

Bordon Junior School

Policy for the Arts

At Bordon Junior School we believe the Arts to be influential in building children's confidence and zest for life, both within school, and for their lives beyond. This belief ensures activities developed and provided within school have an immediate impact on the children themselves and their abilities, that of others and an appreciation of the world in which they belong.

Aims

Our school endeavours to provide an arts rich curriculum to every pupil with further opportunities for arts experiences offered through extra-curricular activities and visits. (See attached Appendix 1)

Planning the Arts

This policy has been developed as an overarching policy statement and should be viewed in conjunction with policies for other curriculum areas. All teachers follow the long term plans for each subject, the QCA and National Curriculum documents provide a basic structure and class teachers with advice from subject coordinators, supplement this. At Bordon Junior School, class teachers are actively encouraged to always consider how to enrich the learning opportunity for pupils in other curriculum areas through the arts.

Curriculum Provision

- Each arts subject is timetabled weekly or blocked depending on the activity involved.
- Drama is a key element of our Literacy, Humanities and PSHE programme and is used as a powerful teaching tool across the curriculum
- Music is taught by a specialist music teacher and re-enforced through additional activities
- All children take part in our two annual productions - years 3 and 4 at Christmas and years 5 and 6 in the summer
- All children have the opportunity to learn an instrument.
- Teachers use a variety of strategies to teach the arts from the use of ICT, visits, workshops in school by visiting practitioners, discussion, first-hand experience and investigative open-ended activities.

Facilities and Resources

We have a large hall which is widely used for dance, drama, school productions, art exhibitions, visiting arts practitioners and concerts. We also have a dedicated music room equipped with a wide range of tuned and un-tuned instruments. We have extensive grounds including an outdoor classroom which provides opportunity to further extend the arts.

Assessment, Recording and Reporting

Learning outcomes are structured and matched appropriately for each lesson. Assessment is measured against the criteria set for each lesson which is made clear to each pupil during the lesson. Assessment can take various forms:

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

Recording the arts curriculum is through photographic evidence, pupil conferencing, progress interviews with parents and through the annual written pupil report.

Equal Opportunities

We aim to provide arts opportunities to **all** our pupils, regardless of gender, race, disability or cost (in the case of external visits and visitors)

ICT

Bordon Junior School has an ICT suite available to whole class or small groups as well as interactive whiteboards in all classrooms and banks of laptops for use in classes. We believe that being able to access a wide range of programs and information can inspire and develop creativity across the curriculum. Classes also have access to digital cameras and videoing facilities.

Extra-curricular Clubs

We aim to use staff, parental expertise and specialised outside agencies to offer a wide range of arts based clubs at both lunchtimes and after school. These include a multitude of Arts related activities.

This policy was formulated by the Head teacher and staff.
It is reviewed annually by the Governing Body of Bordon Junior School.

January 2015

Appendix

Aim	Objectives
For all children to engage, progress, enjoy and express themselves through a variety of art forms, to explore values, attitudes, feelings and meanings.	<ul style="list-style-type: none">• Provide an arts curriculum of quality, range and depth.• Provide a balanced, inclusive, broad, progressive curriculum with appropriate cross curricular links.• Provide opportunities for pupils to learn about the arts of diverse cultures.• Provide opportunities to develop self-esteem, confidence and maturity through participating in the arts.• Ensure that all teachers who teach the arts have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with current developments.• Provide Gifted and Talented children the chance to develop their skills further.•
Develop children's interest in and ability to create, appreciate and make critical judgements about artworks.	<ul style="list-style-type: none">• Give all pupils the opportunity to observe, plan, design, complete and perform/exhibit in a range of art forms.•
Encourage pupils to work as individuals and in groups to share arts experiences and present artworks to others.	<ul style="list-style-type: none">• Give all pupils an opportunity to exhibit/perform at least four times a year. (Christmas or summer performance, class assemblies.)• Give all pupils the opportunity to experience a range of out-of-school activities.• Present arts work to parents and the local community at least six times a year. (Concerts at Christmas and summer, termly arts galas, class assemblies, Carol concert.)• To continue to work with other local schools on arts projects e.g. Mill Chase Community Technology College, Bordon Infants School.)
Develop an understanding of the role of the arts in our community and society (and of different cultures).	<ul style="list-style-type: none">• To encourage the development of empathy and understanding of different cultures through the different art forms taught at school.• To further develop the idea of citizenship through creative opportunities within the community. (Carol concert, singing at the local old people's homes.)• Take pupils to see work exhibited/performed by professional artists.• To maintain and develop partnerships with other schools and arts organisations.