

St. Peter's CE Primary, Farnworth



Curriculum Policy The Arts

Written : 2009
Revised: May 2013
To be reviewed in line with the new
National Curriculum 2014
Reviewed: October 2017
Updated: May 2022



Subject Leaders:
Art: Z. Quarmby & N. Smith
Music: F. Porteous
Drama: D. Buckley
Creative Writing: Y. Price (KS1)
& D. Buckley (KS2)
Dance: S. Cowell

St. Peter's CE Primary, Farnworth

What is our vision?

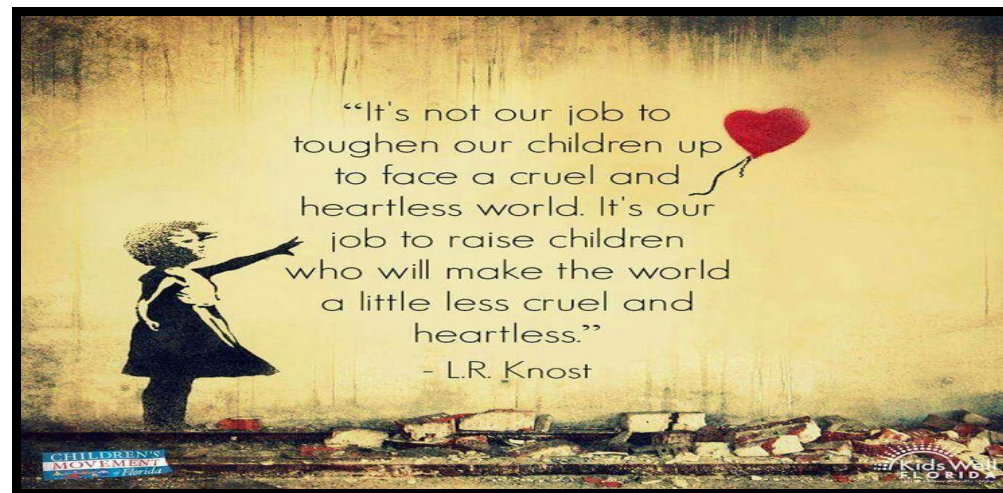
As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.

Our vision is to develop our children to enable them to create the future they aspire for themselves.

Our children will contribute to and prosper in society.

Our school purpose is to signal a route to a life that many don't think possible! Our overall aim is to maximise social mobility!



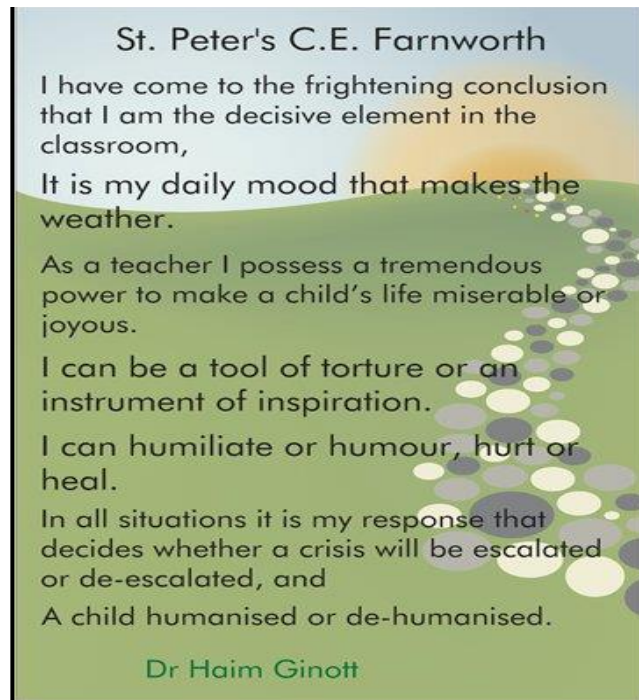
How will our vision be achieved?

We believe our vision will be achieved if we provide our children with an environment, underpinned by British and Christian values, in which they can

“Learn, Sparkle & Shine...”

