

ST JAMES' CATHOLIC HIGH SCHOOL

ARTS POLICY

The Faculty of Expressive Arts endeavours to support and base our work on the Christian principles set out in the School Mission Statement. We are committed to promoting “a Christ-centred, caring environment, where individuals develop their full potential and achievement is celebrated.”

As part of a Christian community and in accordance with the aims and philosophies of the school, we commit ourselves to the development of the whole person and the pursuit of excellence by: Valuing all our pupils equally and respecting difference in ability and interests, and in seeking all avenues for recognizing and praising strengths. Through our courses we strive for excellence and cater for the need of pupils to acquire formal qualifications, but also try to give due importance to personal development. We aim to create an atmosphere of cooperation through which personal relationships between pupils and staff are allowed to develop and through which, all individuals are allowed to prosper through the development of knowledge and personal growth. The Christian tenets of mutual respect underlie this aspect of our work. We believe that praise and reward is especially important in the development of our pupils and increases their pride in their work and place in the Faculty.

At St James' Catholic High School, the Faculty of Expressive Arts is concerned with creativity intertwined with emotional and intellectual responses. We aim to offer a broad, balanced, stimulating, differentiated and relevant curriculum for all our pupils as a means of communication and self-expression in response to a range of stimuli. An important component is the strong element of direct experience offered to children so that they can develop an awareness of the world around them through observation, recording, analysis and visual language. The Arts are a powerful and unique form of communication that can change the way pupils think, feel and act. We strive to enrich and nurture the creative talents of all pupils and furnish them with a variety of skills that will prepare them for the challenges that lie ahead. The guiding principles of the Every Child Matters agenda underpin everything we set out to achieve. Indeed Expressive Arts is uniquely placed to help in the delivery of the five outcomes of ECM, in particular “enjoying and achieving” and “making a positive contribution”.

Rationale: As part of a Christian community and in accordance with the aims and philosophies of St James' Catholic High School, the Arts are concerned with creativity intertwined with emotional, intellectual and imaginative responses. The Arts have a unique role in developing aesthetic appreciation and sensitivity, creativity and fulfilment as recognised in the part they play in the National Curriculum's aim to produce a broad, balanced, creative, differentiated and relevant curriculum for all our pupils. We are committed to working closely within the Faculty on cross-curricular themes and with departments across the wider curriculum, for example: Multi-cultural themes with RE, History and MFL and cross curricular projects and days with other departments. Through the schools mission statement our mutual interest is to encourage each child's potential to develop both aesthetically and with the appropriate skills and ideals and celebrate their achievement. St James' Catholic High School is committed to reinforcing the principle that Every Child Matters in all our policies and practices and recognises that Expressive Arts has a unique role in helping to deliver the five outcomes of the approach, particularly *enjoying and achieving and making a positive contribution*. Through this we endeavour to:

Aims	Objectives
<ul style="list-style-type: none"> • Foster a sense of enquiry, personal discovery and imagination in engaging with a variety of art forms, to enable students to explore values, attitudes, feelings and meanings & help them to realise their intentions. • To encourage all children to develop as independent and life-long learners. 	<ul style="list-style-type: none"> • To create a diverse, inspiring and highly demanding aspect of the 'Arts' curriculum available to all pupils regardless of race, gender or special need. • To create a good working atmosphere in the classroom, where all staff feel comfortable and confident teaching their own specialism. • Continue to provide out-of-hours arts activities at all key stages in all art forms.
<ul style="list-style-type: none"> • Encourage students to work independently and in teams, to share varied arts experiences and to present work to others. 	<ul style="list-style-type: none"> • To widen and develop the use of skills, the Arts are keen to share good practice with other departments particularly where joint activities involve celebration, residential courses, community exhibitions and support of PSHE provision. • At key stage 4, students are able to take up to 2 Arts specialisms of their choice to GCSE level. • To work and research as individuals or within a team.
<ul style="list-style-type: none"> • Develop an understanding of the role of arts in society, including as a career. • Provide opportunities to share the arts with our local community increasing appreciation of each other. 	<ul style="list-style-type: none"> • To develop the profile of arts subjects within the school. • Display and perform the arts in school to its widest audience possible in order to foster cross-curricular collaboration. • To work with other professional practitioners and to celebrate pupil achievements.
<ul style="list-style-type: none"> • Encourage pupils to have an awareness of the broad spiritual, moral, social and cultural context within their lives and the wider world. • Increase active and independent involvement in cultural opportunities. • To show the Arts reflect the Historic development of society and faith within different cultures. 	<ul style="list-style-type: none"> • Stimulate creativity and imagination through the arts. • Provide visual, tactile and sensory experiences and a unique way of understanding when responding to the world. • Pupils use a variety of different media to communicate what they see, feel and think. • Pupils will learn to make informed value judgements, aesthetic and practical decisions. • They explore ideas and meanings: in the work of artists, performers, crafts people and designers and in the wider world of Music, theatre and visits to galleries and we have visiting artists/ practitioners. • To learn about the diverse roles and functions of arts in contemporary life and in different times and cultures.

