



Lancashire's school for deaf children

Policy Title:	Arts and Culture Policy
Date of Issue:	10/03/2020
Date of Review:	Spring Term 2021
Author and Role:	Bev Hennefer, Headteacher
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	
Details:	This Policy: Reflects the school values and ethos in relation to the creative arts and cultural curriculum at Royal Cross School. It gives guidance on planning, teaching and assessment, and is designed to support understand their role and responsibilities.
Cross reference:	Assessment, Recording and Reporting Policy Marking and Feedback Policy Teaching and Learning Policy

EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Royal Cross School Arts and Culture Policy

Paper copies of this policy are available free of charge on request from the school office.

Statement of Intent:

We believe that a creative Arts and Culture approach within school will develop self-confidence, self-expression and stimulate creativity and imagination.

By providing visual, tactile and sensory experiences our pupils are offered a unique way of understanding and responding to the world.

It enables deaf pupils at Royal Cross to communicate what they see, hear and experience through sign and drama. The Arts reflect the diverse culture and society we live in and by teaching the Arts, children gain a better understanding of the world we live in.

As well as being creative and enjoyable activities, the Arts can also be highly academic and challenging subjects. At Royal Cross School, we provide many opportunities for all pupils to create, play and perform in the arts.

We develop skills necessary to appreciate a wide variety of art forms. Through experiencing the arts, pupils develop their creativity, self - esteem and confidence.

Spiritual, Moral, Social & Cultural (SMS&C) Statement

At Royal Cross Primary School, we recognise that the personal development of our pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides our pupils with opportunities to explore and develop:

- an understanding of their cultural heritage
- their own personal values
- their spiritual awareness
- high standards of personal behaviour
- a positive, caring attitude towards other people
- an appreciation of the cultural diversity and richness represented within modern Britain

Pupils' spiritual, moral, social and cultural development is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the use of imagination and creativity in their learning
- interest in investigating, and offering reasoned views about, moral and ethical issues.

- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively using whichever communication method they prefer
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage, including those shared through Deaf Studies
- willingness to participate and respond to a range of creative arts and cultural experiences.

Aims and Objectives

- To develop self-confidence in their expression of ideas, thoughts and feelings.
- To enable pupils to record from first-hand experience and from imagination, and to select own ideas to use in work.
- To access the many arts and cultural experiences available within the community.
- To have ownership of their creative development and journey.
- To develop creativity and imagination through a range of arts and cultural experiences.
- To improve the children's confidence and abilities to control materials, tools, instruments and techniques.
- To increase their critical awareness of the arts in different settings and cultures.
- To develop increasing confidence in the use of visual, digital and performing arts.
- To foster an enjoyment and appreciation for the visual, digital and performing arts.
- To provide opportunities to gain appreciation and a knowledge of different artists.
- To know and understand how music is made through a variety of instruments and sensory, musical journeys.
- To develop interrelated skills of performing and composing in creative, expressive arts.

Teaching and learning styles

The school uses a variety of teaching and learning styles across lessons.

We ensure that the act of 'investigating and making' includes exploring, developing ideas, evaluating and developing projects.

We provide aspirational opportunities for pupils to participate in a variety of artistic, musical, dramatic and dance experiences through which we aim to develop confidence and a love of learning.

We do this best through a mixture of whole class teaching and individual/group activities. Teachers plan for arts and cultural experiences over the whole curriculum.

We give pupils the opportunity within lessons to work on their own and collaborate with others, ensuring that have ownership of their learning and that outcomes are always authentic.

We recognise that we have pupils of differing abilities and needs in all our classes and ensure that all learning opportunities are fully inclusive. All pupils are supported to engage and achieve at all levels of need through:

- Awareness of individual communication needs.
- Understanding of diverse cultural heritages represented within school.
- Understanding of individual mobility and sensory needs of pupils.
- Setting common tasks that are open - ended and can have a variety of responses.
- Providing a range of challenges with different resources.
- Using additional adults to support the work of individual pupils or small groups.

