

GOLDINGTON GREEN ACADEMY



The Arts Policy

Safeguarding

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued. All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school

Introduction

At Goldington Green Academy we believe that Art, craft and design is a means through which children are able to develop skills, explore experiences and respond to visual images. It plays an essential role in the development of wider communication skills from a very young age.

Art and design offers children opportunities to:

- Stimulate their creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world
- Develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate their thoughts and feelings
- Explore with children their ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum 2014

Aims and objectives

- To encourage and engage children in art and design activities
- To ensure a broad, balanced arts curriculum in line with National Curriculum 2014
- To use a range of materials and processes
- To develop knowledge of and preference for the work of particular artists in a variety of fields
- To develop social skills and an awareness of the contributions of others
- To develop the capacity to express ideas and feelings
- To equip children to be able to reflect and review their work in order to improve their learning and performance
- To stimulate each child's creativity and imagination
- To enable every child the opportunity to succeed through the arts
- To enable pupils to become visually literate, to understand and use Art as means of communication
- To develop the pupils' ability to articulate and communicate ideas, opinions and feelings about their own work and that of others
- To increase awareness of the role and purpose of art and design in different times and cultures
- To enable pupils to work from direct observation, imagination and memory using a wide range of materials and techniques developing their skills and control
- To promote children's enjoyment of art and to develop confidence and a sense of achievement through the acquisition of skills and through the creative process

Equal Opportunities in the Arts

At Goldington Green Academy we promote equal opportunities to all pupils regardless of gender, ethnic or social background.

We will provide each child with the opportunity for suitably differentiated, hands on, practical experiences regardless of their race or gender.

Inclusion

To overcome any potential barriers to learning in the arts, some pupils may require:

- Alternative tasks to overcome any difficulties arising from specific religious beliefs,
- Access to stimuli, participation in everyday events and explorations, materials, word descriptions and other resources, to compensate for a lack of specific first-hand experiences and to allow pupils to explore an idea or theme.
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials.
- Help to manage particular types of materials to which they may be allergic.
- Specific adult support to enable each child to achieve to the best of their ability.
 - Pre-teaching of techniques or vocabulary which will be used in the lesson.

Implementation and Management

Each subject leader in consultation with year group teams is responsible for overseeing the long and medium term planning which is then monitored by the year group leader.

The subject leaders help individual teachers by assisting in detailed planning and providing relevant expertise where necessary. The day-to-day responsibility for the art teaching is with the class teacher who must ensure that they are providing the appropriate time on timetables to meet progression and to meet statutory requirements in art.

Early Years

In our early years, art and design is taught and offered through continuous provision according to the early years' curriculum. Music and dance are both taught discretely by specialist teachers and coaches.

KS1

Art and design is taught regularly in fortnightly blocks. Cross-curricular links are made with other subjects such as science, history and topic learning.

National Curriculum Aims:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

KS2

Art and design are taught in an alternating fortnightly pattern in years 3 and 4, drawing on cross-curricular links with subjects such as science, history and topic learning. In years 5 and 6 teaching

and learning of art and design is taught in blocks to allow for greater depth of study and understanding.

National Curriculum Aims:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Teaching and Learning

Children have specific skills teaching where the Arts are taught as discrete subjects, however, the arts are also used as an engaging vehicle for cross-curricular teaching and learning.

At Goldington Green Academy the individual teacher will use the knowledge organisers developed by subject leads to support their delivery of the curriculum material. They will ensure content is appropriate to their class and allows for differentiated activities amongst the pupils. Each pupil will have the opportunity to develop and utilise their individual skills and knowledge at their own level. The curriculum will cater for the more able child and those with special educational needs.

Resources

There are art and craft materials available in the consumables cupboard and in individual classrooms. The art and design leaders have the overall management responsibility for art and design resources. The school is committed to making use of the school environment as a resource for learning which includes local places of interest. The school also liaises with local artists who bring expertise and materials into school.

The school has regular participation in arts events eg. The Bedfordshire Festival of Music Speech and Drama.

We have established partnerships with the arts practitioners and organisations e.g. The Cecil Higgins Museum. As a school we are also on an Artsmark accreditation journey. We are making links with other schools to share ideas and liaise about art such as Goldington Academy.

A wide range of high-quality art displays are available around the school to celebrate and support learning across the arts.

Staff training

This will be provided as identified in the School Development Plan and Appraisals to ensure continuing professional development for all staff. Training is also delivered through teacher-led CPD sessions at staff meetings. Staff are also encouraged to remain with their class when there are outside professionals leading sessions with children to support individual professional development.

Monitoring, Assessment, Recording and Reporting

Assessment in the arts is based on formative day to day assessment that includes questioning pupils about their work to assess their understanding.

Assessment in the arts is holistic in that it takes into account a wide variety of learning activities and achievements.

Policy and practice are monitored by the Headteacher and the subject leaders on an annual/termly basis through: -

- Scrutinising planning
- Scrutinising work produced
- lesson observations

Recording and reporting to parents/teachers in the arts will be evident in children's annual reports and at parent consultations.

November 2023

Staff responsible:

Hazel Stephenson and Rachel Newell
Art Leads