	<ul style="list-style-type: none"> • Understand that appreciation and enjoyment of the arts have the power and opportunity to enrich personal and public lives.
<ul style="list-style-type: none"> • Develop the ability to create, appreciate and make critical judgments about artworks; Encourage pupils to be self-motivated and self-critical with the ability to solve problems, investigate and make appropriate judgements. 	<ul style="list-style-type: none"> • Teachers are awareness of Pupils' individual learning styles and requirements. (audits have shown that the majority of pupils tend to learn visually or kinaesthetically.) • Pupils to be actively engaged in most classroom activities. • Pupils' learning styles identified in the teacher mark list with information on SEN, behaviour, G&T and targets set, thus to effectively make the most out of prior learning, progress tracking and added value throughout the year.
<ul style="list-style-type: none"> • To engage all learners in a safe environment so they enjoy and achieve in a range of different forms, whilst exploring values, attitudes, feelings and meanings through the Arts and our Christian values. • To have high expectations and provide opportunities for outstanding achievement. 	<ul style="list-style-type: none"> • Each department to have Health and safety policy which is included in the schemes of work, lesson plans and communicated to pupils through lesson objectives and instructions. • Uphold the Christian values and lead by example • Reward and celebrate achievement

Continuing Professional Development within the Arts

Professional development is actively encouraged at St James' Catholic High School. A Director of Expressive Arts was appointed in December 2008 to coordinate 'the arts' in school. It is important that we make effective use of our facilities and develop these, as is the importance of making available learning opportunities and professional development for all staff. The Arts management endorse this aim and engenders staff to work as a team and support each other. Furthermore, professional development is about enabling teachers to be effective professionals and about developing their knowledge and skills in a focussed way. It is a means of promoting professional growth, taking into account a teacher's individual professional needs. Arrangements for professional development will link firmly to other policies designed to raise pupils' achievement. The school's is committed to raising the achievement of all who learn and work here. Each department's professional development policy works towards encouraging all staff and pupils to reach their potential and to support the effective implementation of other policies designed to raise pupil and staff achievement and other aspects of the schools aims and objectives. In summary we want staff to:

- Work in an environment which promotes and enables professional development to take place.
- To identify and support a training need of an individual which closely reflects the relevant Departmental Action Plan and School Action Plan.

Equal Opportunities

The Arts promote equal opportunities where all lessons and equipment needed are provided to all pupils at no cost. All boys and girls regardless of their gender, race, social or economic background are equally encouraged to participate in lessons and after school activities. In order to accomplish these aims it has been necessary to evolve a curriculum that enables the pupil in key stage 3 to experience specific techniques and have the opportunity to perform, use a wide selection of materials and a range of generic skills that have been incorporated in each of the specialist areas of Drawing and Painting, Sculpture, CAD, Printmaking, Ceramics, Textiles, Drama, Dance, Music and English literature .

- All workshop practices follow the school Health and Safety policies.
- Different cultures are experienced through using resources and artefacts from different countries, through providing workshops, visits and performances.
- SEN pupils and G & T pupils are identified in the teachers' record book and lessons are planned and differentiated to cater for every need.
- Enrichment activities are provided for all pupils but G & T pupils are actively encouraged to take part in extra workshops, work with artists in residence, trips/visits, competitions, open evenings, LA activities etc.
Greater expectations in the classroom; encouraging G&T pupils to achieve high standards through; greater research, further individual detail etc.

