



The Arts Policy

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Name of person responsible for this policy	Ann Foster
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1. Curriculum aims

Our curriculum aims/intends to:

- provide a broad and balanced curriculum for all children
- strive to give every child the opportunity to experience success in learning
- allow every child to achieve as high a standard as possible
- encourage our pupils to develop lively, enquiring minds, to think creatively and to use their own initiative to work with increasing independence.
- Promote the learning and development of our youngest children and ensure they are ready for Foundation Stage

2. Legislation and guidance

This policy reflects the requirements of the [Northern Ireland National Curriculum](#), which all controlled schools in Northern Ireland must teach.

3. Roles and responsibilities

3.1 The governing body

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Vice Principal, with responsibility for whole school curriculum, will work alongside the Principal and subject leaders to ensure the implementation of this policy.

4. Organisation and planning

The Arts is defined as: art and design, music and drama. The arts offer 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.

At Victoria Primary School, we aim to:

- Provide all pupils opportunities to explore values, attitudes, meanings and feelings and acquire new skills
- Stimulate children's imagination and creative minds
- Recognise, understand and value the artistic and cultural heritage of their own and others environment
- Gain satisfaction and personal enrichment offered by participating in a range of creative arts

Our curriculum for The Arts is linked to other school policies, including:

- Personal Development and Mutual Understanding
- Thinking Skills and Personal Capabilities
- Health and Safety
- World Around Us
- Literacy
- Numeracy

While art and design and music have their separate schemes of work based on the statutory requirements for Foundation Stage and Key Stages 1 and 2, planning for The Arts within school provides many opportunities for cross-curricular links across year groups and Key Stages. Much of The Arts curriculum is linked to and combined with topics as part of the World Around Us curriculum, as well as Literacy, Numeracy and UICT. Effective planning and implementation of work ensures continuity and progression throughout the school.

Art and Design is linked closely to the World Around Us curriculum as well as seasonal events. Across the school, the children enjoy using a range of materials, media, tools and processes, and

have the opportunity to take part in class/year group/Key Stage art competitions as well as those in the local community (e.g. lighting for Carrickfergus Castle, NI100 People and Places competition)

Across the school, children enjoy a weekly music lesson with their teacher, using their voice as an instrument as well as a variety of tuned, untuned and body percussion. From P4-P7, children learn how to play the recorder with their class teacher as part of their music lessons. They also have the opportunity to learn other musical instruments in school with Music Services or private tutors, and to join the school extracurricular choir. Children also take part in dramatic and musical performances within their class/year group, as well as Key Stage and cross-Key Stage productions, celebration days and seasonal events involving aspects of The Arts, e.g. Christmas Concert, P4-7 play, the Peace Proms.

Drama is used as a powerful teaching tool as part of our Literacy and World Around Us curricula, and even features in Numeracy lessons where possible (e.g. compass points or the human clock).

Lessons and children's work are evaluated by individual staff through discussion and observations; ongoing teacher assessment is used to inform future planning and reports to parents.

Planning

Long-term planning for Art & Design and Music is based on the whole-school 'curriculum map' and reflects the statutory requirements. They outline which topics will be covered by each year group and at what time during the academic year.

Medium-term plans are for the academic half-term, and set out what specific aspect of the curriculum will be covered in week-by-week format. Medium-term plans for Literacy and the World Around Us should include role-play or other drama activities.

Short-term plans for The Arts are included as part of weekly World Around Us, UICT, RE and PE planning.

Resources

Art and Design resources are ordered by class teachers as part of their procurement. Accompanying information and visual aids are held in class.

At Victoria Primary School, we have a small range of tuned and untuned percussion instruments available in the Music Mobile. Each class from P4-7 has a set of recorders and recorder tuition books, which travel with the children to subsequent classes. At the end of each year, P7 recorders are sanitised and sent to P4 for the following classes.

We have a large collection of orchestral instruments, which are loaned to children availing of instrumental tuition. The children are responsible for the safe keeping of their instruments.

Drama and role-play resources are located in classrooms, with a range shared and rotated between Foundation and Key Stage 1.

All classes have access to Interactive Whiteboards, including video and music-playing facilities, with access to the internet plus support materials for schemes of work. Each class has a timetabled slot for both the UICT suite and Ipads, which can be used for Arts-related activities.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Link governor visits
- Lead Teacher reports to Governing Body
- Curriculum Lead report to Governing Body
- Governor Post Boxes (examples of work presented at full board meetings)
- Principal's Report to Governing Body

Lead teachers monitor the way their subject is taught throughout the school by:

- Monitoring termly planning and offering support and guidance. Gathering digital examples of work and storing them on the system. Issues or initiatives that may need further development are discussed with the Senior Leadership Team and may be put into our School Improvement Plan.

Lead teachers also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the lead teacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Special Educational Needs Policy
- Curriculum Policy
- Homework Policy
- Marking and Feedback Policy
- Monitoring and Evaluating Policy
- Equality and Inclusion Policy