drama, music, poetry, dance and art.
- Class assemblies incorporating a combination of all Arts forms –classes produce individual class assemblies each year in addition to a whole school Harvest festival where each class contributes to the assembly.
- Art is taught weekly or blocked into longer sessions.
- Ongoing units of work in music.
- Two units of dance per year group.
- Drama is taught primarily as part of literacy with extra drama-based activities incorporated into other areas of the curriculum.
- Creative Arts weeks/days.
- Christmas production - combination of all Arts forms.
- Peripatetic music teaching of a variety of guitar and brass instruments.
- Regular arts activities and performances for school, parents and the wider community.
- Visiting theatre groups/artists/musicians.
- Trips to galleries.
- Creative use of ICT.

Additional opportunities.

As well as providing a creative and enriched Arts curriculum, we also provide a range of exciting out of hours opportunities for children. Staff provides a range of clubs for pupils, including many that are arts-based (choir, dance, art, storytelling and drama). We also encourage pupils to further their Arts interests in clubs out of school. When clubs are offered every child in the appropriate key stage is eligible to attend. Where clubs are oversubscribed or limited by age group, alternatives will be given at a different date where possible.

Cross-curricular links.

Cross-curricular links are made through careful whole school planning and liaison between subject leaders. Examples of this include the use of ICT in art and music; the use of drama and art in humanities.

In terms of PSHE, involvement in the Arts helps children to make choices, identify what they are good at and what they need to do to improve. Our multi-cultural work

helps children to recognize and celebrate difference and diversity. Children learn the techniques of discussion when appreciating a piece of artwork or music. Cross-curricular links between subjects and topic areas are highlighted within Medium Term Plans in all year groups.

Partnerships

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

- Curriculum development.
- Community links.
- Staff development.
- Children's creative achievements.
- The profile of the Arts.

Through effective communication and liaison we ensure effective 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 continue to look for new ones. Children are able to experience these through:

- Gallery visits.
- Visiting artists and musicians.
- Talented staff, parents and governors within the school.
- Plays, theatre company visits and workshops.
- Working with artists from The Forge's Connections.

Management and organisation.

Copeland Road has Arts subject leaders who work with staff, parents, governors and artists and who are involved with events within the community.

The subject leaders are responsible for:

- Developing and updating the schemes of work for all keys stages.
- Supporting teachers and subject leaders with cross-curricular links.
- Overseeing and developing resources.
- Monitoring and evaluating through classroom observation, planning, work scrutiny and interviewing children.
- Keeping staff up to date through staff meetings, INSET, courses in the Arts and alerting them to CPD opportunities.
- Keeping governors informed.
- Providing additional and extra-curricular out of hours activities.
- Working with visiting artists and other partners.
- Planning for future developments through annual action plans and targets.

Monitoring and evaluation.

Each subject leader, for each aspect of the Arts, monitors planning, collects evidence of work and performs work scrutiny, observes teaching and interviews pupils.

Health and safety.

Any member of staff or Arts partnership involved in activities within the school complies with the Copeland Road Health and Safety Policy. Children are expected to behave responsibly at all times. By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.