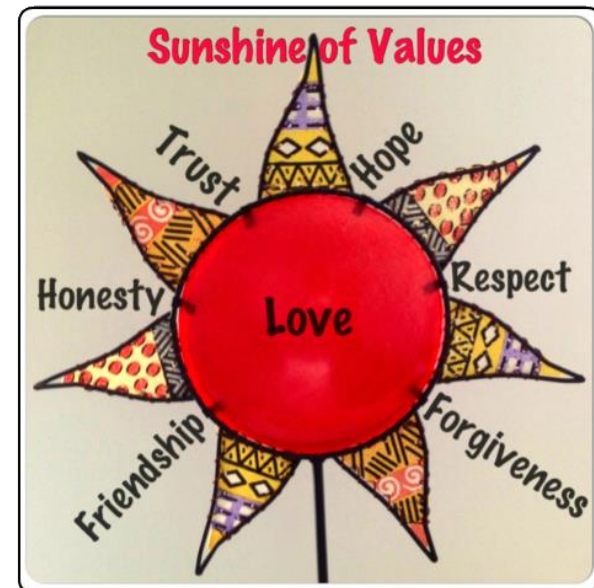
We **aim** to effect the environment to which the children are exposed, to maximise pupils' opportunity to

“Learn, Sparkle & Shine...”



We **aim** to ensure our environment is underpinned by Christian and British Values; to maximise pupils' opportunity to

“Learn, Sparkle & Shine...”



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Our aim Our children will....	Our beliefs and values. Why?	Our strategy What will we do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills.	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) <ul style="list-style-type: none"> Promote the incremental learning theory – growth mindset approach Reward effort and attribute success to hard work and determination 	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken. Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone.
Shine Allow for the development of community spirit – living well together.	We believe that by using Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by Christian and British Values. (Shine)	Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Statement of intent.

Curriculum Statement

The curriculum, in its widest sense, firmly underpins the schools mission statements and school motto of **“Learn, sparkle & shine...”**. Every pupil has access to a rich, broad, balanced and differentiated curriculum in order that the needs of all children are provided for, with regard to their abilities, gifts and talents. We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage which includes the seven areas of learning.

These are the 3 prime areas of physical development, personal, social and emotional development and communication and language and the 4 specific areas of literacy, mathematics, expressive art and design and understanding of the world.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

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The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & citizenship are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education). Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto "**Learn, Sparkle & Shine..**" and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out below.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

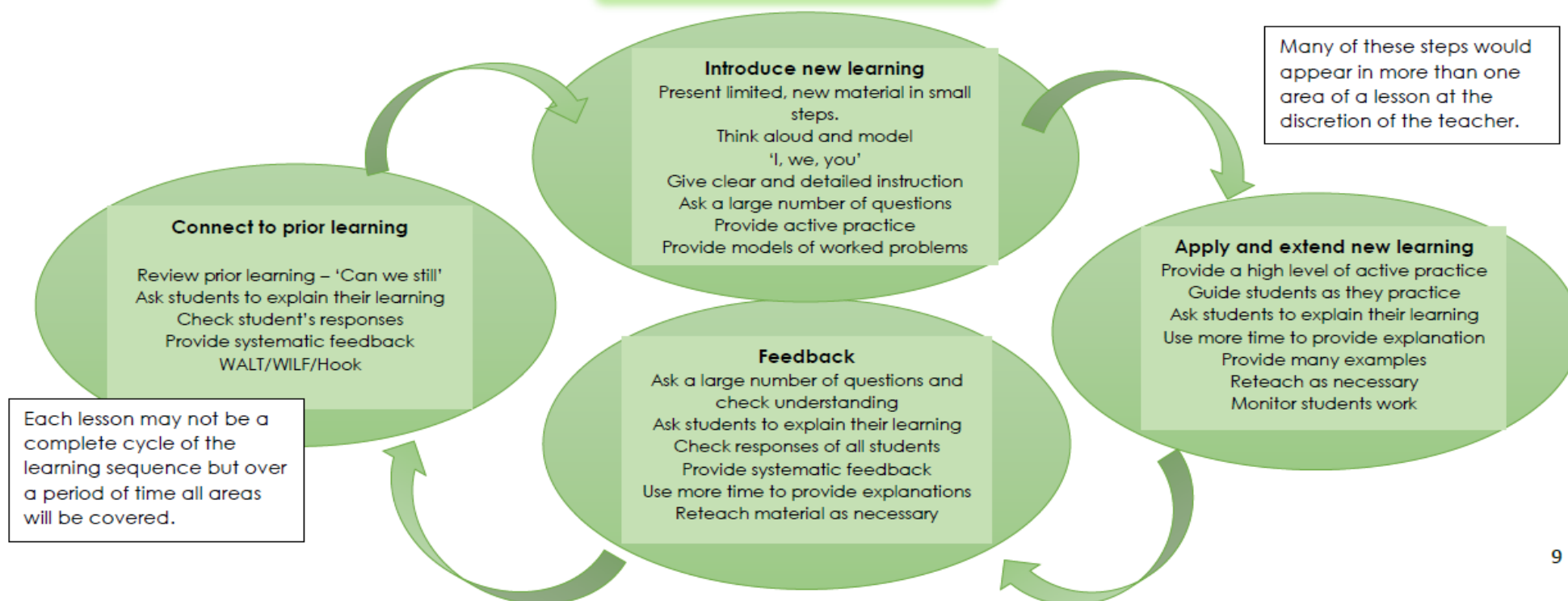
With God's help we all can "**Learn, Sparkle & shine..**"



