

Powerful Hornbillers are  
positively engaged citizens.



# The Arts Subject Policy

Updated October 2022

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## Powerful Hornbillers are Positively Engaged Citizens

### Hornbill School's Mission

Our values led, multicultural school promotes a happy, safe & caring environment that is committed to helping all children experience success, whatever their background or abilities. Our children build their learning power as part of a learning community in which they all become resilient & self-assured whilst achieving the highest standards on all they set out to do. The health, safety and wellbeing of every child is our paramount concern.

### Building Learning Power

Hornbillers are caring, courteous citizens of Hornbill School who are powerful learners because of their: **curiosity**, **creativity** and **courage** and their **reflective**, **resilient** and **energetic** ability to **communicate** and **explore**.

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## 1. Principles of The Arts at Hornbill School with reference to our core drivers

- **Community** – We create a sense of belonging and togetherness in our Hornbill, Garrison, Home and Global communities through The Arts. We celebrate, through art, music and drama, the diverse heritage of our communities and, in doing so, we strengthen the richness of our school community.
- **Citizenship** – As positively engaged artists, we develop awareness of our individual and collective responsibilities as citizens. Developing creative and powerful outcomes, both alone and with others, we explore, promote and

celebrate values in action to the benefit of the 'audience' we reach and the creative process.

- **Metacognition** – We follow the metacognitive cycle: 'plan, monitor, evaluate' as the learning process by which we create outcomes within The Arts. We design and bring to fruition works of The Arts which represent this powerful learning journey through which we have travelled.

## 2. Aims

The National Curriculum for English (2014) secures entitlement for all pupils to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.

We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those pupils who are learning English as an Additional Language. This is in line with the requirements of the **Race Relations Act 1976** and the **Pupils' Act 2004**.

### Aims of The Arts at Hornbill School

- To celebrate a tradition for richness, quality and cultural diversity in The Arts.
- To enable every learner to express themselves, their uniqueness and creativity
- To build, in every learner, self-confidence and worth, valuing and harnessing ideas and developing skills for lifelong creative wellbeing

### Art

- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

### Music

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- To learn to sing and to use their voices, to create and compose music on their own and with others
- To have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

- To understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

### **Drama**

- To be competent in the two skills of speaking and listening
- To participate in and gain knowledge, skills and understanding associated with the artistic practice of drama
- To adopt, create and sustain a range of roles, responding appropriately to others in role
- To improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances

## **3. Teaching and Learning**

### **Art**

- Each year group from Y1 to Year 6 is timetabled a one-hour art lesson each week. This is taught by the art teacher in the specialist art room (Chameleon Room). Year 1 learning in their own classrooms.
- The National Curriculum objectives for art are woven into a wide range of projects designed to progressively build a skill set across all aspects of art and also to complement and develop knowledge and understanding of the thematic learning journey taking place within the year group.
- Paul Carney's skill progression map is also used to inform the curriculum.
- Sketchbooks are used to explore and record ideas, feelings and thoughts about people, places and things. Illustrations, cuttings, interesting pieces of material, etc. may all be collected and put into their sketchbook.
- The Long-Term Plan outlines the projects covered across the year groups, the key artistic skills being developed (drawing, painting, sculpture, collage, textiles, printing) and the work of focus artists to support the project.
- The Medium-Term Plan details the stages of the project, the specific techniques studied and the core technical language developed.
- Learners are guided through the metacognitive cycle which takes them from a stimulus point through planning how they will accomplish a desired creative outcome, the process of monitoring the developing work of art and, finally, reflective evaluation of it.
- The 8 Hornbill Learning Powers feature in teacher-learner and peer dialogue throughout the creative process. This engages learners in a metacognitively aware thought process and supports their personal control over the learning journey.

### **Music**

- Music is taught discretely by class teachers for 30 minutes each week or combined as longer periods of time.

- Lessons may take place in the classroom, in the specialist music room (the Rhythm Box), the MPH or any other shared outdoor space, as best suits the learning activities.
- Learning objectives derive directly from the National Curriculum and Model Music Curriculum (2021).
- Learning covers the musical elements of: singing, listening, composing and performing.
- A wide variety of untuned percussion instruments, as well as a selection of tuned instruments, including guitars, ukuleles, keyboards and recorders are available for use.
- Music technology, such as Garageband, is also available on individual iPads.
- The Long-Term Plan and Medium-Term Plan is based on the Model Music Curriculum (2021).
- Wider musical experiences are provided to learners through a weekly singing assembly, attended by Years 1 – 6 and (where available) access to peripatetic music teaching.

### **Drama**

- Speaking and Listening is a core element of the National Curriculum programme of study for English, within which drama is highlighted as a key element.
- Class teachers should weave into their learning pathways, relating to any appropriate subject (this can include history, geography, science...indeed any subject) opportunities to role play, to improvise, to devise and learn scripts.
- Opportunities for creative speaking and listening, in this way, may be brief and informal or part of a longer learning experience which builds up to a more refined 'performance'.
- More significant opportunities for rehearsed and performed drama are usually provided at the end of Term 1. Often, at this time, a year group or – collaboratively – year groups put together a performance, including all learners, to perform to parents.
- The Drama & Music Workshop is an ELO which performs a musical production each year at some point within Term 2 or 3. Learners from Years 4 – 6 are invited to be a part of this production.

## **4.Learner Experiences**

### **The Arts**

- Our richly cultural community enables learners to have a wealth of experiences of The Arts and to be involved in this themselves. Throughout the year, there are festivals and events at which learners and adult members of the community perform and share their arts. This includes Hornbill School's own Festival of The Arts – Glastonbill at which the arts of music, dance, drama and the spoken word are celebrated alongside other performance arts.

