



St Bede's
CATHOLIC MIDDLE SCHOOL



TRINITY
GUILDHALL

ARTS POLICY

Introduction

At St Bede's our mission is to provide a Catholic education to pupils aged 9-13 years from our partnership schools in Redditch and Bromsgrove. We are central to Our Lady of Lourdes Catholic Multi Academy Company – allowing us to be involved in an exciting development of Catholic education in Worcestershire. *The Committee of Academy Representatives* and staff share a vision of the importance of the arts and offer children many opportunities to perform and enjoy being creative through music, art, dance and drama.

At St Bede's Catholic Middle School our Catholic ethos is central to all we do – we believe “We are the children of God striving to fulfil our potential in our community of learning, of love, of service and in worship of the Father, the Son and the Holy Spirit”.

Philosophy St Bede's Curriculum that sits within the broader academy curriculum aims to offer to all of our students the opportunity to know God; to develop as Catholics with a strong faith which support their life choices and create lifelong learners with the skills, abilities and attitudes necessary to take an active part in a rapidly changing world. Our curriculum will continually and coherently support the development of the School as a worshipping community where students take an active role through the learning of fundamental arts skills, thereby enabling them to shape the future of our school community and the wider world. We want our pupils to achieve their full potential.

Declaration of intent The Committee of Academy Representatives of St Bede's Catholic Middle School, within **OUR LADY OF LOURDES CATHOLIC MULTI-ACADEMY**, recognises and accepts its responsibilities and duties for all pupils to receive and have access to quality Arts provision and is aware that opportunities are fully inclusive and deemed acceptable and appropriate. It is the aim of this policy to ensure that the Arts are integrated across all curriculum areas through the pedagogy of Arts education and transference of skills. The Arts policy will be maintained to ensure that all students will have opportunities to meet and exceed National

Standards in the Arts/Specialist subjects.

Aims of the Policy

This is a key principle underlying the policy. We aim to provide an environment which lends itself to engaging learners across all levels and provides a broad curriculum which can be applied not only in the arts subjects but as a cross curricular tool to enhance the students' experience of learning. It is our intention that every lesson involving the Arts specifically, will be an exciting learning experience, where pupils will feel safe to be creative, to take risks and to develop their musical and artistic skills through topic based work. All pupils in Year 6 take part in the Explore Arts Award which is funded by the school and taught through the curriculum time in music and art. All Year 8 pupils take part in the Bronze Arts Award, equivalent to grades D-G at GCSE level and funded by the school, taught through curriculum time in music and art lessons. Selected pupils are invited to take part in the Silver Arts Award. This is equivalent to grades A-C at GCSE level and is supported by extra-curricular clubs and support time. The Head of Music and Art have forged strong links with the schools' three feeder primary schools and deliver workshops to year 4 pupils which allow them to achieve the Discover Arts Award.

Creating thinking Artists, Musicians and Lifelong lovers of the Arts.

It is important to develop a curriculum that not only teaches students how to execute the skills to produce their work but we should also be teaching them to understand and appreciate all Arts.

Pupils have many barriers and perceptions about the arts. They need to be educated into understanding that there are many different forms and that many artists do not draw, they make, sculpt, use many different media to create their work. Projects in schools should have different ways of succeeding they need to be quite open allowing pupils to work to their own strengths and styles.

To enable pupils to develop into lifelong artists, , musicians, actors, crafts people, designers or to just stay passionate about art all the needs of pupils has to be addressed within the Arts Curriculum and all pupils are given the opportunity to:

- Develop their own personal style and approach when making a piece of creative work
- Challenge themselves and think about the world they live in
- Express their ideas, beliefs, traditions and opinions about their sense of self and identity
- Develop an ability to communicate their thoughts, feelings and opinions using the language of art, music and drama
- Develop a deeper appreciation of the world around them, seeing new and innovative ways of interpreting it
- Generate original artwork
- Develop a knowledge and appreciation of artists, musicians, actors, designers and crafts peoples work from the past and present
- Make critical judgements clearly and reasonably about their own and others work
- Evaluate their on-going practice, engage with and consider other peoples work
- Accept praise and criticism equally and fairly as a positive experience
- Work successfully as part of groups, in collaboration with other artists, organisations and communities
- Exhibit, show and share what they have done as an individual or in collaboration with others
- Explore the Arts through other cultures and welcome diversity

