



## **Arts Policy**

### **The school's commitment to the Arts**

Sackville School is committed to ensuring a full and rounded education for all students, and to the development of capable, creative, caring and confident citizens. The school provides access for all students - regardless of background, ability or disability - to a broad range of Arts subjects and experience of the Arts\*.

### **Time given to Arts teaching in the curriculum**

All students experience at least 12% dedicated, discrete, teaching time in Arts subjects at KS3, (1 lesson a week in Art, Drama and Music; Dance taught in blocks of time as part of P.E.) as well as benefiting from additional Arts input from other subjects such as English. A number of subjects take an Arts-based approach to some areas of the curriculum, notably the Humanities and Modern Languages. Students are entitled to take Arts subjects as both their option choices at KS4, where they receive 2 hours teaching a week for each subject. A wide range of AS and A level Arts subjects is offered at KS5.

### **Range of experiences**

In addition to normal classroom teaching, the school also encourages opportunities for a cross-curricular approach to the Arts whenever possible, notably through the annual Curriculum Enhancement Week and whole school performances. The school is committed to extra-curricular activities in the form of clubs; support sessions for exam students, either after-school or at weekends; visits from practitioners; and trips to foster an interest in a variety of Arts in a wider context.

### **Arts Facilities and Resources**

The school has purpose-built areas for each Arts discipline. These include 4 Art Rooms (one with a kiln for Ceramics), 3 Drama studios, a dance studio, 5 Music rooms, a room for composing and several practice cells, and two Media teaching rooms with 2 editing suites.

Curriculum Team Leaders are proactive in introducing new technologies and acquiring up-to-date resources for their subject areas. They are responsible for their delegated budgets in resourcing their subjects as per their capitation and based on the identified needs in their Team Improvement Plans. Our partnership with Chequer Mead Arts Centre and Cosprop is also a valued resource.

Links between outside practitioners and the school are actively sought and maintained in all areas of the Arts, to the benefit of both students and teachers; and the school is keen to share its expertise and celebrate achievement with the wider community, especially through subject specific workshops offered to our primary feeder schools, and exhibitions, performances and concerts.

### **Arts qualifications and expertise of staff**

All Arts departments are run by well-qualified Curriculum Team Leaders who are managed in turn by a member of the Senior Leadership Team. In this way, clear lines of communication and support are maintained. All Arts teachers are experts in their own subject areas, and are encouraged to maintain and broaden their expertise through in-house and external CPD opportunities in both their own teaching areas and whole school issues.

### **Monitoring and evaluation**

All Arts departments monitor their students' progress using a variety of applications in Sims to log, track and evaluate. Students are graded against their end of Key Stage MEG three times a year and parents informed. Strategies are put in place to support under-achieving students. In addition, each Curriculum Team Leader monitors the teaching and learning of his/her department. Where the work is mainly practical, this monitoring is carried out jointly by two teachers during lesson time. Staff also make use of work samples and moderation of work in calendared meeting time. They also build in regular opportunities to observe each other teach and share good practice.

Student Voice is widely used within the school, for example to inform SLT as part of its annual review of Teaching and Learning in the Arts subjects, and to gain student reaction when interviewing new staff. Subject teachers survey students to ascertain how they view the delivery of the Arts subjects, and use the results to evaluate and refine teaching and learning.

### **The Arts subjects play a leading role in:**

- the fostering of imagination, creativity and empathy
- the celebration of achievement
- the development of self-confidence, self-expression and co-operation
- the promotion of enjoyment of the arts as practitioners and audience
- the development of transferable skills and the understanding of how the Arts can support and develop learning in other areas
- the promotion of the ethos of 'Every Child Matters'
- the fostering of literacy through the use of key words
- the encouragement of initiative and community spirit through extra-curricular activities and community involvement
- the broadening of the students' view of the world around them
- the spiritual, moral, social and cultural development of all students
- the challenging of prejudice and intolerance
- the engaging of students through a variety of learning styles
- inclusion, equality and diversity

### **Knowledge and understanding of the Arts is developed through:**

- Carefully planned KS3 courses for all pupils in Art, Drama, Music and Dance (as part of P.E.)
- KS4 and 5 examination courses in Art, Ceramics, Drama, Dance, Performing Arts, Music, Music Technology and Film and Media
- Curriculum areas such as English Literature and Design Technology which also incorporate elements of the Arts
- High quality teaching and learning delivered by well qualified and enthusiastic practitioners using a variety of teaching styles and strategies
- Autonomous Curriculum Team Leaders for each Arts discipline
- Regular opportunities for CPD for Arts teachers, including links with practitioners.

### **Objectives in the teaching of the Arts include:**

- the provision of a range of courses in the arts at all key stages and give access to externally accredited qualifications in the arts
- a wide and varied programme of extra-curricular activities and study support
- knowledge and understanding of art forms, conventions and practice developed through carefully planned programmes of study
- the promote the development of critical skills through evaluation of their own work and that of others (AfL)
- the promotion of participation and enjoyment in the arts through study, practice and engagement as audience
- enabling our students to engage imaginatively in the arts by providing direct, practical experience of creative processes and activities
- developing skills in a range of creative and expressive activities across the arts

- enabling our students to pursue excellence as an achievable goal in performance and production
- providing opportunities for students to succeed and to reach their potential through performance and display
- fostering curiosity, ingenuity and imagination in the shaping of ideas, experience and feelings through personal involvement in a range of cultural forms
- encouraging awareness of artistic pursuits and endeavour in their cultural, historical and social contexts
- giving opportunities to experience the work of practitioners and performers through visits, residential courses, artists in residence and workshops, etc.
- developing special interests, talents and enthusiasms and offer opportunities to gain a sense of personal achievement
- extending opportunities and broaden arts provision by encouraging students' contribution to arts and leisure through links with the community
- fostering a lifelong interest in the Arts
- giving opportunities for all types of people to perform and grow in confidence

**P Street Autumn 2009. Reviewed Autumn 2015, Summer 2017.  
To be reviewed 2019**

\* Implicit in this policy is support of the School's Equal Opportunities Policy.