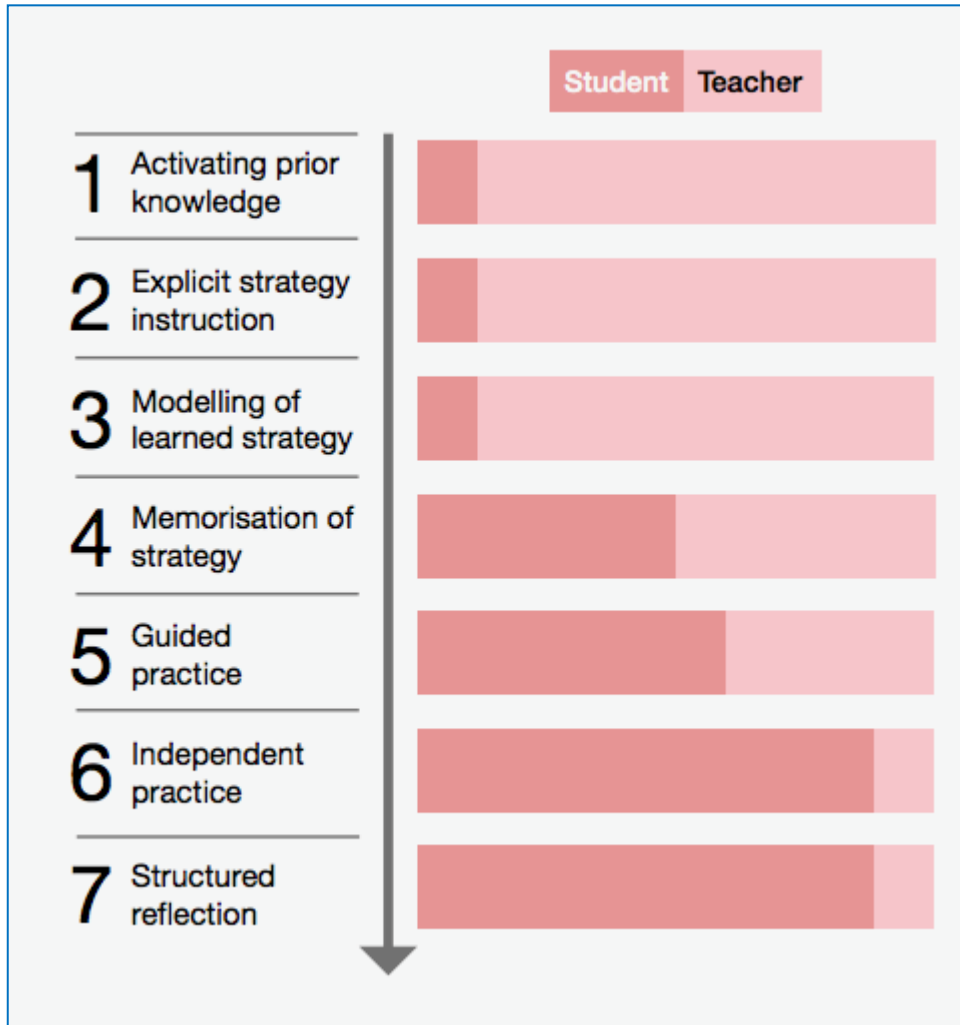
Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
<ul style="list-style-type: none"> Have high expectations for all groups of children Have strong subject knowledge Promote independence Promote confidence Offer praise and encouragement Are enthusiastic and positive about learning Model good learning Offer high quality conversation and talk 	<ul style="list-style-type: none"> Have a distinct knowledge base Are purposeful Are memorable Are active Are engaging Are focussed See children and teachers working as a learning team 	<ul style="list-style-type: none"> Develop basic skills Meet children's individual learning needs Broaden and extend experiences Offer an opportunity to try new things Are cross curricular if appropriate Offer first hand experiences through trips or visitors

Learning sequence



I do, we do, you do!



