

# The Arts Policy



## The Inspire Multi Academy Trust (South West) March 2025



## **The Inspire Multi Academy Trust**

### **Arts Policy**

TIMAT School believes the Arts are vital in developing the child as a whole and supports the delivery of an inspiring environment that gives children the best early education possible. This continues to be a priority in our curriculum design and through regular reflection, we can ensure that year groups are revisiting and recalling previously learned knowledge, allowing all pupils to access the content and make progress through the curriculum.

The Arts include **Literature** (taught through English and the Curriculum), **Performing Arts** (taught through Music, Drama and Dance), **Visual Arts, Craft and Design** (taught through Art and Design and Design and Technology) and **Multimedia** (taught through all of the above subjects).

#### **Art and Design**

Here at TIMAT, our curriculum recognises the three elements to the design of Art and Design which are skills, knowledge and exposure to art through visits to galleries or high-quality images through museums and galleries. We take a big picture approach to skills development and pupils have regular opportunities to express themselves through a range of different media and material such as paint, collage, clay and textiles. Each year group study a range of local and international artists, their work, context and influence to develop their knowledge in this subject area. We also use authentic connections in other subject areas to link to art. When developing the curriculum, artists, genres and movements were carefully selected so that our pupils build upon these as they move through the primary years.

#### **Sketchbooks**

Each pupil from Years 1 to 6 has their own sketchbook which moves with them through the school. This provides them with concrete evidence of their skills development, which they apply to a final piece of work. Pupils have a clear view of the progress they have made over time through this long-term approach and develop confidence to tackle more demanding work.

#### **Music**

Music has a prominent place in our curriculum here at TIMAT. Musical School supports both music specialists and non-specialists to deliver high quality sessions based on Listening and Appraising; Musical Activities — creating and exploring; and Singing and Performing. The school aims to provide the opportunity for pupils to learn instrumental lessons in Year 4.

#### **Drama**

This element of the curriculum is important for our pupils as it promotes language development and builds thinking skills. Drama is a statutory part of English in the National Curriculum and The Spoken Language section now read as follows: All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of Drama. The integration of Drama here at TIMAT is important as it supports our pupils to develop verbal and nonverbal communication. It builds upon various communication skills through the use of body language, facial expressions and different voices. It also enables our pupils to develop empathy and new perspectives. Extracurricular activities are offered to our pupils and we work in partnership with Show Up, a company which offers weekly Drama workshops to develop confidence and resilience. Each year, Reception, Key Stage One and Key Stage Two perform a Christmas production and the Year 6 cohort perform an end of year production to the school, friends and family. Pupil voice is encouraged when designing props, setting and casting roles as we believe it is important to support and develop our pupils' understanding of careers in the Arts.

#### **Dance**

In Reception, Key Stage One and Key Stage 2, each year group will study a Dance unit as part of their learning in Physical Education. The Get Set for PE programme is used to deliver an engaging and inspiring series of lessons which allows pupils to explore and develop skills and embed knowledge. From Reception, children learn the key skills of Actions, Dynamics Space and relationships and Performance and these progress through Key Stage 1 and Key Stage 2. Children

are also taught the knowledge for Actions, Dynamics, Space and relationships, Performance and Strategy again there is clear progression through each key stage. Alongside these there are clear links to developing the whole child with their social and emotional skills. There are strong links with local dance company Street Factory who give children the opportunity to take part in extra-curricular activities that develop both dance skills and knowledge as well as creating positive self-esteem and confidence. Children who achieve in this area of the arts are celebrated in our Whole Class Assemblies.

### **Whole School Approach**

A whole school approach has developed towards promoting the Arts through our spiral curriculum and many positive experiences take place such as trips and visitors.

Upon entry into the school, children's Art can be seen on display giving them ownership of their educational environment and celebrating their art achievements. All staff take responsibility for developing Arts and Culture within the school and are held accountable for this through regular audits and sketchbook scrutinies carried out by the Art leader, Curriculum Lead and governor responsible for the Arts. We use Sonar as an assessment tool when looking at the progression across each key stage. This supports staff to reflect on their delivery of the Arts which is having measurable effects on the quality of provision as they understand the techniques and learning that should be delivered within their year group.

The Arts may be taught separately and discretely but creativity and creative thinking is also present in other subjects and is promoted at all times. High self-esteem is the key to all learning and building this is at the heart of our approach. Key resources are allocated to Arts provision including staff, Continuing Professional Development, materials and equipment. We have a strategic approach to the provision of the Arts which considers the curriculum, extracurricular activities, out-of-hours opportunities, sharing and celebrating achievements in the Arts, visits and partnerships with arts organisations outside school and the contribution of the Arts to the school environment.

The policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school development plans, for example, teaching and learning strategies, behaviour and discipline, special educational needs and equal opportunities.