Cross Curricular Competencies

The arts subjects will lead on imparting the learning skills required to achieve personal success across the curriculum. By encouraging students to become:

1. **Self managers.** Students will listen to others; will be able to manage a task without prejudice controlling their own emotions in order to achieve their goal.
2. **Time and stress management** Students should be able to manage more than one thing at a time by prioritising and do not need others to intervene on their behalf. They can discuss their ideas openly and sensitively and are open to the opinions of others.
3. **Team Workers.** Students can work positively in groups. If problems occur they are able to work towards solutions by inviting comments from outside the group, consider alternative perspectives and opinions, capitalising on each other's strengths to make lasting improvements.
4. **Creative Thinkers.** Students are able to develop links between concepts which may not at first appear obvious and can use abstract techniques in order to formulate a solution or explore an idea.

5. Research and Transferring Knowledge Skills. Students can sift through information, identifying links, prioritising concepts and making connections across subject areas. They can find evidence from a range of sources directly related to their area of study.
6. Reflective Learners/feelings and reactions. Students can provide honest sensitive and helpful feedback on each other's work. They appreciate hearing comments about their own work and where appropriate are able to respond positively to criticism in order to improve their work.
7. Diversity. Through the Arts our students will have opportunities to explore and develop ideas about the world, other cultures and social diversity.
8. Coping with change. Students should be taught how to cope with a range of situations changing and learning how to cope with that.
9. Making a difference. Students should understand how they can make a difference in the world and to others around them.

Specific skills such as movement, body language, fine motor skills to be developed through all of the above.

Setting/Ability

Pupils are taught in tutor groups of mixed ability. They have one lesson of music a week in each key stage. Art is taught on a rota with Technology in Key Stage 2 which works approximately half an hour a week. In Key Stage 3, pupils have one hour of Art a week and two of Technology (which has close links with the Art curriculum).

Opportunities and Enrichment

All students across all year groups will have the opportunity to experience a range of art forms through access to: theatre visits, galleries, workshops and concerts.

Furthermore students will have the opportunity to enrich their artistic experiences through extra-curricular activities such as St Bede's Singers, Orchestra, Recorder club, Guitar group, Graffiti club, Sewing bee, Instrumental lessons, Art exhibitions, School productions, Bollywood dancing, Irish dancing, Loom band club, Boomwhacker club, Arts Showcases and Enrichment Days.

All students have the opportunity to participate in the School Show, the Talent Show and termly Extravaganza's or showcases through an audition process. Regular attendance at weekly clubs will also enable pupils to participate in these performances.

Instrumental Development and opportunities

All pupils are able to have instrumental lessons on trumpet, trombone, saxophone, clarinet, flute, violin, viola, cello, guitar, recorder or drums for a small cost. Pupil premium pays for pupils to have lessons who cannot otherwise afford it. These lessons take place once a week for 20 minutes during curriculum time. The timetables are on a rota so that pupils don't miss the same lesson each week but this cannot always be the case with smaller numbers of pupils. The head of music manages and observes lessons to ensure quality. Peripatetic staff are required to provide timetables and give the pupils weekly homework to improve. They are also required to write an annual report on progress. The head of music acts as liaison between parents and peripatetic staff should an issue arise. The schools' finance department handles all financial issues regarding payments, billing and queries.

Instrumental lesson contract to parents is on our school website and must be signed and returned by parents prior to lessons commencing.

Our Yamaha Keyboard School also offers a wider-opportunities scheme where pupils can learn to play the keyboard at a very reduced rate after school.

Health and safety

The Arts Department takes great care in ensuring the following safety aspects in lessons:

- Leads and wires to not trail across the music room floor
- Spillages of paint, water etc to be cleaned up in the Art room immediately
- Entrances and Exits to not be blocked with instruments or equipment
- Wires, cables and plugs to be PAT tested regularly

Technology in Music and Art

The Music and Art department are proud to use new technology and regularly trial products before other subjects in the school. Both departments house ten of their own ipads which are used to evidence work, record performances, create compositions and many different applications and skills. The music department uses Garageband and Video Star specifically, and the Art department uses Brushes amongst others. The music department

also creates Noteflight accounts for all year 8 pupils to notate their own compositions and arrangements. Both departments have TV's which advertise the clubs available to pupils and additional information to support schemes of work. The TV's in the school lunch hall primarily advertise the Arts Departments news and club information. The music department also boasts 11 top of the range Yamaha Keyboards and 6 mac computers for pupil use.

