

Beech Hill School
The Arts
(Art and Design and Music)
Policy



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Intent

Our Arts curriculum is designed to progressively develop children's skills to build a bank of techniques and knowledge to enable them to become artists and musicians in their own right. Opportunities are provided frequently to celebrate the children's artistic and musical achievements. Performances to varying audiences enable the children to grow in confidence throughout their school life. Children are exposed to the work of great musicians and artists to widen their cultural experiences and to develop their appreciation of the diversity within the arts.

Aims for pupils

At Beech Hill, the Arts play a key role in giving children at our school a vital channel for self-expression. We provide a wealth of opportunities for children to discover, explore and extend their natural talents. The Arts are used as a vehicle to provide intrinsic, meaningful and essential learning opportunities and new experiences.

Through our teaching of the arts we aim to:

- Provide a broad, balanced and exciting arts curriculum, which enables motivation, originality and imagination as well as development of skills
- Raise the standards of arts education in school
- Enhance children's appreciation of different cultures through the arts
- Provide high quality arts experiences and resources for our children
- Develop effective links with the community which strengthen and offer diverse arts provision within school
- Celebrate the artistic achievements of each child
- Continue to develop the use of ICT and new technologies in creative work
- Allow children to realise that a career within the arts subjects is achievable for them.
- Provide opportunities for our children to perform and present their art.

Implementation:

Planning

EYFS

In the Foundation Stage, art and design and music aspects of the children's work are related to the objectives set out in the Early Learning Goals (ELGs), as outlined in Development Matters. These underpin the curriculum planning for children aged three to five as art and design and music makes a significant contribution to the Expressive Arts: Exploring Media and Materials and Being Imaginative. From this the Early Years Leader created a progression document with tasks planned to meet each objective and learn the skills which ensure pupils are 'curriculum ready' for Art and Design and music when they enter Year One.

Year 1-6

The planning of art and design and music for years 1 to 6 began with the National Curriculum. From the National Curriculum a comprehensive Skills Progression Document was created for Art and Design and music in collaboration with our Artist in Residence. Long term and medium term plans were then created to ensure children are exposed to a range of artists and musicians and cover all of the National Curriculum objectives. The planning of art and design and music are based on the key themes of the creative curriculum. Teachers use the medium term plans and the skills progression documents to ensure that children's art and music skills and Cultural Capital develop throughout school. Must Knows containing the key learning points and knowledge for each year group are provided to assist children with their learning.

Teaching

EYFS

In EYFS the teaching of art and design and music is delivered by teachers, Nursery Nurses and teaching assistants. Activities are either self-led or small adult guided groups. The teaching of art and design in the EYFS is informed by the characteristics of effective learning:

Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These characteristics are integrated into a cycle of observation, assessment and planning where children's needs and interests are central to planning and provision.

EYFS Evidence

Videos, photographs and observation are kept of the children's work on Early Essence as evidence for Expressive Arts: Exploring Media and Materials and Being Imaginative. Assessment in this area of learning is used to highlight any gaps children may have in their learning and put in place support to help children accomplish their next steps.

Year 1 to 6

Teachers model and demonstrate key skills. Children are provided scaffolding to develop the skills. Skills are broken down into achievable steps. Skills, techniques and knowledge from previous learning is recapped and built upon.

Practical, hands on learning allows children to investigate, explore and develop their own ideas. Children are encouraged to be curious, creative and imaginative.

Subject specific vocabulary is modelled correctly and used consistently by teaching staff. Children are encouraged and rewarded for using subject specific vocabulary. Must Knows are used to support children with key vocabulary.

Independence and collaboration are encouraged through a variety of individual, partner, small group and whole class projects.

Work Evidence Art and Design

From year 1 the children use personal sketch books to develop their ideas and art work.

Final pieces of art and sculptures are photographed and put onto Seesaw.

Galleries around the school building showcase children's work.

Work Evidence Music

Work is evidenced on Seesaw through a range of photographs, videos and comments.

Performances are recorded and kept on Seesaw.

Resources Used for the Arts

- National Curriculum
- Skills Progression Document
- Long and medium term plans
- Artist in Residence/external teacher for clarinets in year 6
- Purple Mash
- Seesaw

- IPad Apps
- Charanga
- Musical instruments

Inclusion:

On-going formative assessment by teaching staff will ensure that all children have their needs met. Some children may need gaps in their learning addressing while others may need extra challenges. Teachers will use the National Curriculum and skills progression document to ensure the children's needs are met.

Pupils from disadvantaged backgrounds

We aim to provide opportunities for **all** of our pupils to develop their cultural capital for the arts. School trips, workshops and visitors within school may need to be subsidised by school to ensure that no child misses out.

Pupils with SEND

Each learner's needs must be assessed and met. They may require pre-teaching of vocabulary, tool adaptation (e.g. grips for paintbrushes or beaters), larger images of artwork or headphones to listen to musical extracts. Differentiation of objectives may also be needed. If this is the case, BSquared or previous years' skills progression documents will be used to ensure that objectives are appropriate. All children should access the same task just with differentiated objectives if necessary.

Pupils with English as an additional language (EAL)

Strategies that are beneficial to all learners are utilised to ensure EAL pupils can access the arts at Beech Hill. Skills are broken down into manageable steps and modelled clearly so that all children can achieve. Must Knows (visual organisers) are used. Key vocabulary is used consistently. Collaborative tasks are used.

Monitoring

For EYFS- YR 6

The subject leader is responsible for monitoring the standard of the children's work and quality of teaching in the arts, developing the assessment and ensuring progression and continuity within the subject. This is carried out through a combination of Deep Dives with the SLT, book-looks, learning walks, lesson visits, speaking to children and teachers.

Information gathered through monitoring informs the next steps for developing the arts in school. The arts action plan is a working document that is added to and amended according to the outcomes of monitoring.

The subject leader will support colleagues in their teaching, inform staff of any current developments in the subject and provide direction for the arts across school.

Impact

Assessment and Feedback

Formative Assessment

Teaching staff will closely monitor the children's work during art and music lessons. They will address misconceptions that arise in a timely manner through additional modelling or support. They will also provide challenges for pupils that show exceptional strengths during lessons. Teachers will discuss ideas/work/techniques/skills and question children to deepen their artistic development.

Summative Assessments

EYFS

Videos, photographs and observation are kept of the children's work on Early Essence as evidence for Expressive Arts: Exploring Media and Materials and Being Imaginative. Assessment in this area of learning is used to highlight any gaps children may have in their learning and put in place support to help children accomplish their next steps.

Year 1-6

Summative assessments take place through on-going teacher assessment against the National Curriculum and skills progression document. Sketch books contain a list of specific skills that teachers assess against after teaching a unit of work. Children are also encouraged from year 2 onwards to self-assess against the skills. At the end of the academic year, teachers make a judgement and input this on to Target Tracker.

Feedback

Verbal feedback is key in the arts. Teachers will provide opportunities to discuss children's work with them and question them to deepen their artistic ability. Peer feedback is also built into lessons to allow children to appraise and evaluate each other's work. Sketch books are a personal space for children to develop their ideas and creativity so limited written feedback will be provided. Targeted tasks should be provided to develop the children's skills and evidenced in their sketch books rather than lengthy written feedback from teachers.