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)

For all children to see themselves as creative beings who can express their ideas, thoughts and feelings visually.

# Implementation

This policy has been developed as an overarching policy statement and should be viewed in conjunction with policies forother curriculum areas. All teachers follow the long term plans for each subject, Art Express provides a basic structure and class teachers with advice from subject leaders, 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.

Use of Art Express whose units are based upon the following principles in year 3:

* To understand art education as a process of generating ideas;
* To realise ideas in material form;
* To talk about what they have done and why;

Which develop into these principles in years 4, 5 and 6.

* The development of ideas and creativity;
* The development of skills and mastery of processes;
* The development of knowledge encompassing art and cultures.

Art Express chosen for

* the wide range of activities which develop skills in a logical progression across six strands of visual art: drawing, painting, printing, sculpture, collage & textiles and digital media;
* the pedagogical support for teachers;
* the resources to help children understand and evaluate their own work;
* the working examples of work produced by other children of the same age;
* the ability to display work in virtual galleries.

# 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 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 pupil’s 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 every 2 years by the Governing Body of Bordon Junior School.

# Appendix 1

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| 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.  | * 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 children the chance to develop their skills further.
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| Develop children’s interest in and ability to create, appreciate and make critical judgements about artworks.  | * Give all pupils the opportunity to observe, plan, design, complete and perform/exhibit in a range of art forms.
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| Encourage pupils to work as individuals and in groups to share arts experiences and present artworks to others.  | * Give all pupils an opportunity to exhibit/perform.
* Give all pupils the opportunity to experience a range of out-of-school activities.
* Present arts work to parents and the local community.
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| Develop an understanding of the role of the arts in our community and society (and of different cultures).  | * 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.
* To take pupils to see work exhibited/performed by professional artists.
* To work with others in the local community on arts projects.
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