Student Voice

The School council hold regular meetings where the Arts are permanently on the Agenda to discuss. Minutes are published on the school Arts website.

Student voice is also represented by our student 'bloggers' on the website and through our student-led activities.

Annual department reviews include pupil questionnaires, surveys and discussions.

Personal development

The arts will provide opportunities to enrich each student's personal development, helping them to build a greater understanding of their own identity, their own emotions and those of others.

Gifted and Talented Pupils in the Arts

Aims:

- To identify, challenge and support gifted and talented pupils through the organisation of the Music and Art curriculum and extended curriculum
- To encourage the expression of talent and to encourage pupils to recognise the benefits and challenges of being a talented performer
- To set targets which encourage pupils to work to their potential
- To identify and support those pupils who are potentially very talented to perform at a level that substantially exceeds that which is expected for their age
- To help Gifted and Talented pupils develop the personal qualities which will enable them to maximise their potential

Provision:

The Music and Art department provides access for Gifted and Talented pupils by developing their skills with the following:

- A trip to The Clothes Show
- Performing in The Richard Merrick Piano Man workshop
- Art Exhibitions in the local gallery
- Solo performances in Shows and Masses
- The opportunity to run and manage their own extra-curricular club
- An invitation to achieve their Silver Arts Award
- The opportunity to Blog on our Arts Website
- Lead parts of lessons to teach other pupils

Criteria to recognise gifted and talented pupils in the Arts:

- High ability artists will already be able to draw shade and colour skilfully without much input from the class teacher. In music they will be able to play an instrument with skill and be able to read music.
- Some will be high ability thinkers in the Arts. They will produce work which is creative and demonstrates unusual and interesting colours, shapes, patterns and/or sounds. Their work will have a more imaginative outcome but is not always skilfully produced.
- High ability creators will be very skilful at drawing and/or painting but their work expresses little imagination.
- Class teachers need to be able recognise pupils who are high ability thinkers, high ability creators or both.
- Engaging with art outcomes produced, debating or discussing works help to develop higher order thinking skills.
- Allow pupils the chance to decide on time, pace. Purpose and then reflect on their work.

Extending pupils work:

- To extend students work they need to be challenged to push the boundaries and reach their own creative outcomes. This pushing and challenging of high ability students can also help others within the group and is a key factor in raising standards in outcomes.

Questions that could be used when a high ability student has finished their work:

- How would you like to develop this work further?
- In what way might you build on this work?

- How might you apply this pattern, design, musical idea etc?
- What alternatives can you think of?
- What would happen if you used different colours, textures, materials, timbres etc?

- Allow the students to interpret their work in other ways. For example if looking at patterns how could you interpret the pattern in ceramics, clothing etc?
- Have an extension box in the classroom filled with interesting work. This can inspire and help students to develop their practices and thinking skills further.
- Encourage these students to produce starter activities on artists and paintings, sculpture they find interesting. This will help to develop their skills of understanding art and being able to discuss art work.
- Use pupils Artsbox accounts to display work and publish it on the Arts website.

Supporting less able pupils in the Arts

- Show how to ghost draw shapes onto paper to help them.
- Show them how to sketch lightly with a pencil.
- Give them the music with notes labelled and/or in colour.
- Help them to build the drawing from simple shapes such as circles and squares.
- Provide tracing and copying facilities wherever possible. Using tracing paper is not cheating.
- Provide one to one support where possible and do demonstrations. Use more able pupils to support and give guidance.
- Provide the laminated “Help sheets” for each instrument e.g keyboard, guitar, ipad apps.
- Break the task into smaller sections.
- Provide good resources as handouts, on the white board, books etc.

- For pupils whose skills are very weak you can start them off with light guidelines.
- Homework skills to develop fine motor skills can also be useful.



Assessment in the Arts

In order to assess progress in music, art and design effectively it is important to identify to pupils what makes their work successful.

Pupils need to understand the creative process. They need to understand how to look at their work and see their creativity, what has worked or what isn't working what they need to develop and what they have done well. They need to understand it is perfectly normal to feel unsatisfied about their work but still be able to give themselves credit at the same time.

