



# GREENHOLM PRIMARY SCHOOL

## THE ARTS POLICY

### **Overarching statement**

At Greenholm we are a school that is welcoming, safe and creates an environment which values and supports everyone learning. We work hard to create an ethos that promotes inclusive practice for all, by providing a consistent and fair approach, which is supportive of the continual emotional development of all and by demonstrating mutual respect, openness and honesty.

At Greenholm School we embrace the notion that the arts are integral to our school ethos. They provide the opportunity to promote the attitudes and expressions of both children and adults that are

part of, and that share the school community.

The curriculum for the Arts develops the whole person, and as such contributes a wider understanding

to the experiences of life, which helps to build a balanced and broad personality.

### **Why do we teach the Arts?**

The Arts curriculum at Greenholm School aims to give children the opportunity to learn how to express themselves in a number of ways. Through the arts the children can gain an understanding and appreciation of the methods and motives of people from other cultures and times. The development of aesthetic sensitivity and a visual library assist learning in other fields. The arts are important feature of holistic education, and foster creative thinking, imagination, invention, design and enjoyment.

This is achieved through the development of skills in the four main areas. These skills or 'tools' are developmental and are reflected in the approaches used to deliver other curriculum areas. This is provided for the children through a variety of experiences and a variety of different forms.

### **Aims**

- To develop an understanding of all the Arts.
- To develop the enthusiasm and enjoyment that the arts can instil.
- To provide an environment that fosters aesthetic awareness and promotes a positive attitude towards the arts.
- To develop imagination and creativity and the ability to use the arts as a form of communication and expression.
- To develop skills and techniques associated with the arts, such as observation, listening, perception and collaboration.
- To develop skills of evaluation and judgement.
- To encourage a greater insight into cultures other than their own, and appreciate the values of their own and other societies.



## **Every Child matters**

The development of the arts at Greenholm supports ECM agenda

**Enjoy and achieve** - Ensuring that all children enjoy and achieve within school and the Arts provide a framework and creative license to enable this to happen.

**Be healthy** – Through the Art forms used, we can promote the notions of Healthy lifestyle and engage more children and parents in this promoting healthy living. The arts also help children to develop self-expression and this helps the mental well being of the child.

**Stay Safe** – Through the arts forms children are taught how they can stay safe and use equipment and tools safely. It encourages children to develop fine motor control.

**Make a positive contribution** – Through the arts sessions all children can contribute to the corporate life of the school by participating together to make a performance happen, by working together to achieve a shared goal and by contributing to the fabric of the school by working on a piece of shared art work.

**Achieve Economic Well being** - through the arts we believe that all children can achieve and boost their self esteem which we believe is a key factor in supporting them in achieving economic well being. Creativity will be we believe an important element in jobs for the future.

## **Guidelines**

The four elements Visual Art, Music, Dance and Drama are implemented through plans that have been produced by Subject Managers. These are cross-curricular topic based plans that are linked to maximise opportunities for the child to experience learning in the Arts.

Learning about the arts, involves the pupils in practical work, based upon the children's own experiences. This is in the forms of memory, imagination and observation. The children are provided with wide opportunities including curriculum subject specific time, 'set-a-side' days and out of hours learning that are significantly weighted towards the development of the arts.

## **Equal Opportunities**

We do however recognise that given a wide range of opportunities allows for all to develop skills, and a sense of achievement in one area can impact upon an individual self-esteem. We also recognise that individuals all have preferred learning styles, and we seek to develop own delivery, teaching and developmental styles to encompass these.

We endeavour to show to children that we are all learners, and particularly in the Arts promote and share in developing skills that we as staff have. To this end a number of staff share their varying talents with the children in whole school and/or classroom activities as well as during extra curriculum activities.

## **SEN**

We do not make the assumption that a child with special educational needs in one curriculum area will necessarily have particular difficulties with, or a talent for the arts.

Children however who do experience difficulties are supported in specific ways:

- Additional support, or guidance from the teacher.
- Specific prompts.
- Differentiated 'tools' or input.
- Provided with opportunities to develop a specific skill.

Consideration is given to the grouping that the child is operating within individually, with a more confident group of peers, or with similar. Gender is also considered.



### **Staff Training and Development.**

We recognise that all staff have their own skills and strengths which they are developing at all times and that they are able to share these with the school community. We support the further development in skills within the arts and staff are encouraged to participate in other events if they want.

### **Display.**

Evidence of the arts should be displayed throughout the school as appropriate and exhibited. Photographic evidence should be used to support display and work evidence of work made into books to show opportunities and events, skills and techniques that have been planned for.

### **Performance and Celebration.**

All children should be able to participate in performances throughout their school lives whether this be within small groups, classes or whole school celebrations. We actively encourage our children to be involved as it gives them the confidence to participate in future life opportunities and fulfil their potential both academically and personally. We also provide as many opportunities for the children to participate in the Arts on a wider level, within the community or in local and national initiatives.

OFFICIAL POLICY