Arts Planning

Royal Cross School uses the national schemes of work for music, art, dance and drama as a basis for our creative arts planning.

We have adapted our creative curriculum so that topics build upon prior learning. While there are opportunities for pupils to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that individual children are increasingly challenged as they move through the school.

We carry out curriculum planning in three phases:

- long-term - maps the topics studied in each term during the key stage.
- medium-term - mapped by the subject co-ordinators in conjunction with key staff.
- daily lesson plans - class teacher is responsible for keeping these individual plans

Arts and culture in the Curriculum

Curriculum time is planned for teaching in art, digital arts, Faith Days, sports, design, dance, music, literature and drama to give all pupils a broad programme. We use the arts to develop a creative approach to learning across all curriculum areas.

Creative Arts and Cultural Experiences:

Pupils within Royal Cross are offered opportunities to experience a wide range of arts and cultural experiences. These experiences include:

- **Visual arts** – painting, drawing, sculpture, craft and design
- **Performing arts** - music, dance, drama, storytelling Literature – poetry, fiction and non-fiction;

- **Media and multimedia** – film and photography, digital presentation and media.

Regular opportunities include:

- Whole school immersive experiences
- Whole school Faith Days
- Whole school arts days
- Whole school display and exhibitions
- Weekly expressive signed singing
- Christmas and summer production – combination of all art forms
- Cultural and spiritual assemblies involving drama, music, poetry, dance and art
- Art club - extra curricular
- Expressive signed poetry
- Expressive performing arts alongside Deaf role models
- Deaf studies to explore cultural identity and ensure a positive self-image
- Visiting theatre groups/artists/musicians
- Visits to external cultural partners, including museums, theatre groups, musicians
- Visits to neighbouring schools to participate in collaborative arts and cultural projects.

Cross - Curricular Links

Cross - curricular links are made through careful whole school planning and collaboration between subject leaders.

English. The arts contribute to the teaching of English through providing opportunities to develop creative writing and original narratives for performing arts. Expressive poetry is developed through collaboration with external providers and deaf role models, incorporating expressive signed poetry. Performing arts rely on the importance of Drama, Deaf Sign Language and Speaking and Listening to develop opportunities for pupils to experiment with various ways of expression.

Mathematics. Visual arts contribute to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. Performing arts, especially music, is linked closely with mathematics, as rhythm and structure of music is mathematically based. Opportunities to work with professional musicians give pupils access to specialist practitioners and for staff to develop good practice.

Computing. Information Technology is used to support creative arts where appropriate. Pupils are supported to use digital presentation skills to enhance cross curricular projects and topics. At Royal Cross we use a computerised lighting system to help create mood and atmosphere in

productions and to explore science through shadow & light work. Digital art skills are also included as part of pupil's appreciation of art and Artists.

Personal, social and emotional development and citizenship. Through a common goal of making art, children learn to work more effectively with other people and build upon good relationships. Music and drama is the basis of many social activities and has an important role to play in the personal development of young people. By exploring communication through sign and drama the pupils at Royal Cross are given the opportunity to express their thoughts, ideas and feelings within an inclusive environment.

Spiritual, moral, social and cultural diversity. Listening, creating and performing in the arts can be a moving and even spiritual experience. We encourage pupils to reflect on the important effect that the arts have on people's moods, senses and quality of life. Pupils own cultural diversity and heritage are shared and celebrated through immersive Faith Days which involve input from both families and pupils. By encountering arts from many cultures, pupils develop a more positive attitudes towards other cultures and societies. Deaf Studies are incorporated into the creative arts, giving pupils opportunities to explore their deaf identity and learn about the rich cultural world of the deaf.

Inclusion and Equal Opportunities

All staff at Royal Cross Primary School are responsible for ensuring that every pupil, regardless of SEN, gender, race, culture, background and ability have the opportunity to experience arts education at an appropriate and challenging level.

We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background/preferences when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Arts activities and is fully included in the curriculum in whatever way is effective and appropriate.