Assessment in the arts should teach students to become independent musicians, actors, artists, to be able to know and understand the creative process, ask themselves the right questions and be able to accept praise and take advice.

Pupils need to learn that the qualities we see in the work of successful artists, actors, musicians, craftspeople and designers are the qualities they need in their own work. They have creativity, originality of ideas, skill and control, knowledge, experience, understanding, the ability to make informed

judgements and decisions and to work confidently on their own and with others.

Formative Assessment in the Arts

- Move around the room regularly, checking progress and making sure pupils are working well. Any comments made to pupils need to be positive blended with advice. Never complete the work for them, encourage and suggest.
- Strategies that work well for SEN and less able pupils include sketching a basic shape, use of tracing paper etc. For music they may have a differentiated piece or use the ipad programme Garageband for support.
- Don't praise every pupil as the effect of praise diminishes, but make it clear as you are passing that that you're happy with what they are doing and they are working well independently.
- Question tokens. These can be used to help pupils who maybe need to develop their confidence and are always asking for help and reassurance. Give pupils 3 or 4 tokens. Each token buys a question or advice. When all their tokens have been used they can no longer ask the teacher. Encourages pupils to be independent, use other resources and each other.
- Make sure there is extension work for higher level pupils and G&T pupils. These pupils need to be inspired and challenged.

This type of assessment will be the most important within the day to day lessons.

Teacher Assessment

In Art, this can be done by the teacher marking pupils sketch books and homework against the set marking criteria. It can also be completed by having conversations with the pupil whilst looking through their work. All teacher assessment needs a comment using the system W.W.W (what went well), E.B.I (even better if). At the end of Arts lessons, it is common practice for the pupils to perform at the end of every lesson and this will be pupil and peer assessed, with points for improvements and what worked well.

Once a term, normally at the end of a project the pupil will complete an evaluation, peer assessment and a self-levelling sheet.

The teacher will assess and level a pupil's work from this and all work completed for the project. Music is assessed half termly on each project, using their assessment booklet appropriate to the topic.



Class/Peer Assessment in Art

This can be done in many ways and can involve pupils giving each other grades or by just looking at work and learning how to be descriptive and 'see' things in a different way. Pupils need to gain confidence in assessing others work as they will often just pick a friend. They also need to learn to use the language of art when describing and not phrases such as nice, good etc.

One way to get pupils used to this can be to photocopy another class's work that the teacher has marked. Give out the copies to pairs of pupils and ask them to grade the work and write 2 positives and a target for the work. When finished pupils can see the grade and comments made by the teacher on the original work and compare them to their own. Once pupils understand the idea of constructive comments it becomes easier for them.

Gallery walk: an easy way for pupils to look at others work. All pupils have 1 post it note. They walk around the class looking at others work. They place the post it on work they find interesting or stands out to them. They can then comment on why they chose the work and even leave a target. This way all pupils will receive a comment. Remember to be descriptive with words and comments.

Swapping books/work: another quick and easy way to assess. Pupils swap books with their neighbour and set targets or grade given a set criteria. They can then discuss what they thought.

Class Assessment: place selected work (or everyone if you have the space) on the central table or up on a wall. Get pupils to think about the criteria they were given for the work and look at how other pupils have responded. Select pupils to identify a piece of work they find interesting and explain why.

With all of these assessments pupils need to understand it's not always about looking at the best work but sometimes about individual interpretation.



Music Curriculum and Assessment 2014 Key Stage 2

Through topic-based work, pupils will cover the following. They are assessed regularly in lessons through performances to the class using the National Curriculum criteria.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Music Curriculum and Assessment 2014 Key Stage 3

Through topic-based work, pupils will cover the following. They are assessed regularly in lessons through performances to the class using the National Curriculum criteria.

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

Approach

This policy will be the basis for the delivery of the Arts subjects and underpin the artistic ethos of the school. Good practice in the Arts subjects is disseminated across the whole school via the enrichment opportunities e.g. Enrichment Days.

Conclusion

It is the aim of this policy to enable students to see their education holistically and become independent learners who are able to transfer the skills gained in Arts subject across the wider curriculum, thereby raising standards and achievements across the whole school.

Signature: Chair of Governor Representative	Name:	Date:
Signature: Headteacher	Name:	Date:
Signature: Chair of xxxxxx Committee	Name:	Date: