



SOHO PARISH PRIMARY POLICY Creative Arts Policy

Last reviewed:	September 2019	Next review date:	July 2022
Body responsible:	SAW Committee	Written by:	Lyn Meadows Hannah Peaty

This policy is a statement of aims and principles relating to the school’s Creative arts offer. It will be reviewed every three years by the Senior Leadership Team and the Governing Body.

Soho Parish Church of England Primary School Vision

Jesus said: I have come in order that you might have life – life in all its fullness. John 10:10

Every child deserves to live life to the full. At Soho Parish our curriculum is designed to develop the whole child, promoting artistic, musical, intellectual, physical and emotional development.

The education we offer is stimulating, imaginative, creative and fun, driven by the pupils’ interests and needs. Skilled, compassionate and ambitious teaching enables our pupils to develop a ‘growth mindset’, the courage to take risks in their learning, high expectations for themselves and to make excellent academic progress.

We welcome and value children and families of all faiths and none, motivated by the same passion as our Christian founders, who believed in the power of universal education to improve lives. Each individual has the right to learn and achieve without barriers or ceilings.

But to truly live ‘life in all its fullness’, means following Jesus’ example. We celebrate our gifts and strive to improve ourselves not just for ourselves, but for the benefit of others, as together we seek to build a kind and thoughtful community in which all can flourish.

Soho Parish Church of England Primary School Values

Love – Imagination – Courage – Individuality – Community

Curriculum statement

We provide a curriculum which is rich in connections. As children's brains develop, physically forming synapses (connections), so their thinking and potential for learning grows. We believe all children can learn and attain highly, by 'growing their brains'. Our curriculum supports depth of thought and breadth of understanding, posing the challenging questions and exposing children to experiences beyond the classroom.

Intention

Creative thinking is one of the highest order thinking skills of which creativity is born. Although we define the arts as music, dance, drama, art, design and technology and literature, we believe that creativity can be applied across the curriculum in all our teaching and learning. We teach from a concept-based curriculum supporting children to develop connections and transfer skills across subjects. When we use our imagination, we make new connections and can expand our viewpoints and broaden our horizons. We seek to harness children's imagination and curiosity by providing a creative, stimulating and challenging education for all our pupils, equipping them to enjoy life in all its fullness. We believe that the arts can also support pupils' physical and mental wellbeing and their spiritual, moral and social development; offering opportunities for the children to explore, express and communicate their feelings whilst gaining experiences of the wider world. Through experiencing the arts, children develop their creativity, self-esteem and confidence. The school is committed to ensuring, within the time and resources available, that all children at Soho Parish School receive a high-quality level of arts and cultural education, to enable them to have a fully rounded appreciation of the world around them.

Implementation

To ensure a continual development and monitoring of the provision and opportunities on offer at Soho Parish, we take part in the Artsmark Award and are currently working towards Platinum accreditation. We use the seven quality principles set out by the Arts Council England in order to assess and raise our standards. These are:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

The school particularly aims to be a local exemplar of strong arts and cultural education practice and to be a resource for other local schools looking to develop their arts and cultural education provision.

Pupils at Soho Parish come from a wide-range of cultures and backgrounds and the school seeks to draw on this diversity of styles and influences in its arts curriculum.

We actively promote arts and cultural industries and provide opportunities to develop knowledge, skills and ability to participate in and respond positively to artistic, musical, sporting and cultural opportunities. We provide arts and cultural provision within the curriculum and through extracurricular clubs, to support students to discover and develop their interests and talents. We seek to develop quality partnerships with organisations which will enhance the learning and opportunities for both students and teachers.

The value and impact of a broad arts and cultural curriculum is firmly embedded in the ethos of the school-its staff, pupils and governors. We are committed to CPD, to continue a high level of arts teaching and continued professional development.

Organisation

While drama, dance, music and art and design technology are mostly all taught separately, our concept-based planning approach, provides many opportunities for cross-curricular links across year groups and Key Stages. These subjects may be combined, supporting each other in a themed area of study; through year group performances for parents, Key Stage productions, celebration days and multi-cultural events. We promote and showcase student's achievements through whole school celebrations like our annual Art Week exhibition and International evening performances.

Drama is a key element of our Literacy curriculum where we use 'Talk for Writing' and the spoken word is used as a powerful teaching tool across the curriculum. There are opportunities for children to develop their acting and performance skills through termly class assemblies, our Year 3 annual project with the Primary Shakespeare company, reception and KS1 Nativities and Year 6 Musical.

Dance is taught as part of our Physical Education programme and often incorporated into school performances.

Art, Design and technology and Music takes place as part of the weekly timetable. Weekly singing assemblies and work with the Voices foundation, also teach children to use their voice as an instrument. Children have the opportunity to learn a musical instrument and take part in whole class violin lessons in Year 5. There are many opportunities across the year in our music concerts for children who learn an instrument at school and outside, to perform and celebrate their talents and achievements.

Extra-curricular opportunities include School Choir, Rock Band and art, dance, drama and sports after school clubs.

Equal Opportunities

We recognise that children within our school have an entitlement to all aspects of the Creative Arts offered within the curriculum, regardless of race, gender or disability. Pupils with SEN are encouraged and supported where appropriate to be fully integrated into all creative arts-based activities.

Impact

Planning, Monitoring and Assessment

Lessons and children's work are evaluated by individual staff through discussion, observations and on-going teacher assessment, which is used to inform future planning and reports to parents. These are planned to meet the requirements of the National Curriculum from Foundation Stage through to Year 6.

Effective planning and implementation of work ensures continuity and progression throughout the school. The arts are generally planned within year or phase groups and we include many opportunities for cross-curricular links. Monitoring planning against long term planning is the responsibility of individual co-ordinators in consultation with the Senior Leadership Team. The Curriculum Lead monitors termly planning and offers support and any guidance. Issues or initiatives that may need further development are discussed with the Senior Leadership Team and may be put into the School Improvement Plan. We have a wealth of talent and expertise amongst our staff in the arts and this greatly enriches the curriculum opportunities we can offer our children.

Benefits of Arts Education

Active engagement in the arts helps children's development in a number of ways and enables children to develop important characteristics which will assist them as adults. These include:

- Creative thinking and application
- Strengthening problem solving and critical thinking skills
- Improved motor skills, especially for younger children
- Developing visual spatial skills
- Confidence
- Perseverance
- Focus
- Risk taking and challenge
- Sharing responsibility and collaboration
- Accountability and taking responsibility for what they have done as well as learning from mistakes
- Developing empathy
- Expressing emotions and feelings
- Sense of wellbeing and achievement
- Developing individuality

ARTS CURRICULUM OFFER

BY AGE ELEVEN, THE END OF KEY STAGE 2

Children will have enjoyed a high-quality curriculum offer which includes:

- Being taught the relevant skills and content for their age-related expectations as set out in the National Curriculum for each subject area
- The opportunity to gain knowledge about cultural education subjects and to explore their own creativity
- The chance to create, to design, to devise, to compose and to choreograph their own work in collaboration with their classmates
- The experience of creating work by themselves, such as writing a story, poem or play text
- Presenting, displaying and performing to a range of audiences
- Using arts specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works
- Learning about the application of the latest technology to help them access culture

In addition, they will have:

- Been encouraged to be adventurous in their choices about cultural activities, by learning about literature, films, visual arts, crafts, heritage, music and dance that is beyond the scope of their normal everyday engagement
- Learned about people who have created or are creating art forms. They will also have gained knowledge about the historical development of those art forms
- Had the chance to learn a musical instrument
- Regularly taken part in singing
- Taken part in dramatic performances
- Taken part in workshops with professional artists, craftsmen, architects, musicians, archivists, curators, dancers, film-makers, poets, authors or actors
- Been on visits at each Key Stage to cultural institutions and venues, which might include a museum, a theatre, a gallery, a heritage site and a cinema
- Become regular users of a library
- Regularly read books for pleasure, rather than only as a part of their school work
- Been encouraged to use digital technology as a means of accessing and gaining a deeper understanding of great culture
- Taken part in the making (writing, acting, shooting, editing) of a short film or radio production
- Received the support necessary to take an interest or passion further
- Been made aware of the other activities and resources available to them in their local area
- Been able to join a lunchtime or after school club to continue their interests