Drama, Music, Visual Art and Dance curriculum content and provision

The Arts are fully resourced and budgets are allocated every year. These are managed by the individual subject coordinators. However, when the departments work together on productions, show-case events, cross-curricular days, celebrations etc, this is funded separately by the school or ticket sales.

Art, Drama and Music are taught as discreet subjects within the Faculty to all Key stage 3 pupils and a selection of student's at Key stage 4 who have opted for subjects in the Arts at GCSE level. All classes in the key stages are of mixed ability and KS3 pupils are taught in form groups. There are 6 mixed ability forms in each year, each form with 27-30 pupils. The school has endorsed the strengths of the Arts and make it possible to integrate and structure all arts within the whole curriculum for children to recognise and gain their potential. Teachers are required to employ teaching methods and resources which allow all pupils (irrespective of gender, ethnic origin, academic ability, etc) to have equal access to each Art area and to experience success and enjoyment in their work.

KS3

Within the two-week timetable (a lesson comprises of 50 minutes):

Art: Year 9 pupils have 3 lessons of art (usually one double and one single lesson).

Years 7 and 8 pupils have four lessons of art (the preference is for pupils to have two double lessons of Art, but due to timetable restrictions, some have a double and two singles and in rare circumstances some may have four singles.)

Drama and Music: Each KS3 class has two 50 min lessons a fortnight, which wherever possible, are divided equally between the two weeks.

KS4

Art, Drama and Music are all options at KS4. Both Yrs 10 and 11 have three 50 minute lessons per week (one double and one single)

Music and Art follow the AQA GCSE syllabus and Drama do the EdExcel GCSE course

SUBJECT SPECIFIC OBJECTIVES:

Drama

At Key Stage 3 all pupils are taught Drama as a subject in its own right. They are given plenty of opportunities for involvement with Drama in school celebrations, productions and show-case events. Many aspects of the English Literature and RE SOW engage students in Drama and role-play to enhance syllabus delivery.

The main focus of drama in the curriculum is primarily to challenge students to speak out, increase their confidence, self-esteem and positive interaction with others. Drama is also an integral aspect to PSHE where role-play is strongly built into subject delivery along with Music and Art.

Staff should provide opportunities whereby pupils are able to:

- Create and sustain roles both individually and when working with others.
- Script and perform plays. The material should consist of work written by pupils and by others and the writing should sometimes be in response to a stimulus or an idea from within the group.
- Respond to performances and more specifically discuss, evaluate, comment and review their own and others' performances.
- Improvise
- Present Drama stories to others e.g. telling a story through tableaux or using a narrator.
- Devise plays.

More specifically, when participating in such Drama activities, pupils should:

- Identify and describe characters, events and settings in fiction
- Express preferences supported by reasoned argument
- Learn, recite and act out stories / drama
- Respond imaginatively and in different ways to the script e.g. using the characters from a play in their own story
- Imaginatively use language, action, leg movement, atmosphere, tension, themes, emotion, dialogue pace and narrative to explore and convey situations and ideas in plays they devise, script and perform
- Create, adapt and sustain different roles individually and in groups
- Evaluate how they and others have contributed to the overall effectiveness of performances they have watched or in which they have taken part
- Use a variety of dramatic techniques to explore characters, ideas, text, meanings and issues e.g. hot seating, flash back
- Appreciate how the structure and organisation of scenes and plays contribute to the dramatic effect
- Use their knowledge of sequence and story language when they are re-telling or predicting events

Music

In Music all pupils are taught to play keyboard instruments to develop and understand technical skills and the construction of musical compositions. The Music curriculum should provide opportunities for pupils to gain skills, knowledge and understanding in the following areas:

- Controlling sounds
- Creating and developing musical ideas
- Responding and reviewing own and others' work
- Listening and applying knowledge and understanding
- Pupils should be subjected to a variety of experiences/ activities during a unit and during an individual lesson if possible. There should be opportunities for individual and/or group activities, e.g. performing, listening, composing, writing, discussion, appraising and using I.T. equipment
- The National Curriculum Key Stage 3 programme of study and relevant GCSE syllabus should be used as a basis for all schemes of work
- Pupils develop the skills necessary to participate in (including performing) a wide range of musical activities, both in and out of school
- Pupils are encouraged to recall and apply their knowledge and skills in familiar and unfamiliar situations
- Pupils develop the skill of perception and the ability to critically respond to music from different times and cultures
- Pupils are encouraged to understand and express their thoughts and feelings through music
- Pupils develop core skills in addition to those mentioned previously, e.g. applying their knowledge and understanding in a range of contexts: numeracy, literacy and ICT; memory skills and analysis , creativity and co-ordination

Again a pupil's esteem and confidence are enhanced when practising/performing and demonstrating their creative talents. Pupils have many opportunities to perform in front of various audiences in school and the community.

