

School Policy for the Arts

Name of school: The Grange School

Date of Policy: 17th March 2011

**Member(s) of staff
Responsible:** Ms K Samson

Review Date: March 2012

Vision Statement

“We aspire to become a centre of excellence in the Visual and Performing Arts in order to enhance further student achievement at The Grange and at our partner schools and colleges. To do this we will harness the CREATIVITY which the arts bring to the way teachers and students think, learn and behave and are so enabled to express themselves individually and to communicate their ideas effectively.”

(Arts College Application 2005)

General Aims

At the Grange School, our aim is to prepare our students for adult life in a modern, industrial society and multi-cultural world. Through the Arts, we aim to:

- Maximise the opportunities afforded to us through the use of Art, Music, Drama, Literature and Dance. To bring excitement and enrichment to the curriculum and a sense of achievement to our students.
- Celebrate the success of all our students through the Arts, regardless of gender, culture, heritage or disability.
- Celebrate cultural diversity and use this as a stimulus through the Arts, developing the students’ knowledge and understanding of other beliefs.
- Stimulate the students’ imagination and inventiveness by ensuring all environments are stimulating, providing enrichment through displays, books, works of art, music, dance, visiting artists and workshops, visits to galleries, theatres, museums and historical sites, visiting authors, peripatetic lessons, school productions and exhibitions of work.

The Policy

This policy brings together elements of Music, Art and Design, Drama, Literature and Dance policies and is intended to describe the creative

development in our school which gives shape to its unique character, culture and ethos.

The School's Arts Departments have strong links and work closely together when putting on a school production or concert. This illustrates the commitment which the school and its Governors have to the Arts.

The Senior Leadership Team and Governing Body have agreed to ensure that the school's budget each year supports the Arts and that these finances, alongside monies donated by the Grange School Association, are used to help support the programme devised by the Departments for visiting artists, authors and the school production, visits to galleries and museums.

The Grange School Association (PTA) also helps our students receive the necessary insight into the Arts outside the classroom in addition to their normal teaching and learning.

Specific Aims

The staff and Governing Body at The Grange School aim to continue to raise and maintain the standards in The Arts and believe that:

- All students should have equal opportunity to express themselves through the Arts
- The Arts should support the PHSE curriculum giving students the opportunity to express their feelings, thoughts and develop a sense of self-worth.
- The Arts should enable our students to develop the confidence to review what they and others feel about their work.
- The Arts should encourage our students to recognise and appreciate similarities and differences in the work of other artists, crafts people, authors, musicians and designers of different times and cultures.
- The Arts should encourage our students to develop citizenship, enabling them to grow and take part in society through taking part in exhibitions and performances, visiting theatres, museums and galleries.
- The Arts should encourage children to work co-operatively and collaboratively, developing communication and teamwork skills.
- The starting point for our students' work should be their own experiences, responses and observations.

- The use of professional artists in residence running workshops is a crucial aspect, in addition to subject specific teaching, to help provide an enriching and exciting stimulus for work in the Arts.
- The Arts should be used as a vehicle to celebrate cultural diversity and encourage racial harmony.
- The Arts should be a vehicle for bringing excitement, enrichment, stimulus and meaning to other curriculum subjects.
- The Arts are there to support our students to enrich, develop and extend their knowledge of world religions, societies and cultures other than their own.
- The Arts will enable students to develop a range of skills and techniques, knowledge and understanding in order to be able to express their own ideas through our Arts disciplines.

Audience

This document is intended for:

- All teaching staff and support staff with classroom responsibilities
- School Governors
- Parents/guardians and carers
- LA Advisers and Inspectors
- Inspection teams
- Members of the Community
- Our Arts College partners and other SPET schools

Copies are provided for school staff and made available for Governors and parents. Extra copies are held by the Headteacher for other interested parties.

The Arts Team (see attached diagram)

The Arts Team is made up of those staff who have responsibility for:

- delivering high standards of teaching and learning in the Arts
- assessing the Arts
- monitoring the Arts
- analysing the performance of the Arts in the school and wider contexts
- financial management of the Arts to ensure high quality provision (accommodation and resources)
- encouraging inclusivity in the Arts subjects
- recruiting new graduates to the Arts subjects
- delivering high quality performances and exhibitions of students' work.

The Role of the Teacher

- The teacher should use a variety of starting points and strategies to motivate the students, e.g. a painting, an artefact, a theme, a piece of music, a dance, a personal experience, story or poem, a visiting artist or author, a craftsman, a musician, a visit to a gallery, museum or historical site, or a previous examination question.
- Any visit should be clearly planned and have specific learning objectives. Where possible the teacher should have visited the site in advance to ensure specific learning tasks are accomplished, or talked to the artist to establish learning outcomes.
- Teachers should plan to teach a range of skills and concepts, together with a range of techniques and methods of working in the Arts, which takes account of previous learning and experiences of the students.
- Teachers should have high, but realistic expectations of the students, which enables them to achieve at their own level and pace, while encouraging them to practise, develop and continue extending the skills they have learned.
- Teachers should ensure that they plan effective learning opportunities in the Arts which help to challenge and motivate students whatever their ability.
- Teachers should provide students with increasing opportunities to make their own independent decisions and choices, whilst ensuring that there are appropriate, realistic time slots available for them to review and modify their work.
- All teachers should provide opportunities for all students under their guidance to have a sense of ownership of their work and to value the work of others.
- Teachers should encourage students to make their own choices based on previous experiences.
- Teachers should encourage students to question and respond to the work of others – artists, crafts people, musicians and authors.
- Teachers should encourage students to discuss and share thoughts of their own and their peers and work at ways to improve and develop by sharing ideas.