The Arts can provide the opportunity for new arrivals with very limited English to achieve and can therefore raise their self - esteem. It is a subject into which newly arrived pupils can easily be integrated. Working in The Arts can encourage the development of a wide range of social skills through collaborative working and sharing of ideas. Through the Arts they learn to express themselves non - verbally and may, in this context, be able to contribute cultural knowledge and experience that is of interest and benefit to all pupils.

Celebration Displays

Displaying pupils' work is seen as very important at Royal Cross Primary School. We aim to create a visually rich and interactive learning environment that celebrates the achievements of all our pupils. In this way school provides a stimulating environment for all children, motivating pupils, adding to learning and showing pupils that they are all valued.

Pupil Voice

At Royal Cross School, we appreciate how important it is to engage with our children to develop our Arts and Cultural offer. We achieve this by: -

- Using feedback forms to gather information on arts projects, extra - curricular arts provision and trips and visitors. This enables us to discover what the children enjoy about the Arts and what aspects they would change.
- Consulting with the School Council on specific Arts projects.
- The pupil's voice is valued by staff and opportunities are taken, where relevant, to follow their interests both with curriculum and extra - curriculum time

The school signing choir and musical events

We believe that music enriches the lives of people and wish to involve as many pupils as possible in inclusive musical activities. The way in which we approach music at Royal Cross has to be carefully thought out to ensure inclusivity for deaf pupils.

We have a signing school choir which all pupils access and enjoy. The choir meets on a regular basis and performs in public on a number of occasions throughout the year at community venues supported by families and friends of Royal Cross School.

Working with Professional Artists and Arts Organisations

We believe the value of partnerships with community arts organisations demonstrate excellence and raise awareness of opportunities within the arts world. We have close partnership working with a range of professional practitioners, including:

- More Music, Morecambe
- Dukes Theatres, Lancaster
- Preston Museum Services
- Lancashire Heritage Centre

The links benefit:

- Funded opportunities
- Curriculum development

- Self-expression
- Self-confidence & self-esteem
- Cultural awareness
- Community links
- Staff development
- Pupil's creative achievements
- The profile of the Arts and Curriculum
- The nurturing of talent

Celebrating achievement

Achievement in the arts and cultural curriculum is given the same importance as other curriculum subjects. We believe that it is important for pupils to showcase their work, to celebrate what they achieved and to share with parents and the community.

We do this in a variety of ways including:

- School productions shared with families and local groups
- Assemblies, achievements shared with school and staff
- Through participation in community projects
- Website that contains pictures and videos.
- Electronic sharing with families
- Headteacher newsletters
- Partnership working with Curious Minds (Artsmark accreditation)

Artsmark Journey

In September 2017 we began our Artsmark Gold Journey as a school. We are working towards our Gold Award in partnership with Curious Minds and a range of external providers.

We believe that a broad and balanced curriculum that values the Creative Arts Culture helps to develop well rounded citizens for the future and provides all pupils with opportunities to achieve.

At Royal Cross the development of the Creative Arts is a team led initiative, recognising the value of individual staff strengths and interests to encourage, support and inspire.

The journey is shared on the web site for parents and families and through regular feedback to Governors as partners in this journey.

Assessment and Recording

Teachers assess pupils by making through observations during lessons. On completion of a piece of work, the teacher marks the work and comments as appropriate against learning objectives.

At the end of each unit of work, the teacher makes a summary judgement about the work of each pupil. This information is used to update school assessment systems, B Squared.

Class teachers keep digital examples of work on iPads and complete and contribute to an online log on SharePoint. This is used to evidence the impact of the Arts and Cultural experiences across the school and contributes towards school's Artsmark Gold journey.

Monitoring and review

The Headteacher is responsible for the monitoring and development of the Artsmark Journey.

Senior leadership team are responsible for the implementation and monitoring of the Arts and Culture policy across the school.

Teachers are responsible for the quality of teaching of teaching and learning across the arts and cultural curriculum.

Teachers also support each other in the teaching of the arts through Peer to Peer mentoring with key staff having opportunities to work alongside each other and share good practice.