- The Music department have a very popular and well established choir, which practices every Tuesday evening after school.
- The school band rehearses at lunchtimes.
- There are two practise rooms within the department where peripatetic lessons take place and individuals can book.

Visual Arts

- In Art students are given the opportunity to explore a wide range of disciplines and media. Whilst developing their skills, they are required to investigate and contextualise other artists work alongside their own.
- In Art along with all the other subjects pupils all have the opportunity to learn in strong out of hour's curriculum workshops for key stages 3&4.
- Visual arts are a strong feature throughout the whole school, which in turn contributes to enriching and developing pupils' confidence and pride in their abilities and school environment.
- Art fully supports KS4 Expressive arts as a specialism in the syllabus with Music and Drama.
- Within the Art department, we are able to offer a wide range of disciplines confidently through our specialist teachers.
- The KS4 Art course at present consists of GCSE Fine Art

The Art curriculum should provide opportunities for pupils to gain skills, knowledge and understanding in the following areas:

- Develop knowledge of a wide range of techniques and possibilities through: painting, drawing, collage, mixed media, 3D/relief, graphics, printmaking, textiles and ICT
- Foster a spirit of enquiry into the visual world and to encourage personal responses to it through a range of image making activities

- Explore and perceive the established world of Art by relating their practical work to the work of artists, periods and cultures
- Develop skills for analysing and recording from observation, memory and imagination
- Gain an understanding of the working methods of art, artists, crafts people and designers and develop the ability to analyse and research their work
- Explore ideas by adapting and modifying and experimenting with alternatives and possibilities
- Enable pupils to work independently and as part of a team in varied activities
- Communicate ideas
- Develop the ability to assess work
- Evaluate, adapt and modify work and to target improvements
- Develop proficiency in the use of materials and a variety of techniques
- Develop and understanding for and explore the Formal Elements: Line, tone, form, shape, scale, colour, pattern, texture and composition
- Gain an understanding of proportion, symmetry, repetition, contrast, rhythm, perspective and movement
- Encourage looking, thinking, making and doing
- Create , construct and model in a variety of materials
- Keep a sketchbook and record responses
- Stimulate ideas concerned with innovative use of materials
- Use and understand specific subject vocabulary

Dance

- Dance is taught through PE lessons on a rotational basis at KS3
- Dance and movement are covered frequently in Drama and is a popular part of school performances and celebrations.
- As with other arts subjects, students are given many opportunities to demonstrate their talents to a wider audience: Dance shows, school productions, talent shows etc.

It must be stated that all pupils have creative needs, the Arts aim to nurture and bring out their potential and that essentially means all courses/subjects are inclusive to all pupils at every level. The Faculty of Expressive Arts has an action plan based on the needs, aims and objectives of each department. Each Arts subject completes monitoring reports for individuals and update and contribute to the 'Causing concern or G&T' data each half term, ensuring the SEN, school aims and policies are implemented.

This Arts policy will be monitored and reviewed on a three year basis and submitted to the Governing Body through their Curriculum Committee for approval. In addition the School Improvement Plan specifically identifies those responsible for the implementation and evaluation of specific Arts initiatives and developments. Coordinators also evaluate planning throughout the school annually and also observe teaching across the year groups for each member of the Faculty at least once every year.

It is our intention to submit full reports on all developments to Governors by the Expressive Arts coordinator, the link Governor for Expressive Arts (Paul Carter) and the Headteacher. We will submit an annual Self Evaluation Form to the link Governor for the arts and debate the progress of the subjects. Reports from Faculty reviews are produced by the Head teacher following scrutiny and evaluations by senior managers of the teaching, learning and planning across the Expressive Arts Faculty. These are shared with the Faculty and Governors.