Planning for The Arts

Departments will plan projects using a thematic approach which will introduce students to a range of other cultures, whilst appreciating the strengths of their own. Subject specific skills will be developed using a "spiral" curriculum, in that each year students will return to and build on those skills introduced in Year 7.

Opportunities for visits or visiting professional artists should link to planned themes and should take account of other school priorities when determining dates.

In addition, the Senior Leadership Team recognises that staff and students will need to be released on occasions from their normal timetable in the run-up to the performance of a production or concert.

Assessment within The Arts

Assessment takes place according to each Department's assessment policy. Assessment is undertaken termly so that students and teachers can set targets for the following term so that each student's needs are met.

Each Department has their own way of assessing in accordance with the National Curriculum and GCSE syllabus requirements.

Summative assessments will be used at the end of each module/scheme of work to enable judgements to be made about each individual student's progress towards the planned objectives.

Achievement is celebrated in a variety of ways:

- internal and external recognition gained from performances, productions and exhibitions
- Merits, "Well Done" cards and certificates presented in assemblies
- certification gained from external awarding bodies such as Arts Awards and Rock School.

Monitoring Within The Arts

Monitoring exists at a variety of levels:

- Regular meetings are held to monitor progress against Arts College yearly targets.
- Arts departments have a Line Manager from the Senior Leadership Team, who meets with them regularly to monitor progress against agreed Departmental targets.

- Arts departments are subject to the School Based Review process which monitors standards of learning and teaching.
- Performance Management arrangements.

Development of Thinking Skills through The Arts

At The Grange School, students are encouraged to develop their own style. The Arts give the opportunity to develop these styles through teaching which is visual, auditory or aesthetic.

- **Thinking skills** enable students to focus on questioning and extend their knowledge by researching the answers.
- **Information processing skills** enable students to use the library, books, computers and media to research and sort relevant information, enabling them to make comparisons, judgements and to question and voice their own opinions.
- **Reasoning skills** enable students to explain their opinions and actions. To learn and use subject specific language to explain what they are thinking and to make informed judgements.
- **Enquiry skills** enable our students to question, asking relevant questions, to define problems, to plan what to do and how to do research, to evaluate their work and understand targets and how to accomplish them.
- **Creative thinking skills** enable our students to think creatively on an independent and group level, to generate ideas and learn how to develop them and realise their intention, to apply their imagination and to look for outcomes.
- **Evaluation skills** enable our students to judge their achievements and question how to improve on their weaknesses and celebrate their strengths, to judge what to read, hear and create, to develop criteria for judging their work and the work of others and develop the confidence to discuss their thoughts.

Visiting Artists and Artists in Residence

Opportunities for students to work alongside and learn from practising artists will be integral to our arts curriculum.

Whether we are running a one day workshop or a workshop over several sessions, we will ensure that sessions are supervised; that our teachers are there to work alongside the arts practitioner and also have the opportunity to learn and, in doing so, develop their own skills and techniques.

Inclusion

All children, regardless of their ability, should have equal opportunities and experiences at a level appropriate to them and, if necessary, with support. Tasks are carefully tailored to the students' understanding and skills and all staff are aware that the students' personal journey is as important as the final piece.

Classroom Organisation

Each teacher within the Arts Departments is responsible for the organisation of their room and their teaching style. These should reflect the School's philosophy of aiming to promote and develop independence in students' access to, use and care of resources and equipment and respect of the environment within each Department.

Display

Everyone needs an audience for their creative work to give purpose to their effort and achievement, to develop a sense of pride in their work, to develop self-confidence in The Arts and to gain a positive attitude towards the Arts.

At The Grange School, students' work is always on display within the subject specific Departments. Exhibitions of work are always on show around the school, which provide opportunities for discussion and interaction. Displays enrich our students' environment and students are given a sense of pride and ownership.

There are also live visual displays at both school entrances on weekly updated plasma screens.

Home/School and Community Links

Parents are kept informed of developments in the Arts through the Headteacher's half-termly newsletters.

The school subscribes to the Shropshire Advisory Service to ensure that all departments and staff have access to Arts based continuing profession development (CPD). The subscription also ensures that students and staff have access to arts facilities and initiatives offered by The Shropshire Music Service, The Shropshire Arts Service and Shrewsbury Belmont Arts Centre. As a Specialist Arts College staff also have access to CPD through SSAT. Staff also regularly attend network meetings such as ALISS in order to keep up-to-date with local, regional and national developments.

The Governing Body encourages students to take advantages of specialist instrumental music tuition by subsidising tuition costs in key stage 3 and paying all fees for students opting for Music GCSE.

Health and Safety

This statement applies to all areas of the Arts and the school.

When working in Departments with tools, equipment and materials in practical activities, all staff teach –

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks

This policy will be reviewed annually.

Signed.....I Walshaw..... on behalf of the Governing Body

Date.....17.3.11.....

Signed...J M Thomas..... on behalf of the School

Date.....11.4.11.....