

## The Arts Policy

### Aim:

We aim to engage learners with a variety of artforms, to explore values, attitudes, feelings and meanings. To develop the ability to create, appreciate and make critical judgements about artworks and encouraging learners to work independently and in teams, to share arts experiences and present artworks to others. Through The Arts, Landgate School aim to embed cultural opportunities to increase active and independent involvement and develop an understanding of the role of the arts in society, including as a career.

### Objectives:

- To provide an arts curriculum of quality, range and depth
- To provide opportunities for cross-curricular work
- To create opportunities for learners to learn about the arts of diverse cultures
- To develop self-esteem, confidence and maturity through participation in the arts
- To ensure that arts teachers have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with developments in the arts
- To give learners opportunities to design and complete artworks in a range of artforms
- To enable learners to exhibit work or take part in a performance at least once a year
- To showcase arts work to parents and the community throughout the year
- To plan educational visits for learners to see work exhibited and performed by professional artists

### Key Stage 1 & 2

Key Stage 1 & 2 are assessed against Primary Learning Ladders starting from stage 1 to 15. Stages 10 -15 are assessed using National Curriculum Year expectations. Assessment is recorded with a range of E-Learning software, work experience and data tracking.

Lessons are delivered by the lead teachers through a thematic approach in Key Stage 1 and discrete, weekly, timetabled lessons of Art and Music in Key Stage 2. Skills are also generalised and practised cross curricular through multisensory explorations and sensory snacks.

### Knowledge, Skills and Understanding

#### Music

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and untuned instruments musically
- To play and perform in solo and groups, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- To experiment with, create, select and combine sounds using the inter-related dimensions of music

- To improvise and compose music for a range of purposes using the inter-related dimensions of music
- To listen with attention to detail and recall sounds with increasing aural memory
- To listen with concentration and understanding to a range of high quality live and recorded music drawn from different traditions and from great composers and musicians
- To develop an understanding of the history of music
- To use and understand staff and other musical notations
- To appreciate and understand a wide range of high-quality live and recorded music

### **Art**

- To learn about the work of a range of great artists and designers
- To use materials creatively to design and produce pieces of work
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To work in two and three dimensions, using wet and dry mediums to develop their confidence

### **Key Stage 3**

In key stage three, learners are assessed against Flight Paths. Learners are placed onto a pathway dependent on their stage leaving the Primary phase. The flight paths range from Interest to Intermediate. Assessment is recorded with a range of E-Learning software, work experience and data tracking.

Lesson are delivered weekly by the lead teacher, as per timetabled. Skills are also generalised and practised cross curricular through multisensory explorations and sensory snacks.

### **Knowledge, Skills and Understanding**

#### **Music**

- To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- To identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- To listen with increasing discrimination to a wide range of music from great composers and musicians
- To develop a deepening understanding of the music that they perform and to which they listen, and its history.

## **Art**

- To learn about famous artists, to help them produce work at their own level
- To use a range of techniques and medias
- To express their feelings through their artwork
- To evaluate their own work and the work of their peers

## **Key Stage 4**

In Key Stage 4, learners work towards a WJEC or an AQA accreditation at Entry level, 1 or 2. The specifications allow the learners to follow a progression route towards higher qualifications. Assessment is recorded against an assessment criteria that links with the learning outcomes. Lessons are delivered in by the lead teacher. Skills are generalised and practised cross curricular in a range of styles and techniques.

## **Knowledge, Skills and Understanding**

- To develop their skills and knowledge of The Arts, through creative and exciting observations and opportunities

## **Parental Engagement**

Parents and the wider community are invited to exhibitions, performances, art galleries and coffee mornings, regularly throughout the year, to celebrate the work of our learners.

## **Monitoring arrangement**

The Senior Leadership Team / Governors:

- Will monitor the subject through the Landgate self-evaluation and monitoring schedule which are reviewed annually.
- Will complete departmental SES in line with each data input. Self-Evaluation will take place through whole school systems of scheduled link meetings with staff, SLT and Governors.

## **Subject Leaders will:**

- Monitor/ moderate through work sampling, learning walks and lesson observations.
- Review/ update assessment systems based on suitability of use.
- Review/ update Long Term Planning based on suitability of use.
- Create/ update and review a Subject Development Plan
- Monitor the impact of a subject budget.
- Purchase and organise resources.
- Monitor the impact of significant developments.
- Review/ update risk assessments.
- Analyse data.
- Produce a Self-Evaluation Summary.
- Prepare, attend and participate in link meetings.
- Audit and support parents/ colleagues in their CPD.
- Keeping up to date with recent Arts developments.

**Links to Policies**

- Teaching and Learning
- Behaviour for Learning
- Assessment for learning
- Marking
- Homework
- Educational Visits

<b>Date approved:</b>	
<b>Review Date:</b>	
<b>Signed Executive Headteacher:</b>	