## Art

- Learners experience a wide variety of artistic mediums within our well-resourced art room.
- Learner engagement is promoted through the exploration of inspiring artists – both very famous, established artists and those less well known. Stimulus art is chosen to represent a diverse range of artists and a wide-ranging array of styles.
- Linking art projects to the wider theme being explored in the classroom also heightens engagement, as does the wide variety of skills explored amongst the projects completed during each academic year.

## Music

- Learners experience a wide variety of musical styles within their learning and are engaged by this range and their own personal response to each style.
- Learners experience plentiful hands-on opportunities to play a range of instruments.
- Learners are able, at times, to see instruments performed by peers and members of the community.
- Learners are given opportunities to perform their learned and composed music to others who provide an audience and, where appropriate, feedback.

## Drama

- Learners experience the opportunity to perform to audiences of varying size.
- At times, it is possible to give learners the opportunity to watch performances at other schools.
- At times, it has been possible to welcome to Hornbill School actors and acting companies who have been able to share their skills and talents with us.

## 5. Equal Opportunities

- All Arts learning opportunities are open to all learners.
- English as an Additional Language is supported by careful and practical teaching of core vocabulary in order that understanding links directly to the experience of that element of the arts e.g. tone, tempo or projection.
- The Arts Leader liaises closely with the SENDCo and class teachers to be fully aware of all needs to be met whilst learners engage with The Arts. Provision is made for all needs, as appropriate, to enable full participation in learning.
- LSA support is used to ensure that SEN requirements are met, as necessary, alongside the class teacher.
- We are aware that The Arts provides an avenue for creative expression that all learners, regardless of possible challenges in other areas of the curriculum, can flourish within. We seek to maximise the promotion of wellbeing that The Arts can provide to all learners.

## 6.Ensuring Access to the National Curriculum and to Assessment

- The Arts Leader and Music curriculum Leader attend regular forums with other professionals within DCS and wider to be able to moderate the learning provision and outcomes at Hornbill School.

## 7.Monitoring

### Art

- The Arts Leader is responsible for the management and monitoring of the teaching of art.
- The Arts Leader monitors the organisation of resources, materials, tools and equipment in a way that provides ease of access throughout the school for additional use to that within the weekly art lesson.

### Music

- The delivery of the music curriculum by class teachers is monitored by the music curriculum leader.
- The Arts Leader liaises closely with the music curriculum leader to offer further support, as necessary.

### Drama

- The use of drama in learning across all subjects is monitored by the Arts Leader.
- The Arts Leader fully supports the work of the ELO Drama & Music Workshop team and also fully supports other drama productions which take place at the end of Term 1.
- The Arts Leader actively promotes ways in which drama, and more widely oracy, can be beneficially woven into the curriculum.

## 8.Assessment

### Art

- Through completion of projects throughout the year, the art teacher develops a rounded picture of each learner's skill set. Use of pupil evaluations, recording of the process undertaken, observation of the child at work and the final outcomes produced all feed into the teacher assessment. Use of iPads for video recording of pupil voice also provides valuable evidence for assessment.
- Additional to this ongoing learning-based assessment, Paul Carney's Baseline Assessment method is used at the start of each academic year to gather initial information about new learners. Throughout their time at Hornbill School, Paul Carney's 'Progression in Art: Assessment Indicators' will be used to track accomplishment of the varied aspects of the curriculum. These will be traced on a termly basis in the school assessment system with a WTS/EXS/GD judgement.

## Music

- Music learning will be assessed consistently through Hornbills assessment. These will be traced on a termly basis in the school assessment system with a WTS/EXS/GD judgement.

## Drama

- Assessment of drama forms a part of class teachers' wider assessment of speaking and listening skills across many classroom contexts. Class teachers build up a clear picture of the speaking and listening skills of learners in their classrooms, including their ability to 'perform' and 'present' for larger audiences. This will be included in the overall assessment for English

## 9.Staffing

The range of adults involved in supporting the language and curriculum learning of pupils in The Arts, including a focus on EAL includes:

- The Arts Leader
- The Art teacher and LSA
- The Music curriculum Leader
- All class teachers as they teach music
- The Drama & Music Workshop team
- The EAL leader
- All class teachers as they integrate opportunities for drama into their wider curriculum provision

## 10.Safeguarding Pupils

Safeguarding permeates all activity and functions at Hornbill School. This policy therefore complements and supports the Safeguarding Policy.

## 11.Health and Safety

### Art

- Art materials are purchased from know school suppliers and, as such, are safe for use.
- Art materials are stored in the Chameleon Room and in The Tower. They are not directly accessible to learners and are managed only by adults, led by the Arts Leader.
- Adults always supervise learning and the use of any materials in art lessons. When materials or resources are used which pose any potential risk of harm, adult supervision is 1:1 or an appropriate ratio to minimise risk.
- Learners, where necessary, wear appropriate protective clothing such as aprons, gloves or eye protection in order to safely use some equipment.

## Music

- All instruments and other musical resources are regularly checked to ensure they are well-maintained and without damage.
- Adults move any heavier instruments into position for learners to use so that do not need to be carried unnecessarily.
- Wind instruments are disinfected between uses to minimise risk of any contamination being passed on.
- Where electrical instruments need to be plugged in, care is taken to move wires out of the way of walkways to avoid tripping hazards.

## Drama

- When drama performances take place in the MPH, care is taken to keep all electrical wires and any other trip hazards away from the acting space.
- Lighting rigs are carefully maintained and handled only by adults.
- Lighting and sound desks are either manned by adults or closely supervised when learners are involved.
- Heavy scenery is moved by adults only.

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Next Policy update will be: **October 2023**