Regular review is characterised by the phrase – “Can you still

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

What are 'the Arts'?

'The arts' are a means by which we can develop our creative flair and imagination. At St Peter's we are committed to provide such opportunities within visual art, music, drama, dance, creative writing across all aspects of the curriculum.

Creating a Creative Learning Environment:

St Peter's aim to provide an environment that will enable all children to access a range of creative arts. Our philosophy of: LEARN, SPARKLE and SHINE is at the heart of all we do. Our creative curriculum ensures cross-curricular links with the Arts.

At St. Peter's we work closely with local partnerships and organisations to ensure children fulfil a wider range of arts.

Our Aims:

By promoting creativity at St. Peter's Primary School we aim to provide all pupils with:

- The opportunity to participate in and experience a broad and balanced range of arts activities as part of a rich exciting curriculum.
- The opportunity to discover and pursue their interests and talents.
- Tasks and activities which give pupils opportunities to be creative.
- The opportunity to creatively express themselves in and through all art forms.
- The opportunity to develop a progressive range of skills, confidence and self-esteem.
- The opportunity to perform creatively in class assemblies, shows and productions.
- Arts activities that access other areas of the curriculum, different cultures and those that reflect our local community.

Our Curriculum Provision:

Our school ethos and curriculum reflects the importance we place on the arts:

- Teaching and learning of many subjects is enhanced through the arts. Using visual and sensory experience is essential for our children here at St. Peter's in that it reinforces key learning through a range of multi-sensory approaches.
- Art lessons are planned to meet the requirements of the National Curriculum from Reception class (EYFS) through to Year 6. Art is Key Stage 2 is delivered by a specialist Art teacher.
- Art is key and developed through many other activities throughout the curriculum with many cross-curricular links
- Physical Education is allocated two hours per week, meaning dance occurs twice a year. We have a good partnership with a specialist dance teacher, who provide Dance lessons for the children and CPD for staff.
- Drama is used at St. Peter's as a creative precursor to writing, and also as an exciting and interesting way for children to perform their writing. Examples of this are when children from across all phases of school use a software package

called Now Press Play. This program allows children to listen to a narrated story through individual headsets whilst acting out a story. This allowed year 6 to retell an exciting story based in Pompeii (linking to their literacy unit - Escape from Pompeii). As an end point of writing children perform their writing.

- In addition to drama being used to enhance writing, we also have regular visits from a mobile theatre company. This allows all our children to experience the excitement of live theatre.
- Drama- Year 6 have the opportunity to write their own script as part of their Most Haunted unit and then perform this at Smithills Hall in a documentary style recording.
- There are also opportunities at St. Peter's for children to perform, for example, annually leavers drama performance, Early Years & Key-stage 1 Nativity, Easter service, Remembrance, Harvest and class assemblies. These are performed to parents and include a mix of drama, poetry, singing and dancing.
- Music is taught throughout school following a specialised scheme of work (Charanga). Music is also reinforced through experiences with external providers, For example, African drumming. We work closely with our local Bolton Music Service and a selected year group within Key Stage 2 has the opportunity to learn an instrument.
- We have good partnerships with local organisations to promote Arts. For example, local artists and theatre productions.

Equality of Opportunity

We will provide 'arts' opportunities to all our children, regardless of gender, race, disability or ability to pay (in the case of external visits and visitors). The arts may be used to develop children's learning in any area of the curriculum, particularly for those with additional needs.

Planning, Assessment, Progression and Evaluation:

- The St Peter's long term curriculum map offers an overview of topics for each curriculum area from Foundation Stage to Year 6 and are based on the National Curriculum Programmes of Study and the Learning Challenges learning Descriptors.
- The 'arts' are generally planned within year groups.
- Individual subject leaders monitor termly plans, including progression of skills across the year groups and resource needs are then identified. Actions, which may indicate further development may be placed in the School Development Plan.
- Lessons and children's work are evaluated by staff, and on-going teacher assessments are made in order to inform future planning and report back to parents.
- Our Enrichment Days are planned as a whole staff, including support staff. All events are evaluated afterwards.
- The school governors also monitor activities in the arts strategically.

St Peter's has individual policies for Art, Music, Dance (PE) and Drama. Individual arts policies are evaluated and reviewed by the co-ordinators and staff.

Subject Leaders:

Art: Z. Quarmby & N. Smith

Music: F. Porteous

Drama: (Literacy) D. Buckley

Creative Writing: (Literacy) Y. Price (KS1) & D. Buckley (KS2)

Dance: S. Cowell

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